

# THE VOICE

## MAGAZINE

Vol 23 Issue 13 2015-03-27

### Minds We Meet

Interviewing Students Like You!

### The Woes of an English Major

More than Just Teaching

### Preparation

Get Ready for that Exam

*Plus:*

*A Lose-Lose Budget  
Health Matters  
and much more!*



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# LETTERS TO THE EDITOR



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



## EDITORIAL

Karl Low

## A Lose-Lose Budget



Yesterday, the PC Government of Alberta released its much warned about "dire" budget. Most came away saying, no doubt as intended, "Well, that wasn't so bad."

I'm not one of them.

A lot of people who have anything against the budget are most upset about the lack of any corporate tax increase. Personally, I think that's probably a good thing as corporate taxes are just a way of letting corporate management decide who's going to shoulder the tax burden, and we can be pretty sure they're not going to pick themselves, either directly or by driving their customers to their competition. Instead, they'll just cut back on the people who are the easiest to replace if they leave. So the three guys doing janitorial become two, with no expectations changed as to what they need to get accomplished.

No, for me the big concern in this budget was the part that wasn't explained. Finance Minister Robin Campbell declared that they would be looking to rebalance the equation between public and private funding for post-secondary institutions, as well as trimming "low-demand" programs while preserving "high-demand" programs. This is simply a recipe for disaster, both for the province, and for students. What they're forgetting, if they ever knew it, is that education is an investment. And like any investment, if all you do is follow what's popular right now, you're almost always going to be on the losing end of the deal. The true rewards come to the investor who gets in before the masses, not after the masses have already gotten in. Requiring universities to focus primarily on popular programs means we'll primarily be educating people for the jobs that will already be filled by the time they graduate. It's setting us up for failure.

And then there are the rumblings about how they'll rebalance the tuition equation. I, personally, consider it insane that the government will happily fund private K-12 schools up to 70%, but has difficulty justifying providing a little under 60% to what are supposedly public post-secondary institution. While they haven't removed the tuition cap just yet, there are strong hints that this is part of what's being planned, especially by the increases they are supplying to the student loans system. I'm not sure who thinks, in our society where personal debt numbers are widely cited as one of the most worrying signs about our economy, that having newly graduated students unable to purchase anything due to crushing debt loads is going to be of any assistance to us. It's setting us up for failure.

This is also completely ignoring how businesses in Alberta have some of the highest reliance on bringing in Temporary Foreign Workers for skilled positions. The reason we have to do that is because we're simply not creating enough skilled people here at home so companies need to go outside the country to find them. Yet Mr. Prentice and Mr. Campbell, who claim that they want to avoid doing anything that would hamper business in these troubled times, are talking about making tuitions higher and cutting operating funding from universities. It's setting us up for failure.

My only hope, at this juncture, is that enough people in Alberta are finally tired of being set up for failure. If we're going to lose, they should as well.  
Enjoy the read!

# MINDS WE MEET



*Elizabeth Manderson is an AU student living in Moncton, New Brunswick, where in February she had a 7-ft snowbank in her yard. Originally from Edmonton, Alberta, Elizabeth's family moved to the Okanagan Valley in BC before landing in New Brunswick. Elizabeth is taking her third AU course while she figures out what path she wants her education to take.*

*Elizabeth was recently interviewed by The Voice Magazine about school, being outdoors, and student-to-student contact.*

## **Describe the path that led you to AU.**

I had originally started at Crandall University in Moncton. I did one year there taking basic courses but didn't continue. I ended up getting a job but still wanted to go back to school. It was something my Mom said that got me thinking about AU. Taking one course at a time has enabled me to continue working, although taking courses while working full-time is not as easy as I thought.

## **Where do you work?**

I work at Purolator in the accounts receivable department. I take calls from across the country and help people with their invoices—payments, corrections, credits—as well as booking pick-up and trace of courier packages. Before that, I worked at a Natural Health store, which piqued my interest in natural health

## **What do you do like to do when you're not studying?**

I like to be outside. I like walking and cross-country skiing. It may sound strange, but I enjoy doing housework and working around the house, too (especially, of course, when I ought to be working on school work!) I'm also into salsa dancing, and I like taking my dog, Tango, to the woods or to a dog park for a run.

## **What happens after you finish your education?**

It depends on which path I eventually settle on. I'm interested in medical-related fields, like cardiology technician, or dietician, or pharmacy. I've been taking science-related courses while I figure out what to do next. My boyfriend and I might be moving to Toronto, so that may open up more opportunities and affect what I choose to do.

## **Who in your life had the greatest influence on your desire to learn?**

Probably my parents. I was home-schooled, and they led me through a lot of learning. I've always had a love of reading—books stimulate learning. Other people have influenced me, too, like teachers, cousins, and my boyfriend.

**What famous person, past or present, would you like to have lunch with, and why?**

That could be a long list! Someone who's really influenced my interest in the medical field is Dr. Paul Brand. In the mid-21st century he practiced in India and did a lot of work with leprosy patients. I think it would be interesting to talk with him.

**Describe your experience with online learning so far. What do you like? Dislike?**

I like that it's at your own pace. Although that can be dangerous, too. While it's nice that you can schedule your own exam day, there's nobody making sure you're doing the work. What I don't like is that there's no interaction with your peers. There's the online forum but not enough people use it, unfortunately.

**Was there ever a point when you wavered about your education?**

All the time! That's why I'm still only on my third course.

**What's your most memorable AU course so far, and why?**

It was *Introduction to Statistics*, MATH 215. I found it interesting to learn how to find and interpret data. My other two courses, in chemistry and calculus, were much harder.

**What have you given up to go to AU that you regret the most? Was it worth it?**

Nothing. I think you only regret what you don't do. I only wish that I could do better. I found calculus difficult, and I ended up paying a tutor to help me understand the material. It took longer to finish the course and it cost extra money, but it was worth it in end.

**If you were the new president of AU, what would be your first project?**

It would be to set up more peer involvement. Student-to-student contact is such an important aspect of learning. I think with current technology tools, like Skype, for example, there are possibilities out there, they just have to be set up and promoted.

**If you could wake up tomorrow having gained any one quality or ability, what would it be?**

I'd like to gain the ability to stick with things. I don't feel like I get enough done.

**If you were trapped on an island, what 3 things would you bring?**

I'd bring my boyfriend, my dog, and a pocketknife.

**What is the most valuable lesson you have learned in life?**

"Fear is usually your enemy."

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**What do you think about e-texts or the call-centre model?**

I enjoy reading a physical text, but I realize e-texts are cheaper. But since the course text is a student's main source of information and guidance, I think there should be a choice. I had an e-text for calculus, and I ended up printing it out on paper. It seems to me that the move to e-texts is more about cutting the costs on AU's end, which isn't a big deal if they're making improvements in other areas. As for call centres, I haven't had to use them yet because I've had tutors will all my courses so far. I can see where students might get a quicker response through the call centre, though; tutors aren't always prompt getting back to you.

