

THE VOICE MAGAZINE

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Volume 13 Issue 44



Remembering

The least we can do, this Remembrance Day

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

THE VOICE

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FROM MY PERSPECTIVE

Computer Repair

Debbie Jabbour



Given the vast amount of time I spend with computers, I've been forced to learn a great deal about computer maintenance. Most of what I've learned has been accumulated through experience, and sometimes that experience has not been pleasant. I've destroyed a couple of keyboards after I took them apart and couldn't get them back together. But I struggle on. Some jobs I've been afraid to touch, worried that I'll damage something beyond repair. But I'm becoming braver, and last weekend I actually took my laptop apart!

My bravery comes from several sources. First, years ago my father taught me that to find out how things work you sometimes need to dismantle them -- learn through trial and error and never be afraid to try. He's the kind of person who can fix pretty much anything, and I would like to emulate that. Second, I'm so tired of trying to hire someone else to do the job. It costs money I don't have, and all too often I'm not satisfied with the results. Third, I'm tired of feeling helpless and disadvantaged when it comes to technology. I want to know how things work and to take control.

Even so, my decision to dismantle the laptop was risky, given the most recent computer experience I had. The hard drive in my older desktop had blown up some months previous, and because I had been lax about doing backups, I lost a lot of important data (thus reinforcing the importance of having a CD burner and ensuring important files are backed up on CD at least once a month). I took the ruined drive to a computer repair guy for replacement, but once again, it became non-functional after I attempted to install my cable provider's free virus protection program. I phoned the cable company's *help-less* desk, but they informed me that they did not provide support for the software. Thanks for telling me this NOW, guys! Another lesson learned -- if you have a functional virus protection program, don't abandon it for a freebie. So, I uninstalled the program and tried to repair the damage, but to no avail. In desperation, after fighting with the computer for hours, I gave up. Knowing I had nothing to lose (since I'd already lost all my data!), I decided to take the plunge and format my hard drive. I've always known how to do this, but never had the courage to wipe out everything on the drive and start over from scratch.

The computer cooperated nicely, and was quite happy to delete everything on its hard drive. Too happy. After the drive was clean, feeling quite pleased with myself, I re-loaded Windows. So far so good. The system was actually stable again. I felt a surge of elation when my desktop icons actually appeared on the screen. Yes! I had done it right! My elation came too soon. When I plugged in my Internet cable, I received my first error message -- no modem could be found. I figured it was probably just something I needed to set up correctly, and was not worried initially. But no matter what I tried, the modem remained invisible. Finally, having spent far more hours on the project than I could spare, I gave up for the time being. The next time I booted up, however, I discovered yet another problem -- the computer was not recognizing the correct size of hard drive. So much for my feelings of pride. I had apparently deleted a little more memory than intended. Completely frustrated, I abandoned the computer. I've since had a conversation with my father, and he has suggested that physically disassembling the computer and re-installing the modem & hard drive might do the trick. So that is next on my project list.

In the meantime, however, I decided that my laptop needed some attention. I've not been able to use it much for some time now, as it has been running so poorly. So on Sunday I sat down and did some serious research to try to discover the problem.

It does help that the Internet has such a wealth of informative guidelines. Google has become my best friend when it comes to computer maintenance & repair. I can type in a phrase like, "how to format drive", "computer (insert brand) runs slow" or "what is (insert name of file)", and I'll find all kinds of suggested possibilities. Through creative linking I often find excellent reference sites, and I'm careful to ensure that any information I follow is verified by several sources. The tech forums are often the best, and it was through one of these that I found detailed instructions, including step by step pictures, on how to dismantle and re-assemble my laptop.

According to many of the forums, the slow speed and tendency to suddenly black out is a problem endemic to my particular brand of laptop. Chalk up another lesson -- I should have researched laptops more thoroughly before buying. There does not seem to be a remedy for this, but several forum posters suggested that cleaning the fan might help improve performance.

Having learned my lesson, I made sure I burned a copy of all my important files before I started. Then, armed with forum advice and the pictures, I found a tiny screwdriver and set to work. Yet another important lesson -- it's not a good idea to attempt to open computers unless you have the right tools. Fortunately my screwdriver did fit, but it could have been a problem getting things back together.

I carefully followed the order of the pictures and eventually had my laptop in pieces all over the floor. Something I learned long ago is to handle the tiny little screws very carefully (with a magnetized screwdriver) [ed: It's not recommended to use anything magnetic near your computer as any magnetic force can damage your circuits and hard drive. Use this convenient device with great care. It's also a good idea to be electrically grounded by touching a metal table leg or something similar and wearing clothes that don't hold static], and place them in separate spots so you know which ones came from where. I lay down a large piece of newspaper underneath and used a damp paper towel so things would not roll off and get lost. Cleaning the fan was a little more complicated than I had expected, mostly because I chickened out and decided not to completely dismantle the unit. But it was pretty grimy, and eventually I felt I had done as much cleaning as possible. Working backwards, I re-assembled the pieces. With fearful glances at the now-defunct desktop computer still sitting idle in the corner, I replaced the final screw.

Fingers trembling, I pressed the "on" button. The familiar start-up sounds began. So far so good. The whine of the fan as it began seemed completely normal. Within a few minutes my desktop appeared, exactly as I had left it. Thank goodness! It was at least functional, I hadn't destroyed it. But had I fixed the problem? I'm not sure. It seems to be running marginally better, but maybe its just wishful thinking on my part. Since Sunday I've asked a few more questions and done some more research. It looks like I may have to take it apart yet again. But at least I now know it can be done without serious harm.

Basic computer maintenance is something everyone should know how to do. It's no different than vehicle upkeep -- checking oil, fluids, regular washes. Given our reliance on computers, upkeep should be a priority. It's not difficult to take the computer apart, and even if you aren't brave enough to do a complete dismantle, its a good idea to periodically open it up and at least clean out the dust (very carefully, of course). My computer is an essential part of my life, so I need to know how to take care of it.

There are some great websites that detail how to do all the basics -- hard drive cleanup, disc defrag, program installation/removal, error checking, back-up. There are also some excellent Internet resources to help you clean your computer of potential viruses, worms, adware and spyware. Something I've found helpful is to Google every item listed on my Windows Task manager (the window that comes up when you Ctrl Alt Del), to understand what each of these programs are and whether they are necessary to computer operations. That way I know what my computer is doing at all times and can monitor any new or unexplained activity that might indicate a virus. Don't underestimate the power of a search engine, it can really guide you through the process and help explain things. I've started "Googleing" everything and anything I don't understand, trying different variations of phrases, and doing searches within searches. With just a little research, you can go from a helpless technophobe to someone who actually knows what you are doing! And you will be amazed at the interesting facts you pick up along the way. Forums are also excellent tools, and if you post your tech questions, I've found that people are very willing to help -- there is a wonderful tech community out there, and no question is too small or too dumb.

