



# THE VOICE

Vol 27 Issue 37 2019-09-20

## Minds We Meet

Interviewing Students Like You!

## The Gift of Melancholy

What is Sweet without Sour

## Why Mindful Art?

Get all You Can from Art

*Plus:  
Creative Opposition  
AU-Thentic Events  
and much more!*



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**The Voice Magazine**

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Views and articles  
presented here are those  
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not represent the views of  
AUSU Student Council.

*The Voice* is published  
almost every Friday in  
HTML and PDF format.

For weekly email reminders  
as each issue is posted, fill  
out the subscription form  
[here](#).

*The Voice* does not share its  
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Volume 27, Issue 38

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Magazine

ISSN 2561-3634

# LETTERS TO THE EDITOR



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

***Hey! Did you know the Voice Magazine has a [Facebook page](#)?***

No kidding! We also do the [twitter](#) thing once in a while if you're into that.

## Editorial

### The Rising Tides

Karl Low



A whirl of activism about climate change hit this week. With everything from a young girl scolding the leaders of the world at the UN to climate change rallies with school children in various nations around the globe.

We've known about this stuff for over 30 years now. We've had an amazingly strong consensus of scientists for at least 15. Why is there any need at all for this kind of action? There is no doubt in the science, every argument put forward as to why man-made climate change is not a serious issue has been soundly rebutted as either using faulty math, faulty logic, not matching up to the whole of the observable evidence we already have, or, most often, combinations of all three.

Yet we still fight.

My mother is someone who denies climate change. Not that it's happening, the evidence is simply too obvious to everyone now that something is going on with the weather. She denies that people could be responsible for affecting something as big as the global climate. She follows and reposts every blog, story, YouTube video, or article that she

sees that tries to throw any question as to the severity of climate change or the need or efficacy of action on our part. She seems to truly believe that those pushing the idea of man-made climate change are doing so against reality, for their own narrow benefit. This view is no doubt helped by living in Alberta, where our government sets up "War Rooms" to put out war propaganda demonizing any who would question our concentration in the fossil fuel industry. And frankly, I simply don't have the time or energy to rebut everything she puts forward. I occasionally will read a link to see if something new is there, but time and again it is the same type of material, cherry picked data, often using various types of fallacious arguments and sophistry with the evidence to suggest it's not that bad, or at the very least that attempting to do anything about it is foolhardy. But trying to rebut everything is almost like fighting the tide, and I somehow expect that demonstrations like this will only harden her opinion.

But I understand why she believes this way. Pretty much the entirety of her career has been spent working for the oil industry, in one administrative capacity or another. And she's not a terrible person. So for her, thinking that she might have been profiting from somehow enabling what could be a serious challenge to our entire civilization would be abhorrent. Far easier to think that somewhere, the science is wrong. That those who rise up and call the industry that supported her for so many years one of evil simply don't understand what they're talking about.

And I think those of us concerned about climate change here in Alberta need to take that into consideration: that when we call these companies evil, when we say things like their activities are dooming the human race, the people within those industries are taking that very personally, even if they were simply working a job. I wonder if we might be better served by not ascribing motivation, but, for many, simply an honest mistake. It's something to think about anyway.

Enjoy the read!



# MINDS WE MEET



*Marshia Whitman is forty-seven years old and lives in Stony Plain, Alberta. She is currently enrolled in the Bachelor of Arts with a major in English program with the goal to eventually write and sell a novel or work at a publishing firm. She explains her struggles with her health that affected her ability to continue working towards her degree in the past and the reasons why she switched degrees. This is her story.*

**Can you give us a little bit of background information about yourself? Who are you? Where do you live, where do you come from?**

My name is Marshia or Darth Marr on the student mobile app. I am a 47-year-old woman who lives in Stony Plain, Alberta. I live with my parents, my youngest daughter, her best friend, three dogs, and two cats. I work in a daycare, so my days are busy. My dad is retired military, so I was born in Winnipeg, but I've lived in many places over my life.

**What program are you in? Do you like your program?**

I'm working on my Bachelor of Arts with a major in English. I started in May and so far, I'm enjoying it a lot.