**How do you find communications with your course tutors?**

Two of them were great at getting back to me. I haven't contacted my tutors much; I probably should utilize them more.

**Where has life taken you so far?**

Well, my boyfriend is from South Africa, so we've been there to visit his family in the Cape Town area. It's simply gorgeous. We also visited Mauritius, which is an island country east of Madagascar, Belize, and a short stop in London during the 2012 Olympics. Closer to home, I've been to New York and Toronto.

**What (non-AU) book are you reading now?**

I'm reading *The Last Empress* by Hannah Pakula. It's all about the transition from Imperial rule to communism in China.



## In Conversation

### ..with Peter Koronios of The Black Atlas, Part II

**Wanda Waterman**



"The Black Atlas" is the alias of Peter Koronios, a solo artist who creates an intriguing blend of ambient and grunge rock. He's recently released a brilliant cover of Florence and the Machine's "What the Water Gave Me," as a follow-up to his latest EP, *The Other*.

Koronios, spent eight months teaching himself guitar, bass, and piano, and he performed most of the EP's tracks himself. The EP is deliciously rich and redolent of the dark forces lurking in rock history, and in "What the Water Gave Me" Koronios's vocal interpretation forms an authentic

expression of the sentiments and mood of the song, making his version a significant musical event in its own right.

*The Other* will be followed by more EP's as part of a series called *The Equinox*.

"The shadow escapes from the body like an animal we had been sheltering."

- Gilles Deleuze



**How do you avoid sounding like everyone else in this genre?**

I think it has to do with a few things. Firstly, my collaboration with Jesse (Clasen, HRVRD, The Bear Romantic) yielded some really interesting tones but also helped me embrace my strengths and recognize weaknesses. Essentially, you can ask someone how they became such a great point guard in basketball, and it's because they were never tall enough to dunk. So there is an entire other series of skills to be honed based on a very definite limitation. You have to be willing and take initiative to explore and grow in other areas.

**Did you write the lyrics for "The Other?" If so, can you tell us something about the narrator character?**

I scrapped some lyrics I initially had for an earlier version of that song. I ended up writing the final draft in my hotel room, the night before tracking vocals for it. It's the personification of the lower, bestial self, the vestigial product of animal evolution deeply embedded in our psyches, which continually thwarts our best intentions.

It's not very keenly aware of much outside of its very limited sphere of consciousness and self-interest, but very capable of manifesting destructive forces. It's usually only a matter of time before it finds a way out of the prison of morality, conscience, and other constructs we create to keep it oppressed. More of a waiting room, really. It can't be locked away; it can only be transmuted.

**Do you have to get yourself into an otherworldly headspace to create this music, or are you in an otherworldly headspace all the time?**

My interior landscape definitely keeps me isolated from a lot of people and things sometimes. Ultimately, that's where I find the time to be creative, which is a boon. I stopped caring that I was weird a long time ago. I say strange shit, I'm interested in esoteric things—who cares?

I don't think it's otherworldly. It's just going beyond the tedium of mundane life to see that there is a lot more going on than just the things we choose to focus on societally. I work jobs like everyone else, but I don't come home and watch reality TV and zone out. I read. I literally sit and think. I don't do it on purpose—it's just what I'm interested in doing.

**What conditions do you require in your life in order to go on being creative?**

Hope.

**What do you feed your muse?**

Antiquarian literature of a specifically esoteric nature has been my creative mental fodder for the past five years or so. Surrealism of any kind. Nature programming is something I've always watched and it affects the way I observe people, especially in a city like New York. I don't think I could have written the lyrics to "The Other" if I had never read Faulkner.

**Tell us about your current projects.**

Writing and demoing songs for the last EP of the series, which will probably be recorded in a few months with Jesse. Gearing up to head out to San Francisco to do some songs with Drew Roulette (Dredg, Dark Heavens) this spring. Going to Alaska to hang out in the wilderness for a few weeks in June.

**What's next for you?**

Dinner.

*Wanda also penned the poems for the artist book They Tell My Tale to Children Now to Help Them to be Good, a collection of meditations on fairy tales, illustrated by artist Susan Malmstrom.*



## Preparation: The Key to Exam Success

Barbara Lehtiniemi



When Woody Allen said "80 percent of success in life is just showing up," he was not referring to exams. Yes, showing up is critically important—think of the alternative—but what's going to make the biggest impact on your exam success is your preparation.

Studying, although of paramount importance, is only part of preparation. There is more you can do to ensure exam success:

**Check the course manual.** Perhaps you read the course manual (also called "student manual" or "course information") when you started the

course, but do you remember what it said about exams? Depending on the course, you'll find details about exam length, structure, and marking scheme, as well as study tips. Some manuals offer explicit information while others do little more than acknowledge the existence of an exam.

**Ask your tutor.** Even if you haven't contacted your tutor during the course, contact them when you begin preparing for the exam. Tutors can sometimes provide additional insight and tips for the exam that are not in the course manual. My first tutor provided me with a practice exam which I found beneficial. I've learned to always ask, even if the answer turns out to be identical to the course manual information.

**Ask other students.** Although no student is permitted to share exam questions or answers with other students, often you can get valuable insight into an exam that will relieve anxiety and boost your confidence. Try posting a question on the unofficial [Athabasca University facebook page](#) which is a forum for AU students, tutors, and faculty. Give specific info about the course and exam (eg. ENGL 255, final exam) and other students will share their experiences and study suggestions. You can also post a question on [AUSU's Discussion Forums](#) seeking students' advice. The added benefit of the discussion forums is you can perform a search to find all previous discussions on the topic (search for course name as well as by course code for best results.) Another benefit is that the AUSU forums are open to students only—your tutor won't be able to take offense if you're asking other students for information that should have come from your tutor.

**Utilize AU's resources.** Athabasca University has developed several resources to assist students at exam time. AU's Learner Support Services (LSS) has tips on [Mastering Exam Anxiety](#). Additionally, LSS offers a 21-page pdf document on [Exams](#), as part of their [Study Skill Series](#), which includes a pre-exam checklist and exam-day tips.

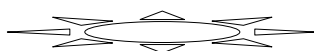
**Reduce stressors.** Schedule your exam well in advance. If you're using an invigilator, contact them before scheduling with AU, then confirm with the invigilator closer to the exam date. Read the exam confirmation letter you received from AU (by e-mail or mail, depending on your stated preference) to find exam-day details. Create a list of items to take with you on exam day (ID, pens, watch, scrap paper, reading glasses, and, if applicable, payment for the invigilator, etc.) I created a basic list which I modify for each course, so that I won't forget something obvious.

**Permitted materials.** Find out what materials, if any, you are allowed to bring with you. In many cases, you can't use any study aids during an exam. However, if you are permitted to bring a calculator, a dictionary, or any other aid, bring it even if you think you won't need it. I didn't open the permitted dictionary during one exam, but in a later exam, having a dictionary saved me from making critical errors.

Studying is the unavoidable best method for exam success. To keep your studying focused, and to approach your exam with confidence and minimal stress, expand your preparation to include investigation. Find out everything you can about the exam from every possible source. By using all available resources, you'll keep exam day stress to a minimum.

