

# THE VOICE

## MAGAZINE

April 14, 2004  
Volume 12 Issue 15



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# THE VOICE

April 21, 2004

Volume 12, Issue 16

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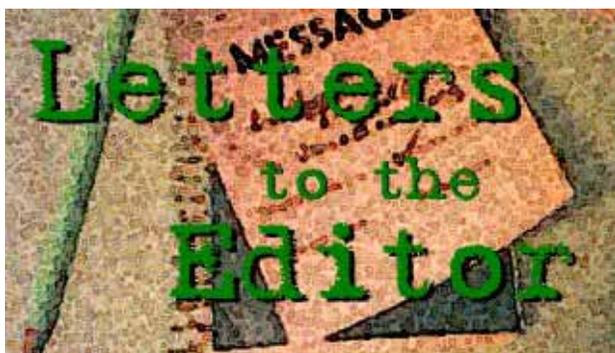
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**LETTERS TO THE EDITOR**

**CLASSIFIEDS!**



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.

The following letters are considerably longer than the standard Voice letter guidelines allow, but they are so informative, well written, and well supported that I did not wish to edit them. I hope the Voice continues to receive such passionate and erudite responses and that you enjoy reading these letters. If you have an opinion on *The Passion of The Christ*, send it to [voice@ausu.org](mailto:voice@ausu.org) and I'll include it in an upcoming *Sounding Off* column.

**Response to Jody Waddle's *The Passion of the Christ, Another View*.**

Dear Editor,

Although Jody Waddle's article purported to "clear up the most common questions and comments" about *The Passion of the Christ*, it was alarming for its naive confusion of personal belief with fact. Waddle asserts that Gibson's portrayal of the crucifixion is not a "gore-fest", and, indeed, the bible does say that Jesus was scourged. However, it does not say, for instance, that he was scourged until he was practically flayed and it does not say that after they nailed Jesus to the cross, that the Romans flipped over the cross, with Jesus on it, to hammer down the nail-tips poking through on the other side. Undoubtedly, the Romans were cruel, but what Gibson portrays is the product of his religious imagination only and is certainly not verifiable.

As a graduate student of history, I was surprised, too, to read Waddle's assertion that Gibson consulted with historians about his insertion of the devil into the film. Surely the absurdity of such a statement requires no further comment from me, except to add that it appeared to me that Gibson had consulted, instead, with the rock group Metallica for his portrayal of Satan.

I would, however, like to address Waddle's question about why Mel Gibson's association with a particular religious sect, The Society of Saint Pius X (SSPX) to be exact, should cause people to wonder if he is anti-Semitic. A quick visit to the Society's web site reveals why this association has been made. In an interesting feat of word-play, an article on deicide (meaning literally the killing of God) and anti-Semitism argues that while the Jews were "directly responsible for the crucifixion" their "curse" does not derive from this, but rather ...

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## THE VOICE

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"The curse is then the punishment for the hardhearted rebelliousness of a people that has refused the time of its visitation, that has *refused to convert* and to live a moral, spiritual life, directed towards heaven. This curse is the punishment of blindness to the things of God and eternity, of deafness to the call of conscience and to the love of good and hatred of evil which is the basis of all moral life, of spiritual paralysis, of total preoccupation with an earthly kingdom. It is this that *sets them as a people in entire opposition to the Catholic Church* and its supernatural plan for the salvation of souls. [Italics added]."<sup>1</sup>

In other words, the Jews are not cursed because they killed Christ, but because they did not convert to Catholicism after The Truth was supposedly revealed to them through his life and death. Thus the SSPX denies its anti-Semitism while upholding its anti-Judaism.

Furthermore, lest there be any ambiguity regarding the SSPX's rejection of religious tolerance, the Society's website also contains an article entitled "Defense of the Inquisition".<sup>2</sup> In a lengthy explication on this topic, the article argues, among other things, that the majority of those who were tortured by the Inquisition withstood the torture and were thus acquitted, suggesting in the author's view, that torture has been regarded in the wrong way: it was really just "a kind of judicial test". Ouch. But fear not, because even if you happened to fail the "judicial test", "those condemned to death were not always executed. Their sentences were sometimes commuted to time in prison, and they were then burned in effigy. Moreover, the condemned were not always burned alive. If they showed a certain repentance, they were suffocated before being thrown on the pyre." Gee, that's a relief.

But that's not all. The author is just getting started, because what he really wants to tell us is that "those who have the Faith must convey a positive judgement on the Inquisition. In purging the Catholic Church in Spain of Marranos' [Jews converted to Christianity] influence, the Holy Office saved Spain from Protestantism and spared her the horrors of a religious war similar to those which ravaged the greater part of Europe in the 16th century. . . . If the burning of a few hundred heretics had enabled Spain to avoid such a conflict, one must conclude that the Holy Office performed a humanitarian act. In addition, the Inquisition not only saved Spain, but the entire Church." Thus, the author concludes, by suggesting that an Inquisition in the 19th and 20th century would not have been such a bad thing. Sadly, he suggests that "Now it is too late" for another Inquisition, because it "can only be effective in a society which is already profoundly Christian". (Never mind that this contradicts his earlier assertion that the reason Spain necessitated an Inquisition was because it was not profoundly Christian due to all of the heretics and Jewish converts that it had to be purged of).

Which brings me back to Waddle's article. It is clear from even the few examples which are readily available on the SSPX's website, that the Catholic sect which Gibson is associated with, has, besides a rather curious interest in torture, a strong anti-Semitic strain throughout (although it would be fair to say that they are not tolerant of other faiths, either). There is good reason to wonder to what extent Gibson is influenced by the ideas of the SSPX. Surely by choosing to belong to a sect outside of the mainstream of Catholicism he has made a conscious choice about which church best reflects his beliefs and values.

Setting these troubling matters aside, as a faithful Christian with a perspective different from Waddle's, I wish to address one other issue. Contrary to Waddle's assertion, not all Christians believe that "Christ's mission was his suffering and death for him to be the new covenant between God and the people. He died for our sins so that we could have eternal life." In fact, it is the position of the United Church of Canada that Jesus' suffering was "not the payment of a 'debt for human sin. As a church we believe that God is present to all who suffer, and that God does not desire suffering in any form".<sup>3</sup>

Ironically, it is Gibson's film which brought me to the same conclusion as that of the United Church. Up until then, I believed in the doctrine of atonement, but after being subjected to more than two hours of inhuman torture depicted in *The Passion*, I could no longer reconcile the loving God of Christ's teachings with the sadistic God of Gibson. Moreover, the doctrine of atonement no longer made sense to me. If God is all-powerful and the designer of the universe, why would S/He need to make covenants with anyone? (And inflict a lot of unnecessary pain and suffering in doing it). Perhaps, then, rather than reiterating the trite formulas of

the Catholic catechism, Waddle would benefit from an active examination of them. Faith is a journey not a destination.

**Sincerely,  
Angeles Espinaco-Virseda**

1. "Can it truly be said that the Jewish race is guilty of the sin of deicide, and that it is consequently cursed by God, as depicted in Gibson's movie on the Passion? <[http://www.sspix.org/Catholic\\_FAQs/jews\\_guilty\\_of\\_deicide.htm](http://www.sspix.org/Catholic_FAQs/jews_guilty_of_deicide.htm)>
2. Jean-Claude Dupuis, "Defense of the Inquisition", <[http://www.sspix.org/against\\_the\\_sound\\_bites/defense\\_of\\_the\\_inquisition.htm](http://www.sspix.org/against_the_sound_bites/defense_of_the_inquisition.htm)>
3. "Passion: what the United Church says," The United Church Observer (April 2004), 44.

### **Another Response to Jody Waddle's *The Passion of the Christ, Another View*.**

I read with deep interest Jody Waddle's article, written in response to my own review of Mel Gibson's film. I cannot fault anyone for their religious faith, but I noted Waddle's comment that the questions raised by the film have been met with "false, emotionally-loaded answers." I expected to read some rather profound insights about theology and/or the historical Jesus, but instead found Waddle's own "false, emotionally-loaded answers."

How, for example, do we know that Gibson's film is "historically accurate"? Well, because Waddle tells us that it is! An injury to the actor playing Jesus is offered as proof that the Romans scourged Jesus in the manner portrayed in the film. Sorry, but what happens to an actor on a film set does not prove the historical accuracy of first century torture and execution.

Waddle's suggestion that I was unaware of (or deceptive about?) "the small post" where Jesus' feet were nailed, or uninformed about how crucifixion killed its victims, was surprising, to say the least. I never suggested that Jesus would have bled to death! Clearly, I objected to Gibson's inaccurate depiction of the nailing of the hands rather than the wrists. Gibson, even with "historians at his side" (according to Waddle), still managed to get it wrong.