Of course, it's also important to recognize limitations, and I know there are certain computer jobs that I'm better off leaving to a professional with more experience - at least for the moment anyway. But I feel proud that I'm now able to accomplish computer maintenance tasks that a few years ago I would have found completely daunting. With my new-found confidence, I plan to take another stab at my desktop repair next week, and who knows? Perhaps one day soon I'll be building my own computer from scratch!

DEMONSTRATIONS IN 160+ CITIES SPOTLIGHT KLEENEX MANUFACTURER'S ROLE IN BOREAL FOREST DESTRUCTION



Groups urge Kimberly-Clark to stop destroying Canada's Great Northern Forest to make toilet paper and facial tissue

As part of an International Day of Action to Save the Boreal Forest, Greenpeace and the Natural Resources Defense Council called on Kimberly-Clark, the world's largest tissue product manufacturer, to stop destroying Canadian forests. Greenpeace activists demonstrated in over 160 Canadian and American cities today while tens of thousands of concerned

citizens around the world flooded Kimberly-Clark with letters and phone calls.

Protests were held from coast to coast in both Canada and the U.S. In Toronto, activists set up an art installation of trees being flushed down toilets. In Williamsburg, Virginia, a group of women held a "Mother's Protest" against Kimberly-Clark outside of an Ukrop's grocery store. In Vancouver, a mock clearcut was set up in a public square. In total concerned citizens gathered in over 160 cities in Canada and the U.S. taking part in over 350 events.

"This 10,000 year old forest is literally being flushed down the toilet by tissue manufacturers and the unsuspecting consumers who buy their products," said Christy Ferguson, Greenpeace forests campaigner. "But people across Canada and around the world are starting to rally to save this magnificent ecosystem, much the way people around the world have rallied to save the Amazon."

Kimberly-Clark does not use any recycled materials in their 'at-home' brands such as Kleenex. Instead, the company uses over 3 million tonnes of virgin tree pulp each year, equal to the weight of over 17,000 jumbo jets.

"Canada's Boreal forest is one of our last great wilderness forests," said Susan Casey-Lefkowitz, NRDC senior attorney. "It is a crime to destroy it to make tissue products like toilet paper that are used once and then thrown away."

NRDC and Greenpeace are urging Kimberly-Clark to increase the use of post-consumer recycled fibre and to ensure any virgin fibre used comes from ecologically sound logging operations.



As you might have guessed, the purpose of part one of this series on epistemology and metaphysics is to tickle the brain and revive its natural curiosity. For a proper foray into philosophy, one must think like a child (the most natural of philosophers) and persist in inquiring, never just dismissing ideas. To put the point--distinguishing adults from children--into perspective, imagine that in the middle of dinner the plates in front of everyone started floating. Proportionate to age, the adults and teenagers would be in the greatest shock, while children would accept it as one of the unexpected facts of life. Children, particularly the younger ones, do not have the built-in expectations that come with age. Humans are highly prone to categorization, thereby dismissing the unlikely as *impossible* and the likely as *real* or *knowledge*.

To go further, let's say there's a boy named Jonathan sitting in the corner at a party, not feeling especially social. As he looks around at all the people behind him, he notices that someone knocks a piece of cheese off a platter. As soon as the cheese hits the floor, a mouse comes running by, picks up the cheese, sniffs it, and begins munching on it. Jonathan attempts to bring this to another party guest's (Sam's) attention. By the time Sam looks, the mouse is gone. Sam doubts that the mouse was there at all and believes that Jonathan fabricated the story, while Jonathan insists it's true. Jonathan *knows* it was there. A girl named Amy in the meantime hears the bickering and says, "I've always known Jonathan to be honest, even if I hadn't seen the mouse, I *know* it was there because Jonathan says so." Sam persists in his claims that seeing is believing. Because he didn't see the mouse, he *knows* there never was a mouse. By this time, the party host catches on to the conversation and declares that it is impossible that a mouse was there, since they had an exterminator in the other week, so he *knows* there are no mice in the house.

Noticeably, the prejudices and opinions of everyone involved leads them to *know* different things in the same situation. Another twist is that Jonathan, not being familiar with his rodents, misidentified the animal, rendering his argument false and Amy's premise valid but argument false, while Sam's argument remains dubious. Only the host is correct in asserting, "there are no mice," though the potential for other rodents may or may not be considered. Knowledge, in this case, is a matter of perspective. Or is it? Epistemology is an examination of exactly these points. It's a division of knowledge into the adequate and inadequate. Epistemology, in other words, is the branch of philosophy that deals with knowledge, delving into the questions of what we can and cannot know.

To further complicate matters, consider Plato's allegory of the cave. Plato's basic belief was that there is an ideal world (many today call it heaven) where everything exists in perfection, while our world is a poor duplication of the ideal and in constant flux in the attempt to become perfect. Plato explained his beliefs like this: if humans were chained in a cave so they could not move their limbs or turn their heads and there was a fire behind them, their reality would be limited to shadows dancing on the wall in front of them (this is our world, the poor imitation of the *real*). For argument's sake, let's say that one of these people in the cave escapes, and is able to see the predicament humans are in and that the light is merely a slight illumination of their limited world (the cave), and attempts to explain this to the people still chained. Some will dismiss his claims, content with their limited knowledge. Others will escape and wander outside the cave, dazzled by the brightness of the sun. These escapees are what Plato described as true philosophers, those who understand true knowledge.

Plato's ideas have been mostly dismissed today, and Aristotle, a student of Plato, was arguably his biggest critic. While both agreed that humans are blessed with reasoning and that inquiry is supreme, Aristotle emphasized the philosophies of science and the study of the material world. He argued that the notion of an ideal world beyond our own is foolish, as it leads to the claim that there is a world beyond the world beyond our own, and one beyond that, and beyond that, and when would it end? No, he said, reality exists here. Even if we are limited by what we *know*, that *knowledge* is sufficient to us, since it is what is pertinent. Aristotle's view is generally accepted today.

However, that does not make *knowing* any simpler. In fact, the scientifically-minded Aristotle was convinced that the world is divided into four elements (five, if you count "Void" which is beyond our world, i.e., outer space). The lowest level is Earth, next is Water, then Air, and then Fire. Aristotle developed a complex reasoning system that, some claim, set back progress in science for a number of centuries because his logic seemed so reasonable. Aristotle taught such things as that a dropped rock falls to the ground because it wants to return to the Earth, and fires burned upward because they want to reach the Fire in the outer atmosphere. This sounds silly today, but it was widely accepted for a long, long time.

While Aristotle's teachings remain influential, particularly in the area of discourse, we now *know* that rocks fall because of gravity (and we have further realized that gravity is consistent, that large objects do not fall faster than smaller ones, contrary to popular belief 1,000 years ago) and that combustion occurs in the presence of oxygen and breaks down the elements of materials so that most of them escape into the atmosphere as they are released as gasses. Our knowledge has been perfected. Or has it?