Preparation is the key to exam success. After all, even if Woody Allen himself is marking your exam, you won't get a single mark for just showing up.

*Barbara Lehtiniemi is a writer, photographer, and AU student. She lives on a windswept rural road in Eastern Ontario*



## The Travelling Student Aloha!

**Philip Kirkbride**



*My name is Philip Kirkbride. I'm a college graduate from Ontario studying at AU. I've always wanted to do an exchange program or study abroad but never found the right time to do so. This is the story of how Athabasca University has allowed me to create my own study abroad program. In the last part, I talked about the experience of being in Las Vegas' Money2020 Hackathon.*

After a relatively cold October in Quebec City, all I could think about was landing in Honolulu and hitting the beach. In a few hours I'd be there. After a quick flight from Vegas to LA I caught my connecting flight. A friend had given me some United Airlines drink coupons so I decided Mai Tais, served only on flights to Hawaii, would

be the appropriate choice.

As we descended on Hawaii the woman in the seat next to me pointed out the islands, naming them for me and giving a brief description of each. There are eight major islands. We flew over the volcano on the Big Island, passed Maui, an island with lots of beautiful beaches that's popular as a romantic getaway, and Molokai, an island populated mostly by native Hawaiians—a great destination for those looking to be immersed in authentic Hawaiian culture.

We then descended on Oahu, the most populated island of Hawaii, and where I'd be spending the next four days. It wasn't long after landing that I learned my first Hawaiian word. The shuttle bus at the airport is called Wiki Wiki meaning "quick-quick", or very quick. The drive between the airport and Honolulu was scenic, spotted with plant-covered mountains, palm trees, and solar powered bungalows.

When I arrived at Waikiki Beachside Hostel around dinner, the sun was out and the temperature was perfect. For the \$35 a night, the room was great and included a full fridge and stove (shared between four people). There are several tables set up out back where guests use the wifi, exchange stories, and of course drink. Sitting out back you're bound to meet a few interesting people. I got some tips on things to see in the area from a Swiss woman who had been traveling the Hawaiian Islands for four months while writing a book in German.

The best feature of the hostel—by far—is its location one block from Waikiki Beach. Waikiki is Hawaii's most popular beach, not to mention one of the world's most visited beaches. Waikiki is full of tourists from around the world, shops, and of course surfboards.

I spent the majority of the next day writing for class and *The Voice Magazine* in the shade by the beach. With the amount travelling I'd be doing, a day at the beach was no excuse not to work on my classes. Every hour or two I'd take a quick swim in the water to recharge. As the warm sun beamed down I found myself wishing Hawaii was my final destination. The reality was I had three more days in Honolulu before Matt and I would catch a flight to Sydney, Australia.

As the sun set I sat on the beach drinking a beer. A live band with Ukulele played traditional Hawaiian music at a nearby bar. After a few songs I packed up deciding to call it a night. Tomorrow would be a busy day, and there was lots left to see on Oahu.

## Student Sizzle AU's Hot Social Media Topics

Following what's hot around AU's social media sites.

### AUSU Student Forums

In the General Student Chat forum, user "8897430" wants to know if AU offers e-mail accounts to students. In the Business and Administration course discussion forum, "VickiA" seeks help on assignment 4 of ECON 401.

Other topics include curling, and courses MATH 265 and SOCI 321.

### AthaU Facebook Group

Annie wants to know how refunds are handled when a student withdraws from a course. Charleen seeks insight on the ADMN 233 final exam. Kelly asks how course extensions work for funded students.

Other postings include great service from the Faculty of Business, essay word counts, transfer credits, and courses HADM 336, HSRV 420, and HUMN 201.

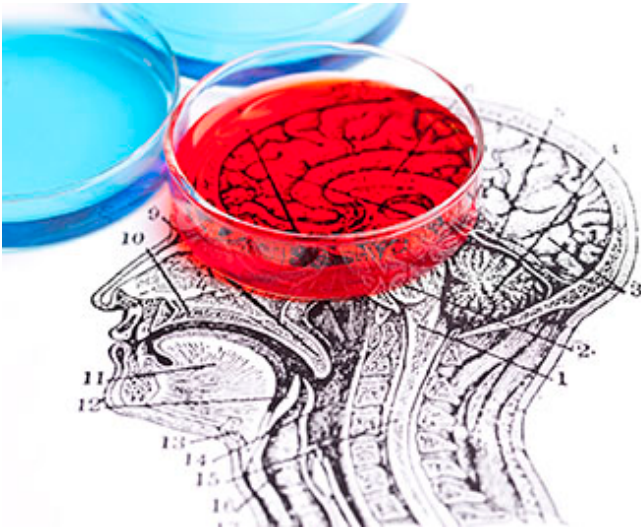
### Twitter

@AthabascaU tweets: "A reminder students will not have access to the finance system for a few hours on March 31st. Details here: <http://ow.ly/KKKm7>." And @AU\_Press tweets their news: "MILESTONE: Quickly approaching 1/2 a million downloads of open access books. Download 1 for free TODAY! <http://www.aupress.ca>."



## Primal Numbers Flying Cars

S.D. Livingston



Science fiction is full of ideas that sound cool in theory but would probably turn out lousy in practice. Things like building a theme park full of dinosaurs or creating a robot army. Flying cars are another sci-fi staple that everyone loves. But now that they're almost reality, there are plenty of reasons to wish they'd stayed in the realm of fiction.

The first flying cars will be commercially available by, believe it or not, 2017. That's the target set by a company called AeroMobil, which is busy testing its two-seater prototype. As *Science Alert* [reports](#), the car-plane hybrid is "just a little

smaller than a limousine," and has a top flying speed of 200 kilometres an hour.

Assuming all goes well and flying cars become available, all you'll need before you climb into the driver's seat is "some sort of pilot's license" and about two-hundred grand. But don't let the requirement for a pilot's licence fool you. No matter who's at the controls, flying vehicles pose a problem that will make the issues with drone safety look like child's play.

First there's the obvious question of traffic. Flying cars won't be cruising along at the same altitude as passenger planes but the two will have to cross in airspace when those commercial flights take off or land. Which means they'll add another layer of complexity to the already crowded air traffic that needs to be carefully controlled by flight towers. Along with the millions of planes, helicopters, and balloons that travel the crowded overhead highway every day, air traffic controllers will now have to keep tabs on dozens (or hundreds) of small, low-flying, short-haul vehicles.

Then there's plain old distracted driving. A flying car will, of course, have the same equipment as a standard car. Speedometer, GPS, stereo. All the standard distractions, plus the potential for cell service and Internet.

But hold on a minute. Let's give flying-car pilots the benefit of the doubt. Let's assume that they're well trained, fully licenced, and diligent. Given those conditions, there's no reason to assume that a flying car is any more dangerous than a small plane operated by the same person. Read on for a few eye-opening facts about that.

