

THE VOICE MAGAZINE

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Volume 13 Issue 46



Sprechen Ze Deutch?

An AU student abroad, part 4

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New monthly format

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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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Life in Germany: Part 4

By John Buhler

The following depiction is a composite of persons, experiences, and reflections. The names have been withheld to protect the innocent.

Der Deutschunterricht

The German lesson begins at 08:50. I have already fortified myself with coffee. One student wanders in late, having spent much of the night among the collection of nightclubs, live sex shows, and pornographic cinemas that one finds on the notorious, yet colourful and lively, *Reeperbahn*. Another student does not show up at all during this particular class, perhaps for the same reason.

The students are all foreigners here in Germany. The composition of the class changes frequently, as students can register for a week at a time if they choose. At the moment, it includes a Japanese, a South African, a Mexican, a Russian, a Turk, an Italian, a Korean, and me, a Canadian. Some of the students are learning German

so that they can attend university here, while others want to work here or get a better job than the one they already have. A couple of students are in relationships with German citizens.

German grammar is very difficult for us foreigners. Often, the instructors remind us that the German language is systematic and logical. For example, the verb is in the second position, unless, in other cases, it on the end goes! Thus, I frequently find myself confused by German word order. I remind myself that the language is systematic and logical. This does not seem to help me.

Interestingly, most of the people here in Hamburg know English. I have been told that for a German to learn English is generally not difficult. For an English speaker to learn German is generally not painless. As a matter of fact, a friend, who happens to be a native to Hamburg, joked, "life is too short to learn German." Still, I attend my classes.

During the class, one student greets every new twist in German language with enlightenment, "Ahhh!" Another student meets every success or obstacle in our language exercises with an exuberant "Super!" I have to admire the sense of insight and enthusiasm that these two express, "Ahhh!" and "Super!" throughout the five periods of instruction.

One instructor tells the class that the school provides only 20 percent of the training required to learn German. We have to work on the other 80 percent by ourselves at home. By my calculations, I should be spending 20 hours per day learning German. If I stop sleeping, this goal may be obtainable.



The author working late into the night as he strives to complete the 20 hours of German per day that will, hopefully, provide him with the skills to purchase small quantities of German cheese at the local Supermarket

Another teacher asks if anyone has a headache. He explains that headaches are good. They indicate that the neurons are growing and making new connections. "If the German lesson results in a headache, you are learning! Good for you!" For some reason, this causes me to recall that the individual for whom Masochism was named, L. Ritter von Sacher-Masoch, was a German. Ahhh! Super!

In another class, the instructor had suggested that listening to German radio is one way to get more exposure to the language. It does not take long to realize that most of the pop songs are in English. Canadians such as Celine Dion, Alanis Morissette, Nellie Furtado, and Nickleback are popular here. During the late summer and early fall, Daniel Powter's "Bad Day" was in especially heavy rotation. Canadian or not, that song is starting to annoy me. I will have to rethink this learning strategy.

I explain this radio content problem to one teacher. She suggests that instead of commercial radio, I should listen to a public station, *NDR Norddeutscher Rundfunk* (the North German Broadcasting Corporation). Soon I am hearing about bird flu, the unrest in France, and the attempts to stitch together a ruling coalition from Germany's disparate political parties. That I can put together something from a foreign language news service must be a good sign. I savour this small victory. Ahhh! Super!

From my German lessons, I learn that Germany is not nearly as uniform as Canadians tend to think. Hamburg, like the rest of Northern Germany has nothing to do with the stereotypical "German" that North Americans think of, that is the Lederhosen-attired mountain people of Bavaria. And, as my Northern German teachers like to emphasize, the Northerners speak "German" not that quasi-German spoken in the South.

In my struggle to learn the language, I turn to philosophy. The German philosopher Friedrich Wilhelm Nietzsche wrote, "That which does not kill me makes me stronger." He did go insane, however.

The class ends at 13:00. Sometimes I leave feeling somewhat overwhelmed. I may even be getting a headache. Ahhh! Super!



by Barbara Godin

Beginning this month, Women You Should Know will be running as a monthly full length column. Look for it the last issue of each month.

November 1872 - Susan Brownell Anthony arrested for attempting to vote. Susan was one of the first women to become involved in the feminist movement. In 1849, she gave her first public speech for the Daughters of Temperance and then helped found the Woman's State Temperance Society of New York, one of the first organizations of its time. Anthony, along with Elizabeth Cady Stanton and Matilda Joselyn Gage published the four volume *History of Woman's Suffrage* (1881-1902). Unfortunately, Susan did not live to see the results of her efforts when women won the right to vote. She was born on February 15, 1820 in Adams, Massachusetts, and died on March 13, 1906.