The fascinating thing about our constant search for knowledge is that we are constantly progressing, and therefore unable to identify when we finally "have it." Take for example, the discovery of the atom, which in Greek means "indivisible" or "smallest form in existence." When scientists discovered what is currently called an atom, it was believed that no smaller form existed. Today, we know better. In 1897, J.J. Thompson, by use of a cathode ray tube, proved that electrons and protons exist. His plum pudding model (showing that electrons lay embedded in the proton) was later replaced by the more current model in which the neutrons and protons of an atom exist in the center of furiously orbiting electrons. Theories exist about how these electrons orbit beyond the model, and were specifically applied to the hydrogen atom. So, electrons are the true atom, right? Wrong. More recently, it has been discovered that quarks and other smaller forms exist beyond the electron.

When will we finally be able to say we absolutely *know* what the true atom is? Generally, any form of inquiry will always have a factor of "how can we know for sure?" This prompts the question of "will we ever truly *know* anything?"

As mentioned in part one of this series, progress in science and human inquiry in general would not have occurred if we did not focus on trends and probabilities. Any student of history, business, science, or even literature knows that trends are the best bet. But again, with the complexity of areas of knowledge, how will knowledge ever be identified? We can't even trust science when the sciences are just as riddled with pre-conceived ideas as philosophy? To reiterate, I've come full circle to the idea that our prior opinions and prejudices greatly influence what we believe. Even *infallible* sciences, like statistics, have their weak points. Of course, it is impossible to properly gather all of the information necessary to form statistics, so "short cuts" such as cross-sectional research have been developed and accepted as "representative." While most of us are aware that statistics are inherently impossible to prove and therefore should be treated with caution, I present a rumour I heard, and whether or not it is true, I suggest that we look twice at any claims we hear.

Many of us are familiar with the statistic that 50% of marriages in North America end in divorce, the bulk of which occur in the first five years of marriage. The rumour I heard was that this statistic is based on a census of the number of marriages in one year, say 1995, and that the number of marriages was compared to the number of divorces in another year, say 2000. This, ladies and gentlemen, would be a grave statistical fallacy if it were true, for obvious reasons. But if it weren't true, it makes you wonder--how did they establish that statistic? Did they just take a group of married couples of one particular year and then follow them for the next five years? What percentage of those people divorce after five years? I don't know about you, but it made me doubt the accepted *knowledge* of the rate of divorce in North America. And it also made me wonder about how many other areas of *knowledge* we have been misled in.

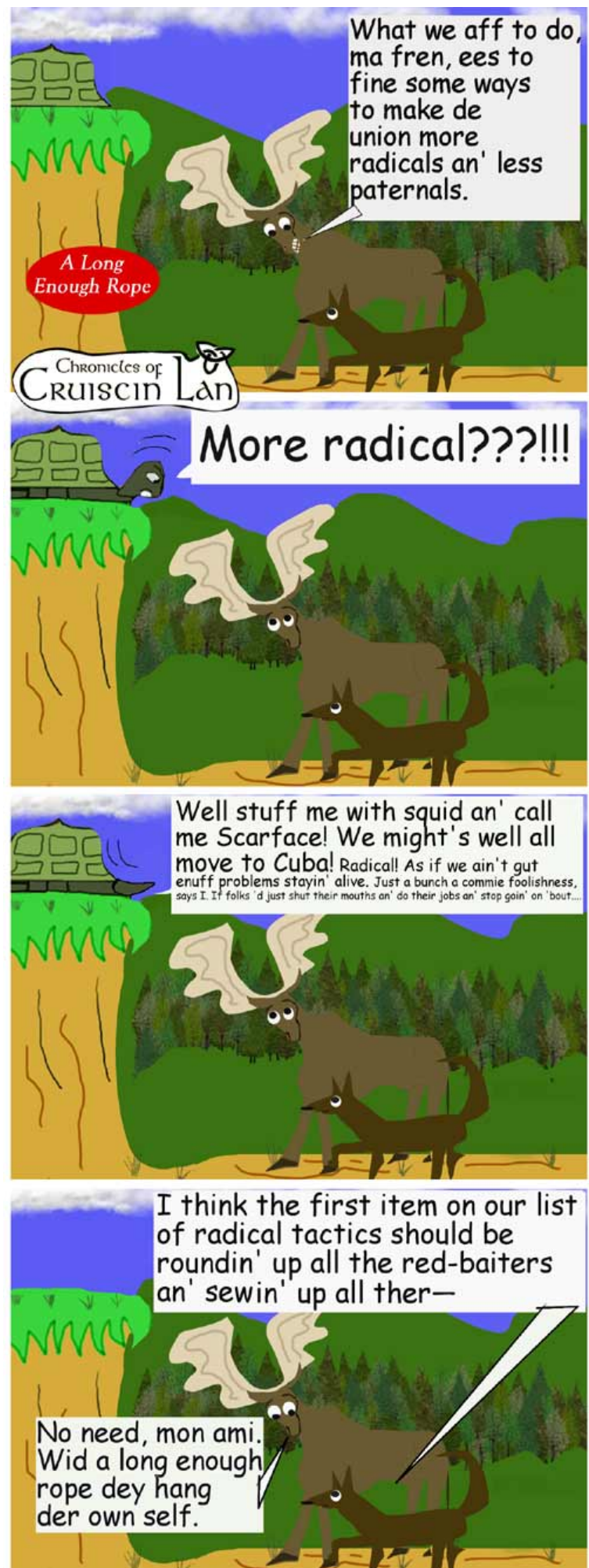
I read an interesting article years ago concerning the famous experiment in the early 1900s in which the early atmosphere was reproduced in a controlled environment. As some may recall, in the experiment, the addition of spontaneous light and heat (lightening) produced a basic life form that became accepted as the precursor to all life forms within the path of evolution. When I was in high school this instance was

trumpeted as the brilliant experiment that *proved* evolution was *true knowledge*. However, this article that I read pointed out that not only has the experiment not been reproduced since, but also an examination of the scientific method used by those three scientists was not as *controlled* as previously thought. The experiment, the article claimed, is a hoax. Yet it is still taught as *knowledge* in schools. The point of all this is that all too often, humans take their prior opinions and believe that they have *infallible* knowledge when the knowledge doesn't actually exist. Like those in Plato's caves, we are playing with shadows.

So when can we say we *know* anything? Chances are, we can't. With the variety of opinions in existence today, it may become evident that every point is moot. To bring on a hot topic, let's discuss abortion. Pro-choicers claim the needs of the mother take precedence, and if her life will be worse for the birth of the child, she should abort. My psychology textbook even claimed that for uneducated young mothers, abortion is typically the best option. However, pro-lifers argue that the embryo is a living organism, that to abort it is murder, and that promoting abortion to vulnerable individuals is not right, particularly considering that the many individuals who have had an abortion may regret it at some point and this regret may be unbearable. So who is right? Obviously, the priorities of pro-choicers and pro-lifers differ, but who has the right *knowledge*? It would be prematurely dismissive to say that knowledge is subjective. Or perhaps the conclusion is that knowledge is, in fact, subjective?