According to Canada's Transportation Safety Board, there were a total of 290 Reportable Aviation Occurrences in 2012. Of those, only 72 involved commercial aircraft. What caused the majority? Private aircraft, with a total of 208 out of those 290 occurrences. The problem exists in the US as well, with the *Washington Post* [reporting](#) that "most planes that crash are small and private."

The reasons that small aircraft are at higher risk comes down to common sense. Commercial pilots fly for a living, not a hobby. In fact, amateur pilots "don't have to log as many flight hours to be certified." Besides differences in experience and training, amateur pilots might not have the knowledge or money to keep their



aircraft (or flying cars) in top mechanical shape. They might not have access to safe or well-maintained runways, which increases the odds of a mishap during takeoff or landing.

In short, even if flying cars are flown by licenced amateur pilots, it's a group that has a proportionally high accident rate—whether that's from human error or mechanical failure.

So, besides the cool factor, do flying cars really add any value that cars and planes don't already provide? Not yet. Not until we need flying taxis to get around in skyscraper cities. Maybe by then we'll have perfected an army of robots to fly them.

*S.D. Livingston is the author and creator of the Madeline M. Mystery Series for kids, as well as several books for older readers. Visit her website for information on her writing.*

## International News Desk

### At Home and Abroad



#### At Home: Alberta Budget Ominous on Tuition

The Alberta Budget has come down, and with it, the amount that Alberta will provide to its "public" post-secondary institutions. Contributions to post-secondary operating costs and student bursaries will be cut by 55 million dollars. More concerning though is the government is suggesting that it needs to re-examine the balance between private and public funding of its post-secondary institutions, and that it wants to concentrate on removing what it considers to be "low-value" programs.

It should be noted that so-called private schools in Alberta receive public funding of up to 70%, while our public post-secondary institutions receive only 58% public funding. Because of the current formula, Athabasca University's funding sits at around 30% public.

#### Around the Globe: Cutting Costs Increases Cheating

*The Age* in Australia is reporting on a story about how Technical and Further Education (TAFE) teachers are feeling pressures to pass incompetent students. The Australian Education Union TAFE president has said that cuts over the past four years has put pressure on teachers to reduce their contract hours while protecting the income stream that students represent. With a growing percentage of a college's funding coming directly from tuition fees, every failed student represents a significant loss of revenue for the institution. This doubly applies when it comes to international students.

At the same time, demanding that teachers reduce contract hours means that all students receive less attention, less help, and, as a consequence, may not be able to fulfil the requirements that would allow them to continue on in their studies.

Dr. McComas Taylor, who is the head of the Australian National University's South Asian program comments in *The Sydney Morning Herald* that "just as governments have become addicted to gambling revenues from poker machines, universities have become addicted to revenue streams from international students." A professor from a business school at a North South Wales university has said that there is "unbelievable pressure" to pass these international students from the administrators who "don't want a cool flow of income being interrupted by real world problems"

## Health Matters

Katie D'Souza

### Iron Deficiency—True or False?



Fatigued? Dark circles under the eyes? Lost your motivation and "get up and go"? You could be suffering from iron deficiency anemia. Iron deficiency is a common cause of fatigue in North America, especially among women. Routine statistics show that one in four North American women is iron deficient, making women up to three times more likely to experience iron deficiency than men.

#### Iron's role

Iron has a myriad of physiological uses in the body. Its most important is the making of energy, which iron does in partnership with the oxygen you breathe. Oxygen can't move to cells in the body by itself, so hemoglobin, made partly of the iron molecule, literally "wraps" itself around the oxygen molecules and enables them to be transported around the body. As a result, the oxygenated cells begin to produce ATP, or cellular energy. The net result: more energy, less fatigue. In iron deficiency, however, the reduced hemoglobin means reduced oxygen transported to cells, with resultant reduced ATP or energy production. This can lead to symptoms of iron deficiency anemia, which include fatigue, chilly extremities, dizziness, brittle hair, hair loss, breathlessness, and pale skin.

#### Why deficiency?

Why are so many North Americans iron deficient? One reason is the simple fact that many of us are not consuming enough iron-rich foods. Recent research shows that on a daily basis, almost 57% of North American women aren't achieving their recommended iron intake from their diet. On a typical day, for instance, it's recommended to intake 20 mg iron from your dietary sources to maintain healthy iron levels. However, a typical North American diet intakes 10 mg of iron daily, and sets the stage for iron deficiency anemia. Other reasons for deficiency include bleeding (internal/rectal, recurrent nosebleeds, hemorrhoids, recent surgery) or, in the case of some women, related to their cycle.

#### Dietary iron sources

So, what are the dietary, or food-based, sources of iron? There are two basic forms of iron, heme iron (found in meats and meat products) and non-heme iron (found in plant-based foods). Heme iron is better absorbed by the body, since it's in its activated form and requires less conversion (and therefore waste) for absorption. The best sources of heme iron include beef, lamb, pork, liver, veal, and turkey or chicken (especially the dark meat of these). The "vegetarian" form of iron, non-heme iron, although less well absorbed, still provides the body with a healthy dietary iron intake. As well, the body does adapt, and if the main iron sources in your diet are non-heme iron based, the body will improve the conversion rate and absorption over time. Non-heme sources of iron include legumes, pumpkinseeds, dried fruits (raisins, apricots), dark green vegetables (spinach, swiss chard, beet greens), beets, and cereals fortified with iron.

#### To be deficient or not to be?

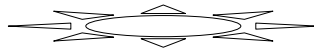
How can you tell "for sure" if you are iron deficient? The best and safest way to tell is through a simple blood test. You can have your hemoglobin levels tested (although these will be falsely elevated if you have eaten an iron-rich meal several hours prior to testing) and your ferritin, which is a measure of the iron your body has

stored in bone marrow for future use (this latter is also a blood test). Depending on the extent of deficiency, you may be able to bridge the gap in your iron intake by increasing iron-rich foods in your diet, daily, for three months. If you are severely deficient, you may need to supplement with iron in tablet or capsule format, although this should be under the guidance of your health care provider. Iron supplementation, whether through increased dietary means or especially via supplement, should be accompanied by minimum 1,000 mg vitamin C to enhance the iron absorption in the body. Vitamin C can be from a supplement source, or from a food source (ie., an apple).

If you are experiencing fatigue, dizziness, pale skin and hair loss, you could possibly be iron deficient. Be sure to rule it out and enjoy the health you can have!

*Katie D'souza is an AU graduate and a licensed naturopathic doctor. She currently practices in Ontario.*

*Disclaimer: The information contained in this article is for personal interest only; it is not intended for diagnosis or treatment of any condition. Readers are always encouraged to seek the professional advice of a licensed physician or qualified health care practitioner for personal health or medical conditions.*



### Study Tips from a Semi-Anonymous Friend

*There is nothing more that The Study Dude wants for you than for you to understand that when your eyes glaze over and confusion bemoans you while reading academic articles, chances are it is because the academic's writing sucks.*

*Well, in these articles, as The Study Dude, I'll try to give you the study tips you need to help make your learning easier. I'll also give you straight and honest opinions and personal anecdotes—even the embarrassing ones that you wouldn't ever dare read about from any other study tip guru.*

This week's focus is on a well-researched, entertaining book titled *Stylish Academic Writing* by Helen Sword.

