

# THE VOICE

## MAGAZINE

Vol 24 Issue 09 2016-03-04

### Minds We Meet

Interviewing Students Like You!

### Free Tuition

Ontario's Wynne-Lose Proposition

### Meeting the Minds

AU's Educators: Dr. Lorelei Hanson

*Plus:*

*Presidential Interview - AU Edition, Part III*

*The Library of Things*

*and much more!*



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***The Voice  
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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****In Sickness and in Health****Karl Low**

TANSTAAFL. If you've never seen that before, it stands for "There Ain't No Such Thing A Free Lunch." Last week, I went on about the benefits of Ontario's new policy of making tuition free for lower income students. This week, Barb L. comes back with the other side of the story, as she digs into where that money is coming from. Turns out, the majority of it is coming right back out of students' wallets. The differences are more in who is getting the money and when they get it.

That said, even after her story, I still feel that on the balance the move by Ontario is a good thing—provided, as Barb mentions, they follow through. But the idea that it's coming back out of the students anyway certainly puts a damper on the whole celebration. I had thought that a provincial government was finally understanding that post-secondary education is an investment into the future of the province, not a service that is provided to assuage the public. It seems that wasn't the case, however.

Also this week, we have our feature interview with BC student Tania Parker who found out about AU through the actions of our former Premier, Ralph Klein. For me, my memories of Premier Klein being in the news with AU come from when he submitted a paper he'd written for a course to the Alberta

Legislature and it was discovered that there were some serious problems in his lack of citations—so much so that some were calling it flat out plagiarism. Not the best reason for AU to get in the news, but if that's what brought Tania to Athabasca, perhaps the adage that there's no such thing as bad publicity really is true.

Additionally, we have the conclusion of our interview with interim AU President, Mr. Peter MacKinnon, and one with Environmental Studies professor, Dr. Lorelei Hanson. Continuing with the interview theme, the group Fable Cry, whose music *The Voice Magazine* has reviewed in earlier issues, has given an interview to Wanda Waterman that is as unusual as the band itself.

Aside from the interviews, we have our usual selection of advice this week, whether it's on writing, living, creating a thesis, or even where you might go to pick up that appliance you've been needing in Carla Knipe's "The Library of Things"

And all this despite me being very ill. Honestly, had this been any other day, I probably would have spent it curled up in bed whining for chicken soup, but, as they say, TANSTAAFL. If I want there to be a *Voice Magazine* put out each week, then, for better or worse, in sickness or health, there's little choice but to sit down and do it. On the bright side, when I'm sick at work, it doesn't risk getting anybody else sick. The advantages of a distance organization, folks. Enjoy the read.

# MINDS WE MEET



*Tania Parker is an AU student from Coquitlam BC. She is in the Human Resources/Labour Relations Certificate program, hoping to eventually ladder into the BHRLR or BA, Labour Studies. Tania is currently enjoying maternity leave with her almost-10-month old son, but will be returning to her accounting/bookkeeping job in a few months.*

*The Voice Magazine recently interviewed Tania by e-mail, and here's what she had to say about school, larimar, and Teenage Mutant Ninja Turtles.*

**First of all, whereabouts do you live? And have you always lived there?**

Currently, I live in Coquitlam, BC—basically the area I grew up in.

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

I first dabbled in distance education back in 2003 when I started some Legal Admin courses through Douglas College, before I decided that I wanted to aim higher and earn a degree. I really preferred the ability to balance work/life/school that distance ed offered, which brought me to study at British Columbia Open University and Thompson Rivers University. Around that time, I discovered AU after learning that Alberta Premier Ralph Klein studied at AU. Next thing you know I was getting married, having a child, volunteering and working—so a flexible education was definitely the way to go with my lifestyle.

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

I love walking/hiking, reading, writing, eating new food, and spending time with my family.

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

I'm not sure I can pinpoint an influence on my desire to learn. I feel that I have a natural inclination towards lifelong learning and development.

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

I'd love to have lunch with someone funny, who would make me laugh until I cried. Someone like Jimmy Fallon!

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

I love the flexibility of online learning, and the ability to take my books with me wherever I go. When my son naps in the car I pull my books out and get a bit of reading in. At the same time, that's exactly what's difficult about the asynchronous nature of online learning—finding blocks of time to fit it in!

**Have you had a time when you wavered about your education?**

No, because I recognize this is a long-term goal.

**What was your most memorable AU course?**

I really enjoyed *The Canadian Training System*, EDUC 310. The tutor was fantastic and the content was interesting!

**If you won \$20 million in a lottery, what would you do with it?**

I'd open up a non-profit charity specializing in anything employment/labour related, preferably with a specific niche.

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

Money in my bank account? Haha. It's not cheap. But I believe it is worth it.

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

To abolish e-texts, or at least provide the option to students to choose.

**If you could wake up tomorrow with a "superpower", which one would it be?**

To become invisible!

**What is your most prized possession?**

My diamond engagement ring, custom designed with a piece of larimar that my fiancé bought for me when he was in the Dominican Republic on a certain day. The backstory to the larimar is that a few months prior I had seen a clairvoyant who told me about a stone (larimar) and a date (the date he bought it). Makes me rethink my skepticism!

**Please tell us something that few people know about you.**

I used to want to marry Raphael, from Teenage Mutant Ninja Turtles. I was 11.

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

That change is the only thing that's constant.

**What do you think about e-texts?**

I haven't had the pleasure yet, but I'm sure I'll dislike them! There's nothing better than the feel of a book.

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

So far so good; I've only taken two courses so far.

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

*Shopaholic to the Stars* by Sophie Kinsella. A little bit of a guilty pleasure.

## Presidential Interview – AU's Interim President, Part III

Scott Jacobsen



*Student Scott D. Jacobsen managed to get some time with Athabasca University's interim president Mr. Peter MacKinnon. Scott interviewed the president over a wide set of topics, and the result is this three part interview that we're happy to present in The Voice Magazine. This is the third part of the series, you might also enjoy the first and second parts.*

**Coming into 2016, what initiatives should members of the AU community expect in the spring, summer, fall, and winter seasons?**

I think the initiative of a presidential search is the single most important initiative on our agenda for 2016. The committee which advises the Board of Governors on this search has been established. It is an excellent committee. It has conducted consultations already in Athabasca, in Edmonton, in Calgary, faculty staff, with unions, with others, consultations in the community of Athabasca itself. It is very important for this university to identify and to appoint an excellent president.

**You engaged with appellate cases in the Saskatchewan Court of Appeal and Supreme Court of Canada. What have these kinds of experiences at the apogee of the Canadian law system taught you?**

Humility, I always thought of it as important for law professors, which I was for 23 years of my life, it was important for you to be anchored – not just in the academy and our law schools, but to be anchored in professional work too. So, I was licensed to practice law in two provinces: Ontario and Saskatchewan. I sought opportunities. There can't be too many because you have full-time commitments, as well, to the university, which I did, but I always was on the lookout for opportunities which would broaden and deepen my understanding of law and the legal system. This included opportunities to participate in cases. One of the first things taught to an individual is humility. You discover sometimes that your best arguments, and the best answers to questions of judges, you discover on the way home from the hearing. (Laughs)

So, the experiences enriched my capacity to teach law and to research in law. It also taught me how diverse the legal world is, and one should approach it with openness and humility.

**You do have a literary background, co-editing three books and writing one. (The three co-edited books were *After Meech Lake*, *Elected Boundaries: Legislatures, Courts and Electoral Values*, as well as *Citizenship, Diversity and Pluralism*.) Your solely authored book was *University Leadership and Public Policy*. In brief, in terms of themes what were some of the general ideas and arguments presented in these texts?**

They were all different. *After Meech Lake* came out of a conference that I was involved in, and helped organize, in the immediate aftermath of the collapse of the Meech Lake Accord back in the early 90s, so the goal there was to bring people together. It was the first major conference after the collapse of the accord. It was to bring people together to talk about "What now?" for Canada given that the Meech lake Accord has not been accepted, and, of course, the book contains contributions of many outstanding Canadians to that discussion.