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. -- Susan B. Anthony

To learn more: <http://www.winningthevote.org/SBAnthony.html>

November 9, 1918 - swimmer Florence Chadwick born in San Diego. Florence swam first competition at the age of 10, finishing fourth. She began her professional career in 1945, joining former teammate, Esther Williams and appearing in the movie, *Bathing Beauty*. In 1948, she began training for her lifetime ambition to swim the English Channel. Two years later, she was the first woman to swim that body of water both ways. She successfully set English Channel records swimming from France to England (1950) and England to France (1951 and 1955). At age 51, Florence began a successful new career as a stockbroker. She died on March 5, 1995

To learn more: <http://www.ishof.org/70fchadwick.html>

November 1930 - Monique Mercure was born on November 14, 1930 and grew up in Montreal. She received a Bachelor of Arts degree in Music before becoming a stage and screen actress. Her starring role in the 1977 film *J.A. Martin photographe* was recognized with a Golden Palm award from the Cannes Film Festival. Mercure starred in many feature films and TV movies, the latest being *Saints-Martyrs-des-Dames (2005)*. One of Canada's most distinguished actresses, Monique Mercure was the recipient of the Order of Canada for her contributions to the arts.

To learn more: <http://www.northernstars.ca/actorsmno/mercure.html>

November 1936 - Lydia Gruchy became the first female Minister of the United Church of Canada. She grew up in Saskatchewan and was ordained in Moose Jaw. Lydia began as a lay Minister at a time when women were not allowed to become Ministers.

To learn more: <http://thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=J1ARTJ0020150>

November 1942 - Molly Lamb Bobak, who was born in 1922 in Vancouver, British Columbia, enlisted in the Canadian Women's Army Corps. Soon after, she was appointed the official Canadian War Artist and received the designation of Lieutenant. Bobak was the only official Canadian War Artist of WW II. She was awarded honorary degrees from the University of New Brunswick (1983) and Mount Allison University (1984).

To learn more: <http://www.gallery78.com/mlbobak.htm>

November 25 1963 - Holly Cole was born in Halifax, Nova Scotia. She grew up in a musical family. Intending to pursue a musical career, Holly moved to Toronto and formed the Holly Cole Trio. This successful trio signed a recording contract in 1989. By 1997, Cole established a successful solo career and became particularly popular in Japan. Holly Cole's award winning career boasts seven gold and platinum albums.

To learn more: <http://www.hollycole.com/>

November 26, 1997 - Thelma Chalifoux was the first Métis woman in Canadian history to become a Senator. Thelma began her term in November 1997. She remained in the Senate until April 2004, serving until the age of 75. Throughout her life's vocation, she has been a strong spokes-person for the Métis and First Nations People. Thelma has worked tirelessly to strengthen cross-cultural understanding through her work in community development, wellness, justice, education and economic initiatives. Thelma's many awards include the National Aboriginal Achievement Award (1995).

To learn more: http://www.abheritage.ca/albertans/profile/thelma_chalifoux.html



Research Methods in Psychology (PSYC 304)

Another AU course is hot off the press, this time from the Centre for Psychology! Dr. Cheuk Ng, associate professor with the Centre for Psychology and the course author, has just finished revising PSYC 404, renumbered as PSYC 304 (Research Methods in Psychology). According to Dr. Ng, the new course "retains about 80 percent of PSYC 404's content" which focused on experimental research. He also "added 20 percent new content" that expands on non-experimental research in psychology. The course revision was sparked by the "recommendations in the external B.A. [Bachelor of Arts] (Psychology) Program Review Report (2000)," says Dr Ng, adding that AU's "Centre for Psychology decided to revise our research methodology course to be more in-line with similar courses offered at other psychology departments." Furthermore, he states this will also help "ensure transferability of credits."

Research Methods in Psychology is a three-credit course in the social sciences. It is now a prerequisite for the upcoming PSYC 4XX, Advanced Statistics and Data Analysis, and precluded by PSYC 404 and SOSC 366. In 12 units the course introduces students to the world of research in psychology while the assignments help students practice some of the discussed research methods in an exciting applied manner.

Unit 1 introduces students to the concept of research, and the empirical and non-empirical "ways of knowing." Students will also become acquainted with the characteristics of science. In Unit 2, students explore variables, focusing on the differences and uses of independent and dependent variables, as well as confounded and qualitative variables. Students will also become familiar with the types of errors and types of measurement (and when they apply), including construct, criterion and content validities. Unit 3 enables students to focus on the topic of validity, addressing both internal and external validities. Additionally, students will become familiar with threats to validity and control in experiments.