### Overview of Strategies for Effective Writing

Why don't you just go ahead, do as Helen Sword (2012) recommends, and enter the Writer's Diet Website to see if your writing is lean or flabby. The site tests to see if you overuse prepositions, if you overload your writing with passive verbs, if you overdo the adjectives, and so forth. I just entered some of the writing on this page, and it scored a high "lean" grade, although another of my articles generated a slightly lower grade of "fit".

Sword (2012) argues that, although the renowned grammarians Strunk and White advocate lean writing, most academics renege these standards. Why? Because universities adequately prepare their professors for neither teaching nor writing.

As a case in point: When I was a T.A., the institution hurled me into a teaching role without preparation. I learned that I was to lead class discussion, end of story. No allowances were made for me to use PowerPoint or

cue cards, my preferred methods of teaching. Forced to communicate ad hoc in front of a crowd of disenchanted students, I yearned to curl up and shiver unrelentingly under my desk.

Sword (2012) rages that this lack of preparation also applies to professors and graduate students' writing abilities. Sure, they can write a stuffy, oblique paper, but can they write a book that will actually sell? Why not write a paper like they would write a bestselling fiction book, only spiced with an academic bent?

Sword (2012) overflows with ideas for transforming your academic writing into a craft:

- Create an opening hullabaloo through strategies such as a compelling quote, a thought-provoking question, an anecdote (a true, entertaining story), and other tactics.
- Whenever you are tempted to use "was", "is", "are", and other forms of "to be" or passive verbs (such as "to have"), combine the "was" and the following verb into a single, tighter verb or put the subject at the beginning of the sentence. This course of action leads to punchier, more energized verbs and sentences. (Of course, the occasional passive verb seeps into everyone's writing, but those blasé verbs are best avoided.)
- Use concrete nouns versus abstract nouns wherever possible. A concrete noun is something you can sense; for instance, if the noun possesses a color, a scent, a taste, a texture, or a sound, chances are, that noun is concrete. Readers love concrete nouns.
- Always follow up abstract ideas with plenty of examples. This takes the leaden piece of text and enlivens it.
- Sprinkle in your particular blend of humour, whether it be dry, innocent, off-the-wall or what have you.
- Keep your sentences short or mix up the lengths—and even go as far as to concoct a cadence with a surprise sentence length thrown in if you so dare.
- Use elements of professional storytelling in your own academic writing. (For instance, describe elements of a setting, turn abstract ideas into menacing or lovable characters, use stylistic elements such as metaphor...)

### **Make Your Sentences Sparkle Like Red Bull**

When going to graduate studies, I thought there needed to be a profound shift in my writing style. I didn't mean a perusal of a grammar book to get back to speed; I meant a complete overhaul of how I communicated and wrote.

When reading academic articles, I found that they were written in highfalutin, stilted prose that put my writing to shame. One professor even went as far as to show me her clearer, simpler language to demonstrate that writing need not be stifling. I scoffed at her gesture, certain that she was an imposter trying vehemently to lower my standards to hers. Yet, her writing was interesting, down-to-earth—and, most importantly, readable.

Helen Sword (2012) has some advice for making your sentences clear, comprehensible, and, well, even downright entertaining:

- Give oomph to all your sentences with an agent and an action.
- Fend off spineless verbs that are laced with abstract nouns.
- Ward off sentences oozing with preposition.
- People fondly read biographies for a reason. Try to make your subjects real people or real titles or roles of people to spice up your writing.
- Keep nouns and verbs close together in proximity. Separating the noun from the verb by more than twelve words poses a definite case for a rewrite.



- "[E]mploy plenty of concrete nouns and vivid verbs, especially when discussing abstract concepts" (p. 49).
- If you have lots of abstract nouns, try to offset them with appeals to the senses.
- Avoid overreliance on adverbs and adjectives as they stifle the flow.
- Resist implementing jargon, especially that which is exclusive to a particular academic discipline and inaccessible to the masses.
- Prepositions that rope together an overload of abstract nouns are tiresome to read.
- Don't give into the temptation to use "it," "this," "that," "those," and "there" (note my use of "that" in the above bullet point. Not the best read, is it?) If using "this", "that", or "those" be sure to directly follow any of these words with the referent (as in "this book is readable" versus "this is readable").
- The word "'that' often encourages writers to overload their sentences with subordinate clauses, driving nouns and verbs apart" (p. 58). Also, "avoid using that more than once in a single sentence or about three times per paragraph, except in a parallel construction for stylistic effect" (p. 62).
- You can break the code of conduct and use bits of jargon blended with colloquial. In other words, mix up the vocabulary level.

### Reel them In with Your Titles and Hooks

When I was a T.A. for a classroom, I came across an essay with a brilliant title. Further to this, the essay was written compellingly, and I thought it deserved at least an A. When I reported my thoughts on the grade to the professor, she pooh-poohed the idea. In fact, whenever I reported a high grade, her face inflamed, and she would downgrade the mark by at least one letter grade. She wanted me to argue on the student's behalf, but memorizing the content of over thirty presentations and exams was not an easy task. Her motto was "hammer them".

Yet, reflecting on that experience after reading Helen Sword, I confess that a brilliant title is one telltale sign of a strong, well thought-out paper, as is a compelling opening sentence. Although in some professorial circles, the content should speak solely for the grade, in others, writing ability speaks volumes as well. Sword (2012) is of the latter camp.

While some disciplines seem to scorn, belittle, and shun stylish writing, when the professors in those disciplines see your submission written in a clear and entertaining manner, they sigh a breath of relief, welcoming the respite--especially after marking hundreds of bombastic, tedious essays.

Sword (2012) has some advice for making your titles and introductory sentences evocative:

- Use a playful title and consider techniques such as alliteration, wordplay, and concrete images.
- Don't jam-pack two titles in one with a colon by making the first part information and the second entertaining. Zero in on the entertaining title and see if it can stand alone, complemented by the subtext of the journal name, the edition title, and so forth.
- In the title, pose question, create a scenario, put forth opinion or fact, implement metaphor, or create a grandiose claim.
- Do all of the strategies listed in the bullet point above for the opening sentence, but add elements such as anecdotes, humour, literary references, quotations, personal anecdote, or a vivid description.

So, there's nothing to fear. The Study Dude is determined to make right for you all the wrongs I made in grad school—one A+ at a time.

### References

Sword, Helen. (2012). *Stylish Academic Writing*. Cambridge, MA: Harvard University Press.

## The Mindful Bard

### Navegar

Wanda Waterman



### A Beautiful Nudity

**Album:** *Navegar*

**Artist:** Bïa Krieger

"I want the songs to be naked but their nudity is so beautiful you don't feel there's something missing. It's just that you can finally listen to all those beautiful sounds. I felt I was bringing something that was very feminine, very sensual and warm. Like diving into this tropical ocean and just letting yourself float."