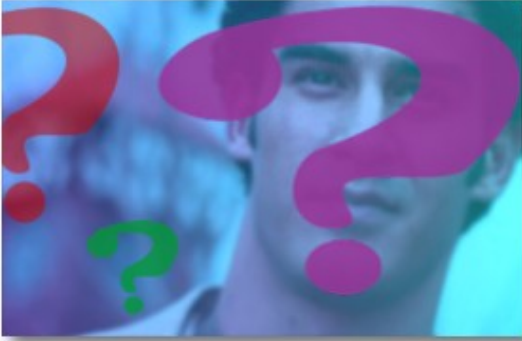
Clearly much of what is *known* is influenced by our prejudices, which brings to mind Socrates, Plato's famous and beloved instructor. Socrates taught that knowledge could be discovered by inquiry, by asking the right questions. If you take any knowledge and subject it to appropriate inquiry, one may find real, consistent knowledge. But then it's a matter of asking the right questions.

The point is that we can't take anything for granted. There is so much we don't know even when we think we do. That is not to say that we have to be afraid to assert opinions, but it is to say that we should know *why* we believe what we do and always be open to finding a higher form of knowledge. How do we do this? The answer is discourse and debate. Open your minds so you can recognize the fallibility of claims, and search for the higher ideal. Because in the end, whether you believe in a higher power, be it science or God, the point is to search for the ideal.



Behind Closed Doors (Words That Mean Dis-ease)

El-ahrairah Jones



1) Suspicion

The police have set a road block up at the end of the street, and they're going door to door asking questions. I saw the man who just moved into number 38b looking through a gap in his living room curtains. Two nights ago they found human remains in a garbage container on Williston.

2) Anxiety

They say one in ten are the carriers of the plague. Down in the States a citizen's group has begun marking the doors of the diseased. Sometimes they nail all the doors shut and burn the houses to the ground. Already the death toll is in the hundreds. Last night the rash appeared on my stomach. I want to go to the drug store for something to put on it, but everybody is watching all the time.

3) Tension

The man from the chamber of commerce says it's all about competition now. We can't afford to live in a socialist dream world anymore. The old ways are gone. It's every man for himself now. Got to compete with the Mexicans and the Koreans. Without a proper education, there'll no future for my kids, and all they want to do is moon about sleep until all hours. All the teachers want to do is fill their heads with nonsense, teaching them stuff they don't need to know. Got to tighten our belts.

4) Distrust

Of course things were different before all the immigrants started to arrive. Stands to reason that you knew where you stood back then. Now there's line ups for this, forms for that. Nobody will hire you if you have the wrong sounding name anymore. Christ knows where we'll be in another ten years. And who knows what they're planning behind closed doors?

5) Fear

It's all in the Bible of course. And Nostradamus saw it coming too. The number of the beast is hidden in every bar code. One night the antichrist is born a village a million miles away. Soon there'll be a blood red moon hanging over the end of our street, and the sound of hooves on the rooftops. I watch Peter Mansbridge on *The National* whenever I can't fall asleep. Everything he says scares me, but I find his face so reassuring, the perfect knot of his tie, and that thin lipped smile of his. Even when he's talking about death squads.

This column focuses on issues affecting post-secondary students. Readers are encouraged to submit suggestions for topics they are concerned about, or personal experiences with courses or university situations other students should know about. Contact voice@ausu.org, attn: Debbie Jabbour



ALBERTA TUITION FREEZE THAWS

Debbie Jabbour

Premier's Ralph Klein's recent announcement of a 2005-2006 tuition freeze for Alberta residents was welcome news. However, there has been little clarity regarding details and whether the freeze will continue beyond a single year. There has been some fear among university administration and student representatives that the freeze will simply lead to even greater tuition hikes in the next few years. At an Advanced Education forum this past week, Advanced Education Minister Dave Hancock suggested these fears might become reality. He

warned students to prepare for a fall tuition increase, commenting that an extension of this year's freeze would cost \$96 million, money that would be better spent on increasing access (Edmonton Journal, November 3, 2005).

Premier Ralph Klein, however, has now promised that the freeze will remain in place for the 2006-2007 school year, arguing that the intent of the government's Access to the Future Act is that tuition must remain affordable. The Premier has even floated a suggested that a long-term tuition freeze might be in the works (*Edmonton Journal*, November 5, 2005) (ed: it's not yet clear if this will be a real freeze, where tuition does not rise, or another rebate system where the government reimburses universities for tuition increases above a threshold).

Although schools received an additional \$43 million from the government to cover the proposed tuition fee increases, escalating energy costs may well consume any benefits to students. The University of Alberta has already expressed concern that rising natural gas prices have caused a \$10 million shortfall. Alberta students, who pay the second highest tuition rates in Canada, continue to await the outcome of Klein's promise to Albertans of the "most affordable tuition in Canada."

References

Plan for tuition increase, Hancock tells students: Double bump of increase upon increase rapped by critics. *Edmonton Journal*, November 3, 2005, B6.

Tuition freeze to stay for next school year: Klein says students need affordable education. *Edmonton Journal*, November 5, 2005, A6.



Buy Nothing Day

Mandy Gardner

Every day we are bombarded with advertisements for everything from breath-mints to house insurance, sneakers to pet medication, all full of colour and at a vibrancy that makes us want to go out and buy the latest weight loss meals even if we look just fine. These items are all products of slick marketing campaigns that drive us to buy more, more, more... and in the process turn us into debt-ridden pawns in the big game of Capitalism. While we are out shopping for the hottest branded items, we all seem blissfully unaware that the materials and labour forces needed to create Nike shoes or Tommy Hilfiger jeans come from foreign lands. The point? Severely underpaid Indonesians may have sewn your brand new T-shirt with material procured from the lowest bidder. That means not only are people being exploited for their cheap labour, but that it's happening at the expense of Canadian workers and fabric producers. The mass consumerism of our generation needs to be curtailed, and Buy Nothing Day presents the opportunity to send a strong message to the corporations and governments responsible for the mismanagement of world economy.

The concept of Buy Nothing Day came from a man called Ted Dave in 1992, a Vancouver man who took a second look at his job in advertising and decided it was time to turn the world around. Since then this Canadian celebration has spread to at least thirteen other countries with participants in the millions. Organisers for the event say that while the best way to participate is to stay at home and give your wallet a rest, Buy Nothing Day also aims to let people know that family fun is possible without money being spent. Organisers hope that these celebrations will give corporations a strong sense of citizen authority while giving people a sense of freedom from market economy. An untouched wallet on Buy Nothing Day represents a day's worth of pollution, mismanaged money, cheap foreign labour and products, and corporate control - all avoided. Check out the Adbusters BND link below and find out what's happening in your city.