In Unit 4, students will have the opportunity to focus on the ethical side of research, studying the American Psychological Association (APA)'s ethical principles and Code of Conduct. Students will discuss many ethical issues, including informed consent, deception, debriefing, privacy, and animal experiments. Units 5 and 6 introduce students to different types of non-experimental results, as well as archival and case studies. In Unit 6, students will focus on survey methods in detail, looking at the types of questions asked, data analysis methods, and sampling types (i.e., systematic and random types). In Unit 7, students become familiar with single participant experimental research in psychology, complete with real-life examples. Unit 8 focuses on other research designs, such as single factor designs, and the differences between true and quasi experiments. Students also look at the various types of pre-test and post-test designs used in psychology research.

Unit 9 introduces students to factorial designs and the concept of main effect. Students also will become familiar with different subject designs, including within subject, between subject, and mixed subject designs. Unit 10 delves in more detail into the differences between true experiments and non-experiments, and illustrates situations in which quasi experiments are used effectively in psychology. As well, students will be introduced to research designs that do not involve control groups. Students will study the situations when these designs are effective. Unit 11 explores the APA's research guidelines in an applied manner through the careful observation of a sample research report. Finally, Unit 12 enables students to become aware of potential biases and limitations seen in psychology research and their possible effects on society.

Student evaluation in PSYC 304 is through several methods including three quizzes (worth 5 percent each), and five assignments (worth 8, 7, 10, 10, and 15 percent respectively). Two of these assignments involve a special online component that is new to the course, and is destined to help enhance the student's learning process. The first applied assignment, explains Dr. Ng, involves an online search of a "comprehensive database of academic research in psychology, *Psych Info*". The other assignment includes "participation in a

web-based demonstration of an experiment developed by the Centre." This assignment gives students an opportunity for a more applied realization of some aspects of the course content. Students also have the option of completing four online tutorials to sharpen their research methods skills. Lastly, PSYC 304 has a final exam, worth 35 percent.

Find out what research methods in psychology are all about! Visit <http://www.athabascau.ca/html/syllabi/psyc/psyc304.htm> for more information.

A Brief and Random List of Some Things That Suck

Monty Reinhardt

Leaf blowers: Unless it is functioning as some sort of sex toy, I can think of no earthly reason why anybody should be using one of these horrendous contraptions. Is there anything stupider or more pathetic than the sight of a grown man walking up and down with some piece of military-looking machinery strapped onto his back, doing a job that could easily be done with a garden rake, and aimlessly blowing leaves off the sidewalk into the gutter where they will inevitably clog the drains and cause flooding?

People who complain about fashion faux-pas: Don't like my egg-stained Deep Purple t-shirt? Shocked by the fact that I wear blue nylon dress socks with my Army and Navy sandals? Get a life, thou slave to fashion.

Drivers who don't stop at occupied crosswalks: Is it because they are too rude, dim-witted, busy yakkety-yakking on their cell phones, or a combination of these? It's anybody's guess. All I know is that in the past two days, I have seen two incidents in which elderly people were nearly crushed beneath the wheels of SUVs. This is the sort of thing that sets me to whistling *If I Had a Rocket Launcher*.

Nickleback: Why do the Canadians that actually succeed south of the border always have to be the ones that blow extra hard? I mean, for Chris-sakes, here we have a band that writes lame-ass songs with rehashed riffs that would make Mike Reno and Loverboy cringe, and with lyrics so clichéd they make Bryan Adams look like Leonard Cohen. And yet the chuckleheads down below eat it up. Tragically Hip? Nah, we're not interested. Spirit of the West? *Fuhgeddaboutit*. Nickleback? Yeah, we got a sweet tooth for that shit!

Morally-bankrupt politicians: Take, for instance, the Liberal Party of Canada whose tireless campaign to escalate voter cynicism may yet end up forcing the normally-reasonable and moderate Canadian electorate to vote into power that creepy corporate flunky Stephen Harper, along with his party's platform of tired, mean-spirited and dangerous Thatcher-Reagan-Bush-style neo-conservatism. Consider, also, the recent decision of the irony-immune B.C. legislature. After our beloved provincial Liberal party spent the past four years eviscerating our educational system (along with our crown corporations, health care, etc.), B.C. teachers were forced into taking illegal strike action. Bullied by the government's legislative hammer in the courts, they were eventually forced to accept a continuation of the present unsatisfactory job conditions, along with a paltry wage increase. Weeks later, in what can only be construed as a hearty "Screw You!" to the people of B.C. in general, and to the teachers in particular, the provincial MLAs voted themselves a hefty fifteen per cent wage increase. Excuse me, make that twenty-one per cent for our Premier Gordon Campbell, the delightful drinking-and-driving Stephen-Harper-clone. With, I might add, no prior hearings, debate, or public discussion! What makes this all the more sad and disgusting is that the wage increase was passed unanimously by all members, including the opposition NDP MLAs, thereby depriving the opposition of any possibility of taking the moral high ground. And they wonder why more people sign up for Samba lessons than show up on voting day. Egads!