- Bïa Krieger in an interview with the *Montreal Gazette*, March 2, 2015

The cover of this album looks so warm and inviting—Bïa sitting at an outdoor cafe in a red sundress, barefoot, sipping a cold one—that it's hard to believe that the album was produced and released during a typically

freezing Montreal winter. But after many a passport stamp, this is where the Brazilian songstress has ended up.

Over the years Brazil has produced a bevy of soft-voiced *chanteuses*, a refreshing break from the soulless blatting that seems to be the main dish on Idol shows the world over. Bïa is a shining star among this crowd of sweet-voiced angels, her singing tender, sincere, and masterful. Her range of achievement in the songster vein is vast: she sings in Spanish, Portugese, English, and French, and her repertoire embraces Afro Brazil, bossa nova, pop, MPB (Música Popular Brasileira), and samba, among other genres. But all that's just a small fragment of her talent.

She turns out to be creative powerhouse, writing songs (most of the tracks on this album are original compositions), working on the radio (she's often heard on the CBC's French language stations), and penning a novel—*Les Révolutions de Marina*—about Brazil's years of dictatorship. She made a brief appearance in *Hazards or Coincidences*, a film by Claude Lelouche, for which she also sang the theme song.

When she was three, Bïa and her family escaped the authoritarian military government that ruled Brazil from 1964 until 1985, fleeing first to Chile, then to Peru, and then to Portugal. Bïa remained an exile until the age of 12. She went back to Brazil in 1980 to finish her schooling and start university. She left again to explore Europe, finally settling in Paris, where she launched her music career. She now lives in Montreal.

On *Navegar* (Portugese for "navigate") her tender loving voice is accompanied by a minimal but significant instrumentation that showcases the purity of the lyrics and their delivery.

Bïa sings the most evocative and meaningful version of "Eleanor Rigby" I've ever heard. She says that it's one of her favourite songs, but it's clear that she had an original idea to bring to its interpretation, which was to make it sound much darker, more ominous, and ironic than was the original Beatles version, an interpretation no

doubt influenced by her own years in exile. Her accent in English is just noticeable enough to add charm and just subtle enough to sound genuine and sophisticated.

Other high points are her cover of the classic "Besame Mucho," in which the imploring is done with a shy intensity, and her original composition, "Risada" ("laugh" in Portuguese).

While I was listening to *Navegar*, my parakeet Zizou would sing along happily, shrieking in annoyance when the music stopped. Zizou being a bird of discriminating taste, I feel my own judgment confirmed.

*Navegar* manifests five of the Mindful Bard's criteria for music well worth a listen.

- It's authentic, original, and delightful.
- It provides respite from a sick and cruel world, a respite enabling me to renew myself for a return to mindful artistic endeavor.
- It inspires an awareness of the sanctity of creation.
- It displays an engagement with and compassionate response to suffering.
- It makes me appreciate that life is a complex and rare phenomena, making living a unique opportunity.

## Click of the Wrist

## Blast from the Past

**Spring has sprung—on the calendar, at least—and maybe that's finally given you the motivation you've been waiting for to declutter the basement or attic. On the other hand, if you'd like to revel in the past but would rather procrastinate than actually sort and clean, this week's links are for you. No broom or plastic trash bags required.**

### An Artist's Life

Former art students will recognize and crow over memories of art supplies, art moments, and hilarious ad copy they find in the online Museum of Forgotten Art Supplies. If you can't get enough of it all, the museum now has an online store as well.

### Old Photos

Remember the shoeboxes full of old photos you put aside to deal with someday? Shorpy.com, a social site where users share and comment on their own and others' vintage photos, is easy to get lost in. Whether you're seeking reminders of times past, doing historical research, or just curious about how past generations lived, you'll always, as the site says, find "something interesting."

### Kids Into Type

Typewriters aren't *that* old—but to kids who've grown up on iPads and touchscreen laptops, typewriters are almost as weird as dial phones and VHS cassettes. This hilarious YouTube video shows kids learning how to work a typewriter. "I feel really sorry for people who had to use these," they say.



## Music Review

### Melody

Samantha Stevens



**Album:** Melody

**Artist:** Ensemble Du Verre

Taking twenty minutes to sit back and relax can be very beneficial to your health. However, if you find complete silence unnerving, like me, finding the right music to listen to while taking a moment for yourself is important. *Melody* from Ensemble Du Verre is perfectly suited to carry you away on gently rolling rhythms of relaxation, and the four track EP with its nineteen minute playing time is perfect for finding those couple of moments to yourself.

*Melody* is the sixth EP from Ensemble Du Verre and was released in February of this year. Created by composer, producer, and multi-instrumentalist Sönke Düwer, Ensemble Du Verre creates music that is inspired by contemporary Jazz and R&B, but the infusion of Electronica is what sets their music apart from all of the rest. In fact, I don't believe that it is fair to confine Sönke's music to a particular genre, which

makes his music all the more interesting and appealing. If you are a fan of bands like Télépopmusik, then you will surely love Ensemble Du Verre.

"Melody for Gliding Through the Universe" is the first track on the EP. The jazz influence is immediately evident, and the soft rise of the electronic effects do not detract from the primary elements. Listening to the song feels like travelling, or rather gliding, through time. The changes in the effects and instruments are so subtle that the flow between sounds is perfectly seamless. This song is a great introduction to the EP.

"Neverending Melody" features Natasha Young, whose voice combines well with Sönke's music, resulting in a heavier R&B song. It is this track that reminded me of Télépopmusik, mostly because of Natasha's singing, which is so incredibly soft and sensual. The music rises and falls in perfect harmony with the vocals, and creates a song that can be simply listened to, but I enjoy dancing to it as well.

"MC Mellow D. (Instrumental)" and "Melody for Millions" are similar to the first track on the album. However, the tenor saxophone played by Penrose Feast in "MC Mellow D. (Instrumental)" adds an interesting layer on top of the other sounds. Typically, I find a saxophone to be jarring, but for some reason the sound complemented the other instruments and effects very well. "Melody for Millions" is seemingly more chaotic in its composure, yet it feels as though there is an underlying structure to the song. Aptly named, I am reminded of the pictures you see of bustling cities where there is an ordered chaos to the scene and everything is moving in a unified rhythm of its own making.

Overall, I really enjoyed this album, but given the unusual nature of the music I don't believe that *Melody* is for everyone. Some may find the sound to be droning or too exotic. If that is the case, I still highly recommend checking out the track "Neverending Melody" as it features the best of Sönke's talents combined with elements that are more mainstream.

The album can be found on Canadian iTunes for purchase, and Ensemble Du Verre's [website](#).