The second work reflected an interest that we had at the University of Saskatchewan. Both in the department of political science and in the college of law, that we had, in democracy and the meaning of the vote, and electoral boundaries. How they are drawn, where they are drawn, what influences are at work have a very important effect on the status of the vote, and the effectiveness of the vote, and so, that was a big interest there.

*Citizenship, Diversity and Pluralism* was the third volume that grew out of a major conference. I was involved in it. It was from the perspective of the year close to 2,000. What does citizenship look like in a world of diversity and pluralism? What do we mean when we talk of citizenship? What are its common and unchanging attributes? What are its evolving attributes?

The fourth volume I wrote here. Looking back, when you are a university president you encounter so many fairly substantial public policy issues. Who should pay for post-secondary education? What should the relationships between universities and governments be? What should the relationships between universities and commercial influences be? How should we appoint our leaders? What should we expect of our leaders? These are fundamental questions. They are fundamental in universities. They are fundamental public policy questions. And if you were a university president, as I was for 13 years, you have the opportunity to encounter these issues. I was fortunate to have the opportunity to reflect on them, and to write a book. So, those were the influences at work in those publications.

**You were the Dean of Law at the University of Saskatchewan for 10 years too. What tasks and responsibilities come along with being the dean as opposed to a president?**

A dean is a leader of a particular faculty. You are responsible for the arrangement and the oversight of particular faculty's academic activities. So, when I was a dean at the University of Saskatchewan's College of Law, I had overall responsibility for ensuring that the college's academic programs and activities were effectively undertaken. You're there. You're on site. You are there with your faculty. You are there with your students. You participate in the program. Throughout my time as a dean, I taught two courses, and so you are on site, as it were, in the academic work of the college. That's how I would describe the work of the dean.

In contrast, the president is working for the institution as a whole. You have a broader set of responsibilities. You have a more external role. The biggest difference, I would say, is that you are more distant from the day-to-day teaching and research activities that dominate your life as a professor, and even as a dean.

**Your bio says that you were chair of the Association of Universities and Colleges of Canada, served for five years on the Science, Technology and Innovation Council of Canada, and continues to serve on the Prime Minister's Advisory Committee on the Public Service; the Chief Justice of Canada's Advisory Committee to the Canadian Judicial Council; the Board of the Council of Canadian Academies; the Board of the Canadian Stem Cell Foundation; the Board of the Global Institute for Food Security; the Board of Confederation Centre of the Arts in Charlottetown, PEI; and as Chair of the Honours Advisory Council in Saskatchewan" (Athabasca University, 2014). This is a very, very broad sweep of both experience and stations. In terms of the stations themselves, how does one go about acquiring these positions or these stations? Connected to that, what experience, and some of them were for many years, does each teach you?**

It should first be said that all of these positions are unpaid positions. They are public service. They are opportunities to provide the service in a particular sphere on activity, and you do not apply for them so much as be open to them. Invitations come along the way. And if you judge it to be something to which you can make a contribution, it is important that you, where you can, try to do so. So, I see all of these activities to which you



have referred, I see them all as public service, and I see them as being areas that my background prepared me to help in.

**Lastly, you earned an Officer of the Order of Canada, a Queen's Council, and are a recipient of the Canadian Bar Association, Distinguished. In addition, you have honorary degrees from various universities across Canada. Each of these, to have even a single honorary degree, would be enough renown for someone to be appreciated by the community for their accomplishment. However, you have many of these in addition to others of similar or greater stature. What does each of these, in particular, mean to you? How does this affect personal perspective on the nature of both honors and responsibilities to the community?**

You certainly do not do what you do to acquire honors, but they do come along from time to time. And do you appreciate them? Yes. Do you enjoy them? Yes. So, it is nice when you are recognized for doing the work that you do. That's what they mean to me. And it's really that. It is nice to be recognized, but do you not do the work to be recognized. But it's nice when it comes along. And I have been fortunate in that respect.

**Thank you for your time, President MacKinnon.**

It's been a pleasure, Scott.

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*A native British Columbian, Scott Douglas Jacobsen is an AU undergrad. He researches in the Learning Analytics Research Group, Lifespan Cognition Psychology Lab, and IMAGE Psychology Lab, and with the UCI Ethics Center.*

## Student Sizzle AU's Hot Social Media Topics

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

#### AthaU Facebook Group

Heather seeks student feedback on ACCT courses 245, 250, and 253. Nicole wants to know how other students are dealing with the underused forums for Creative Non-Fiction. Bonita queries which citation style to use for Sociology. Cass is curious if an assignment can be submitted after writing the exam.

Other posts include financial calculators, APA style, and courses HSRV 489, LGST 369, PSYC 289, SPAN 200, and WGST 422.

#### Twitter

@AthabascaU tweets: "Did you know there's a strong connection between AU and the #CanadaReads shortlist? <http://goo.gl/9bajbZ>."

@AthabascaUSU (AUSU) tweets: "Incorporating technology into teaching via @cbcradio with @AthabascaU prof George Siemens. <http://bit.ly/216SKz7>."

#### Youtube

APA Formatting: The Basics, from Purdue OWL.





## The Fit Student

Marie Well

### Friendship with Myself Leaves Less Unfinished Business

I read in Butler and Hope's book *Managing Your Mind* that when the people we love die, we often experience feelings of guilt and a sense of *unfinished business*. Yes, every relationship has moments of tension. None of us love someone without undergoing growing pains, struggles, and sometimes even travesties. These moments help us to learn and to grow. Yet, the moments of love, empathy, and compassion are what ultimately keep the relationship meaningful—and sustainable.

Gillian Butler, Ph.D, and Tony Hope, MD, show us how to maximize our relationships both with others and with ourselves. Strategies such as managing anger, showing fairness to yourself and others, valuing yourself and others, and addressing your inner voices all forge fruitful friendships.

## Managing Anger

We all know someone who frequently shows anger through tantrums. You know—the person to whom you gifted a book titled "Anger" a past holiday season. Funnily, nobody knows what happened to the book; it just sort of conveniently "disappeared." This anger-prone person will attack your character, try to fill you with shame and guilt, and do so repetitively. Don't be this person.

Instead, follow the advice of Butler and Hope, and don't sulk, shout, or punch and kick. Instead, calm down first. Approach the person with "I feel..." statements, such as "I felt hurt when you did such-and-such action." Don't blame or shame the other person, and don't attack the person's character. Instead, comment on the behavior with which you felt uncomfortable. Ask the person what his or her view is, and listen carefully to the response. Focus on just one issue when expressing anger; don't bring in a boatload of contentions to the discussion.

By implementing all of these strategies, you forge quality relationships and find constructive ways of managing anger.

## Fire Up Fair Play to Yourself and to Others: Say No Sometimes

It's okay to say no. When I worked at my prior firm, I was a "yes" person. If someone asked me to do something, I jumped at the chance to attend to the request. If I had worked at a company like Suncor or some other firm squeezed of human resources, the management might have kept me working long after the 9 to 5 shift ended. Sometimes "yes" leaves you stressed.

According to Butler and Hope, we should focus on saying "yes" only to the things in life we truly *want* to do. After all, when we say yes to something, we have to say no to something that might appeal to us more. Perhaps at the workplace, it is harder to say no to assignments. Yet, when our personal lives get swamped with demands, we should focus on saying no to anything we don't really want to do. And say no assertively. If you get an invitation to an event you don't want to attend, you can thank the person with a smile and decline. It's okay to say no to people when you need to or if you don't want to do what they request. Don't do things just to please someone or to boost your ego; instead, do things because they are meaningful or fun for you.

Spend your life doing the business that matters.