There is much else that one could find fault with in Waddle's article (the non-Biblical treatment of Jesus' blood as a religious relic, Satan's "baby", the truncation and lack of context for the Gospel stories, to name just a few), but Waddle's lack of knowledge about Jewish people is troubling. Yes, it is true that **today** "Israeli's [sic] and Jews come in different colors," but for almost two thousand years most Jews lived outside of Palestine, and intermarried with other ethnic groups. Jesus, in contrast to the diasporic (and often Europeanized) Jews who returned to Israel in the middle of the twentieth century, would have been Semitic. Once again, Gibson (and Waddle) got it wrong.

More troubling are Waddle's apologetics for Christian, and particularly Catholic, anti-Semitism. Waddle's opinion that various Christian groups didn't persecute Jews is clearly uninformed. Apparently Waddle is unaware of Europe's anti-Jewish pogroms, the confinement of Jews to ghettos in Catholic Rome, the execution of Jews by Christian Crusaders following the capture of Jerusalem, the Spanish Inquisition (in which Jewish converts to Catholicism were tortured and murdered), Martin Luther's anti-Jewish polemics and the expulsion of Jews from many Christian countries at various points during the Middle Ages. Here, by the way, is another example, taken from one of the websites that Waddle provided ("Judaism and Christianity" by Dr. Warren Carroll):

*"A decree of the Fourth Lateran Council required Jews to wear identifying dress. It was feared that Jews might infiltrate Christian groups and organizations without their religious identity being known, and*

*there were instances in Spain where this can be proved to have actually happened, though probably it was rare."*

This was obviously an anti-Jewish decree enacted by a paranoid Catholic Church, which later sought to reverse its anti-Semitism in the Second Vatican Council when the Church rejected the phrase "perfidious Jews" because it was so objectionable!

Mel Gibson's film is not the "authentic" version of events that it claims to be. Gibson incorporates elements that are ahistorical as well as non-Biblical and the portrayal of Jews is particularly disturbing. *The Passion* reflects the values of Gibson's regressive Catholic sect, which has rejected many of the progressive reforms of the modern Roman Catholic Church.

**John Buhler**  
Edmonton

**If you have an opinion on *The Passion of The Christ*, send it to [voice@ausu.org](mailto:voice@ausu.org) and I'll include it in an upcoming *Sounding Off* column.**

## BEST TEST

*Lonita Fraser*

It's exam day, or almost. To make sure you're as prepared as possible, you're thinking:

- **Be ready:** Self-test to ensure you know your material.
- **Be rested:** Lack of sleep doesn't help your powers of recollection and concentration. All-nighters can actually cause more problems than they can solve.
- **Be fed:** Food is fuel not only for the body, but also the brain. You need to be alert, and having enough to eat is just as important as having enough sleep. Don't overeat though; you know what happens after a large turkey dinner at Thanksgiving? You don't want that happening during your exam!
- **Be positive:** Think to yourself, "I'll do my best", not, "I can't do this."
- **Be on time:** Give yourself a chance to relax and settle in when you arrive at your exam site. Take a few deep breaths to help reduce any anxiety you might be experiencing.
- **Be planful:** Look over your test and budget your time. Read the exam questions carefully, and if anything is unclear, ask your invigilator.
- **Be focused:** Read everything carefully, and spend time on what you can answer, rather than agonising over what you can't. You can always go back afterwards and try again. Sometimes other exam questions can trigger information on questions you may have skipped.
- **Be logical:** Use the time you're given, and look over your work before you leave.

The above list was adapted from: Guidelines for Taking the Exam from the University of Ohio:  
<http://www.ohiou.edu/aac/tip/examprep/guidelines.html>

One thing I've always found useful, even if it ends up not giving me any marks, is never to leave anything blank. On a multiple choice exam you have a good chance of striking upon the correct answer, and with an essay or short-answer exam, anything you write for an answer is better than writing nothing at all. You might get it wrong, but you also might get it right, or partially right, and get a couple of extra grade points you wouldn't have got if you'd put nothing down. Also, sometimes the mere act of writing can help recall material; once you get going, you might just realise that you're triggering information you thought you didn't know.

## EDITORIAL PAGES

### SCHOLARSHIP NONSENSE

I'm on a rant today because I've read yet another story about a student who applied for every scholarship she could find, and walked away with enough funding to buy a new home. Proof positive, she says, that there are millions of dollars worth of scholarships just waiting to be claimed, if only someone would apply.

I'm not certain of the veracity of this story, but I have heard many like it. The internet is loaded with tales of the pot of gold awaiting any student who takes the time to apply for every scholarship they qualify for.

Clearly, I'm doing something wrong. I've been applying for scholarships for five years, and have not received a dime. I've even concentrated on the ones that require essays, since they are said to be easier to win. Part of the problem is, the criteria is so discriminatory for many awards that the needy don't stand a chance. Just as the new Canadian government educational savings plan favours the rich, so do most scholarships.

Consider this: the majority of scholarships stipulate that to apply, you must be a full-time student. It's not enough to show the intent to study full-time. So to apply, you have to have already squirreled away enough money for three to five courses in one semester -- at current AU rates, that's \$1623-\$2705.

I don't know about anyone else, but as a self-funded student I can't afford that. Instead, I often find myself taking one course at a time as funding allows (and wishing I could try some of the six credit courses). I'd love to be full-time, but I don't qualify for scholarships because I can't afford to be full-time (I've often written on my application: "If I am granted this scholarship, I will become a full-time student.") Of course, since I'm not full-time, my old student loans are in repayment, but if I had more money and could be full-time, then they would grant me payment relief.

AU is not much help - almost all AU scholarships are based on academic performance, not financial need. Ralph Klein could win an AU scholarship if he got the highest mark in a course. These scholarships are essentially prizes for the most gifted students. I like that idea, but if AU is going to give out scholarships, should they not first worry about those who can't afford to continue their studies?

The government has its Millennium Scholarship plan, one of the great mysteries of the universe. Even Students' Finance admits they have no idea how the award recipients are selected.

Even most AUSU scholarships are based on academic merit, rather than financial need.

Dictionary.com defines a scholarship as "A grant of financial aid awarded to a student, as for the purpose of attending a college." Aid: as in assistance. But does a scholarship qualify as "aid" if the student is not in need? I would argue that it's a prize, in that case.

Of course, even those few scholarships that allow part-time applicants often discriminate on the basis of age. The reason seems to be the assumption that a "mature student" can afford their own education, but then that brings us back to the notion that scholarships are for the needy -- so which is it?

I would not want to see prizes for academic performance abolished. I hope to win one myself one day. But when you consider that open university is about helping students overcome barriers, such as the need to work full-time, children, disabilities, etc., you have to realize that a lot of the brightest and most needy students may never win an award because these barriers make it extremely difficult to come in at the front of the pack. These students may nevertheless be doing very well in their courses.

As for corporate scholarships, you have to wonder: Is the full-time designation meant to isolate serious students, or just a way to ensure that the awards won't be given to any low-income "undesirables" (of course soaring tuitions are already doing a great job of keeping the poor out of school. Way to go, Ralph.)?

I just hope that one day I'll be rich enough to take advantage of all of the "financial" assistance available to educate me and any children I might have...

**Tamra Ross Low - Editor in Chief**

## MO' SPACES, MO' PROBLEMS

More seats won't equal more access, B.C. students say

Stephen Hui

British Columbia Bureau



Students protest tuition fee hikes in Vancouver as part of a National Day of Action in February.

**BURNABY, B.C. (CUP)** -- While the provincial government makes room for more students at British Columbia's post-secondary schools, it's simultaneously making it more difficult for students to afford an education, student leaders say.

"We believe that the real issue facing students in Canada is the financial accessibility of college and university," Michael Marin, spokesperson for the Canadian Alliance of Student Associations, said from Ottawa. "To us, there isn't much point in making more spaces if you can't make sure that students will actually be able to sit in them."

The government plans to add seats for 25,000 more post-secondary students by 2010. Over the past month, a series of announcements have heralded big changes at universities and colleges around the province. It all started on March 5, when Premier Gordon Campbell announced the government would spend \$70 million to develop a new campus for Simon Fraser University in Surrey. Twelve days later, Okanagan University College was split in two. One of its Kelowna campuses will become the University of

British Columbia, Okanagan; its other campuses will form Okanagan College.

Next, the province proclaimed that the University College of the Cariboo would become a new university, take over the B.C. Open University and Open College distance education institutions, and assume a new identity. Five Vancouver Island post-secondary institutions — Camosun College, Malaspina University-College, North Island College, Royal Roads University, and the University of Victoria — will split funding for 4,000 new seats by 2010, the government declared March 26.