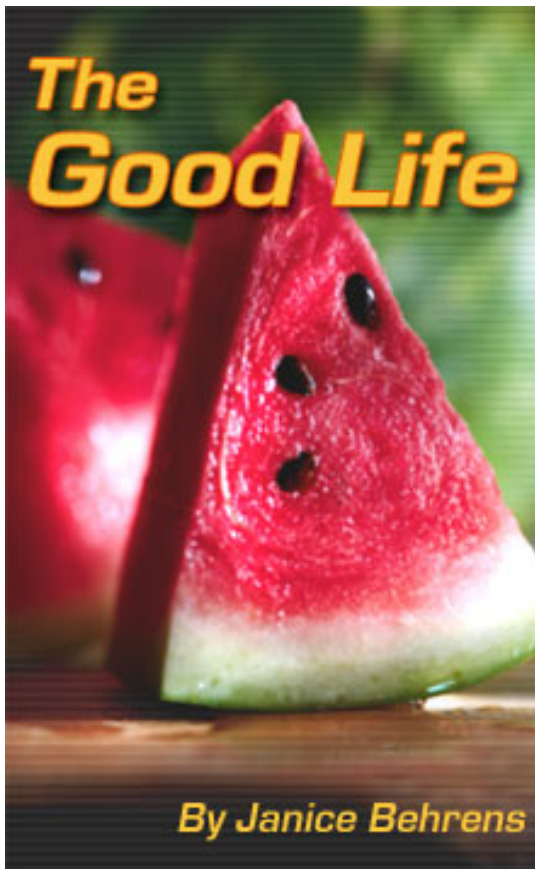
Buy Nothing on November 25th, and let the world know you're paying attention.

REFERENCES:

Adbusters; Buy Nothing Day - <http://www.adbusters.org/metas/eco/bnd/>

The Yearly International Buy Nothing Day - <http://www.koopniets.nl/buynothingday.htm>

Why Buy Nothing Day? - <http://www.shoalhaven.net.au/inews/bushtele/nbt77/bynot.html>



Just the Flax

Why This Grain is an Important Component of a Healthy Diet

A relative of mine once bought one of those exercise contraptions with wires and electrodes from the shopping channel. It was supposed to tone the abdominal muscles by stimulating them with a mild electrical current, while he ate potato chips on the couch and watched Hockey Night in Canada. Within six months, of course, it was sitting in a cardboard box in the basement marked "Garage Sale."

Most of us realize these days that there are no short-cuts on the road to a healthier lifestyle. Time and again the latest trumped up exercise fad, whether it be kickboxing, high energy yoga, Pilates or (shudder) pole dancing, are cast aside in order to make way for the next big thing. Of course, the same is true of all diets from high fibre to low carbohydrate. With the elegant perfection of all mathematical formulas and physical laws, the equation that leads to good physical health is brilliantly simple: get lots of exercise, and eat a well balanced, moderate and varied diet. Decades of consistent nutritional research have pointed-out the fact that the best possible diet for the human body is one that is built around moderation and variety. A healthy weekly food intake encompasses plenty of vegetables,

fruits, grains, proteins, and fats. It can include soybean pods and meat loaf, arugula and Brie.

It is therefore with some trepidation that I take up the latest nutritional buzz, and jump on the flax bandwagon. The fact is, though, that flax is cheap, tasty, and absolutely one of the healthiest food items available to us. It has been shown to help protect against cancer and heart disease, as well as promote regularity. It is also an incredibly versatile food.

For those of us not familiar with this grain, a good place to acquire some primer knowledge is that the web site of the flax council (www.flaxcouncil.ca), where you'll discover that flax is "a blue flowering crop grown on the Prairies of Canada for its oil rich-seeds." The small, flat seeds, which people have eaten "since ancient times," have a "pleasant, nutty flavour."

Personally, I have been baking with flax seed for about fifteen years now, making flax seed muffins and banana bread. It is, besides barley, my favorite grain. A few years ago, after an organic farmer friend of mine told me about some of its health benefits, I also began incorporating flax seeds into beef stews and stirring them into my homemade salad dressings after crushing them with a mortar and pestle.

Why is flax so healthy? According to the flax council website, the seed is high in protein, but "research suggests that its health benefits probably have more to do with its fatty acid and fibre profile." Flax, it turns out, is extremely rich in polyunsaturated oils, the kind that help keep cholesterol in check. "In fact," the site goes on to point out, "a unique feature of flaxseed is the high ratio of alpha-linoleic acid (an omega-3 fatty acid) to linoleic (omega-6 fatty acids). Nutritionists consider these two polyunsaturated fatty acids as essential because the body cannot manufacture them from any other substances."

Getting away from the science, one of my favorite ways of using flax is a recipe for chocolate chip flax muffins that my farmer friend passed on to me several years ago. (If anybody would like this recipe, please let me know.) Of course, flax is by no means a nutritional magic bullet. But, it may just be one piece of the puzzle in putting together a healthier way of life.



Music as Salvation

I was in a used bookstore the other day, leafing through a yellowing paperback copy of Peter Schaffer's play *Amadeus*, about the life of Mozart. My index finger found the beautiful passage in which the embittered and mediocre composer Salieri speaks of the first time he heard the music of his detested rival:

It started simple enough: just a pulse in the lower registers - bassoons and basset horns - like a rusty squeezebox... And then suddenly, high above it, sounded a single note on the oboe. It hung there unwavering, piercing me through, till breath could hold no longer, and a clarinet withdrew it out of me, and sweetened it to a phrase of such delight it had me trembling. (Shaffer, 2001, p. 27)

Amazing to think that some of the most graceful music ever composed came from the imagination of a young man, Mozart, who was, by most accounts, an immature, malicious and scatologically obsessed buffoon. And yet, this is, in a nutshell, the ambivalent history of humanity. The species that invented symphonic music and algebra invented as well mustard gas and the leg-hold trap. It was human beings who composed the *1812 Overture*, and who detonated atomic bombs over Hiroshima and Nagasaki. Has there ever been such an inter-mingling ground of

unutterable beauty and unspeakable horror as that found in the human brain?

Music, it has always seemed to me, is the greatest invention of our species. It is the defence we had best pin our hopes on when we're finally called to account in the Great Celestial Court, as we stand naked before the Cosmic Empress. *Yes, your magnificence, we are guilty of fouling our own nest. Guilty of misusing the gift of our immense imaginations in untold numbers of ways. Guilty of endless strings of senseless atrocities. Guilty of endless self-interest, apathy and detachment. Guilty, guilty, guilty as charged. But, on behalf of my unworthy species, if I may make just one small but salient point. If I may draw your attention to what happens when I hammer this stick against this hollow gourd, draw this bow across these strings, put my lips to this horn and blow. Listen as we fill the enchanted garden with night-blooming madrigals, celebrate the joy of a full life at a jazz funeral in the French Quarter, and sing our sons and daughters to dream-filled sleep.*

It is not enough, perhaps, to excuse all of the wrongs we have done. But it's something to listen to in the darkness of a winding-down world.

Reference

Shaffer, P. (2001). *Amadeus: A Play by Peter Schaffer*. 1st Perenn edition. Harper Perennial.

AUSU THIS MONTH



"A Learning Alberta"

Recently, the Alberta Government announced a comprehensive review of the Alberta post-secondary education system. Many discussion documents were placed online, and all stakeholders were invited to respond and make suggestions on how the post-secondary system can be improved. The students of the four universities of Alberta have responded through a document drafted by CAUS -- the Council of Alberta University Students --, which represents the students' unions of all four institutions.