### **Value Yourself to Value Your Loved Ones**

You must come to feel free with others, especially with yourself. The freedom to freely express ourselves in relationships is tantamount to positive bonding. In my relationship with my true love, on one hand, I can be completely myself. With some relatives, on the other hand, I burrow into a shell like a wounded animal, frightened to voice my views. Indeed, the best relationships are those where we can be ourselves. And who better to be ourselves with than with ourselves? In other words, one of the most important skills we can learn in our lifetimes is how to love our time alone.

To be sure, people with high intrapersonal intelligence thrive on time alone. These people seek out their own company to recharge their batteries. They are deeply in touch with their own value and self-worth.

Similarly, people high in empathy need to spend time alone, also to recharge their batteries. Highly empathic people need to remove themselves from the constant bombardment of negative energies from others. Also, highly *sensitive* people, not altogether unlike highly *empathic* people, need to find time alone to escape the drain of everyday life.

Yet, according to Butler and Hope, if you can learn to love yourself and your time alone, you become a better person in relationships. By being comfortable with yourself, you can better assert your own rights and know when to nurture or end relationships. When should you end a relationship? if you have conflict with others, first, don't try to change the other person. Change yourself. Despite the benefits of changing yourself, others will initially resist these changes. Eventually, they will change along with you. Second, if you make a change to improve a relationship, and the other person still remains problematic, it may be time to consider ending the bond.

Loving yourself helps you forge quality friendships.

### **Your Two Inner Voices: What Do You Value**

What do your inner voices tell you? Sometimes our inner voices have us throw temper tantrums; other times, parties and fun. Sometimes our inner voices lead us to be critical toward ourselves, other times, nurturing and encouraging.

We all have at least two voices within us: a child's voice and a parent's voice. The child within me bursts with passion and curiosity during the best times and expresses anger through crying and sometimes wailing during the worst times. The parental voice in me often says things like, "You are capable," and, "You can achieve your goals." However, my parental voice criticizes me when I don't achieve the very best possible. I have a perfectionist tendency that creeps up in feeling self-conscious or anxious whenever I do, say, or think something "imperfect". The more I let go of the need to be perfect, the more relaxed and easy-going I become. The child and parent voices within me are sometimes good, sometimes bad.

What do you value? What do your dearest values say about the voices from your past? Listen to both your inner child and your parental influences and learn from them.

Butler and Hope insist that we should learn what we most value. To do so, pay attention to both those things that fill you with joy and those things that make you feel defensive; usually, those things are one and the

same. For me, when someone, like a supportive parent, says I can achieve a goal, I burst with joy; on the other hand, when someone, like a critical parent, tells me my goals are too lofty and unachievable, I feel deep-rooted resentment. The intensity of my reaction reveals a lot about my past. For instance, goal-driven behavior is essential to my happiness, and the bigger the goal the better. In my past, my goal of achieving a Ph.D was discouraged by others: deemed "too lofty" and "impossible."

But never let another person discourage you from your dreams—only you are responsible for the goals you achieve and the goals you give-up on. So, if you have a critical parent voice from your past, change it up to a nurturing voice and get on with your goals.

Being a friend to yourself leads to less unfinished business.



## Free Tuition Ontario's Wynne-Lose Proposition

Barbara Lehtiniemi



There was much rejoicing in Ontario streets when the Good Fairy of Postsecondary Education announced that university and college tuition would soon be free—for some.

Ontario premier Kathleen Wynne's government announced last week that college and university tuition for low-income students will soon be free. Beginning with the 2017-2018 school year, students whose family income is less than \$50,000 annually will be eligible for grants to cover their tuition.

The media immediately went into an uncharacteristic froth of jubilation. Uncharacteristic because most media coverage involving Wynne seems to be scathingly negative. But now, here she is giving money away for education. Isn't she swell.

A look at the fine print, however, reveals that this money will not be growing on trees. In order to finance the new free tuition scheme, the Ontario government is digging into the pockets of *all* Ontario students—the majority of whom will not benefit from Wynne's largesse.

The [Improving Access to Postsecondary Education](#) handout that accompanied the 2016 Ontario Budget outlines the new plan. The new Ontario Student Grant (OSG) "will make average college or university tuition free for students with financial need from families with incomes of \$50,000 or less." Additionally, some students "from families with incomes of \$83,000 or less will receive non-repayable grants that will exceed average college or university tuition." So, that's all good, right?

Well, sort of. The document goes on to demonstrate several scenarios in which students will be better off under the new OSG. The scenarios compare what some students receive now—through grants and loans—under the Ontario Student Assistance Program (OSAP) and other student assistance to what they may get under OSG. I



say "may" because of the little note at the bottom of each scenario: "Funding reflects full rollout of OSAP transformation (2018-19) and implementation of the 2015 federal Liberal platform commitments regarding Canada Student Grants." No word on what will happen if those "platform commitments" don't translate into action. Never mind, though, because I'm confident the federal Liberals would never make a promise ahead of an election and then not follow through.

The province also says it will "increase access to interest-free and low-cost loans for middle-and upper-income families" as well as "expand financial support for mature and married students." It's not clear how the province will achieve those pledges.

The new Ontario Student Grant will replace previous provincial student funding schemes. All the funding from current OSAP grants, including the Ontario Tuition Grant, the Ontario Student Opportunity Grant, and the Ontario Access Grants, will be redirected to the OSG. Does that sound like the province will be helping more students with the same amount of money? It's a miracle!

Haha! No. Buried in the full 408-page 2016 Ontario Budget papers is the fine print to this OSG dream scheme. On page 103, we discover a hint of where the post-secondary education fairy found the rest of the money: "The government proposes to discontinue the tuition and education tax credits" beginning in fall, 2017. You have to jump to page 329 of the budget for the whole story.

Tuition and education tax credits are currently available to all Ontario students. Similar to the federal Tuition, Education, and Textbook credits, these amounts are claimed on students' annual income tax return. Claiming these credits reduces the income tax payable for students (unused credits can be transferred to the student's parents or spouse, or carried forward to future tax years.)

The Ontario government expects the cancellation of the tuition and education tax credits will increase its revenues by \$335 million annually by 2018-19. This revenue will be redirected to the new OSG and other education programs. So all students—including those supposedly benefiting from the new OSG program—will be paying more so that tuition can be free for some.

Many Ontario students studying at AU don't qualify for educational grants under the current OSAP system, and may not qualify under the new OSG system. For starters, at least one current Ontario grant applies only to Ontario (not Alberta) tuition; it's not clear if the OSG will have a similar restriction. Secondly, the Ontario grants system takes into account amounts that your family (or your spouse) *might* contribute to your education, regardless of whether they actually *can* or *do* contribute. Finally, mature students balancing a career and studies are often shut out of grants because their household income exceeds the threshold or because they are accumulating assets like a home, car, or retirement savings. The grant system doesn't reflect each student's struggle, it's just a general numbers exercise. If you make less than x, you must be needy; if you make more, you are not.

However, all students, whatever their financial position, will lose the much-appreciated—and, often, much-needed—Ontario tax credit for tuition and education. Each student, regardless of their financial situation, will have to give up hundreds of dollars annually in order to finance the PSE fairy's generosity to the minority of students. Some students can afford the loss, but many can't.

So any dancing in the streets is premature. The 2016 Ontario budget has good news—maybe—for some students, but bad news—definitely—for the majority. It's not a win-win, it's a win-lose.

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

## Music Review

### Bonnie Raitt

Samantha Stevens



**Musician:** Bonnie Raitt

**Album:** *Dig in Deep*

I am always amazed when a musician can spend an entire life creating music and still come up with something new and surprising. For more than 40 years, Bonnie Raitt has shown the world her amazing ability to create fresh music that is full vigour and sass.

Since releasing her first album in 1971, Bonnie has won ten Grammys, been named one of the "100 Greatest Singers of All Time" and one of the "100 Greatest Guitarists of All Time" by Rolling Stones Magazine, and been inducted into the Rock and Roll Hall of Fame and the Hollywood Bowl Hall of Fame (<http://www.bonnieraitt.com/bio>). In addition to all of these amazing accomplishments, Bonnie has also participated in over 185 other projects, such as

duets with B.B. King, Roy Orbison, Willie Nelson, Aretha Franklin (just to name a few), and special benefits albums (<http://www.bonnieraitt.com/bio>). Bonnie is also known for her activism, especially in the areas of sustainable energy, environmental protection, and human rights.