Oh, well. It's sometimes good to get things off your chest.



TURNING THE PAGES

Elizabeth Cousar

I had a request! Watch me do my dance of joy!

I was asked to review Chaim Potok's *My Name is Asher Lev*, a favourite novel of one AUSU member's. I ran right out and got a copy...from the bookshelf in my home office. I own this book. I love it. An excuse to re-read an old favourite I didn't need, but I was happy to take advantage of the situation!

This novel tells the story of Asher Lev, an only child in an Orthodox Jewish family, who is extremely artistically gifted. It describes his early childhood, from his own perspective. His father is actively

involved in freeing Soviet Jews from their horrible situation and bringing them to the United States. His mother is a housewife, happy raising her son and keeping house for her husband. As Asher ages, his mother becomes more involved in her husband's political activism, goes back to school, and starts to do her own good works in support of her community.

Asher's artistic talent is finally accepted (with difficulty) by his parents, who eventually give in to his constant requests to be taught artistic techniques. Sent to live with a (non-Jewish) art teacher, Asher learns and blossoms and eventually presents his own art show. But what he chooses as his subject, well, it wasn't the best choice for a good Orthodox Jew.

The book is extremely interesting from a socio-cultural perspective. It offers a non-Jewish person a sympathetic glimpse into the Orthodox Jewish culture of the fifties and sixties. I think anyone who didn't grow up Orthodox will learn a great deal from this novel. From a parent's perspective, this book is also about accepting your child and his or her gifts, even if you do not understand them. It's about the difficult path mothers navigate between having a happy marriage, a happy life, and happy children (for some reason, Asher's father doesn't seem as bothered by maintaining balance). Sometimes these goals overlap less than we'd like.

On another level, we learn from Potok the ubiquity of Christian influence in the world. One can't learn art without knowing the New Testament; many of the great works in the art world are on religious (Christian) subjects. While Canada has no official religion, we are constantly exposed to religious symbolism in secular environments. Does your bank put up a Christmas tree? What about your children's school? Are all the bank's patrons Christian? Are all the staff and students at the school? Do those individuals erecting the Christmas trees ever stop to question 'forcing' Christian symbols on their non-Christian neighbours? Should they? Do they perceive it as 'forcing' their ways on those who do not share them? Do the non-Christians see these practices in the same way?

Any book that makes you stop and think, teaches you something. This book is extremely entertaining to read and is definitely worth your while. *My Name is Asher Lev* definitely does all of these things. I recommend it to you all.

Reference

Potok, C. (1972). *My name is Asher Lev*. New York: Anchor Books.

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



FEDERAL GRANT MONEY FOR EDUCATION

Debbie Jabbour

Good news out of Ottawa for students this week, as the government announced increases in study grants and investments in post-secondary institutions. The Liberal government has promised to invest \$7.6 billion in post-secondary education over the next five years. As well, there is an increase in financial aid to low-income families, including grants of up to \$3,000 available for up to four years of undergraduate study (currently only available for first year students).

Human Resources Minister Belinda Stronach calls this move a way to "instill a culture of lifelong learning in this country" and a way to increase access to post-secondary programs. Post-secondary institutions will also receive \$1 billion in 2005-2006 to invest in urgent needs, such as libraries, new technology, improved access for individuals with disabilities, and improvements in aboriginal institutions. The money will be distributed through the provinces and territories on a per capita basis. Although the Canadian Federation of Students calls this a "step in the right direction," they note that rising tuition and student debt are out of control, a situation that will continue to undermine grant money. The federal government states that tuition is a provincial matter and something they will not take leadership on.

Reference

Weeks, C. (2005, November 15). 7.6B to post-secondary education: \$110M a year for grants to students from low-income families. *Edmonton Journal*, A3.



What's the Big Deal, eh? Mandy Gardner

An alleged CNN report entitled, "What's the Big Deal, eh?" has enraged Canadians coast-to-coast in its flippant coverage of the softwood lumber dispute. The United States (US) owes Canada \$5 billion in taxes that were illegally imposed (according to North American Free Trade Agreement rules), and it looks like Americans just couldn't care less about paying the bill.