**Could you describe the path that led you to Athabasca University? What made you decide to return to school and what interested you about the English program?**

I have always wanted a degree but my original plan, as a teenager, was to be a child psychologist. I joined the military so that, when I was done my degree (with cheaper rates that military personnel could sometimes get) I could work with military families coping with the stress of having loved ones in combat zones and with returning soldiers. Well, long story short, I ended up being released because of bad knees, then married to a military man, then pregnant. So, I thought "well, I'll see what I can do to start school after the baby's born". During my pregnancy, I was in a car accident. I was rear-ended and was left with a lot of injuries so, going to school had to be put off once again.

Time passes, another child and a divorce, and I'm diagnosed with fibromyalgia from the accident. I decide it's time to go back, but because of my injuries, I had to make the painful decision not to be a psychologist. The stress that line of work can bring would increase my pain and could potentially make me very sick and I still had two children to think of. I thought of my other passions in life, which are writing, reading, and anything to do with literature. That's when I decided to get my English degree. I did some research online to see how I could work and go to school at the same time, and that led me to Athabasca University.

**What has your experience been like completing your English degree?**

I actually tried once before to work toward this degree. However, between work, dealing with the ex, raising children, money problems, my health, and school, I got really sick and had to drop out of school and stop working for a year. I left school behind for a long time because health wise it wasn't manageable. I had to choose to either work or go to school and when you have children to care for, I had to work. My children are pretty much grown now (ages 24 and 20) and my health is somewhat better, so here I am trying once again at nearly fifty years old. I needed to go back to university now while there's still time for me to make a decent living and English is the best option for me.

**Do you have any advice for people who are on the fence about going back to school?**

If you can, just do it, because you will regret it if you don't. Do not worry about age and don't worry about naysayers. You deserve it. The right people will back you up and help if they can. Everyone else should be kicked to the curb if they are a negative influence, I had an ex-boyfriend who was annoyed that I went back to school. He was worried I would no longer need him and was not supportive. Do what you want to do and what will make you happy, because that is all that matters.

**What do you like to do in your limited spare time? Do you have any hobbies?**

Oh, this is where the nerd in me comes out! My hobbies are anything to do with Star Wars, reading, writing, binge-watching seasons of RuPaul's Drag Race, spending time with my family, gaming, helping as I can around the house and yard, watching movies, going to museums or art galleries, and cosplay.

**What genres? What games?**

My favorite genres include science-fiction, fantasy, philosophy, classic literature, and history. Really, I enjoy most genre's, aside from romance! Also, I am currently working on a science-fiction novel and have several ideas floating around! As for gaming, I am currently playing Star Wars the Old Republic online as well as replaying Mass Effect, Morrowind, and Dishonored, as I can't afford any new games right now!

**What are your plans for this education once you finish? What would be your dream job?**

My dream job is selling the great Canadian novel or working for a publishing firm, preferably a local one. Really, I would just be happy making enough money to take care of everyone and be able to go on a vacation every couple of years. I don't care about getting rich. I wouldn't complain if it happened, mind you, but it's not my realistic end goal! I get asked all the time if I want to become a teacher, which I don't. I teach my preschoolers and after a long time of doing it, I'm burned out from teaching.

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

My parents, my grandfather, and two amazing elementary school teachers in Nova Scotia have had the greatest influences on me. These two teachers were married, and we called them Mr. and Mrs. T. (for Taylor). They were so loved. Hundreds of people showed up for their funerals when they passed. They were funny and they loved every single kid, including the ones others would give up on. They treated us like people and respected intelligence, but they assumed we were all intelligent and not just "stupid kids." No teachers have ever impacted me like they did, though I did have some good ones.

**Could you describe your experience with Athabasca University and with online learning so far?**

For the most part, studying at Athabasca University has been really good experience. I have some great tutors who I feel would be good at answering any questions I have or help me through any concepts. I also feel that the courses I have taken are well laid out.

### **Is there anything that you dislike?**

The astronomy course I'm taking, ASTR 205 (Universe—The Ultimate Frontier) is good, but the textbook sometimes provides students with the wrong answers, or they round up for the math equations, but fail to explain that. I would appreciate more examples of the math equations and that the answers they provide are correct. Also, the textbook has odd things like "A Common Misconception" followed by something like "Sometimes people confuse solar systems with the universe." I was raised by an amateur astronomer, I write science-fiction, and I have hung out with a lot of people throughout my life and I have never heard of any of the misconceptions this textbook talks about. Though, I just find these entertaining, and it is not really a complaint. Honestly, I'm really enjoying the courses and cannot wait to finish my whole degree through AU.