Bonnie also spends a great amount of time touring and performing live, and this year she will be playing at venues all over the United States and few choice venues in Europe. As the schedule is now, her only Canadian show will be in Toronto at the Sony Centre for the Performing Arts on March 15th. If you would like to catch one of her live shows, be sure to check out her [tour schedule](#).

The music on her twentieth album *Dig in Deep*, released February 26th, 2016, has an incredible energy that can only be accomplished by a master of music. The songs are typical examples of Bonnie's musical style, lots of rock and roll, Americana, blues, jazz, and funk. But there are even hints of Motown and country in some of the songs. The tempo of the songs included on the album range from the upbeat dance rhythm of "Shakin' Shakin' Shakes," to the more downhearted lull of "Undone."

Out of the 12 tracks on *Dig in Deep*, I have two favourites: Bonnie's remake of INXS's "Need You Tonight" and "Gypsy In Me."

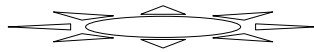
"Need You Tonight" is an impressive remake that Bonnie expertly reworked to fit her style. I am a huge fan of the original and I really liked how Bonnie was able to keep the appealing features of INXS's version, like the trilling guitar, pounding drums and bass, and effective pauses. But Bonnie's addition of the electric organ and country influence creates a modern southern rock song that is just as bad-ass as the original.

"Gypsy In Me" is the perfect road trip song. Many of the sounds heard in "Need You Tonight" are present in this song, but it is the chorus that I love because of the verse just before it. The build to the chorus is perfect with

the slight crescendo and the emphasis on the rhythm. And the lyrics will have you longing for summertime and the occasional road trip. "Gypsy In Me" has the ability to stir the adventurer and explorer that resides in your heart and longs for the open road or trails.

I love everything about *Dig in Deep*. The music is a treat for fans of Bonnie's other music, and for general music lovers as well. While I can see myself reading and studying while listening to this album, I think this music will be more at home during those summer BBQs and outdoor parties.

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



## Study Tips from a Semi-Anonymous Friend

### How Nerds Build Theory, Part III

*There is nothing more that The Study Dude wants for you than to win a Nobel for proving that the theory of everything is missing something.*

*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 Study Dude looks at the confirm, apply, and refine phases of the theory building model as discussed in *Theory Building in Applied Disciplines* by Richard A. Swanson and Thomas J. Chermack. These guys truly take the "pompous" out of academic writing and hit Babe Ruth-style home runs, driving their message home.

### Confirm Step

The thrill of graduate studies involves dreaming up methods and methodologies for testing your ideas. I liken the execution of methods to a visual of Einstein, hair askew, in the kitchen with a chemistry set, trying his hand at baking a turkey.

Only, you aren't baking a turkey. Instead, you are coming up with a way to make a recipe to test your big ideas: to test your theory. This recipe can use numbers, words, or a combination of both: these are called quantitative, qualitative, and mixed methods, respectively.

If you have a love for words and a fear of math, you might come up with some ideas about a question that can be solved through communication. In other words, you can interview an individual or a group of people to gauge their opinions. Software such as NVivo is perfect for coding interview and focus groups findings.

If you have a love for math, you might come up with some ideas about a question that can be solved through numbers. In other words, you might design a survey that asks people to rate how likely they are to read study tips: (1) highly likely, (2) somewhat likely, (3) neither likely or unlikely, (4) somewhat unlikely, or (5) highly unlikely. You gather up their answers and give them numerical values, such as a scale from one to five. This way, you can take lots of data and take a look at trends: surely, 100% of people are highly likely to read study tips. Software such as SPSS or STATA are excellent for coding survey and statistical data.

Swanson and Chermack (2013) give you a more complete picture of what it takes to confirm your theory:

- You confirm or disprove your theory by using tests. In order to tell whether your theory works or sucks, you need to test it out with lots of tests—not just one.
- Go peer at books on research methodologies. They'll have all kinds of tests that you can check out and implement. You can run tests that include focus groups to interviews to surveys to you name it.
- This confirm phase must involve trying the theory in practice. So, if you have a theory about nursing patient care, have nurses take the steps you laid out and apply them in practice.
- The confirm phase involves (1) planning (your test), (2) designing (your test), (3) implementing (your test), and (4) evaluating (your test).
- Sometimes the methods you choose to test your theory have conflicting philosophies. Don't just pick your pet methodologies. Pick ones that make sense if you have to choose between, say, competing philosophies. What exactly do I mean by competing philosophies? I'm not quite sure yet, but we'll trust Swanson and Chermack for now.
- If you use experiments, make sure you have a control group and a treatment group, kind of like a placebo versus an active ingredient in the world of medicines. Experiments tend to deal with people and animals.
- If you are doing observations instead, try to find patterns of behaviour. Consistent patterns shape the big ideas that make up your theory.
- You can use methods such as surveys, observations, statistical analysis, interviews, and studies of documents or objects (such as artefacts). If you stare down, say, objects of World War II that are featured in museums, you might come up with several themes: artillery, uniforms, and flags. But, if you are going to make your study a theory, you want to cover every possible key theme. You don't want to let an important theme slip. If cryptography machinery (machinery used for passing secret codes) makes up a big part of the objects of Word War II Germany, you must somehow ensure you include this theme in your theory.
- Your methods must answer your research question.
- If you have a theory that says, in part, that a greater diversity in uniforms means there is also a greater diversity in artillery, you have to have at least two pieces of support to position your claim as true.
- Connect your findings to the larger theory.

### Apply Step

Have you ever read a book and thought, "Those authors just solved my life's problems," and then found yourself clueless when trying to actually apply the ideas?

Yes, I cringe at the idea of reading an instructional book that forgets the instructions. For instance, before bed, I read two pages of a cookbook, and I come across things like *use 1 cup light oil*. What's light oil? Coconut? Vegetable? Or I come across something like *1 bunch cilantro*. How big is a bunch? These are cookbooks written with ambiguities for expert cooks. What I need is a cookbook for dummies that is written by someone precise.



While some books, like cookbooks, are practical, others offer what seems like good advice, but without usefulness. For instance, Swanson and Chermack take a best-selling book, namely Dan Pink's *A Whole New Mind*, and tear it to pieces, criticizing it for having "no new guide, no new skill, and no aid for applying this information" (p. 114). You read a hundreds of pages of a book hoping to make use of the ideas, but no steps for applying the ideas can be found. Nothing. Just a bunch of abstract ideas puffed up momentarily that disappear when you try to make good use of them—kind of like what you are about to read.

Swanson and Chermack show you how to take your theory and make some useful instructions out of it:

- Theory must tell you how to do something: like steps in a cookbook.
- Put your theory to action by applying it.
- To apply a theory, you first need steps or directions or actions to take. Without these procedures, your theory lacks applicability.
- These steps or directions or actions can come in the shape and form of a workshop or policies or codes of conduct or you name it.

### Refine Step

What if you go about building your grand theory, and then suddenly realize that your big idea is dead wrong? Do you scoop that—ahem—minor triviality under the table, grin, and collect your Nobel prize? Or do you start rethinking your ideas so that the problem is corrected? In other words, do you fess up and hit the books? Or is your carpet getting a little bulgy?

Other people might want to duplicate your study, but use different philosophical orientations. For instance, you might want to make a theory on resilience that heavily number-crunches and looks at surveys and experiments—a positivist approach. For this quantitative theory on resilience, you might come up with, say, six big ideas that cover the scope of what leads to resilience. Yet, someone else might want to a critical study by looking at resilience in marginalized populations. This critical study researcher might find something that doesn't jive with your six big ideas. Then what? Then, embrace the suck, and brew another pot of Starbucks.