*Samantha Stevens is an aspiring writer who loves combining her love for literature with photography, painting, music, and all creative pursuits.*



## Woes of an English Major

Deanna Roney



Going back to school can be a tough decision. Going back through distance education can be even tougher. Questions haunt you: will I have the dedication to see this through? do I really know what I am getting myself into? I don't want to waste my money, what if I try a course and it doesn't work out? All these questions filtered through my mind as I made the choice, several years ago, to go back to school. I also made the decision to major in English. Luckily, I followed my heart on that choice and did not poke around the internet too much, or, really, talk to many people about this decision. The first thing I have learned is that, even if you do not proceed and finish a program, there is no education that is a waste of money. Well, mostly none, there has been the odd course that I probably didn't need, but, I have taken something away from each, so I am going to stick with the idea that none of them have been a waste of money. The other thing I have discovered is that English majors have a bad reputation! Which, yes, I did know going into it, but certainly not to the degree that it is.

Having several years under my belt now, I have found that, now and then, I will need a little pick me up, some study motivation, I will search for "English Major" in Pinterest, Instagram, or YouTube – looking for just something mindless to let my brain rest and maybe rejuvenate me enough to run through yet another edit on a paper. What I have found on there is typically less than motivational. Though, it has got my blood boiling enough to get motivated and back to my studies, so, I guess you could say it worked?

If you are an English major, you have, without a doubt, faced scrutiny. Unless you live on the moon or never ever tell anyone what your major is. The one question I get asked, every time, without fail, before anything else, when I tell someone I am majoring in English is, "So, you want to be a teacher?" Alas, no. No I do not. This is generally followed by, "but, isn't that, like, the ONLY thing you can do?" At which I have to roll my eyes.

The myth that teaching is your only option makes people think they are suddenly experts on your job prospects, and therefore they have the right to tell you what you should do instead of going to school. I saw a YouTube video months ago where a student felt like it was his responsibility to dictate to the world how to go about becoming a writer: first, never go to school to become a writer as that is lame, who needs school to learn how to write? He advised that the prospective student get a part time job at a coffee shop and just write. Well, yes, you do need to write to get better at writing, and maybe some people do not really need to go to school to find what they want to write about, or learn how to write. You certainly do not require a degree to write. However, I find it laughable that this person believes they know what is best for everyone. Personally, I would not be where I am without my English major. I would not be writing articles for *The Voice Magazine*. I would not have the confidence in my writing that I am obtaining through my thousands of essays. What would I be doing? Probably still writing, writing that no one would see, that I would never share with anyone, and that I could never hope to make a career out of.

I have learnt to take it all in stride, the mockery, the laughing, the jokes that always come after I say I am an English major with zero intention of teaching. The smirks and looks I get suggesting I have lost my mind and will be back working a minimum wage, dead end job once I have finished my degree. Which, you never know, maybe I will be. But that will not be all I am doing. And, I know I am not alone, a vast majority of people who have received their English degrees, or are in the progress of receiving them, will tell you how incredibly worthwhile the journey is, or was. I have been congratulated on following my passion and not letting the pressures of society steer me another direction. In all reality, perusing a degree which you love, regardless of what it is in, will open up many career opportunities. English degrees open up so many job options, it is a little scarier because you are not being molded into that one perfect job, and you will not walk away from school and directly into a career. After school is complete you will continue to learn and grow and find your place in the world, while others may be working at their job. But, what sense would it be to take a fast track to a career that you do not love? What would be the point of going to school for years only to wind up with a job you do not like? I guess it would probably pay well, but money is not everything. You need to enjoy your life.

There are many wonderful things about being an English major. Of course there is, or else no one would pursue it. For myself, I have thoroughly enjoyed the courses I have taken, and actually really like to watch my book collection grow. Even if it means always being in need of bookshelves. I am introduced to genres that I likely would not have picked up on my own. I have learned lots about history and writing styles. Through the process I have really discovered a lot about myself, each course has taught me something about who I am and who I want to be.

There are many misconceptions about English majors, one being every single English major is a punctuation nut! While I am really hoping this will turn out to be true by the time I am done my degree—the struggle is real. I have a love-hate relationship with commas and really wish it could just be a love relationship. English majors are believed to be condescending when correcting people's word usage on the internet. Now, I can only speak for myself on this one, but I actually refuse to correct people on social media, because, well, I don't want people to think I am being condescending. But, when I am tempted to correct someone's usage of "there, they're, or their", "to, too, or two" or the dreaded "your, and you're" I am tempted to do so because I want to help. I want to teach you the difference. Unfortunately, I have pretty well come to the conclusion that no one really cares, as much as it saddens me, and restrict myself to correcting business emails when asked (mostly, ok, sometimes when I am not asked.) I firmly believe that English majors are not grammar Nazis, it is just an attempt to share knowledge. No one else gets ridiculed for sharing their knowledge with the social world.

The thing with being an English major is you are not alone. The world is full of successful English majors. They clearly did not waste their time by going to school. While you may find the odd one who will tell you not to bother following in their path, there are many more who benefited from the experience. The experience is your own and it is what you make it. If you follow your heart and your passion I don't think you can go wrong.

So, here is to the English majors, and all the other majors that have a bad reputation, take pride in following your own path and learn to laugh at the smirks, mockery, and overall disgust for your degree. Know that by following your passion you are doing something significant. As Taylor Swift would say, haters gunna hate, you just have to shake it off (shake it off).

*Deanna Roney is an AU student who loves adventure in life and literature.*



## Reading List

For a while now I've been making a list of the books I read in a calendar year. It's nothing as fancy or official as entries in a book journal but it's better than nothing. I list the month, book title, and author. Period.

If I could locate the lists I've made in previous years (sigh) I could plot the busyness of my life. The more hectic my life, the shorter the list; the greater the gaping hole in my work/play life balance.

With March upon us I'm happy to report that I'm on my eighth title. I suppose if I allowed myself to count the audio books I enjoy in my car the list would swell. I only listen if I'm alone in the car. Roy would rather listen to some radio station playing old pop rock music.

Looking back at my 2015 list so far reveals that I've been binge reading mystery thrillers. A couple were Gillian Flynn's including *Gone Girl*. (FYI, the book is better than the movie.) Throw in a Sandra Brown. I'm on my fourth Tami Hoag. Surprisingly, I fell in love with her because of an audio book. While listening is clearly different than the silent reading of a paperback, it is so satisfying when the prose is beautiful and technique strong.

The only anomaly on the list is Todd Burpo's *Heaven is for Real*. This book chronicles the story of three-year-old Colton Burpo's trip to heaven and back. This too is a page-turner of a different sort.

Absent so far on this year's list are *War and Peace* and other equally challenging reads. Part of me aspires to that; part of me doesn't give a damn. Snobbery be damned. It seems that increasingly I just want easy, fast-paced escapism. I want a book that grabs me by the lapels and pulls me headlong into the story. It expects nothing more of me than stolen moments of attention every chance I get.

As much as I'm enjoying these guilty pleasures I don't feel any need to keep them in my personal library. They will find their way into my garage sale box. I haven't been able to part with any audio books yet because I believe I will listen again. I find it somewhat scary that new vehicles have only one disc player and those may become obsolete. Are discs going the way of the eight track or cassette? Say it ain't so.