### **What's your favorite AU course that you have taken so far, and why? Would you recommend the course to others?**

I've only taken three courses so far, so I don't think I could pick. I'm enjoying them all and I am learning things I did not learn before. If I really think about it, it would probably be between ANTH 277 (The Archaeology of Us: First Humans to First Civilizations) and ASTR 205 (Universe—The Ultimate Frontier) because the English course I am enrolled in is just to teach students how to write essays.

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

I have not had a need to really contact them a lot but from what contact I have had, it's been great. They are all nice, helpful people. My ANTH 277 tutor even phoned me to discuss the course in the beginning with me because it is a new format for it; very nice person.

### **Could you share something that few people know about you?**

I'm pagan. I work with old gods and goddesses (primarily Sekhmet of the Egyptian pantheon). I am a firm believer in following your own path. So, as long as you're good to yourself and others, what spiritual or nonspiritual path you follow makes no difference. I have been close to Christians, Muslims, Atheists, Druids, and those who have yet to find their path and more. I always take them as chances to learn but most of the time I have to hide my beliefs because of misinformation and hatred. So, yeah, not too many people know that about me.

### **Have you traveled? Where has life taken you so far?**

I've traveled to many places in Canada because of my dad being military and through some northern states as well, but I have two places I call home: Nova Scotia and McBride, B.C. I spent a total of six years in Nova Scotia and the scenery is breathtaking and the people were always, for the most part, good to me, and there are so many things to see and do that bring a sense of inner peace to me. I hope to one day take a long vacation there. McBride is a hamlet nestled in the mountains. It's where my grandpa lived, and I spent a good amount of my teen years going there to visit him. I love small places and in McBride I gained some very special memories, so it has a very special place in my heart, and, like Nova Scotia, the mountains bring me a sense of peace.

### **Are you reading any non-AU books right now? Could you describe them and are you enjoying them?**

I like how you specified non-AU! At the moment, I'm reading two books. One is *The Martian* by Andy Weir and the other is *Archangel Down* by C. Gockel. The first is hard science-fiction and the next is a far-into-the-future-not-so-hard science-fiction! Both are great books and I would recommend them.

*Brittany Daigle is 22 years old and completing her BSc in Computing Science & Information Systems with AU from Toronto, Ontario.*





## The Porkpie Hat The Gift of Melancholy

Darjeeling Jones



Recently, suffering from a flu bug, I watched *Melancholia*, a 2011 psychological sci-fi drama film by the controversial Danish director Lars von Trier. The film revolves around a soon-to-be-married couple and a group of their guests who gather at an elegant country estate to celebrate the wedding, just as a rogue planet (named “Melancholia,” giving the film its title), which, previously hidden behind the sun, is about to enter Earth’s

atmosphere and bring about the end of the world. Although it looms ominously out-of-sight, the impending apocalypse is surprisingly not the film’s central concern. Rather, its thematic elements are focused on the complex human relationships and psychological distresses of the flawed characters, as they deal with their quotidian emotional and physical interactions.

The film is languidly-paced, dark, beautiful, and deeply unsettling. For those who haven’t seen it, I don’t want to give anything away, but I can’t think of any work of art I’ve seen lately that is a more profound exploration of melancholy and depression; a strange but truly illuminating meditation on the joys and anguish of existence. There are scenes of such emotional intensity that they feel like a blowtorch directed at the soul, counterbalanced with other transcendent scenes of both gentle and unearthly beauty. For sure, it is not everyone’s refreshing glass of rum punch, but it moved me beyond words.

A film school friend of mine tells me that von Trier, who both wrote and directed it, was inspired by his own battles with intense depression. I have no doubt that one of the reasons the film had such a profound effect upon me was because I have suffered for many years with chronic depression. It’s an emotional state that has been explored eloquently and often in songs, poetry, and prose, but I can think of very few films that have managed to evoke it so well. And yet, feelings of these kinds are such a ubiquitous aspect of the human experience. If late-night, whiskey-fueled conversations have taught me anything, it is that most of the people I know have done their fair share of wrestling with the sharp-toothed demons of intense sadness, anxiety, and depression.