Swanson and Chermack have advice to get you started on refining your theory:

- The refine phase helps you figure out whether you need to ditch your theory or go back and tweak it.
- To consider that your theory might be faulty, you need an open mind.
- Other theorists may try testing your theory using different methods. They might find something wrong with your theory. Embrace the suck.
- The apply phase (above) will help let you know whether your theory works or not.
- If your big ideas are missing something or have a relationship you specified that doesn't hold, then go back to the drawing board at the conceptual phase. There it is: you made an error. So fix it, dear Henry. Be like the Study Dude and learn where you went wrong.

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

Swanson, Richard A. & Chermack, Thomas J. *Theory Building In Applied Disciplines*. San Francisco, CA: Berrett-Koehler Publishers.

## Take Pride AU

Deanna Roney



I found a picture while scrolling through Facebook, one of those times I had an essay I should have been doing instead. I found a picture of an ice berg, with the phrase that all people see is success, they do not see everything else that went into being successful: not the work, the exhaustion, the sacrifices, failures, fear, none of it. They are "only seeing the tip of the iceberg." I posted it on the unofficial Athabasca University Facebook page and the response was astounding.

When I talk with others about my schooling I get a variety of responses: the two most popular are either "Wow that takes dedication, I tried doing distance education

for a course and it is tough!" or "So... that is online?" I understand that if you don't know, you don't know. But, taking a course through distance is tough work.

We slog through these courses relying heavily on ourselves, our textbooks, and contact with our tutors. We rely on ourselves to comprehend the information and reach out for help when we need it. It is entirely different from working through a course in a classroom setting. I'm not suggesting one is easier or harder than the other as this depends entirely on the individual. But, taking an online course is not something to be taken lightly. There are many sacrifices we make in order to obtain our course, certificate, diploma, or degree.

In the beginning of this journey I was uncertain about what it would be like to take a degree through distance education. I was unsure how the substance of the degree would compare to a traditional bricks and mortar degree. I think these hesitations are common as distance education is relatively a new field. Or at least it seemed that way to me several years ago. Since then, however, I have come to understand that this is tough work. These courses are excellent, and the tutors are exceptionally experienced in their fields and very helpful. I get more one-on-one interaction with them in this form than I ever would in a traditional school. This is not because the B&M professors don't have hours when you can go and discuss things with them, but because I wouldn't take advantage of it.

Being able to rely on myself for my education has been a wonderful and empowering experience. I reach out to other students when I am frustrated and need an understanding shoulder to lean on and vent my frustrations. I reach out to tutors for help in understanding concepts and ideas, whereas with a bricks and mortar university I would likely rely on other students. I am incredibly proud of myself for this accomplishment. I believe that everyone who decides to pursue post-secondary school should be very proud of themselves for taking that step. As AU students we tend to be students who have been out of the game for awhile, or getting an extra course in to help round out a B&M program. But, we have taken that step to improve ourselves, to improve our lives. We have taken a risk and I think that is a wonderful thing. Regardless of failed courses, withdrawals, extensions, or squeak-bys, we should be proud of what we are accomplishing, remembering where we started and where we are now.

I have been working on this program nonstop, taking a week or two here or there. Life has gone on and I have missed many nights out because I need to focus on school. I have been the hermit who only sees people once in awhile. I have worked until I was falling asleep at the keyboard or dropped books on my face as I tried to read when I was too tired. We have all pushed ourselves to our limits, others have very likely pushed themselves even more than me. If someone does not understand the work that goes into it, or why we miss nights out, I understand.

If they don't know, they don't know.

But we should never lose sight of how much work we are putting into this. We should not let ourselves or our beliefs be swayed by someone who doesn't see what is happening behind the closed office door, or closed front door. We know first hand what is going into this and that is what we should remember. I don't try to explain it, I just let it be and remind myself that I know how much work I have put in, I know how tired I am at the end of the day and I am proud of myself. Those that are close to me see the work that goes into it, support me, and are proud of me. Be proud of your journey and do not let anyone tell you differently.

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



## The Writer's Toolbox

### The Splice is Right

**Christina M. Frey**



The comma splice—the mysterious writing error that's easy to make but hard to recognize in your writing. Harder still? Deciding when it's okay to break this rule. This week we'll explain the error, discuss how to fix it, and cover some instances where comma splices can be quite effective. Just don't tell your eighth-grade English teacher!

### Comma Splices

A comma splice occurs when two independent clauses—clauses that can stand alone as complete sentences—are separated by a comma.

*Example A: Sarah went to the store, I raked the leaves.*

In the example above, there are two independent clauses, or clauses that could stand independently as sentences:

*Sarah went to the store.*

*I raked the leaves.*

Example A shows a comma splice. What's the problem here? The comma is considered a weaker link, and the two independent clauses need a stronger separation like a period, a semicolon, a conjunction like *and* or *but*, or a different word that expresses a relationship between the two sentences (like *while*).

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*Example A (revised): Sarah went to the store. I raked the leaves.*

*Example A (revised): Sarah went to the store; I raked the leaves.*

*Example A (revised): Sarah went to the store, and I raked the leaves.*

*Example A (revised): Sarah went to the store while I raked the leaves.*

As you see, there are many options for fixing comma splices. However, you may not always want to do so.

### **But Sometimes...**

Look at the following example:

*Example B: Trust me, I am on your side.*

Technically, it meets the definition of a comma splice. There are two independent clauses:

*Trust me.*

*I am on your side.*

And it wouldn't be *wrong* to replace the comma with a semicolon, for example, or a linking word:

*Example B (revised): Trust me; I am on your side.*

*Example B (revised): Trust me, for I am on your side.*

However, if you compare the revised versions with the original version, you'll notice that the sound is different. You can use a more informal punctuation mark, like an em dash, to preserve that original sound, but in some cases, leaving a deliberate comma splice may be okay.

In fact, *Garner's Modern Usage* specifically states that comma splices may be acceptable when "(1) the clauses are short and closely related, (2) there is no danger of a miscue, and (3) the context is informal" (Garner, 2009, p.724).

In Example B above, the clauses are short and closely related, and it's easy to figure out the meaning; if the context is less formal (think fictional dialogue or informal writing), most grammarians will be okay with its presence.

Not all, though, and not every instance. Know your audience, know your reader, and know their preferences, and make sure your rule-breaking flows with the writing rather than standing out.

When in doubt, fix the splice.

### *References*

Garner, Bryan. *Garner's Modern American Usage, Third Edition*. New York: Oxford University Press, 2009.

Christina M. Frey is a book editor, literary coach, and lover of great writing. For more tips and techniques for your toolbox, follow her on Twitter (@turntopage2) or visit her [blog](#).





## The Cure

Six months later I'm still trying to get rid of my foot and heel pain. Losing one's ability to freely move pain-free has huge lifestyle implications. It could impair my ability to work. It's already impairing my ability to play. It's forcing me to avoid walking any real distance outside or on the treadmill.

By way of a quick recap: last August walking became nearly impossible because of pain. An x-ray said heel spurs; a podiatrist said posterior tibial tendonitis dysfunction; a chiropractor said plantar fasciitis ('gone rogue' said I. I've had PF for about twenty-five years).

Wearing an ankle brace brought temporary relief last September but can hardly be considered a long-term solution. Active release technique, as practiced by some specially trained chiropractors, is making a difference. The chiropractor uses massage and pressure from fingers and a curved steel tool (!) to break up scar tissue and release trapped nerves. Pain relief should result. While I'm definitely better I am not 'cured' by any stretch of the imagination.

Self and professional massage are also helping with lengthening and strengthening the fascia. Yoga stretches aid flexibility. When rotating my ankles causes a gravelly, crunchy noise I think I need WD-40. Apparently osteoarthritis is the likely culprit. Great.

Having a massage and a chiro treatment a day apart resulted in tender painful areas and a discussion about the benefits of Diclofenac, a greasy, pharmacist concocted anti-inflammatory gel. So off to the doctor I went to get the prescription. I was willing to have pharmaceutical help working silently between treatments and perhaps hurrying along my eventual—God help me---recovery.