Very soon I'll be rereading *To Kill a Mockingbird* in anticipation of the release of Harper Lee's upcoming second novel. The announcement seemed like an incredible plot twist, especially with quotes attributed to the media shy author. Soon after, someone close to her disputed the claim saying she was sick and incapable of making those statements. Is this a publisher running amok taking liberties with a frail woman's legacy? Is this a real life mystery? Either way it's sure to make it onto my reading list, from where I sit.

Hazel Anaka's first novel is *Lucky Dog*. Visit her [website](#) for more information or follow her on Twitter @anakawrites.



Dear  
Barb

Barbara Godin

## The Spice of Life

**Dear Barb:**

*My husband and I have been married for quite a few years. For the most part we are happy, except that he is always criticizing me. He makes me feel like I can't do anything right. When we are talking with friends, he often corrects my words or dates, which I admit may be off by a day or two. Also when I cook dinner, he usually adds salt or spices. When I bring it to his attention he says it's fine, he just wants more spices. He says I am being overly sensitive, but I don't agree with him. Why can't he just accept me for who I am? Thanks Nancy.*

Hey Nancy:

It is possible that you are being overly sensitive. Some people like more spices or salt than others. If he says its fine, then don't worry about it, he just likes to put his own spices on his food. As for correcting words or dates, maybe you could explain to your husband how this makes you feel. I'm sure he didn't feel he was being critical, but rather just helping you out. You have to accept him, just like he has to accept you. This are little issues that are easily worked out.

**Dear Barb:**

*My girlfriend and I have been dating for two years and we are in our final year of university. A few months ago we moved in together and we are already having problems. We both like to play video games and this was not a problem until we began cohabitating. Now she says I am spending all my time playing games rather than spending time with her. It seems to me that when she is finished playing she wants me to stop playing as well. I don't think that's fair, I may still want to play. I'm beginning to regret moving in with her. Do you have any suggestions on how we could resolve this issue. Thanks Scott.*

Hi Scott:

This is an all too common issue in today's society. Frequently people get caught up in playing these games and don't realize how much of their life is really spent gaming. Obviously when you were not living with your girlfriend you did not realize how much time you both spent playing games. You need to find another activity to do together. Perhaps you would go for a walk, go to a movie, play a card game, or board game. People have gotten away from these activities. There is something to be said about sitting across from someone and playing a card game or a good game of chess. Thus you are facing each other and connecting in a way that you cannot do with a video game. Thanks for sharing Scott!

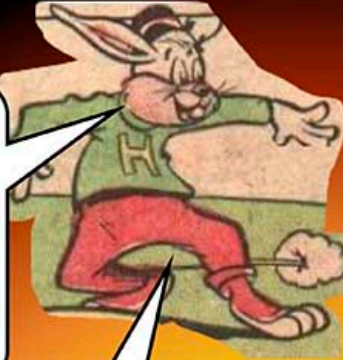
Email your questions to [voice@voicemagazine.org](mailto:voice@voicemagazine.org). Some submissions may be edited for length or to protect confidentiality; your real name and location will never be printed. This column is for entertainment only. The author is not a professional counsellor and this column is not intended to take the place of professional advice.



## Comic

Wanda Waterman


**ANGEL & HAPPY RABBIT IN:  
BUREAUCRATIC APATHY**



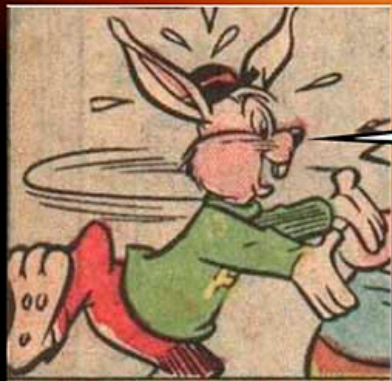
I'm back!  
Ready for  
another heady  
round of social  
activist  
heroism.  
Whatcha got?

Great! We're going to  
start working with  
Anonymous to fight  
bureaucratic apathy.

Doesn't sound like a glamorous  
enough mission for yours truly.  
I wouldn't know how  
to promote that on the social  
networks.



Funny. That's what all the bureaucrats  
said when we asked them to grow a  
conscience.



There you go, dude!  
There's nothing to fight!  
They're all on our side!

WRITTEN BY WANDA WATERMAN



**AUSU**  
ATHABASCA UNIVERSITY  
STUDENTS' UNION

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AUSU offers a variety of scholarships and bursaries for members. Our next awards deadline is May 1.

**Academic Achievement Scholarships** reward scholastic excellence. Applicants must submit a transcript and the students with the highest GPA over the last thirty credits will receive the award.

**Overcoming Adversity Bursaries** help student in financial need. Special consideration is given to those who have other challenges such as disabilities, single parenting, and extraordinary financial concerns.

**Returning Student Awards** recognize the commitment of students who return to university study after a long absence from school.

**Balanced Student Awards** reward the scholastic effort of students who balance multiple life commitments with university study.

**Student Service Awards** recognize those who provide outstanding support to students or their community. A letter of support from a volunteer supervisor is an asset, as is service to students at AU.

For more information on these awards and our other awards (Emergency Bursary, Computer Bursary, Travel Bursary), visit AUSU's website at <http://www.ausu.org/services/scholarships.php>

### Great AU Finds Online

**Discounted Software for Students** – AU provides access to a discounted software hub for students. The store offers low rates on Microsoft Office 365 University, Adobe Creative Cloud and many more. To find out more visit:

<http://itss.athabascau.ca/students/docs/software.html>

### AUSU Featured Groups & Clubs

Group Name: **Athabasca University (@AthabascaU)**

Where: **Twitter**

Members: 7431 followers

About: Social media tweets from AU. Others can use hashtags to post on this site.

Activity: Almost 3000 tweets since February 2009.

### IMPORTANT DATES

- March 31: Last day to extend courses ending April 30n
- April 1: Deadline to apply for June convocation
- April 3-6: Easter Weekend – AU & AUSU closed
- April 8: AUSU Council meeting
- April 10: Last day to register for courses starting May 1
- April 30: Last day to extend courses ending May 30



### This Week at lynda.com

*lynda.com experts have curated playlists to get you started. With hundreds of lists on a variety of subjects, there is something for everyone. Visit the playlist center for more information and enter the playlist title. This week's featured list:*

### Increased Productivity

The following three video is essential for new students because distance education can be daunting. Setting small, reachable goals and learning how to boost productivity with time management are keys to a successful start.

Firstly, there is a short (just over 11 minutes) video about managing your time by Todd Dewett called Managing Your Time.

Secondly, if you are interested in a course about productivity and managing time, you could watch Enhancing Your Productivity, by Dave Crenshaw. This course discusses

1. Your most valuable activities
2. Building up coworkers
3. Having focus

Lastly, there is a course called Achieving Your Goals, by Dave Crenshaw, that explains how to set measurable and achievable goals.

**Have you signed up for lynda? It's free for AUSU members. To learn more, check out [ausu.org/services/lynda.php](http://ausu.org/services/lynda.php)**

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# CLASSIFIEDS

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

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## THE VOICE

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