For sure, this deep melancholy, this episodic depression of mine, has periodically robbed me of some pleasure, and taken me to some dark places. Because of my mental health challenges, I have had to fight my way through substance abuse and all manner of other attempts at self-sabotage. Obviously, depression is not exactly ‘tea with the Queen’. On the other hand, though, I have learned years ago to make my peace with it, and even to feel grateful for it.

I have this strong belief that all pleasures in life are magnified by exposure to their opposites. For example, the feeling of coming inside from the bitter cold outdoors and warming one’s hands in front of a crackling fireplace. Or sitting down to a good meal when you are very hungry. So, I have spent agonizing hours languishing through seemingly eternal doldrums. I remember sitting one time on the edge of a mountain top, overlooking a stunning valley filled with wildflowers



that may as well have been a scene of blasted devastation. I have sat alone in my car outside a party, chain smoking cigarettes, feeling as if a great black snake was twisting and writhing inside my stomach.

Conversely, though, I have a memory of scuba diving off the coast of B.C., kneeling on the ocean floor and cupping an extravagantly lovely sea urchin in my hands, overcome with an otherworldly feeling of wonder. On another occasion, I have a clear recollection of sitting in the upper balcony of Lincoln Centre, watching Violetta sing her final aria of *La Traviata*, filled with a sense of revelation that this world could contain such impossible realms of sadness and beauty. All in all, living in a world of both shadows and light, experiencing intensity rather than mediocrity, is a deal I will gladly take. As von Trier's film suggests, the world is filled with pain, and the future is, at best, uncertain, but there are breathtaking moments to be witnessed all around us.



## Why Mindful Art?

**Wanda Waterman**



*“Fully immersing ourselves in a creative project activates a different part of our brain. We lose track of time and our surroundings. Minutes blend into hours, and there are no thoughts apart from what’s happening in the present. It’s very much an exercise in mindfulness. I didn’t know it at the time, but my high school art class was my first taste of meditation, impermanence, and being in the moment.”*

- Laura Constantinescu

“Mindfulness” sounds like just another buzzword, occasionally derided as such almost as often as was the dictum “Live in the now” when it first entered Western culture back in the sixties. But the idea of mindfulness predates Hinduism, Judaism, Christianity, and Islam, and those religions all carry seeds of it in their essential teachings.

Simply put, mindfulness is a deliberately sustained attention to what's happening, within you and without you, in this moment. As dull as this sounds, the repercussions of cultivating mindfulness in our daily lives can open us up to whole new ways of seeing and being.

The news is even better for creative types. During both its creation and consumption art offers remarkable opportunities to exercise mindfulness, and mindfulness inevitably enhances that special, mysterious quality in the works of art we create.

## Mindfulness and the art creator

The truly mindful artist isn't simply rushing through a project to meet the grant deadline or to move on to something bigger and better (although those thoughts do come around later). The mindful artist is not so much concerned about the result of her work as she is in the actual act of creation, an activity that absorbs all her concentration and energy. It's easy for an artist to become

so lost in the moment that, when she comes out, she feels as if eons have passed and that, in that moment of space and stillness, the most amazing sensations have simply arrived unbidden.

Without the participation of mindfulness, artistic creation can devolve into self-indulgence, narcissism, and a striving for technical excellence at the expense of the work's natural inner light—the light that can only be nurtured through mindfulness.

Mindfulness is also about lovingkindness. Because mindfulness involves an artist's whole being it can't be separated from love, and so art creation naturally and effortlessly becomes a loving response to suffering.

### **Mindfulness and the art consumer**

Consuming art—that is, listening to music, viewing paintings and sculpture, watching dancers, reading poetry—also goes better when we're fully present, attentive to each moment as it arrives. Much has been said already about the value of art consumption as a kind of meditative practice, but today I'm going to talk about what some specific art forms bring to us when we give them our full attention.

### **Visual Art**

One goal of mindfulness is to become more spacious, that is, to make room in one's consciousness for what is and to experience enlightenment. Visual art, whether manifested as painting, photography, sculpture, or any one of many subgenres and media mixes, are ways of containing, marking off, including, excluding, and dividing up space and delivering reflected light. The lines in a painting, photograph, or sculpture divide up static space, and their colours reflect light.