So I massage in the gooey stuff on the soles of my feet and back of my heels and put on little spa booties. My left shoulder is also beat up and has bruises so I work the gel into that area too. The label on the jar says apply up to four times a day as needed so I'm determined not to skimp. I hate taking medication so I usually err on the side of taking/using less of whatever is prescribed. That wasn't going to happen this time.

After a total of three applications, I wonder about a pervasive headache and slight dizziness when I bend over. I Google Diclofenac. It is a NSAID (non-steroidal anti-inflammatory drug). Severe allergic reactions; bloody or black, tarry stools; change in the amount of urine produced; chest pain; confusion; depression; fainting; fast or irregular heartbeat; fever, chills, or persistent sore throat; mental or mood changes; ringing in the ears; seizures; severe headache or dizziness; severe or persistent irritation at the application site; severe or persistent stomach pain or nausea; severe vomiting or diarrhea; shortness of breath; unusual joint or muscle pain; unusual tiredness or weakness; vision or speech changes are *some* of the severe side effects listed. I sponged off the ointment and considered my next move. I hate it when the cure is worse than the disease, from where I sit.

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

## In Conversation with Fable Cry

Wanda Waterman



*Fable Cry bills itself as a "theatrical scamp rock quintet," but that doesn't say the half of it. With a weirdly spooky aesthetic and a devotion to all things bizarre, bandmembers share a deeply rooted fascination with the things of the imagination and express it superlatively on stage and in the studio with a gypsy-punk-cabaret look and sound. They've just put out their second album: *We'll Show You Where the Monsters Are* (Watch the "Fancy Dancing" video [here](#).)*

*The group is now based near Nashville, Tennessee and comprises founder and lead vocalist Zach Ferrin, cellist Joshua Dent, violinist Jo Cleary, bassist Scott Fernandez, and drummer Rachel Gerlach, who recently answered Wanda Waterman's questions about her own musical journey and what it's like working with Fable Cry.*

### **Describe your musical background. What role did music play in your childhood?**

My family is quite musical and has always been supportive of my creative endeavors. I began piano as a toddler, learned from my mom, and played mostly by ear. I began drums at 13 and jammed with my brother, who was learning guitar.

Then I was in quite a few varieties of bands over the years: Punk, Indie, Metal, Rock, and a mix of whatever genres they

probably don't have a name for. My brother and I rejoined forces years later to create The Rocketblaze Holster, which was a mix of Deftones, Mars Volta, Tool, and Modest Mouse, I guess. Very interesting and fun.

What I like the most about playing for Fable Cry is the fun of it. It's all wild and in odd time signatures, and some spots leave you hanging on the edge of your seat.

### **What or who in your musical training had the most— and best— influence on you, as a musician, a composer, and a human being?**

Will Goldsmith from Sunny Day Real Estate as well as Weezer were my first inspirations early on. I was a highly stubborn and a determined-to-do-things-my-way type of person, and I still am. So I play how I want since drumming is my form of creation, where I feel totally connected within my being. I may not be a technical drummer, but I'm definitely a passionate one. So I guess I am my own inspiration?

### **What was the most mesmerizing musical experience of your life?**

Watching Pink Floyd's *Live at Pompeii* for the first time on a projector outside.

### **How did you all find each other?**

I was hired on at Sam Ash music and a few weeks later they hired Joanna (the violinist). We would speak in animal calls, purrs, hoots, and goat bellows, and we totally understood each other. A kindred spirit!

A few weeks later she invited me to see her new band's show, and I loved it! The drummer was quite heavy-handed though (wink). Then she tells me they're losing their drummer and I immediately say, "I'll play!" Zach met me and we jammed and that's all she wrote from there.

**What are your rehearsals like?**

Like burps, farts, and laughter, with spats of music in between.

**Has anything funny or bizarre ever happened to you while in the recording studio or on the stage?**

Aside from the aforementioned burps and farts that continue onstage, we had our Halloween party at Ford (our engineer)'s house and the fog machine was off the chain and I couldn't see, not to mention couldn't hear because the PA was next to nothing, and our skeleton dancing girls decided it was a good idea to smear everyone with glitter— not sprinkle, smear!

Keep in mind I was rocking out hard, and I close my eyes when I'm in the zone sometimes, and these girls start grabbing at my face from in front of my high hat and behind me! I just about whacked them in their faces for freaking me out and almost messing me up! Not mad about it though.

**What's it like to be so nonconformist in a city like Nashville? Does the city help or hinder the muse?**

Nonconformist by nature so it doesn't change me wherever I am.

**What do you love best about *We'll Show You Where the Monsters Are*? And why did you call it that?**

"Dead or Alive," "Fancy Dancing," "Zoo of No Return," "Train Song," "From Myth to Moon" . . . all of it!

Scott suggested the album name. Like *Where the Wild Things* are I guess but more like, "You want spooky? Follow me . . . "

**If your band's life were a movie, what kinds of scenes would make you laugh? Or cry?**

Cry with laughing tears of hilarity! The antics are unpredictable!

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

Breathing . . . eating . . . sleeping, and repeat. I think I'm always being creative in my mind.

**What do you feed your creativity? Are there any books, films, or albums that have deeply influenced your development as an artist?**

My imagination is quite vivid! I go inside my mind and the creativity is always there.

**If you had an artistic mission statement, what would it be?**

To inspire all to live in the fullest expression of their inner divinity in whatever art form they like.

**Do you feel that artists have an obligation to straighten the world out a little?**

I think musicians have been the foundation of finding or losing one's sanity since the epoch of musical expression. The world should become more musical and then it would all straighten itself out naturally.

**What do you think Donald Trump would have to say about your music?**

Who gives a flying f\*ck what that ass hat thinks? Not me.

**Tell us about your current and upcoming projects.**

Playing SXSW and going on an East Coast romp!

**Do you have anything else to add?**

Blaggle wah arrrrrrgh goo gob gob gobbity glob glob blob pppppbbbbbttttt!

Wanda also writes the blog *The Mindful Bard: [The Care and Feeding of the Creative Self](#)*.

**The Library of Things****Carla Knipe**

The vision of American industrialist Andrew Carnegie was to fund and build many public libraries throughout the world. His goal was to "bring books and information to the people." Libraries have now grown beyond loaning just books to include movies, music, and even e-books but Carnegie's original vision of sharing resources remains relevant. Although many fear that libraries are becoming obsolete, they are adapting to fit the needs of modern society to the point where there are now libraries that lend out items that people wouldn't think could be borrowed. This is now leading to what it is called "The Library of Things."

The shift toward non-traditional lending is based on the realization that the western consumer culture is quickly heading toward "peak stuff," or the tipping point where the mass production and consumption of consumer goods is unsustainable and is contributing to the epidemic of waste. This is where The Library of Things comes in. Rather than each individual purchasing an item and using it only once or twice, or finding out that the purchase isn't suitable and then relegating it to a cupboard (or worse, the landfill), there is growing realization that many of these products could be used by many people over the course of a product's life. Libraries have always been leaders in the ethos of borrowing and sharing but now they are using their knowledge to creatively take it a step further. Here are some examples of unique items that Canadian libraries are lending out.

**Musical Instruments**

Joe Chithalen Memorial Musical Instrument Lending Library in Kingston Ontario lends out all types of music instruments as well as sheet music.

**3D Printers and Laser Cutters**

More public libraries across Canada are creating "maker spaces" in their buildings. Libraries such as the Ottawa Public Library also lends out maker tools for home use.

**Activity Kits**

These kits, containing Frisbees, balls, and other play equipment, are very popular at several Canadian public libraries, especially during the summer. The Lethbridge, Alberta public library lends out a variety of activity kits, as well as ideas and resources to accompany them, in order to promote and encourage physical literacy.