On April 5, the province announced the addition of 700 student spaces to the College of the Rockies and Selkirk College. Furthermore, Selkirk College will swallow up the Kootenay School of the Arts, a private post-secondary institution.

The government claims these moves will increase access to post-secondary education, provide more opportunities for students to study closer to home, and benefit the province's regional economies. But Geordie Dent, a student union executive at Simon Fraser University, is skeptical that new spaces will translate into better access. He points out the government eliminated the grants program and deregulated tuition fees — leading to three years of tuition hikes. Dent said he's also concerned the province is simply mandating universities to accommodate more students without providing enough funding for the new seats. "I think the government is gutting education," he said, "and cloaking it in a veil of secrecy."

Dent said he can no longer afford to attend university in B.C., and plans to finish his education in Norway, where students don't pay tuition fees. He might not be the only one.

Over 10 per cent of undergraduate students responding to a 2003 Simon Fraser University survey said they were very likely to leave or quit their studies if tuition fees increased.

## FROM MY PERSPECTIVE Burnout!

*By Debbie Jabbour*



After three years of managing a virtually impossible schedule that has included holding a full-time job, maintaining full-time student status, fulfilling a nearly full-time commitment to the Athabasca University Students' Union, writing weekly for *The Voice*, and taking care of my family obligations - during the past few weeks I have come closer to burnout than I ever have before. So far I've managed to weather the storm, but just barely. What was it that almost pushed me over the edge?

Last September I started a new job. After beating the proverbial pavement, filling out countless job applications, and sweating my way nervously through several interviews, I accepted a job as a family support worker with a local non-profit human service agency. I had several options available, but this particular job offer appeared to be the closest fit with my newly-earned bachelor's degree. They seemed very eager to have me, offering me the job before the interview was even concluded. Although the remuneration for the position was not the greatest, I was assured that I would receive a bonus by the end of the year, plus a six-month performance review increment. The supervisor interviewing me commented that there were many compensations to the low pay, and added that she would choose to work for this organization for free because the environment was so rewarding. Her words should have been a warning to me, but at the time I took them at face value.

There were other advantages to the job. One benefit was the possibility of using the position as my practicum for the Master of Counselling program. They also promised a great deal of flexibility, since I would schedule my own client visits. This seemed like a real positive for someone going to school full-time.

One major drawback that made me hesitate was that the position required me to carry a pager and be on-call 24 hours a day. The intrusion on my life and personal space seemed excessive and I was not sure whether I would be able to manage it. I wrestled with the pager issue for quite a while. Burnout, of course, was another potential concern. Of course I knew going in to this field that mental health workers have a high rate of burnout, so I was quite prepared for that possibility - but I was additionally apprehensive with master's studies beginning in January. The paced format of graduate studies would be very different from what I was used to, and course extensions would not be possible. Add all the rest of my activities into the mix, and taking on a high-stress job might be more than I could manage.

After much deliberation and discussion with friends and family, I decided to take the job. A good friend's words proved to be a decision-maker. He advised me that I would not know if the job was right for me unless I tried it, and reminded me that I could always quit if it was not working out.

The first few months I was on a steep learning curve. The job entailed working with families that had been identified by child welfare as having children in the home in need of protection. Rather than apprehend the children, the family support worker would be sent into the home to work with the family on a specific set of goals that would, if achieved, allow the family to remain intact. There were also many families who had already had their children apprehended, and it was our job to work with them once the children returned to ensure that things went well. If we were successful, children would remain in the home, and families would have developed the skills and tools to be able to maintain a family environment that met the emotional, physical and mental needs of the children. If we were less than successful, children might be placed in permanent government foster care. Family problems covered every imaginable area - drug/alcohol addiction; sexual/physical/emotional abuse; parent-teen conflicts; physical/mental disabilities; neglect; and much more.

We had families where drug dealing went on, situations of violence, infestations of lice or scabies, general uncleanness, etc., so our personal safety always had to be monitored.

It was exciting to be finally using my hard-earned university degree, and I found it deeply satisfying to be helping people. Instead of reading about dysfunctional family interactions in a textbook and theorizing on the best way to help, I was observing them first hand. I welcomed the opportunities presented to help families solve their problems and get their lives back on track. Situations were very complex and difficult, and clients were often resentful of Child Welfare involvement. My skills were tested continually. The very first client assigned to me required that I go into a family situation that involved spousal abuse and was potentially dangerous, due to the possible presence of firearms. I was warned to call the police if anything was out of order. My heart was racing as I knocked on the door, expecting the worst, fearful that the abuser might turn up at any time and I might be caught in the middle. To my relief, the situation was nothing like I had imagined. Instead, I encountered a young woman very much like one of my own daughters, and over the subsequent months I grew very close to her and her children as we worked together. I shared in her accomplishments and her disappointments, and in a very short time she and her little ones became very dear to me.

This experience was repeated with every new client intake. I grew close to my clients, and as I became involved in their lives and their problems, I found myself expending a lot of emotional and mental time and effort. The human services field is notorious for burning out workers for this reason - we can become so caught up emotionally in the difficult (and sometimes horrible) lives our clients lead that it starts to affect our own ability to cope. In my previous job with the Addictions Help Line, the atmosphere was extremely non-supportive, and we were expected to manage serious client problems on the phone without the benefit of being able to debrief with coworkers and supervisors. Before I accepted this new position I made it clear that I would not work for an organization that did not provide adequate emotional support for employees, and they assured me that the mental and emotional well-being of their employees was a priority.

Fortunately, this was one promise they did keep - at least partly. The support from my supervisor, and particularly from my co-workers, was exceptional. Because we were dealing with highly confidential matters, I was unable to discuss my client files with anyone outside the agency, so I did keep a lot inside. But at no time did I ever feel alone or unable to manage a client problem. The organization was focused on helping people and empowering clients, and they recognized the importance of providing employee emotional support so that they could do their best for their clients

After I began my masters' studies in January, the job took on a new dimension. I was now able to apply everything I was learning in "Theories of Counselling and Change" to direct field work. It was exciting and challenging, and with every week, with every new lesson, I felt like I had yet another tool with which I could help my clients. I felt challenged and empowered, and I thoroughly enjoyed every client visit, every contact. Even more rewarding were the interactions I enjoyed with the other professionals. Case conferences and consultations with psychologists, psychiatrists, social workers, youth workers, etc., provided opportunities to interact with my peers and earn their respect, and it was a wonderful feeling to be accepted as part of this professional environment.

One dynamic that was clear right from the outset was that of age. I was working in an environment where the majority of my colleagues were significantly younger than me. Since the position is an entry-level job, many of my co-workers were recent graduates in their very first "real" job. My supervisor was also half my age, something she acknowledged - and in fact, I was hired partly because they said they appreciated the wisdom and experience I would bring to the job. I certainly found this to be true, and my clients often commented how much they appreciated having a worker who had some life experience. Of course, with age comes a certain level of impatience, and ultimately it was my age and experience that led me to be unwilling to put up with injustice.

**Next week: Pressure builds toward burnout**

## QUEBEC UNIVERSITIES: TIGHTEN YOUR BELTS

### Provincial budget cuts financial aid by \$63 million

Dave Weatherall  
Quebec Bureau

Nicholas Brisson, president of the *Fédération des Étudiantes Universitaires du Québec*

**MONTREAL (CUP)** -- Deception, anger and exasperation. Those were the words post-secondary education groups in Quebec used yesterday to describe their reaction to the provincial budget released Tuesday by Finance Minister Yves Séguin.

The budget does little to alleviate the \$375-million shortfall in the university system — a shortfall brought to light by the Ministry of Education and the Conference of Rectors and Principals of Quebec Universities last year.

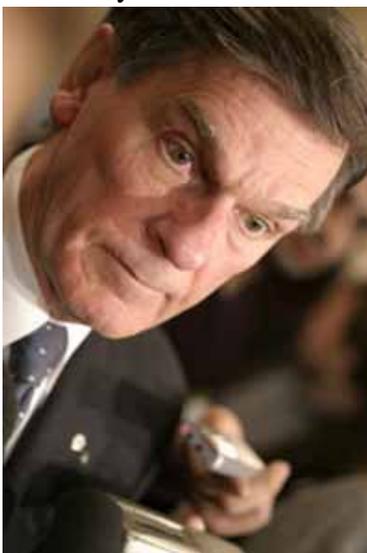
Despite being the chief beneficiary of Séguin's budget — second only to the Health system's 5 per cent budgetary increase — the education budget will increase only \$309 million. It's not yet clear how much of that will go to post-secondary education, but student groups are already saying it won't be enough.