The tense situation has inspired a British Columbian kid, by the name of Luke McAndless-Davis, to hit Uncle Sam where it hurts. Luke, with the help of his parents and an Albertan friend, is organizing a nation-wide boycott of America's most prominent corporation, McDonald's. He believes that if the millions of Canadian customers get their fast food somewhere else for just one day, the US will take notice and respect our demand for the \$5 billion. So far, the Canadian Union of Public

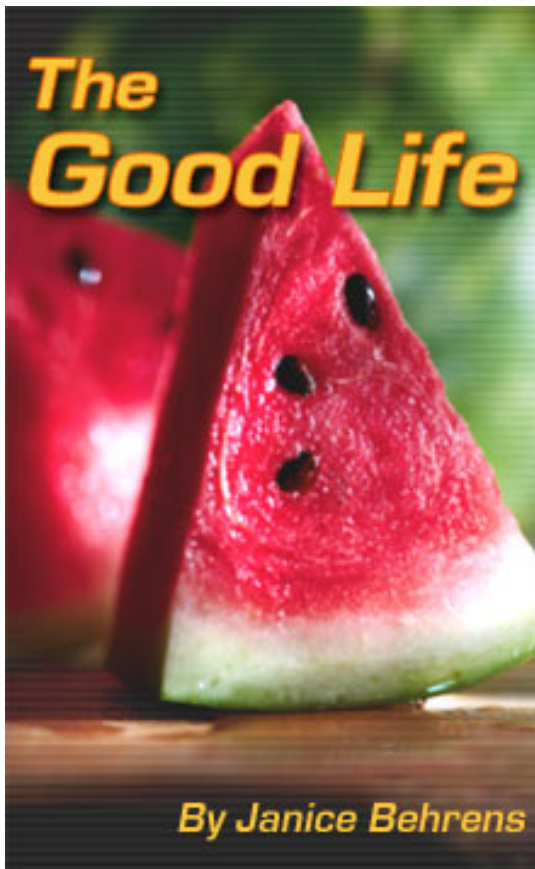
Employees (CUPE), the National Union of Public and General Employees, and the B.C. Carpenter's Union have all endorsed the boycott and feature links to the campaign homepage on their websites.

So how can we help Luke make his crusade a success? Don't buy McDonald's on December 3rd! Or, in the words of the campaign manager himself, "Yo Yo Yo give us our dough; No Mc-D on December 3!" T-shirts, stickers and flyers are all available via the *We Want Our Money Back* website (<http://www.wewantourmoneyback.ca/index.html>). The website also offers a means to join the campaign.

Come on Canada! Don't you think one McDonald's-less day is worth \$5 billion and our national pride? What's the big deal, indeed.

Source for additional information

Softwood Lumber Dispute - http://www.cbc.ca/news/background/softwood_lumber/



The Reasons for Learning

About seven years ago, I signed up for a sign language course being offered through a local community college. The course instructor was a vibrant, extroverted type of person with a theatrical flair and the ability get everyone in the class involved in the experience. Learning took place by means of a variety of games and activities that involved miming, making faces, being aware of body language, and other things that improved our observational and communication skills. Above all, we learned how to pay proper attention to others and to not be afraid of making fools of ourselves. There is something extremely liberating about standing in front of a group of twenty or so individuals and twisting your face into a series of off-the-wall expressions. The course also gave me insight into and appreciation of the vibrant deaf community in Vancouver -- a community that up until that point I had only been vaguely aware of. Overall, it was one of the most enjoyable educational experiences I've ever had.

Besides the advantages of expanding my personal horizons, something that inevitably comes from learning another language, taking this signing course had two unexpected and immensely enjoyable benefits. The first was that I met a woman, a speech pathologist named Janine, who would become one of my very closest friends. The second benefit was that I was able to use

sign language as a tool for teaching communication skills to my daughter, who was a little less than a year old at that time. To this day, we still occasionally use sign language to talk across a crowded room.

An interesting side issue that arose out of taking this course was the fact that many people didn't seem to understand why I was devoting so much time and energy to studying it. Whenever I told friends and acquaintances that I was learning how to sign, they would (not surprisingly) ask me why. When I told them it was just for my own general interest, they would give me a sort of puzzled expression. Some of them would press me further, saying "yes, but what are you planning to *do* with it." It was as though learning a new skill were something similar to acquiring a new gadget or appliance -- there has to be some use for it. They wanted to know whether I was planning on starting a new career in speech pathology or something like that. When I explained to them that my sole interest for taking the course was in order to learn a new language and learn about something I hadn't been previously exposed to, they were polite in their interest, but I could sense that many of them were a little perplexed by this notion.