Additionally, AUSU has drafted its own response, specifically addressing the needs of the diverse AU student body. You can read our response by downloading the PDF file from the link on the front page of the AUSU web site

AUSU Course Evaluations

Would you like to know what your fellow students have thought of an AU course? If so, you are not alone. Many students find the input of their peers invaluable when selecting courses or a program of study. AU students may not have cafeterias and hallways in which to share this knowledge, but AUSU has provided an alternative: AUSU Course and Program Evaluation surveys. Accessible through the "Course Evaluations" link on the right side of the top bar of AUSU.org, these surveys ask a series of questions about AUSU courses and programs. Each student may rate each course or program only once, to ensure the validity of the results, so you must be logged in to access a survey form. Anyone, however, may view the results. If you haven't already, please rate some courses you have taken so that others may benefit from your experience. Note: these surveys are not the same as the ones that AU distributes with their course manuals. No AU staff or faculty member has access to the AUSU website, nor can they determine who has filled out a survey. Your anonymity is assured.

AUSU Discussion Forums and Chat

Looking for a way to interact with fellow students? Check out the AUSU discussion forums and chatroom, accessible through the top menu bar of AUSU.org. The forums contain many sections to address a wide variety of student interests. You'll find the most students in the General Student Chat section, but you may also wish to use one of the province or city-specific forums to speak with AU students in your local area.

AUSU Needs Volunteer Mentors

AUSU needs volunteer mentors to help new students adjust to AU and distance education. If you're an experienced AU student interested in being matched to a new student, please email ausu@ausu.org for an application form. The mentor program is designed to help new students succeed with distance learning. If you're a new student and would like to be matched to one of our mentors please fill out the application form at this address: <http://www.ausu.org/services/mentorsforms.php>

AUSU 2005/06
student
Handbook/Planner

18 months of planner pages!

Free
and mailed right to your door
Order yours today!



THE THIRD ANNUAL VOICE MAGAZINE WRITING CONTEST!

**\$1000 in scholarships to be awarded
\$500 each in the fiction and non-fiction
categories**

**Write for *The Voice* and win money for
your education.**

The Voice is launching its third annual writing contest, with categories for both **fiction** and **non-fiction**.

Non-Fiction: In 1500 words or less, write about any issue affecting the environment. You may write about issues in your local area, or global ones. You may focus on the human aspects of environmental change, or the impact on the earth. Feel free to use research or statistics in your article [with proper citations], or write a creative opinion piece.

Fiction: Free form - write a 1500 word or less fiction submission in any genre or any format. Short stories, poetry, a scene from a play, even a comic. Be creative!

Please read the contest rules and regulations and submission guidelines very carefully to ensure you are not disqualified. It's free to enter. **The length limits are firm and all entries that go beyond these limits will be disqualified.** Good luck!

Rules and Regulations:

- Entrants must be AU students. Student status will be confirmed with the AU registrar. Please ensure that the registrar has your current address and contact information.
- Winning entries will be published in The Voice. The Voice reserves the right to print non-winning entries at a rate of remuneration in accordance with current Voice freelance submission rates. The Voice may use portions of non winning non-fiction entries in a composite about students perspectives on the environment. No remuneration will be provided for such use.
- All decisions regarding this contest and the selection of winners remain with the judging panel and are final.
- AU, AUSU, and Voice staff and AUSU Council members are not eligible for the contest.
- Entries will be judged by a panel to be selected by the Voice Editor, and this panel may include: AU students, AU tutors, and/or AUSU council members. The panel will include at least 3 members.
- The Voice Editor will collect articles and oversee the judging, but will not be a judge.
- Entries must be original works which have not been printed or published elsewhere, and must not be course assignment papers or derivatives of.
- Entries must not contain any information that would make the identity of the author evident to judges. To ensure fairness, all entries will be forwarded to the judging panel with a reference number attached, but no personally identifying information will be forwarded. The Voice Editor will keep the identity of the authors private until the contest closes. The Voice editor will keep a record of the authors of submissions, and will be the sole owner of this list.
- Entries will not be edited for grammar, spelling, or content, although The Voice Editor may black out any personally identifying information contained within the submission. Otherwise, entries will be forwarded to the judging panel, as is, with the exception that all entries will be converted to use the same file format, margins, font size and font style to ensure that all entries are equally readable.
- **The deadline for submissions in both categories will be December 20, 2005. The winner will be announced by February 15, 2006. The Voice reserves the right to extend either deadline if necessary.**
- One grand prize winner will be selected in both the fiction and non-fiction categories. If no entries are received in one of the categories, the prize money will be returned to the Voice scholarship budget. Prizes will be awarded in the form of a cheque, payable in Canadian funds.

- The Voice reserves the right to add additional, secondary prizes.
- The Voice is not responsible for lost emails. The Voice editor will confirm receipt of all entries by email. Please follow up if you do not receive a reply in two business days.
- All entrants agree to allow their name and city of residence to be printed, along with their submission, should it be selected as a winning entry. No further remuneration - beyond the contest prize - will be paid to the contest winner when their entry is printed.
- Entrants will be asked to sign a standard Release and Indemnity form; each prize winner agrees to release the Sponsor and its agents from any liability in connection with the prizes awarded in this contest.
- Any entrant found to be tampering with the contest results, or attempting to influence any of the judging members, or using any forums or other public communications media to advise others of which entry is theirs will be disqualified; or if The Voice editor determines, at her sole discretion, that any other form of tampering has been attempted, that entrant will be disqualified.
- No preference will be given to regular Voice writers. Entries will not identify the writer as a regular Voice contributor when sent to the judging panel.
- Where applicable, this contest is subject to all federal, provincial and municipal laws. Contest void where prohibited.

Submission Guidelines:

- Your submission must be an electronic file attached to an email. Submissions sent as the body of an email will not be accepted. Contact voice@ausu.org if you require instructions on how to attach a file to an email.
- Submissions should be in Microsoft Word format [.doc], rich text format [.rtf] or plain text format [.txt]. If you use a Word Processor other than Word or work on a Mac computer, you can save a file in one of these alternate formats using the 'save as' function and selecting the desired format on the save menu. Contact The Voice editor if you require assistance in formatting your submission. Users of older Macs may have to send entries in HTML format.
- Each entrant may submit one entry to each of the two categories
- All entries must be under 1500 words due to judging time constraints. Length will be determined by the Word Count feature in Microsoft Word. Your References and Citations section will not be included in the word count. References should be formatted consistently according to a standardized publishing style guide, such as the American Psychological Association (APA) or the MLA press style.
- Entries should not include unnecessary formatting such as drop caps, graphics [unless the graphic is integral to the work], or unusual fonts. Entries must be text - scans of hand written or typed documents will not be accepted.
- The email should include the following information: Your full name, AU student ID number, email address, telephone number, mailing address, the title of your entry, and whether you are submitting to the fiction or non-fiction category. Make sure non-fiction entries are based on the topic question detailed above. Fiction entries can be on any topic you like. Do not include your contact information within your article - but be sure to include a title.
- Entries will be judged on the following criteria:
- **Non Fiction entries:** will be judged on originality, creativity, accuracy, and how well your support your assertions with data or argument. You will also be judged on the presentation of your article, including professionalism, proper spelling, grammar and syntax, and readability. You may write in journalistic style or essay format.
- **Fiction entries:** will be judged on creativity, entertainment value, and the originality or your writing style. Regardless of the genre you choose, you will be judged on the effectiveness of your piece and your technical writing skills.