"Education is clearly not a priority of this provincial government. This budget will only serve to further entrench students in debt — students who have made educating themselves a priority," said Nicolas Brisson, president of the *Fédération des Étudiantes Universitaires du Québec*, the largest student group in the province. Brisson was referring specifically to the \$63-million cut to Quebec's financial aid program, cut from \$355 million to \$291 million.

Students will still be eligible for the same amount of student aid, however a greater percentage of it will be in the form of loans, not bursaries. "With these new cuts to financial aid, students from lower-income families will see their debt rise by about \$1,000 a year.

This, in a province where the number of students graduating with \$15,000 of debt or more a year has risen 300 per cent in the last ten years, resulting in significant accessibility challenges for families with several young graduates," said Brisson. Université de Montréal rector Robert Lacroix said the heads of Quebec universities felt deceived by the promises of reinvestment that are not honoured in the budget, adding that the Liberal's financial plan gives little reason for him to believe in the usefulness of the parliamentary committee on post-secondary education accessibility and funding currently underway in Quebec city.



*Université de Montréal rector Robert Lacroix*

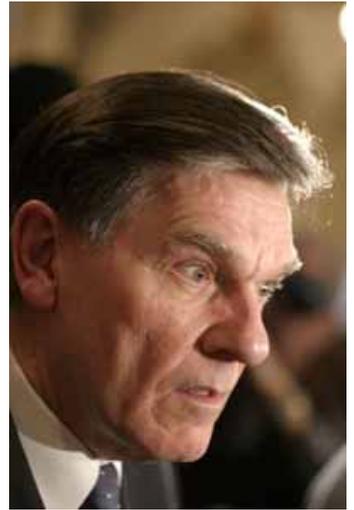
"As we are arriving at the end of the work of the Parliamentary commission meetings, which have highlighted the need for a massive reinvestment in the university system, one cannot help but question the significance of the exercise," he said.

What may prove more significant in the long run is that in order to present the balanced budget and provide health care and education with the increased spending the two departments need, the provincial government will have to sell off some of its assets, although Séguin wouldn't comment on which ones would be liquidated. It's an announcement that disturbed members of the opposition; ADQ head Mario Dumont likened the move as "selling the furniture to buy groceries."

The attention now shifts to Ottawa, where Séguin and other student groups such as the Université de Montreal's student union claim the federal government is sitting on a \$10-billion surplus that should be distributed to the provinces and not used to pay down the country's debt load. Quebec spends \$8 billion a year on interest payments for its debt load.

"Ottawa has a role in providing the transfer payments to make sure things work on the local level. With Paul Martin as prime minister now, things are looking bleak based on his past record.

The immense cuts he made to social services, including health and education, play a large part in the funding crisis we see today," said Canadian Federation of Students spokesperson Tim McSorley.



"Ottawa's role should be in ensuring that we receive transfer payments that will truly help provinces in meeting the needs of the people and not simply focus on paying down the debt." The budget did maintain the tuition freeze, but didn't regulate ancillary Fees — a matter the Liberals promised to address during their election campaign. While Québec has the lowest tuition rates in the country, ancillary fees are around \$685, second only to Ontario's \$694.

## BLANK IT

*Lonita Fraser*

I'm a big fan of blank notebooks, of all shapes and sizes, and I've found a very nifty use for those smaller sized ones: Your Personal Course Encyclopedia, Desk Reference, or Dictionary.

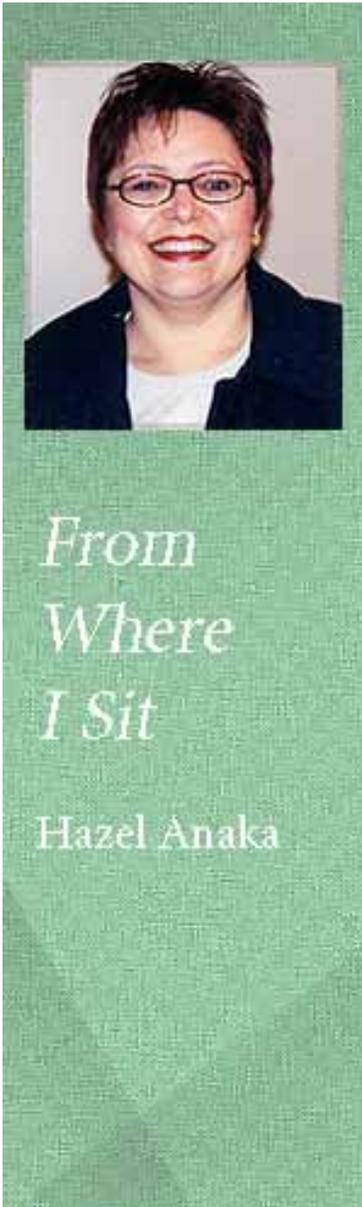
If you keep one of those small books handy while you're studying, you can note down definitions of key terms, mathematical equations, etc. This makes it especially easy to find something quickly, rather than having to hunt through a whole text for a highlighted portion, or through your stacks of personal notes. If you prefer small boxes rather than bound books, you can also do the same thing with those little index cards. Index cards may be preferable in some instances, as you can insert information (and more cards) far more easily than you can stick something inside an already bound book.

Another thing you can do with index cards, is use them as question cards. As you're studying your course material or notes, you might come up with questions regarding the material; in fact, make certain you do it. Write each question on one side of an index card, and on the other side, write an answer or explanation for the question you wrote. You can use your texts and notes for references, but the answers should be put in your own words as much as possible. This method is very useful when it comes to review. Simply look at the question sides of the cards without turning them over, and try to answer them. If you can, fabulous, put that card aside. If you don't know the answer, look at it, and put it in a different pile or further down in the deck so you come back to it again. Keep going through the cards until you've learned all the answers.

If you're taking a language course, this method is also really handy for keeping track of difficult vocabulary. Simply write the word on the top of your index card or notebook page, and add a brief definition or description of that word. Underneath that you can add things like characteristics that would help you recognise the word being defined, and examples of the term being defined.

Same with a mathematics course. You can write an equation on one side of the card, and possible solutions on the other.

In fact, the index card method is adaptable for all sorts of situations, so make sure you stock up on them when you're having your next office supply fix.



## STAY OUT OF JAIL

Not long ago I bought the Oxford Dictionary of Current English, Third Edition at Coles for \$9.95 plus GST. This fat, little blue paperback is 1 3/4" thick, weighs in at one pound, five ounces and has 1083 pages. It also claims to be one of 'The World's Most Trusted Dictionaries'.

This tool boasts over 120,000 words, phrases and definitions -- a paltry .0000829 cents per word. That's over 56,000 entries for the cost of one latte or over 187,000 entries for the price of a twelve pack of beer. A helluva deal no matter how you slice it.

This baby isn't my first dictionary. I've got a 4 inch thick, 1977 Funk and Wagnalls on the credenza behind my desk. I've still got my faded red, grafitti-stained Thorndike-Barnhart High School Dictionary. Oh, if those pages could talk!

Also clamoring for space in my bookcases are the official Scrabble Players Dictionary; a lovely, navy blue hard cover Pocket Oxford Dictionary circa 1960; and the Reader's Digest Great Encyclopedic Dictionary. A delicate treasure is the War-Time Edition of the "Highroads" Dictionary with yellowing pages, stray ink stains and a fraying, fragile paper cover.

Specialty dictionaries have also crept into my life depending on what I was into at the time. From high school Ukrainian classes I have a Ukrainian-English Dictionary that offers an English definition for a Ukrainian word. This one's practically mint.

From my days as an Emergency Medical Technician-Ambulance, I've got the Encyclopedia and Dictionary of Medicine, Nursing and Allied Health. I use it constantly for those unpronounceable, multi-syllabic, always serious-sounding conditions. Sometimes you have to settle for just a definition. Other times you get causes, prognosis and treatment to boot. Most times you need definitions for the definitions. But it truly is a godsend.

Since words make up a huge part of my life I've also got a couple dictionaries of quotations, the Soule's Dictionary of English Synonyms and Roget's Thesaurus.

With all these dictionaries why did I need another one, you may ask. I'm taking a university English course and wanted a portable, reasonably exhaustive reference to have at my side.

I tell you all this in an attempt to put things in perspective. For next to nothing, you can improve your vocabulary, broaden your horizons, enjoy career advancement, improve your quality of life and stay out of jail.

Studies have linked illiteracy and poor vocabularies with higher likelihood of incarceration. I guess the theory is that individuals with small vocabularies have fewer tools at their disposal for dealing with issues and challenges and tend to make poorer life choices. Seventy percent of Americans arrested for a crime are illiterate or score in the lowest literacy rating. No doubt Canada's numbers are similar.