It seems to me that it is a deeply ingrained idea in the minds of most of us, at least up until a certain age, that education is a means to an end. We go to high school so that we can graduate and get a job or else move onto university or a trade school. We might learn specific skills such as auto mechanics for instance, so that we can save ourselves some money, or with some other specific objective in mind.

It is only very early or very late in life that the majority of us venture out into some new avenue of learning with the sole reason of opening ourselves up to a new experience. Children, of course, are very eager to learn new skills and embrace new ways of seeing the world. And the same goes for many elders. My husband runs various storytelling and creative writing workshops for senior citizens through community centres. The elderly people, who attend these groups and other classes and activities, are often very energetic in their creativity and fearless in their participation. They become involved in trying something new without any thought of future economic benefit. They do it because it keeps them feeling young and involved in life.

They have remembered what too many of us have forgotten: learning is not simply a means to an end, it is one of the very best things about being alive.



A Story of my Father

He is sitting back in his chair, and suddenly he looks impossibly frail. He seems as light as a paper kite, as though he might suddenly just rise up and float out the window. He is not the figure I remember from my childhood. He is not the man who slammed the back of my skull against the kitchen wall, who abandoned me in the waiting rooms of government offices, nor who threatened to choke the life from me with his strong bare hands. He is not the man whose anger became a terrible shadow mushrooming up the gold veined wallpaper of my childhood bedroom wall. It is impossible to believe now that he was ever the bringer of all those storms, those thunder clouds the colour of bruises and depression that darkened for years and years the skies of my world.

He settles back in the overstuffed green velvet chair. He seems so small and pale in the late afternoon underwater light. He seems like a child who has been sent to sit alone in the corner and ponder some mysterious offense he cannot begin to fathom. I sit there spellbound by the words that come from his mouth. I cannot take my eyes from his face.

"It must have been fifty years ago, now. Long before you were born. I worked on the Antelope copper mine then, back in Luanshya in Northern Rhodesia, what they call Zambia now. Your

mother was back in Ndola, twenty-five miles away. She was there with your brothers and sisters. She worried about me all the time. There were plenty of accidents underground in those days, and she would read about them in the newspaper. I never told her about any of them, but she would always find out and then she would worry. Every Friday night, I would take the train from Luanshya to Ndola so I could be with my family. The others from the mine would all go drinking in the bar, but I always wanted to be with my family. I always took the train that left at ten o'clock at night.

"Well, one Friday night I was late getting to the train, and I missed it. It never even crossed my mind not to go home. I just started walking down the road, twenty-four or maybe twenty-five miles. It didn't matter to me. It must have been a full moon that night, because it was bright enough to read a newspaper by. It was a long straight road, freshly paved with black tarmac. On both sides there was thick forest, and I could hear the sounds of things moving around in there. Back in those days, in that part of the country, there were plenty of leopards. There were so many leopards, they were classed as vermin, and there was a reward for shooting them and bringing in the skins. There were lots of stories of these leopards dropping onto people from the branches of trees. I could hear them moving around in the trees, but I stayed in the middle of the road and tried not to think about them. If I don't bother them, I thought, they won't bother me. And that was true, because I made it home okay. I got to Ndola at daybreak, maybe five or six o'clock in the morning. My feet were blistered and bleeding from my boots. Your mother was standing in the living room window. She had been up all night, worried sick about me. It was good to be home that day."

After he told this story, my eighty-four-year-old father got up from his chair and went to the fridge to get a chocolate bar that he had bought for my eight-year-old daughter. As the afternoon turned into evening, we sat in his Chilliwack apartment, listening to his stories about man-eating sharks, shipwrecks, depth charges off the coast of Malta, and political intrigue in the British War Department. My daughter sat on his knee, eager for more bloodthirsty details. She showed him how to knit with a spool made from a toilet paper roll. With a length of rope, He showed her the complicated knots he had learned in his seafaring days: the bowline, the sheep shank, and the monkey's fist. I sat there thinking about the mysterious ways that things somehow hold together.

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 you 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 of 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;

I don't know if you can answer my questions. My husband has just been diagnosed with Type 2 diabetes. He is working hard at trying to eat right and exercise to keep his diabetes under control. My problem is that I don't know how to cook for him. Do you know where I can obtain some tasty recipes that people with diabetes can enjoy, or could you recommend a good cookbook?

Also, I have heard that diabetes is on the increase. I would like to find ways to change my diet or do what I can to prevent myself from contracting this condition. I realize you are not a doctor, but do you know of anything I can do to prevent or delay the onset of diabetes? I have a strong family history of diabetes, so maybe there is really nothing I can do to prevent myself from getting it.