Contact voice@ausu.org if you have any questions.



Dear Barb,

My mother recently passed away after a long illness. Everyone tells me she's better off now because her suffering is over, but I really miss her. Everywhere I look, I see women who remind me of her. I would give anything just to pick up the phone and talk to her one more time. I've even dialed her number, wishing this was all a big mistake and that she would answer the phone. I wonder if I'll ever stop missing my mother and get over this terrible sense of loss I feel. Are my feelings normal?

Monica in Cottam

I am so sorry for your loss Monica. It seems we are never really prepared to lose someone no matter how sick they have been or how many years they have been with us.

Grief is a unique experience for everyone. Some people openly express their grief, while others choose to hide their feelings. There is no easy way to predict how long you will grieve or how intense your feelings will be.

Following the loss of a loved one, an individual will experience a wide array of emotions that may include, to a varying degree, symptoms of anxiety and depression. Losing a loved one takes a physical toll on the body and leaves the immune system vulnerable. As a result, the person may not be able to fight off illness as efficiently and may even suffer a major illness.

Guilt is another common emotion associated with grief. The individual may feel they could have done something to prevent the death. Or maybe they weren't able to be with the person when death arrived. As well, there is survivor's guilt. A parent often feels this following the death of a child, as they wonder why this young life was taken and theirs was spared. Of course, no one knows why these things happen. However, we do have an obligation to the people around us and to ourselves to continue living the life we were given.

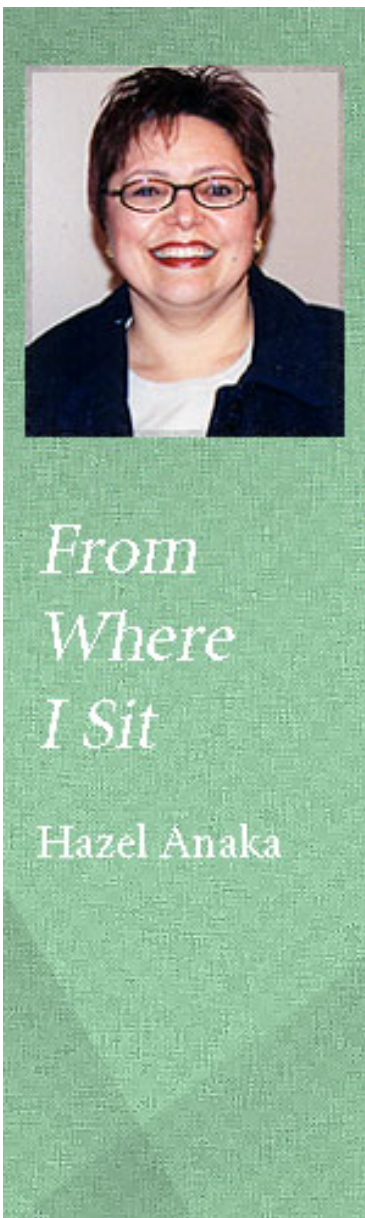
As in your case Monica, we all expect our parents will die one day, but when that day comes it is still a shock. Your mother has always been there and it is hard to imagine life without her. I don't know how long it has been since your mother's death, but experts advise giving yourself one complete year before you will come to grips with your grief.

Once you have gone through all the special days without your mother (e.g., birthday, Christmas, etc.) you will begin to see that life can go on without her. There will always be a part of you that will miss your mother and she will forever have a place in your heart. You never have to give that up.

However, if you are still feeling an overwhelming sense of loss after a year has passed, then it may be time for you to seek professional help. There are support groups specifically to help people handle the loss of a loved one. Sometimes just realizing that others are experiencing similar feelings will help.

Monica, give yourself some time, you have lost a very important person in your life.

E-mail your questions to 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. The author is not a professional counsellor and this column is not intended to take the place of professional advice.



The Least We Can Do

At the eleventh hour on the eleventh day of the eleventh month, Canadians will stop whatever they're doing and remember. Many of us will be fuzzy on the exact dates and details of the great wars, but they will nonetheless, pause to show respect for the ultimate sacrifice Canadian forces made on our behalf.

At cenotaphs across the country, thousands will gather to watch modern-day military personnel, air cadets and police officers brave often-harsh November weather to march in parades and provide an honour guard. Dignitaries and others will have the opportunity to lay wreaths.

Several years ago, I had the chance to speak at the Remembrance Day program in my community. I was bringing greetings from the County in my role as county councillor. That was the official reason for my presence. As I prepared my remarks, I felt a far more personal aspect to my involvement. I realized that in another era, my son was approaching the age where he could be drafted. Now, that's personal!

These words are as true today as when I spoke them ten years ago:

I have a son approaching the age to be drafted. Like yesterday's mothers, I can't imagine sending my boy to war. I can't imagine the pain and heartache of families whose boys didn't come home. I can't imagine a cause important enough to kill each other. I can't imagine living in a war-torn country. I can't imagine it's taking this long to learn history's lessons.

We owe it to ourselves, our children, and our grandchildren to make sure no one else's children ever die in this way again. World peace is achievable. The real enemy is bigotry and intolerance. You and I and all of us can do something about that enemy right here and right now.

If there is light in the soul
There will be beauty in the person.
If there is beauty in the person

There will be harmony in the house.

If there is harmony in the house

There will be order in the nation.

If there is order in the nation

There will be peace in the world."

~ Chinese proverb by an unknown author

Need I say it out loud? We are so blessed in Canada. Yet, that blessing also brings responsibility to each of us. We are responsible to think, act and speak with tolerance, kindness and love. We are responsible to support, with dollars and energy, those agencies working with troubled individuals. Define 'troubled individuals' in your own way (fetal alcohol babies, battered women, high school dropouts, foster children, the poor and disadvantaged). We know that children who grow up unloved and mistreated will likely manifest some sort of criminal or dysfunctional behaviour. We all suffer whether the results are a stabbing outside of a Whyte Avenue pub or from a terrorist bombing in a European subway.

It's so easy to feel helpless and overwhelmed, but we can make a difference one child at a time, one interaction at a time. It's the least we can do, in the name of our veterans, from where I sit.