**Toys**

Many public libraries have successful toy libraries as part of their children's departments, where patrons can borrow toys, games and puzzles for babies and children.

**Snowshoes**

The Petawawa Public Library in Ontario, Canada stocks adult and youth-sized snowshoes.

**Fishing Tackle**

Patrons of the Sudbury, Ontario can borrow fishing rods and tackle. You can get a book on local fish and then go catch them!

**Bicycles**

The Hamilton, Ontario public library began a pilot project in 2015 to loan out bikes, helmets, and bike lights to library cardholders between the ages of 7 to 15 during the summer.

**Seeds and Gardening Expertise**

In cooperation with the Victoria Public Library, the Victoria Seed Library offers free access to seeds through its seed bank to promote local biodiversity. This project also encourages people to take up gardening by providing classes, workshops, and advice.

**Reading Glasses and Magnifiers**

After noticing that some patrons forgot their reading glasses, the Edmonton Public Library began to stock a selection of reading glasses and magnifiers that are available to borrow as part of its assistive technology program.

**Technology**

Many libraries are lending out computer hardware. The University of Victoria library operates its "Gear to Go" program that loans camcorders, audio recorders, laptops, headphones, cables, and other gadgets.

**"Borrow" a Person**

Human libraries, also called living libraries, are becoming prevalent across the globe. The human library project began as a non-profit network in the year 2000 in Copenhagen, Denmark and now exists in over 30 countries. The premise of the movement is to create understanding between people by opening up a dialogue and personal connection with others and to use experience as the best primary source of information. Users can "check out" a person and interview them for an allotted time on a particular topic of expertise. Many public libraries and community associations hold annual human library events.

**Community Resources**

While not falling under the definition of "borrowing" per se, large urban libraries are partnering with local agencies such as affordable housing organizations, public health authorities, and homeless charities to provide community resources for homeless and vulnerable people after recognizing that many of these individuals use the libraries as safe spaces. The Vancouver Public Library also offers a quiet and monitored room for the city's homeless to get warm and take a break from being out on the streets.

Other lending organizations, while not part of a public library system, are run as non-profits and are staffed by volunteers, but a membership is required to borrow the items. Here are a few of the items that can be found in them:

**Tools**

Calgary and Toronto both have well-established, community-run tool libraries where patrons can borrow tools and equipment for DIY jobs both large and small. They also run workshops where people can learn repair skills. The concept is catching on, and tool libraries are in the process of being set up in other cities.

### Kitchen Utensils

Located in Toronto, purchasing a membership in The Kitchen Library gives patrons access to kitchen tools ranging from the smallest icing tips to the largest coffee urns and canning kettles. It also allows them to try out niche equipment such as crepe makers and bread makers before deciding whether to purchase them.

### Telescopes

Members of the Royal Astronomical Society of Canada (RASC) can borrow telescopes of various specifications to view the night sky.

While the Library of Things is a relatively new concept, it is gaining momentum in many areas both in North America and in Europe. Although this new definition of lending is facing a bit of a backlash from those who feel libraries should just stick to lending books, non-traditional lending makes items accessible to patrons and maximizes resources, which is an ideal that these new libraries share with the original public libraries.

Rather than technology spelling the death of libraries, it is, in its own way, helping to give them new life. After all, as Andrew Carnegie once said, "a library outranks any other one thing a community can do to benefit its people. It is a never failing spring in the desert." It will be interesting to see how the Library of Things changes how libraries are viewed—and used—in the future.

*Carla loves paper. She has far too many books, compulsively buys craft supplies, has several boxes of cards and letters from years back years that she just cannot throw out, but feel free to say hi to her on Twitter @LunchBuster*

### Women Of Interest



**Ellen Fairclough**, (1905-2004) was the first female to serve in the Canadian Federal Cabinet. She was born in Hamilton Ontario and before entering politics she was trained as an accountant. Fairclough ran for federal office as a Progressive Conservative in 1949, but was defeated. She ran again the following year and won the by-election.

During her term in office Fairclough actively advocated for women's issues. In 1958 she became the Minister of Citizenship and Immigration where she introduced new regulations which resulted in a total reform of the government's "White Canada" immigration policy. As a result of a more liberal policy on refugees, additional immigrants were allowed to enter Canada. From February 19 to February 20, 1958 Fairclough was the first woman ever to be entrusted with the position of acting Prime Minister. Further information on Ellen Fairclough is at the following websites:

<http://www.heroines.ca/people/fairclough.html>

[https://en.wikipedia.org/wiki/Ellen\\_Fairclough](https://en.wikipedia.org/wiki/Ellen_Fairclough)

[http://www.canada-heros.com/fairclough\\_ellen.html](http://www.canada-heros.com/fairclough_ellen.html)

*compiled by Barb Godin*

# MEETING THE MINDS

## INTERVIEWS with AU's EDUCATORS



*Dr. Lorelei Hanson has authored two environmental studies courses and two geography courses at AU. She currently tutors her courses ENVS 200 and ENVS 435, and coordinates those as well ENVS 361 and GLST 243. She took some time to speak with Scott Jacobsen about her work with AU and general outlook in a two-part interview.*

**You are an Associate Professor and Academic Coordinator of Environmental Studies at Athabasca University and a Fellow of the Energy Futures Lab. In brief, what tasks and responsibilities come with the associate professorship for AU and the fellowship for EFL?**

Like every academic across Canada I have three responsibilities: first, teaching; second, research; and third, community service. Teaching at Athabasca University includes tutoring and coordination. Coordination includes designing, updating, or revising courses, and, as a part of coordination, I also am developing a Bachelor of Arts degree in Environmental Studies.

As a Fellow of the Energy Futures Lab, I am expected to attend and actively participate in the in-person workshops. We're also expected to develop and test out prototypes or innovations that will help us move to a new energy system. And finally I engage with people within my network around energy and the work of the EFL.

**EFL comes from The Natural Step Canada supported by the Pembina Institute, Suncor Energy Foundation, the Banff Centre, and provincial government. Your expertise in "critical sustainability" seems relevant with respect to energy and climate change. Can you talk about that?**

Critical sustainability is an analytical approach that starts from the premise that there are many definitions and uses of the term "sustainability" circulating, and each of those understandings offer quite different perspectives on, and implications for, both humanity and the non-human world. So, critical sustainability is a lens of analysis that that can be applied to interrogate how is it that somebody is using the word sustainability, and what the implications of that are for how humans should interact with each other, as well as how we

interact with and impact the non-human world. As a professor of environmental studies and also an environmental and food activist, I bring that framework to my research and teaching, and how I think about what means to develop a more sustainable and resilient energy system.

**How have your past research collaborations with the Alberta Climate Dialogue (ABCD) (Alberta Climate Dialogue, 2016) and the BC- Alberta Social Economy Research Alliance (BALTA) (BC-Alberta Social Economy Research Institute, 2016) influenced your work with the EFL?**

Both ABCD and BALTA are research projects that are winding down; we no longer have funding for these projects. Saying that, I am still actively involved with both of those networks. With respect to BALTA, we are developing a new research proposal on the role of social economy and social intermediaries in scaling up and down sustainability transition projects. With respect to Alberta Climate Dialogue I am currently editing a book tentatively titled, *Changing the Conversations on Climate Change: Using Public Deliberation to Address the Wicked Problems of our Time*, which is a collection of essays that explore the tensions and the trade-offs that exist when you undertake deliberative engagement that addresses 'wicked' issues like climate change. I bring experience and knowledge about collaboration on issues like climate change and sustainability transition that I developed through my participation in ABCD and BALTA to the work I am now doing with the EFL.

**What are Alberta's, and Canada's, major energy challenges?**

One's perspective on that question depends very much on who you're talking to, right? In Alberta, those questions direct us to consider the current state of the economy and the extraction, production, use, sale, and transportation of energy. When people respond to questions about Alberta's major energy challenges they often mention that we have to do this in a responsible manner, or a sustainable manner. If we go back to that notion of critical sustainability, for me, the question to ask is who is going to define those terms?