I'm learning to look words up (even those I feel confident I know) because there are nuances in meaning that make all the difference in the world to understanding.

Get a dictionary, stay out of jail. It makes sense from where I sit.

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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)

## UNIVERSITY TEXTBOOKS

Debbie Jabbour

University textbooks are an expensive addition to our university education. At AU our textbooks are included in the cost of our tuition (giving us an income tax advantage), but for campus-based students, textbooks can represent a significant amount of money. Sometimes used textbooks can be purchased, but often university texts are revised frequently, rendering used books quickly obsolete. For undergraduate students, the university textbook plays an essential role in providing course structure, and a good textbook can make all the difference between success and failure.

Why are university texts so expensive? Why are they revised frequently? Why are good textbooks hard to find? One reason is that writing texts is not an activity many professors find attractive - a research paper in a peer-reviewed journal earns a level of respect that writing a textbook does not, and in academic circles textbooks are of minimal value when it comes to tenure evaluations. Texts are time consuming and the financial return negligible in comparison to the amount of work involved. One author estimates her earnings at about 25 cents an hour! (McCabe, 2004, p.12)

Not everyone can write a textbook, either. Good writers must not only be authorities in the subject area, they must convey an enthusiasm for their subject that will engage the learner. Originality is discouraged, since teachers usually opt for textbooks that "do not stray from the mainstream schools of thought that dominate their disciplines" (McCabe, p.11).

Because textbooks are expensive to write, and because publishers do not make money when students buy used textbooks, revisions and updates are common. Some argue that this is essential to remain up-to-date with technology, noting that a textbook that is ten years old will have little relevance with the here and now. Many authors believe that a textbook is never static, but requires continuous incorporation of new material.

In such an environment, therefore, it is exciting (and unusual) to read about 24 Athabasca University professors who have published a new textbook and are giving it away on the Internet! "Theory and Practice of Online Learning" has already been downloaded 11,000 times since its electronic publication six weeks ago. The textbook was co-edited by Terry Anderson and Fathi Elloumi, and includes sixteen chapters written by AU faculty on topics such as online learning theory, technology, library resources, teaching methods and student interactions.

Although it's not likely that students will see other textbooks made available electronically for free in the near future - Athabasca University is leading the way in a new and improved way to write and distribute university textbooks. Hopefully other universities and academics will take notice!

### References:

Theory and Practice of Online Learning: [http://cde.athabascau.ca/online\\_book/](http://cde.athabascau.ca/online_book/)

*Authors widen audience by giving away books: Electronic format gives power to the people.* Edmonton Journal, April 13, 2004.

Foot soldiers of the scholarly press: Meet the authors who toil in the trenches of academic writing. Daniel McCabe, University Affairs, April 2004.

 Meow Foundation  
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# CANADIAN FED WATCH!

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NEWS ACROSS THE NATION...

By Karl Low



## Northern Education in the West

The Provincial Governments of Alberta and British Columbia are getting together, along with university and college presidents and board-chairs, to have a round-table discussion about increased co-operation between the two provinces for post-secondary education.

Given that both Alberta and BC now have some distance education strategies forming in the northern region, perhaps this meeting will serve to underline the importance of these to the two provinces. From there, it should only be a short step for increased importance to equate to increased funding. Especially interesting is the use of distance education to help both provinces with aboriginal education.

Unfortunately, Canada still has a significant class disparity between the general aboriginal population and the rest of Canada. Having affordable education available regardless of location would be a long step toward addressing this issue.

## Online Shopping On the Rise in Canada

Statistics Canada has released a bulletin showing online sales in Canada have risen almost 40%, but even at that level, it still account for less than 1% of the total operating revenues made in Canada.

Frankly, I'm not terribly surprised. I do a good deal of my shopping online, and I'm always frustrated at the number of things that simply can't be bought online from in Canada, but have great web-stores devoted to them in the United States.

For instance, not too terribly long ago, I needed shoe-laces. Shoe-laces are always a pain to get, especially if you're looking for something slightly unusual, such as extra thick laces for a pair of work-shoes, but not too long. I searched the web high and low and couldn't find anything in Canada. But as soon as I expanded my search to the United States, I found a store that had every variety and length of shoe-lace imaginable. I ended up ordering an extra set for every pair of shoes that I regularly wear. After all, the shipping was basically nothing as shoelaces are so light, and the price was cheap even with exchange taken into account.

But why in the world can't I find this type of thing from a Canadian supplier? As one of the largest countries in the world by physical area, not to mention one of the most highly wired countries per capita (with only Singapore and Taiwan being higher) it would seem to make sense to me that Canadians would be online in droves.

Yet online businesses make sense not only from a business perspective but from a political perspective. That money I spent in the shoe-lace store in the United States could have stayed in Canada had there only been the opportunity. With Canadian knowledge, quality, and exchange rate, it stands to reason that our online stores would be a popular destination for American dollars, yet our government is sadly taking minimal steps to promote this kind of thing.

Perhaps what is needed is a way to reduce the taxes paid by a company that does a significant portion of its business online. It's a small idea, but one that could bring great benefits to the Canadian economy.

## Surplus Benefits Post-Secondary in Nova Scotia

The Provincial government of Nova Scotia is taking advantage of their budgetary surplus to put 8 million dollars into the post-secondary system. Unlike Alberta, which is devoting over 416 million to the endless quest for bigger and better post-secondary buildings, Nova Scotia is putting the money where it's really needed, into the operating budgets of their post-secondary institutions in a direct attempt to keep tuitions under control and more of their citizens attending post-secondary education.

This ties back into Athabasca University in the same way that the tuition freeze announced by Ontario does. Once again AU is going to have to look very hard at its strategy of continuing to increase tuition on a yearly basis. Perhaps this increased pressure from outside provinces will help them to start thinking out of the box.

## Canada in the Caribbean?

Finally, an odd bit of news from CBC. It seems some politicians in Ottawa are considering the idea of annexing the Turks and Caicos islands in the Caribbean. Apparently, those on the island are already fairly comfortable with the idea, as many Canadians have built winter homes and it is a favourite vacation spot for many in Eastern Canada.

In addition, the Turks and Caicos have historically been a favoured tax haven of Canadian wealthy, so the annexation might also provide some immediate financial benefits to the government coffers.

It seems strange to me to imagine advertisements showing Canada as a land of sun and white-sand beaches, but I have to admit it certainly has its appeal. Besides, I have to laugh at the idea of old men with metal detectors finding coins with polar-bears on them buried in the beach.

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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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**WRITE FOR THE VOICE!**

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



## Dear Heather...

Last week, I answered June S., a new full-time AU student who wanted advice on how to juggle the demands of so many courses at a time. June is taking five courses every five months. I gave her some suggestions, such as planning ahead and giving herself firm due dates for each assignment. However, doing this for so many courses at once can be complicated, and there is another strategy that some students prefer.

This week I'll continue my reply to June by outlining that alternative approach, and offering some insights into its advantages and potential pitfalls.

If you are taking five AU courses every five months, there is no rule that says you have to work on them all simultaneously. In fact, you can work on only one at a time, if you want to. In this case, instead of taking five months to finish each course, you take only a month for each one. This scheduling flexibility is one of the many advantages of studying with AU.

The one-at-a-time approach has a number of advantages. It simplifies scheduling, because you only need to plan the assignments and exams for one course at a time. It's also less mentally taxing, because you only have to remember the information from one subject at a time, instead of having to remember material from five courses all at once. It means that your exams will be spaced evenly, rather than having to write finals in five different subjects at the end of the term, all within the space of a week or two. And, if you're taking a course you really hate, you can get it completely over with in a month (though you'll do nothing else for that entire month, so some people might not consider that an advantage)!

There are disadvantages, too, of course. If you generally want or need a lot of tutor contact, this approach is definitely not for you. If, for example, you have four assignments for a given course, you will have to do about one a week. This will usually mean that your tutor will not have time to grade the first assignment and return it to you before you send in the second one. There is a risk that you will repeat some major error on the second assignment because you couldn't take advantage of the feedback from the first one.

In addition, if you finish one course a month, you will be moving through the material at a relatively rapid pace. If your tutor only has contact hours on Saturdays and you run into a problem on Monday, you may have to keep going and come back to that problem later. You can't just stop and wait until Saturday, because then you'll be a week behind, which is a lot in a schedule that's only four weeks long. To do one course a month, you have to be an academically strong and generally confident student who doesn't need a lot of tutor support and feedback.

The question I most often get asked about this approach is "Are you really allowed to do that?". The answer is that you are. You can schedule your courses any way you like, as long as you get them all finished by your contract date **[ed: see Editors' Note below]**.