Visual art is thus a vehicle for delivering space and light.

### **Poetry**

Poetry is the only form of language that, in some small part, transcends the limitations of language itself. According to the late Reginald Shepherd, poets are capable of seeing glimmers of new events before they arrive and presenting them to readers to experience in the now.

Poetry is therefore the messenger that brings a hint of the future into the present moment.

### **Dance, Theatre, and Film**

Dance and film, like visual art, carve up space, but they do so in a way that's not static. Those limbs cutting through the air, those actors crossing the stage, and those moving pictures on the screen all bear witness to the presence and existence of movement in the universe.

Thus it is that dance, theatre, and film deliver space and light as in visual art, but also energy.

### **Music**

Music, like visual art, is a kind of courier, but in music's case what's delivered, ironically, is silence. Silence lies between the beats and notes, lending beauty to the sound.

Music is one vehicle by which we can experience the mystery of divine silence.

### **Go Forth and Contemplate**

So get out there. Visit a gallery, take in some art films, ballet, and modern dance, read poetry, listen to music. Enjoying the beauty of these things is not only a pleasure, it can make you a better creator yourself. Besides, they're among the best means of achieving the state of mindfulness in daily life.

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



## Women of Interest

### Amelia Jenks Bloomer

Barb Godin



Amelia Jenks Bloomer (May 27, 1818–December 30, 1894) was an editor who wrote for the women's right and temperance movement. She was the first woman to own and operate a newspaper (*The Lily*) written exclusively for women. *The Lily* was published biweekly from 1849 to 1853 with an eventual circulation of over 4,000. Most of the articles were written by Amelia, with contributions by Elizabeth Cady Stanton. Stanton was instrumental in proposing women be granted the right to vote. Bloomer was much less radical than Stanton and believed women must "gradually prepare the way for such a step." *The Lily* became a model of future publications which were focused on women's suffrage.

Amelia Bloomer's describes how it felt to be the first women to own, and operate a newspaper for women, writing "It was a needed instrument to spread about the truth of a new gospel to women, and I could not withhold my hand to stay the work I had begun. I saw not the end from the beginning and dreamed where to my propositions to society would lead me. "

In her publication, Amelia promoted a change in women's attire that would provide them with more liberty to move freely. Her new clothing consisted of a long shirt and pantelettes. Pantelettes are a free-flowing undergarment with a frill at the bottom edge. She made the following declaration with her new line of clothing: "Let men be compelled to wear our dress for awhile and we should soon hear them advocating a change."

Amelia Jenks was born in Homer, New York, to a middle class family. At age 17, after only a few years of formal education, she moved to Waterloo, New York, where she worked as a tutor and governess. At 22, Amelia Jenks married Dexter Bloomer, who was a law student at the time and the editor of his own newspaper. They adopted two children. Dexter was a strong supporter of Amelia's activism and encouraged her to write for his newspaper, *The Seneca Falls County Courier*. Eventually Amelia and her husband moved to Iowa and sold *The Lily* to Mary Birdsall, a journalist and temperance worker. The publication continued until 1859. In 1870 Amelia Bloomer helped found the Iowa Woman's Suffrage Society.

Amelia continued to write for several publications but began to curtail her activities in her later years. She died on December 30, 1894 at Council Bluffs, Iowa. Shortly after her death her husband Dexter Bloomer published "Life and Writings of Amelia Bloomer."

In 1975 Amelia Bloomer was inducted into the Iowa's Women's Hall of Fame, and in 1995 she was inducted into the National Women's Hall of Fame. In 1999 the unveiling of a statue of three women called "When Anthony Met Stanton." The statue was commemorating when, on May 12, 1851, Amelia Bloomer introduced Susan B. Anthony to Elizabeth Stanton. It was placed in Van Cleef Lake in Seneca Falls, New York, where the introduction took place.

Additional information about this all but forgotten woman can be found at <https://www.historytoday.com/miscellanies/lily-liberty-amelia-bloomer-200>

Barbara Godin is a graduate of AU and writes the "Dear Barb" column. She lives in London, Ontario with her husband, and two dogs. She can be reached on twitter @BarbGodin



## The Fit Student

### Four Life Lessons for Eternal Bliss

Marie Well



I've discovered the secret to eternal bliss.