Looking forward to hearing from you.

Susan - Ontario

Hi Susan, thanks for writing. As you say I am not a doctor, but I did some research and found some information that I believe will be helpful for you and your husband.

You are right, Type 2 diabetes is on the rise with over two million Canadians having this condition and another million expected to develop diabetes by 2010. However, there are things both you and your husband can do to live with diabetes.

A good place to start is the Canadian Diabetes Association website (www.diabetes.ca). This web site offers an abundance of information, plus a recipe book that you can download and print out entitled "*Living Well: Healthy Recipes and Activity Tips*." Below are some of the risk factors for developing diabetes.

- over 40 years of age;
- overweight and carrying most of your weight around your middle;
- member of a high risk group (i.e., Aboriginal, Hispanic, Asian or African descent);
- having a parent, brother or sister with diabetes;
- giving birth to a baby weighing more than nine pounds or having diabetes during pregnancy;
- having high cholesterol or high levels of other fats in the blood;
- having higher than normal blood glucose levels; and
- having high blood pressure or heart disease.

After being diagnosed with diabetes, it is important that you make changes to your lifestyle as soon as possible. Some important changes include eating well and watching your carbohydrates. This does not mean a low carbohydrate diet, but rather getting enough of the right kind of carbohydrates. Also, monitor your portions -- it is better to eat several small meals than one large meal. As well, spend at least 30 minutes a day involved in physical activity. Additional information on how to make these lifestyle changes is available on the Canadian Diabetes Association website.

There are things you can start doing now to prevent or delay the onset of diabetes. A sedentary lifestyle contributes to the development of diabetes, so start walking, take the stairs instead of the elevator, and

park your car at the far end of the parking lot and walk to the mall. If you have high blood pressure, take your medication or do what you can to reduce it. If you are overweight, you need to lose weight and begin to make healthy food choices. Similarly, reduce the fat in your diet and try to keep your blood cholesterol at a normal level.

Even if you do all these things, you may not be able to avoid developing diabetes. However, you may be able to delay its onset, which would lower your risk of developing the serious complications that may arise.

In addition to the above information, I found some excellent books that I thought would be helpful for both you and your husband:


- *Diabetes for Canadians For Dummies* by author Ian Blumer, M.D. and Alan L. Rubin, M.D. (published in 2004 by John Wiley and Sons).
- *101 Tips For Coping with Diabetes* by author Richard Rubin et al (published in 2003 by American Diabetes Association).
- *Type 2 Diabetes: The First Year -- An Essential Guide for the Newly Diagnosed* by author Gretchen Becker (published in 2004 by Constable & Robinson Ltd).

Thanks again, Susan, for bringing up a very important topic. I hope this information will be helpful.

Don't forget to read the newly expanded edition of "Women You Should Know" included in this week's issue.

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.





Searching for Internships

Lonita Fraser

INTERNSHIP

Marketing Analysts and Management Consultants
Montreal, Ottawa, Toronto, Vancouver

Term: Throughout the year

Dates: as soon as possible.

Language: English

Experience Required: no

Typically The Application Process Time Is 1 to 8 weeks

Application Process Involves: Resume and written application

Post Services Include: Alumni network and job and internship network

We will provide the work placement/work permit (Visa) with our corporate clients.

Define, execute and manage various marketing programs activities, including launches, customer retention programs, events, sales promotions, sales tools, etc.

- Review, Implement and evaluate marketing systems
- Make sure Market Segmentation is done and all relevant clients are contacted
- Assists in research and development of markets for pricing, competitive products, etc. Includes possible travel
- Compiles and produces sales and marketing reports
- Identifies and analyzes potential new product opportunities
- Assists in all levels of product development.

Qualifications:

- Sales or Marketing Experience helpful, but not required.
- Ability to comprehend technical information.
- Extreme drive and willingness to learn new information
- Positive attitude and ability to accept constructive criticism.
- Good leadership required for Management positions.
- Candidates must have some english skills (other languages a must) and ready to travel overseas.
- Good interpersonal and communication skills required.
- A College or University degree could be required by employers.
- Ability to work independently and in team situation.