**reprinted with permission*



Searching for Internships

Lonita Fraser

INTERNSHIP

More Professional Internships in Vancouver and Toronto Canada

Term: Throughout the year

Length of Position: 12-24 weeks

Experience Required: no

Participants Travel to Canada Independently

Typically Participants Work Independently

Typically The Application Process Time Is 6 weeks

Application Process Involves: Letters of Reference, Other, Phone Interview, Resume, Transcript, Written Application. Typically The Application Process Time Is 6 weeks

Post Services Include: Job and Internship Network

Who is this program for:

- University students requiring a practicum for graduation
- Professionals seeking to upgrade their marketable skills
- Executives looking for a North American experience
- High School graduates looking for practical experience

Highlights:

- Placements in all sectors and for all majors
- Most placements accredited with universities and professional associations
- Guaranteed placement in industry sector
- Program includes preparatory orientation program in city of placement of a minimum of 4 weeks
- Package includes accommodation, full-board, tuition, full support and placement guarantee

Qualifications: Requirements:

- **Realistic Expectations:** Be very clear that placements will depend on your relevant experience and education, level of language, and industry sector as well as time of the year and other situational factors. Positions are for language acquisition AND experience.
- **Professionalism and Maturity:** All candidates are required to exhibit an appropriate level of commitment to the internship process, InterNeX, their college and Host Company.
- **Good Communication:** Clear and appropriate communication skills, and an ability to assist INTERNeX in understanding your goals for an internship and your relevant experience.
- **Flexibility:** Positions can involve a great variety of tasks, and can be in a variety of related industry sectors. Candidates may intern in any area related to their primary choice of industry and position.
- **Ability to take Initiative:** Host companies do not want to handhold so be prepared to be extremely proactive and to assist the company in finding appropriate tasks for you to undertake.

Please email INTERNeX: <http://www.internabroad.com/listingsp3.cfm/listing/21964>

SCHOLARSHIPS & AWARDS

Contributed by Zil-E-Huma Lodhi

Ritchie-Jennings Memorial Scholarship

Value: \$1,000

Application Deadline: May 13

Description: Must be currently enrolled in full-time studies at the undergraduate or graduate level at an accredited four-year college or university. Declared major in accounting or criminal justice, with interest in becoming Certified Fraud Examiners

Submit maximum 500 word essay on specified topic. Transcripts and letters of recommendation are required.

Association of Certified Fraud Examiners (ACFE)

Web Site: <http://www.cfenet.com/services/scholarships.asp>

Gloria Landis Memorial Bursary

Value: \$1,000

Application Deadline: June 15

Description: For residents of Ontario at least 25 years of age with a learning disability, entering first year at a post-secondary or accredited vocational institute program as a mature student. Must not have attended school full-time for three or more years. Must submit 400-600 word essay on topic of learning disabilities. Submit letters of reference, proof of learning disability, proof of residency and acceptance into a post-secondary institution.

Learning Disabilities Association of Ontario (LDAO)

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

Helen Basset Commemorative Student Scholarship

Value: \$1,000 (4)

Application Deadline: July 29

Description: For Aboriginal women under 31 years of age who are pursuing post-secondary studies with a demonstrated commitment to improving the situation of Aboriginal women in Canada. Submit short essay on goals and plans to contribute to society. Financial need required. Must submit proof of age, Aboriginal descent and post-secondary registration, transcripts, letter of reference, statement of financial need and budget breakdown. For further information, please visit the website posted below

Native Women's Association of Canada (NWAC) / L'Association des femmes autochtones du Canada (AFAC)

Web Site: [http:// www.nwac-hq.org](http://www.nwac-hq.org)

Steven Huesing Scholarship

Value: \$500

Application Deadline: July 31

Description: Enrolled in a Canadian post-secondary institution in a health informatics or health care information management program. Must be of sound academic standing. Submit maximum 500 word description of achievements in health informatics. Transcripts, proof of enrolment and personal letter are required. For further information, please visit the website posted below

COACH: Canada's Health Informatics Association

Web Site: <http://www.coachorg.com/default.asp?id=627>



ONCOLOGY WORLD CONGRESS

Nov 17 - 19, 2005 - New York, NY, USA

<http://www.oncologycongress.com>

The Congress provides relevant scientific information and focuses on medical innovations, best practices, and new technologies that are directly applicable to the practice of medical oncology today. The latest clinical data and information will be delivered within 5 educational tracks over the course of three days. Attendance is limited to provide an environment that encourages dialog and the exchange of ideas. In addition, there will be numerous opportunities for participants to submit cases for review by our distinguished faculty as well as meet with the faculty throughout the Congress in an informal, small group setting.

EMOTIONALLY FOCUSED THERAPY FOR COUPLES

Nov 24 - 25, 2005 - Toronto, Ontario

<http://leadingedgeseminars.org/johnson1.htm>

Emotionally Focused Therapy for Couples (EFT) is one of the best-validated couples interventions, and offers a comprehensive theory of adult love and attachment as well as a process for healing distressed relationships. It recognizes that relationship distress results from a perceived threat to basic security and closeness in intimate relationships. This experiential/systematic therapy focuses on helping partners restructure the emotional responses that maintain their negative interaction patterns. Through a series of nine steps, the therapist leads the couple away from conflict-deadlock into new bonding interactions.

You will learn:

- To understand the phenomenon of marital distress in an attachment context
- Creative powerful change events in therapy that foster a more secure bond between partners
- To deal with common impasses and difficult issues in marital therapy
- The steps of EFT that help couples to leave destructive, hostile, or defensive interactions, and share positive attachment that fosters secure bonding

LEADERSHIP SKILLS FOR SUPERVISORS

Calgary Alberta - November 17 - 18, 2005

<http://www.peice.com/eventdetails.aspx?event=101542&ref=Allconferences&frfi=16734>

This two-day course presents practical principles to assist supervisors and managers in their efforts to motivate and mobilize team members toward the fulfillment of objectives. Course discussions and case studies will focus on topics which participants have identified as challenges in their current job assignments. The session, designed to help participants bring out the best in their subordinates, is designed for those currently in, or aspiring to, supervisory positions. A complete set of course materials and lunch are included. Due to the highly interactive nature of this course, the session is limited to a maximum of 20 participants.

Please note that this course, or portions of this course, are also currently available as one or more live, interactive, instructor-led online seminars (typically 1-3 hour sessions) for groups of 6 or more participants from your organization. For additional information, please contact onlineseminars@peice.com

Additional Information: Fee: \$ 1095 CAD

CEU: 1.6 Continuing Education Units

PDH: 16 Professional Development Hours

WIPCE 2005

Nov 27-Dec 1, 2005 - Hamilton, New Zealand

<http://www.wipce2005.com/>

Te Wananga o Aotearoa is dedicated to promoting inspirational ideas and practices from Indigenous communities that can be applied on an international scale. It is pleased to host this world renowned gathering of indigenous educators, researchers and students. The 2005 conference is an opportunity for honouring all previous hui (gatherings.) It also creates an occasion for bringing interesting and innovative ideas that evoke inspiration and pride as indigenous peoples.

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

classifieds

Classifieds are free for AU students! Contact voice@ausu.org for more information.

THE VOICE

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