From my perspective, and building from the collaborative work that I did with ABCD and as a member of BALTA, as well as that which I am now doing with the EFL, we want to step back and say, "It is not for one person to define what is Alberta or Canada's major energy challenge." The best way for us a province to respond to that question is to have a much broader discussion that starts with talking about what are the values that we really hold dear within our province and how can we plan an energy system that would work in accordance with those values.

Of course it is even more complicated than that within Alberta, because we don't get to plan that system all on our own; we work within the context of a larger energy system, both nationally as well as internationally. So many of the key leverage points in the energy system we don't have control over. Nonetheless, considering our energy future does demand that we start to look at how we can influence those leverage points. I think even within the hydrocarbon industry, many of the players there would say that we've lost some of our social license to go ahead and do those things that we used to do, whether that is in terms of the extraction, production, or transportation of hydrocarbons; those industrial practices have all come up for criticism, debate, and scrutiny in a way that they hadn't before. As a result, we are now having to look more seriously at things like our environmental performance, both in terms of our greenhouse gas emissions, and our impacts on the landscape, such as the impact of bitumen extraction on water sources. As well we are having to carefully consider how are



we impacting communities, and not only within Alberta; it is very important for us to be looking at the impacts of our energy system on communities, particularly disadvantaged communities that have been negatively impacted by the energy development system we have supported and developed in the past.

How can we create a more stable energy system within Alberta, but also across Canada and the rest of the world? Answering that question raises a whole bunch of issues around social license, greenhouse gases, climate change, and working collaboratively, not only within Alberta but across Canada and with our international partners. Recently the mayors in Quebec publicly opposed the construction of the Energy East pipeline across Quebec, which says to me that we in Alberta have to pay more attention to building good relations and developing partnerships across Canada because we need to find new trading partners; we have had too much reliance on the United States and that's gotten us into trouble. But we need access to tidewater in order to transport our oil and gas to places other than the US. And as a part of that we need to look at how do we create a different energy mix. How do we de-carbonize our economy and allow for other forms of energy production and distribution? That all has to be a part of a discussion about Alberta's energy future.

**Those are very good points, especially the point about diversification of partnerships to create a robust and sustainable set of energy partnerships.**

We cannot have dominance on one trading partner; we've done that for far too long.

*(To be continued)*

## Click of the Wrist

## An Art Apart

**What if the whole world was your canvas? Radio signals your media? Your own movements your tools? Position artists use GPS to create drawings or messages by cycling, running, or walking along specific routes, and the art-form is growing in popularity. Click through these links for a fascinating look at how to wed the physical and the aesthetic worlds.**

### The Artist

This "GPS-art obsessed" Canadian cyclist uses his GPS tracking device to record his bicycle trips around town—and the artwork he makes will awe you. From animals to birthday greetings to a map of the United States superimposed on the streets of Victoria, BC, they're sure to inspire you to attempt your own creations.

### Get Started

Interested in trying position art for yourself? *Outside* magazine gives tips, tools, and recommended apps for planning and carrying out your artistic adventures.

### Get Social

The Figure Running app and community allow you to see what others are doing, share your work, and even collaborate with other artists on larger-scale projects.







Dear  
Barb

Barbara Godin

## Compare and Contrast

**Dear Barb:**

***My husband and I recently separated because he "discovered" he's gay. We have shared custody of our two little boys age three and five. Everything was fine for the first while, as my ex kept his lifestyle away from the boys, but recently he has met a partner and they are planning on moving in together. I have a real problem with this. I don't want my children exposed to his lifestyle. I tried to discuss my feelings with my ex, but he says this is who he is and he does not want to hide it from our children. I threatened to keep the boys from him, but he says I can't do that. I am not trying to keep the boys from him, just from his lifestyle. Why can't he keep this private so our boys are not influenced by it? Thanks Dawn.***

Hi Dawn:

Your ex is right; you cannot keep your boys from him simply because he is gay. That is discrimination based on sexual orientation. Whether they are influenced by his lifestyle is debatable. It's an unfortunate situation that your ex didn't realize he was gay earlier, but the reality is that he is gay. His ability to be a good, caring father is not based on his sexual orientation. You cannot expect him to keep his lifestyle from your sons anymore than you are expected to keep your lifestyle from them. So accept the situation and move on. Thanks for your question Dawn.

**Dear Barb:**

***My boyfriend and I have been together for six months. He had been married briefly before we met; the problem is that he is always comparing me to his ex. Every time I do something, he points out the way his ex did it. I am getting really sick of this, but I haven't said anything to him about it. I actually don't think he realizes that he does this all the time. Should I just wait and hope that eventually he will stop doing it? We get along really well and I don't want to bring it up if it is going to cause problems between us. Help! Paula.***

Hey Paula:

It is already causing problems, so yes I think you should discuss this issue with your boyfriend. It is possible he doesn't realize he is doing it. Being compared to a previous partner does not provoke a good feeling in the present partner. I don't think you should wait and hope he eventually stops doing it. Chances are if you wait too long it will be even harder for your boyfriend to change. So discuss it with him and if he is resistant to changing this behaviour you may have to go for couple's counselling. Often people think only married couples or people who are living together need counselling, but that's not true; anyone can benefit from counseling. What's more it is probably better to get this resolved before you move in together or get married. Hope I was able to help.

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.

# THE SECRET DROLLERY OF SERIOUS LIT

*"Sir Leicester leans back in his chair, and breathlessly ejaculates, "Good heaven!"*

Good  
heaven!

~FROM BLEAK HOUSE,  
BY CHARLES DICKENS~







This space is provided free to AUSU: The Voice does not create this content. Contact [services@ausu.org](mailto:services@ausu.org) with questions or comments about this page.

## Election Forum

Want to find out about the candidates running in the 2016 AUSU General Election?



Visit our website [here](#) or join our [Election Forum](#)!

The election will take place **March 11 to March 14, 2016.**

## Spring Break Twitter Contest!

Spring break is coming – AU and AUSU will be closed from **March 25 to 28 inclusive.**

**Tweet** your plans for the 2016 Spring break using the hashtag [#AUSUSpringBreak](#) between **March 6 - 12!** One lucky tweeter will win a prize including a **\$25 gift card** to a store of their choice!

**#AUSUSpringBreak**



## AUSU Bylaw Changes

AUSU has held two member consultations about the bylaw changes we are proposing to align our bylaws with the Post Secondary Learning Act. You can read about these changes [here](#).

If you did not get a chance to attend a meeting and would still like to give some feedback, stop by our [Bylaw Forum](#)!

The **first of two readings** of the motion to change the bylaws will be during our [March council meeting](#).

## IMPORTANT DATES

- **Feb 29:** March course extension deadline
- **Mar 10:** Deadline to register in a courses starting Apr 1
- **Mar 10:** [AUSU Council Meeting](#) (4:30pm MT)
- **Mar 11:** AUSU General Election Polls open
- **Mar 14:** AUSU General Election Polls close
- **Mar 15:** April degree requirements deadline
- **Mar 16:** AUSU Election Results Announced (4:30pm MT)

## CASA Advocacy Week

AUSU Executives Shawna Wasylyshyn and Brandon Simmons just got back from Ottawa where they represented AU students during the CASA Advocacy Week!

CASA (Canadian Alliance of Students' Associations) brought together close to 60 student leaders, representing over 300,000 post-secondary students from across the country, to Ottawa as a united front, collectively pushing for further investments in higher education and increased support for students.

From February 22 to 29, they had over 150 meeting with Members of Parliament to address advocacy priorities set by the CASA membership, including a meeting with the Prime Minister. We are proud to announce that our VP Finance won the award for "Most Memorable Meeting" for his meeting with MP Matt Jeneroux!

For more information about Advocacy Week and the issues advocated for, visit the CASA website [here](#) or email the AUSU President at [president@ausu.org](mailto:president@ausu.org).



President Shawna Wasylyshyn with MP Kelly McCauley

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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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