The second most common question is, "Is it really possible to finish a course in only a month, and still do well?". It definitely is. In fact, I do a course every two or three weeks, and like everyone, I have lots of other commitments in addition to school. (My job is a particular thorn in my side... \*sigh\*.) My grades have actually improved since I started scheduling my courses this way, probably because I only have to learn the material from one course at a time. But like I said, this isn't for everyone. You have to be focused enough that you can spend all your time on just one subject without getting bored.

If you need a lot of variety, you might be better off taking a few courses at a time (either five for five months, or maybe just two for two months) so that when you get tired of one, you can work on the other one for a while. And if you are used to using one course as a break from another one, you may have to find other ways of doing that (I use housework, yardwork, walking my dog, grocery shopping and other necessary tasks when I need a break from the course I'm working on).

A word about government student loans: if you are a loan student like me, you probably have to complete three to five courses every four months, and the loan people expect you to 'show progress in your courses' or they'll cut your funding. However, this doesn't mean that by month two you have to be halfway through every course. If they see that at the end of month two there are two courses you haven't started yet, but you've got the others completely finished, they'll be satisfied with that.

The only thing you need to keep in mind if you're a loan student is that in any given loan term, they expect all of your courses to have the same start and end date. So you'll need to register in all five courses at the same time. Then, when the box arrives, stick it in the closet and only take one course out each month. (One of the things I love about this approach is that I'm always really motivated when I start a new course. By starting a new one every few weeks, I'm freshly motivated so often that I rarely run out of steam.)

Just one more thing: if you want to write your final exam at the end of the month, make sure you book it during the first week or so of the course, since they usually need at least two weeks' notice. (For a course with a mid-term, you may have to schedule that exam even before you've started the course.) This is not as restrictive as it sounds; having an exam looming can be a great motivator to stay on track.

You know yourself best: how you're motivated, how much material your mind can retain at once, and how much tutorial support and feedback you require. Only you can decide which strategy to adopt: taking your courses concurrently, consecutively, or some combination of the two. The right approach is the one that works best for you.

Good luck with your courses!

**[\* Editors' Note:** Heather's approach is an excellent one, which also works well for me. However, I have this to add: always read your entire Student Manual for each course carefully before scheduling, and before you put that box in the closet. Some courses (only a few) have special requirements that will stymie your attempts to create a custom study schedule. A few English courses, for example, are not shipped with the assignment topics for the second and third assignments. You must submit assignment one, and wait until it is returned to you before you can find out the topic for assignment two (likewise, assignment two must be returned to get the third assignment topics).].

## 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.

## 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)



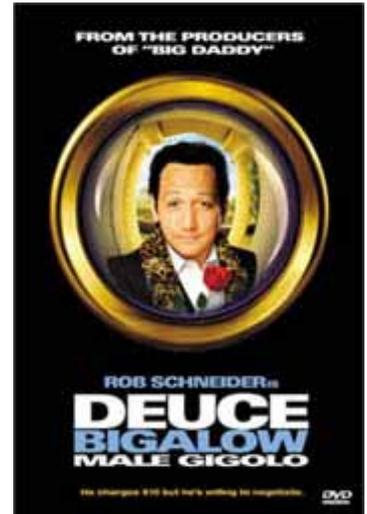
**DEUCE BIGALOW; MALE GIGALOW**  
*Comedy Film Review*

*By Laura Seymour*

**ALL APRIL -- COMEDY FILM REVIEWS**

If you haven't seen this Rob Schneider film you've missed some of his most hilarious antics. UPN TV reviewer Mark S. Allen dubbed it "the funniest movie of the season!" Those of you who are long-time *Saturday Night Live* fans will know Rob well ... that leaves me out. I only know that this guy is funny and diverse and probably my favorite comic from the SNL bunch.

Rob plays a fish tank maintenance man who botches caring for a man's aquarium while he's away. By chance he finds this pampered client, Antoine Laconte (played brilliantly by Oded Fehr, most memorable as the sexy man of the desert in *The Mummy*) is a "man-whore." You just can't miss this sexy suave man saying "here fishy fishy" to his favorite pet, or the great rear shot at the airport which showcases his assets! Laconte makes incredible money doing what every guy dreams of -- having sex! When Rob accidentally, and hilariously, breaks Antoine's fish tank, (worth the rental price right there) he has to find a way to earn back the money to replace the expensive tank and its hard-to-find fish!



Rob pulls off this film about a male prostitute -- excuse me, "man-whore," as he keeps correcting everyone -- so well. He meets up with the most amazing clients: there's a woman who has a dreadful case of Tourette's Syndrome. He picks her up and she starts yelling insults, cussing and cursing at unexpected moments. Save Rob simply rolls up the window and turns up the radio. She's grateful he doesn't just dump her on the sidewalk. There is an enormous black "woman", the Jabba Lady, (played by Big Boy) who wants him in the lustiest way, who Rob starts working out with, and a tall woman who loves having her enormous feet rubbed! Also hilarious is the narcoleptic who is constantly keeling over deeply asleep. He gets her a protective helmet and she too is so grateful. Over time he finds the beauty in every client, and they adore him for it.

Detective Chuck Fowler (played by William Forsythe) roams around in between all these jokes trying to be the toughest Dragnet-style cop on the planet but mostly reveals his extreme insecurities, most of them sexual.

Bigalow's "jobs" are handled by his man-pimp (naturally!) played by Eddie Griffin.

There is a thin line between bad taste and nonsense but by and large this film teeters on that line well. It may be uncomfortable to watch if you happen to suffer from any of these problems, but let's face it, most of us are probably somewhere in the imperfect category! Rob's a delight as a guy who just wants to avoid getting his face wiped all over the ground by a client missing his favorite fishy. Oded is so memorable my husband and I can't pass a fish tank without quoting the goofball line to the fish!

This film is not to everyone's taste, but it is mostly tasteful and funny. Some of Rob's work is better than others and this is worth a good laugh -- as a matter of fact I think I'll put it in this weekend and have a good giggle.

Enjoy!

# Primetime Update

Week of April 16, 2004

Amanda Lyn Baldwin

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

## Friends

No new episode this week.

*The next episode of Friends airs on Thursday, April 22nd at 9:00pm Alberta Time, on Global (channel 7 in Calgary). Remember, only three episodes left. The last episode of Friends, ever, will air on May 6th.*

## Survivor - ALL STARS

Last week, the tribes merged and Rupert won the first individual reward. He took Jenna and Amber on a luxurious field trip with all the amenities. Lex was betrayed by Boston Rob (who promised to protect him in exchange for keeping Amber) and Kathy (who promised to give Lex her immunity). As a result he was voted off the island.

This week, there's more Godfather activity from Boston Rob and the rain continues to pour buckets on the tribe members of Chaboga Mogo. The reward challenge: Survivor Obstacle Course. For four people: letters from home and rain parkas. For the winner, a video from home, hot chocolate, and immunity. With Alicia and Big Tom as captains the group is divided into two teams of four (Tom, Jenna, Kathy, and Rupert vs. Alicia, Rob, Amber, and Shii Ann), which compete against each other for the shot at immunity. With the old guys not far behind, Alicia's team wins the first portion of the challenge.

In the second portion, Alicia, Rob, Amber, and Shii Ann compete against each other for immunity and the video message from home. Without much competition, Rob wins immunity, again. Rob requests that if he forgoes seeing his video, then everyone gets to read their letters from home. The request is granted, and the survivors head back to camp. Everyone cries. Even I shed a tear.

Kathy tries to swing the vote away from her and Shii Ann, and over towards Jenna, which gives Rob something to smile about. Alicia and Jenna express their feelings of vulnerability because of Kathy and Shii Ann's last minute attempt to save their butts. At tribal council, the first member of the Jury is brought in, and he's got a new hairstyle...the Mohawk does not appeal to me. After talk of what aspects are important in voting strategy, the votes are cast and Kathy must say adios.

Next week Alicia, Tom, and Rupert scramble, and a separate plot threaten the power players.