Please visit the following URL to contact Placements Impact:

<http://www.internabroad.com/listingsp3.cfm/listing/24947>

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>



Voice Events Listings

On and off campus events worldwide

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

alberta

EDMONTON OPERA PRESENTS: FILUMENA

Edmonton , Alberta - Nov 26 - Dec 01, 2005
Filumena kicks off the 2005/06 season with the fascinating true story of Filumena Lassandro, the last woman to be hanged in Alberta. For event information: (780) 451-8000

WESTLOCK & DISTRICT AG SOCIETY CRAFT SHOW/SALE

November 20, 2005 Westlock, AB
Westlock & District Community Hall
info@town.westlock.ab.ca

EXECUTIVE SPOTLIGHT

November 22, 2005 - 5:30 PM - 7:30 PM
Calgary, AB - Ric's Grill (Private Room)
\$35 for non members; \$25 for members
680-6802
membership@jcicalgary.com
<http://www.jcicalgary.com>
Business Casual - Appetizers will be served

AIDS AWARENESS WEEK

November 28 - December 03, 2005
Edmonton, AB
comdev@edmlivingpositive.ca
<http://www.edmlivingpositive.ca>
Contact Living Positive for details
780-488-5768
There will be activities every day of the week.
Open House at Living Positive on Dec 1st.

Have a Heart for Hospice Holiday Campaign

December 01 - December 23, 2005
Calgary, AB 11:00 AM - 1:00 PM
Eau Claire Market
catherine.bell@hospicecalgary.com
<http://www.hospicecalgary.com>
The Holidays can be a special time for sharing memories and thinking about those we love. This year, Hospice Calgary invites you to dedicate a heart and place it on the Tree of Love at Eau Claire Market from Dec 1 - 23 between 11:00 A. M - 1:00 P.M.

manitoba

CHRISTMAS AT THE TAYLORS

Winnipeg , Manitoba - Nov 25 - Jan 04, 2006
75,000 plus Christmas lights on an Interactive site plus a chance to ride a 1/8 scale train through the illuminated bush.

For event information:
Telephone: (204) 837-1305 Fax: (204) 786-5082
iceman@swedenfreezer.com
www.swedenfreezer.com/avr/

ontario

FESTIVAL IN THE PARK

Owen Sound , Ontario - Nov 25 - 26, 2005
A Christmas celebration: Decorate gingerbread cookies, make a craft, enter the Lego building contest, play reindeer games, or visit Santa in his cottage - lots of great activities for families at an affordable price.

For event information: (888) 675-5555
specialevents@e-owensound.com
www.festivallights.ca

READING: JOAN DIDION

November 21, 2005 - 7:30 pm
Brigantine Room - Toronto, Ontario
She reads from The Year of Magical Thinking, a memoir about death, illness, good and bad fortune, marriage, children, grief and the shallowness of sanity. The reading will be followed by an onstage interview with Eleanor Wachtel.
Box Office & Information: 416-973-4000
Tuesday - Saturday 1:00 PM until 8:30 PM
Fax: (416) 954-0366

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



BECK MEETS FREUD? COGNITIVE THERAPY IN DEPTH

December 1 - 2 2005 - Toronto, Ont.

<http://leadingedgeseminars.org/pretzer1.htm>

Participants will develop an understanding of cognitive therapy's approach to issues that are often seen as the domain of psychodynamic therapies, including the complexities of the therapeutic relationship, resistance to change, trauma, and other family of origin issues, and dealing with dreams, fantasies, and imagery. Participants will learn how to modify cognitive-behavioural approaches in order to apply them more effectively when profound issues complicate therapy. Participants will be able to identify cognitive-behavioural interventions that are particularly useful in making deep and lasting changes and to apply them within their own approach to psychotherapy.

You will learn:

- Cognitive therapy's perspective on transference, countertransference, and other complexities of the therapeutic relationship
- Ways to structure treatment in order to minimize resistance, increase motivation for change, and maximize treatment adherence
- How to modify cognitive-behavioural therapy to better address long-standing interpersonal and intrapersonal problems
- Methods for identifying family of origin issues and addressing them within short and long-term therapy
- Techniques for using dreams, fantasy, and imagery
- Methods for accomplishing deep change and minimizing the risk of relapse

ENTREPRENEURING WOMEN SEMINAR

December 13, 2005 - Garden Grove, CA, USA

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

8am-4:30pm

\$79, RSVP by Nov 21st

includes continental breakfast (7:30am), buffet lunch, and entry to "after-seminar" mixer.

\$125 after Nov 21st or at the door

Topics include: business mistakes to avoid (and ways to fix them), finding funding, getting out of debt, insurance & investments, marketing techniques and

more - all relevant and immediately useful. Get the tips, techniques and tools needed to succeed. We will also have a session for those interested in "finding the right entrepreneur job or franchise".

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

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.

AU Student in Canada seeking thirty-something Alberta pen-pal to correspond with about school and life.
Contact voice@ausu.org for contact information.

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THE VOICE

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