### WHO'S LEFT

Alicia Calaway -	35 years old, 9th place in Australian Outback (1st 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)
Shii Ann Huang -	30 years old, 10th place in Thailand
Amber Brkich -	25 years old, 6th place in Australian Outback (4th Juror)

## CASTAWAYS GONE

2 <sup>ND</sup> JUROR	Kathy Vavrick-O'Brien	50, 3rd place in Marquesas	<b>GONE 11<sup>TH</sup></b>
1 <sup>ST</sup> JUROR	Lex VanDenBerghe	40, 3rd place, Africa	<b>GONE 10<sup>TH</sup></b>
Chapera	Jerri Manthey	33, 8th place, Australian Outback (2nd Juror)	<b>GONE 9<sup>TH</sup></b>
Mogo-Mogo	Ethan Zohn	30, SOLE SURVIVOR, Africa (soccer player)	<b>GONE 8<sup>TH</sup></b>
Mogo-Mogo	Colby Donaldson	29, 2nd place, Australian Outback	<b>GONE 7<sup>TH</sup></b>
Chapera	Susan Hawk	42, 4th place, Pulau Tiga (Big Mouth)	<b>GONE 6<sup>TH</sup></b> , (quit)
Mogo-Mogo	Richard Hatch	42, SOLE SURVIVOR, Pulau Tiga(big naked gay guy)	<b>GONE 5<sup>TH</sup></b>
Chapera	Rob Cesternino	25, 3rd place, Amazon	<b>GONE 4<sup>TH</sup></b>
Mogo-Mogo	Jenna Morasca	22, SOLE SURVIVOR, Amazon	<b>GONE 3<sup>RD</sup></b> (quit)
Saboga	Rudy Boesch	76, 3rd place, Pulau Tiga (retired navy man)	<b>GONE 2<sup>ND</sup></b>
Saboga	Tina Wesson	42, SOLE SURVIVOR, Australian Outback	<b>GONE 1<sup>ST</sup></b>

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

## The Bachelor

Last week we met twenty-five women (one being Jesse's spy) and dismissed nine of them from our minds. This week, we get to know a few of the women and find that Trish could possibly be the most obnoxious, arrogant, and "fake" woman in the history of television. The other women, well, they went on group dates, so we don't really see a whole lot.

Two group dates, one is a trip to Lake Tahoe where they group enjoys snow tubing and hot tubing, and the second is a general outdoor thing where of course there is a small game of football. At the end of the episode, ten women remain, including Jennie (the spy) and Katie (the girl Jesse wanted to say goodbye to last week but ended up calling out her name instead of Karin's).

Next week, we'll meet the remaining girls and get into more detail about their relationships with Jesse Palmer, quarterback for the New York Giants.

## The Apprentice

Last week, Nick and Amy were quickly extinguished and Bill and Kwame were left to begin the final task. Bill organized the Chrysler Trump Golf Tournament, with employees Nick, Amy, and Katrina and Kwame organized a Jessica Simpson concert with employees Troy, Omarosa, and Heidi. Right away we found Bill unorganized and meeting the disapproval of the Golf Club's manager while Kwame lost control of Omarosa (who openly lies) and loses track of his superstar.

At the Taj Mahal, Kwame finds Jessica Simpson up in her suite; apparently she arranged her own transportation. The next day, however, when the group is supposed to meet with Jessica for breakfast, the food has not yet been arranged, and Trump's advisor is not impressed. Heidi expresses her concern that Kwame is undermining her ability to complete her assigned tasks, and Kwame tells her to relax. Later, the meet and greet session for the VIP's and Jessica Simpson ends up being in a room that will accommodate fifty people, but they have nearly 150 people to fit in.

The end result is that the people will move through the room, so at any given point there will not be more than fifty in the room. Everything remains under Kwame's control, until Trump arrives to meet with Jessica Simpson and Omarosa has taken her away from the meet and greet and they are nowhere to be found. While Kwame is trying to get a hold of her, Omarosa is trying on hats in Jessica Simpson's suite.

At the Golf Tournament, Bill wakes up early to find that the course is frosted over, which will push back the tee time at least an hour and a half. Later, they misplace a sign for one of the important sponsors, which they later find in a dumpster.

When Donald Trump arrives, he makes the joke that if Bill screws up he'll be fired, and then goes on to tell Bill that the tee-off can be no later than 10:30 am. Bill contrasts with Kwame's calm and cool with his panicky running around. In the end, however, the tournament is a success. The highlight: Trump in a yellow sweater, swinging a golf club.

In the boardroom, Trump invites the six employees in to talk about what kind of leaders Bill and Kwame really are. What he finds is that the teams are loyal to their employer, so really the move to ask their opinions was a waste of Trump's time.

Bill makes a beautiful speech about his experience and desire, which Kwame doesn't seem to have. After a lot of discussion, Trump tells them both to "get the hell out of here," and they head out to the waiting room to anticipate Donald's decision.

In the end, Kwame is criticized for not firing Omarosa while Bill is praised for the great job he did of the golf tournament. In the end, Bill is hired. Bill then must make the choice between overseeing the construction of Trump's new hotel and condominium building in Chicago (Trump International Hotel in Chicago) or managing the Trump International Golf Course, on the Pacific Ocean in Los Angeles, California.

As Bill is from Chicago, it's easy for him to select the Trump International Hotel. And finally, Bill is awarded a brand new Chrysler Crossfire convertible.

NEXT SEASON on The Apprentice: 16 new candidates, tougher tasks, tighter deadlines, world-renowned companies, and a few familiar faces. The new season of the Apprentice will begin in the fall.

*The Apprentice airs on NBC, 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)!

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## AUSU THIS MONTH

### NEW AUSU SPONSORED CLUB



**The AU Science Students Society is now online.**

The Athabasca University Science Students Society is the newest AUSU sponsored club. Open to all AU students with an interest in any of the sciences, the AUSSS (or AUS<sup>3</sup> as they prefer to be known) has a website featuring links to AU science programs, science news, and links to websites and programs of interest to science students.

Encompassing all of the sciences, including biology, chemistry, astronomy, physics, computer science, environmental science, geology and health, the AUSSS is sure to have something for everyone.

You can visit the AU home page at: <http://www.ausu.org/clubs/ausss/index.php>

Contact [ausss@ausu.org](mailto:ausss@ausu.org) for more information. Members of the AUSSS have access to a private forum on the AUSU website.

### AUSU IN PERSON COFFEE 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 LONITA at [lfraser@ausu.org](mailto:lfraser@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



## **EXECUTIVE DIRECTOR REQUIRED**

### **The Organization**

The Council of Alberta University Students (CAUS) is a non-partisan group consisting of representatives from students' unions at Alberta universities. CAUS, on behalf of undergraduate university students, addresses post-secondary education issues with the provincial government, acts as an education stakeholders group, and works with other groups to support students' interests in post-secondary education.

### **The Position**

Reporting to the Council of Alberta University Students (CAUS) membership in general and the CAUS Chair in particular, the Executive Director develops and coordinates activities including media campaigns, provincial government meetings and presentations, and CAUS meetings. The Executive Director also performs research and communications duties and provides administrative assistance to CAUS. The CAUS office is located in Edmonton, and the position is full-time.

### **Qualifications**

- Undergraduate university degree with preference given to an Alberta university graduate
- Excellent writing and communication skills, including ability to write press releases and background documents
- Professional interpersonal skills, ability to develop and maintain relationships with CAUS members, government officials and staff, and coalition groups.
- Computer skills: E-mail and listserv communications, Microsoft Word, Excel, PowerPoint. Website maintenance skills a definite asset.
- Strong knowledge of the provincial and federal context of post-secondary education, ability to analyze trends, policies, and budget information
- Skills and experience in office administration, record-keeping, budget and project management
- Highly organized and able to effectively manage priorities and tasks.
- Demonstrated ability to organize and develop awareness campaigns
- Ability to work independently
- Ability to provide and accept direction

### **Remuneration**

\$29,000/year plus benefits

### **Application**

Deadline for application is April 23, 2004. With your resume please include a writing sample consisting of a mock news release on your choice of a post-secondary education issue. In your cover letter, please outline any involvement you may have had with post-secondary student issues or activities.

Please apply by email to [sbarg@ausu.org](mailto:sbarg@ausu.org) using the subject line "CAUS Executive Director" or by mail to

Shirley Barg, CAUS Chair  
2<sup>nd</sup> Floor, 10030 – 107 Street, Edmonton AB T5J 3E4

CAUS thanks all applicants for their interest; however, only candidates short-listed for interviews will be contacted.

# 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

Ember Swift - <http://www.emberswift.com>



Tuesday, April 20th in  
Edmonton  
Sidetrack Cafe, 10333 -  
112th St.  
7:00pm / \$12  
For more info: 780-421-1326

Wednesday, April 21st in Grand Prairie  
Second Street Theatre, 10130 98th Ave.  
With Stephan Kijek  
8:00pm / \$18 - For more info: 780-538-1616

## british columbia

### TGIF Seminar Series, an ongoing event

The seminars, sponsored by the Centre for Molecular Medicine and Therapeutics, are held on Fridays at 4:00 p.m. in the Chan Auditorium (950 W. 28th.) They will feature invited external scientists and representatives from each lab. Refreshments will be available after the seminar. You can contact Dora Surname Pak at [dora@cmmt.ubc.ca](mailto:dora@cmmt.ubc.ca) or (604) 875-3841 for more information on this free event. Check the website for future dates.

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

## ontario

### MISSISSAUGA

#### 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.

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### Sportscard and Memorabilia Expo

International Centre  
6900 Airport Rd.  
April 30: 1 p.m. - 10 p.m.  
May 1: 10 a.m. - 6 p.m.  
May 2: 10 a.m. - 6 p.m.  
\$10 adults; \$3 children (6-12)  
For more information contact  
[alsinclair@sportcardexpo.com](mailto:alsinclair@sportcardexpo.com).

Buy, sell or swap your old cards at one of North America's largest sports card events. Autograph sessions with hockey legends are scheduled for each day. Then there's the 900 tables of memorabilia, including signed equipment and rare cards.

### NIAGARA-ON-THE-LAKE

#### Shaw Festival

Begins April 2004  
<http://www.shawfest.com/index.php>

#### This year's season includes productions of:

Pygmalion (George Bernard Shaw)  
Ah, Wilderness! (Eugene O'Neill)  
Man and Superman (George Bernard Shaw)  
The Importance of Being Earnest (Oscar Wilde)  
Rutherford and Son (Githa Sowerby)  
Nothing Sacred (George F. Walker)  
Three Men on a Horse (Holm & Abbott)  
Waiting for the Parade (John Murrell)  
Harlequinade (Terence Rattigan)  
Pal Joey (Music by Richard Rogers, Lyrics by Lorenz Hart, Book by John O'Hara)  
The Tinker's Wedding (J. M. Synge)  
Floyd Collins (Music and lyrics by Adam Guettel, Book by Tina Landau)

### TORONTO

#### Harbourfront Reading Series

For a full events listing, including locations and fees:  
<http://www.readings.org/>

The Harbourfront Reading Series is one of the oldest and most admired public reading programmes in the world. Since its inception, over 3,500 of the world's most distinguished authors have read at Harbourfront Centre, including a dozen Nobel laureates. The Series is designed to introduce the Canadian public to the finest international novelists, poets, playwrights, short story writers and biographers, while simultaneously providing Canadian writers with an internationally recognized forum in which to present their work.

Upcoming reading events include:

- Natalee Caple, Russell Smith, Michael Turner - Apr 21
- Susan Goyette, Steven Heighton, Michael Holmes,
- August Kleinzahler - Apr28

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### The Clothing Show

Automotive Building - Exhibition Place  
11:00 am - 7 pm Saturday, May 15, 2004  
11:00 am - 6 pm Sunday, May 16, 2004

\$8. For more information call (416) 516-9859

To see a list of who is exhibiting please check out  
<http://www.theclothingshow.com>

The Clothing Show is a bi-annual shopping extravaganza held at the Automotive Building at the CNE. Featuring the best from independent Toronto clothing and jewellery designers, clothing stores and wholesalers with savings up to 80 per cent off retail. The show also hosts the best selection of vintage and retro clothing, along with accessories from across Ontario. More than 200 vendors will participate in the show.

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### 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/>

## international

ALEXANDRIA, VA - USA

In2Words: Numbers & Words

June 10-July 18 and July 24-August 22

DEADLINES for both exhibitions: FRIDAY, APRIL 2.

\$25 for slides of up to 3 works.

Call 703.838.4565 x 4

Email: [targetgallery@torpedofactory.org](mailto:targetgallery@torpedofactory.org)

Send SASE to:

In2Words, 105 N Union St, Alexandria VA, 22314

An exhibition in two parts exploring the use of numbers and words in art. Part One:Numbers, juried by Sarah Tanguy, Independent Curator, Washington, DC, exhibit dates: June 10-July 18. Part Two:Words, juried by Krystyna Wasserman, National Museum of Women in the Arts, Washington, DC, exhibit dates: July 24-August 22. All artists/all media. Broad interpretations encouraged. Artists can apply to either or both exhibits. Awards up to \$650.

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### The Unconventional Convention on Starting and Operating a Visual Art Center

May 21-22, 2004

Torpedo Factory Art Center, Alexandria, VA

Registration fee by March 1: \$300, \$350 thereafter. Organizations may pay registration for 2 attendees and send up to 5 representatives.

Contact AACVAC at: [conference@torpedofactory.org](mailto:conference@torpedofactory.org)

Call 703-838-4565 x 6.

<http://www.torpedofactory.org/conference/>

A convention focusing on how to start and operate visual arts centers for the benefit of both artists and the public. The exciting program will feature five panel sessions with experts and representatives from the following fields: Cultural Tourism; Visual Art Center Prototypes; Architectural Renovations and Occupational Health Considerations; Community Outreach and Support; and Self-Governance.

The panels will allow groups planning such centers to learn from established organizations and will provide existing centers an opportunity to compare experiences. The two-day program will include a closing night celebration that coincides with the Torpedo Factory Art Center's 30th Anniversary.

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

# SCHOLARSHIPS & AWARDS

## CULTURAL AMBASSADORIAL SCHOLARSHIPS

Value: \$12,000 - \$19,000 US

**Deadline: None Specified**

Administrator: Rotary Foundation (Rotary International)

Notes: For citizens of a country in which there is a Rotary club. Persons with disabilities are eligible and encouraged to apply. Must submit letters of recommendation and transcripts. Deadlines vary. Applicants must contact their local Rotary club to confirm the availability of awards in their district, to obtain application materials and to inquire about local deadlines. For further information, please visit the website listed below

### Contact Information:

Web Site: [http://www.rotary.org/foundation/educational/amb\\_scho/prospect/index.html](http://www.rotary.org/foundation/educational/amb_scho/prospect/index.html)

## ALBERTA UKRAINIAN CENTENNIAL COMMEMORATIVE SCHOLARSHIPS (AHSF)

Alberta Heritage Scholarship Fund Endowment Programs

Value: n/s

**Deadline: Contact Alberta Heritage Scholarship Fund (AHSF)**

Notes: Two awards are available to provide academic opportunities for a student from Ukraine to study in Alberta and for a student from Alberta to study in Ukraine. Scholarships are for graduate level study, and will be awarded every second year.

### Contact Information:

9th Floor  
9940 106 Street  
Box 28000 Station Main  
Edmonton, Alberta T5J 4R4

Phone-(780) 427-8640  
(In Alberta, but outside Edmonton dial 310-0000)  
web site: <http://www.alis.gov.ab.ca/scholarships/info.asp>

## CHARLES S. NOBLE SCHOLARSHIPS FOR STUDENT LEADERSHIP (AHSF)

Value: n/s

**Deadline: Contact Alberta Heritage Scholarship Fund (AHSF)**

Notes: A total of 80 awards valued at \$300 each are available to recognize outstanding leadership in the areas of student government, student societies, clubs or organizations at the post-secondary level.

### Deadline:

9th Floor  
9940 106 Street  
Box 28000 Station Main  
Edmonton, Alberta T5J 4R4

Phone-(780) 427-8640  
(In Alberta, but outside Edmonton dial 310-0000)  
Web site: <http://www.alis.gov.ab.ca/scholarships/info.asp>



## **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***

- **MIEF 2004** - April 30-May 2 - Putra World Trade Centre, Kuala Lumpur, Malaysia - Malaysia International Education Fair - The Malaysian education market remains one of the most important to overseas institutions, providing a high number of full-fee paying students to countries like the U.S., U.K., Australia, New Zealand, and Canada. Being one of the most important market share for overseas recruitment for many years, Malaysia should definitely be a target in your marketing and recruitment strategy. Details: <http://www.mief2004.com/>
- **Online Educa Madrid 2004** - May 12-14 - Madrid, Spain - The meeting point for European and Latin American E-Learning Professionals. Meeting the networking needs of the international e-learning and distance education industry, the annual Online Educa Madrid conference is the key networking venue for strategists and practitioners from Europe and Latin America. Details: <http://www.online-educa-madrid.com/english/index.htm>
- **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>.
- **CADE 2004** - May 30-June 2 - Keele Campus of York University, Toronto, ON - Planning is underway for the CADE and This is I.T. 2004 Conference: Pioneers in a New Age. The Conference is hosted by the Canadian Association for Distance Education, Education Technology Committee of the Association of Colleges of Applied Arts of Ontario, and the Atkinson Faculty of Liberal and Professional Studies in collaboration with Glendon College, York University. Details: <http://www.pioneers2004.yorku.ca/>
- **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**

**CRANIOSACRAL THERAPY AND REIKI.** "Tired of sore shoulders, back or neck? History of injury or overwork causing chronic pain? Stop treating the short term... treat long-term with Craniosacral Therapy and Reiki. Laura Seymour--level 4 graduate of Upledger Institute and teaching assistant. Calgary, (403) 262-5589.

**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!

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

## THE VOICE

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

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

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

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