First, to explain, according to The Marriage Foundation, western psychology has less than a 10% chance of saving a marriage but their book, called *Breaking the Cycle* has almost 100% success (Friedman, 2007). The book teaches unconditional love in an enlightening, novel way. After reading the book, my worldview changed. My relationships changed. My attitude changed. And others around me changed. All for the

better.

But the book doesn't just apply to your significant other. It applies to all your loved ones.

Here are four life lessons for eternal bliss that this book taught me:

#### **Lesson 1: Never emotionally dump on anyone.**

When we emotionally dump on others, we risk losing them. Before, when a crisis occurred in my life, I'd emotionally dump on loved ones. It's common in the West; it's called venting. Sadly, by venting, I lost a beloved mentor.

I've since learned that the mature response is to seek your own solutions. Everybody has life lessons to learn, and yours are unique to you. Therefore, you have unique solutions, which only you, ultimately, can discover (Friedman, 2007). It's okay to seek advice from books, from mentors, or significant others, but it's best to keep our drama to ourselves.

When we don't vent, good energy manifests.

#### **Lesson 2: Never speak harshly against loved ones.**

I risk emotionally dumping with this next story, but it helps me share a life lesson. Recently, my elderly mom and I had an argument. It was trivial, and I didn't know we were arguing until she grew upset. And then she stopped communicating with me. I wrote her, pleading for her to speak with me, reassuring her that I loved her. The next day, I discovered why she had stopped communicating. She had been hospitalized with a blood clot in her lung.

So, never be at odds with your loved ones—especially with a parent, child, or spouse. Death could slip in at any moment—and a final harsh word would wound you both forever.

Does never being at odds sound hard to achieve? Well, it isn't really. Simply avoid harsh words. When you feel anger, focus on your loved one's positives. I imagine drumming up how you'd defend your loved one's soul to God should judgement day arrive. Show your loved one nothing but unconditional love (Friedman, 2007).

### **Lesson 3: Blame no-one; blame is a victim's game.**

I learned that magpies forever remember the face of a friend or foe. And if one finds you a foe, they all find you a foe. It's a self-defense mechanism. When I had been ill a decade ago, magpies sensed my sickness and began cawing and swarming me.

Despite this, I later found friendships with magpies. I fed them birdseed and cat food on my way to work. But recently, they started cawing madly again. Perhaps one recalled me from a decade ago.

So, should I blame the birds for the bad energy? After all, they're just birds doing what birds do. It's their instinct.

When loved ones hurt us, they, too, run on instinct. It's called self-preservation (Friedman, 2007). And we tend to react out of instinct, as well. But if we place no blame, and instead show unconditional love and self-accountability, we all benefit (Friedman, 2007).

Despite the cawing, I still feed the magpies cat food and send them unconditional love.

### **Lesson 4: Unconditional love manifests when you give it, not when you receive it.**

I often wish I had a better singing voice. If I had one, I'd write love songs. Not songs about breakups and heartaches, but about unconditional love. And not songs about respecting yourself while exposing your bra, either. That's one teenage influence I wish I had avoided.

I love the lyrics in a song by the Beatles. The lyrics go something like, "In the end, the love you take is equal to the love you make." After reading *Breaking the Cycle*, I believe the love we feel is the love we give, not the love we take. In other words, we feel unconditional love when we *give* unconditional love, not when we *receive* it (Friedman, 2007). The receiver of love has walls that prevent pure unconditional love from being fully received, plus, the receiver of love isn't the one manifesting that glorious feeling (Friedman, 2007).

The Marriage Foundation says the *receivers* of unconditional love hardly feel it, if at all. But they do typically respond to it. In other words, even if no-one loves you, you can still send (and thus feel) unconditional love. And my guess is that you'd attract the love you'd otherwise have missed. But you must expect nothing in return; that's the whole point of unconditional love (Friedman, 2007).


So, pour unconditional love onto all the people you love! Don't waste a worry on whether or not they love you. After Mom's report of a blood clot in her lungs, I sent her ongoing unconditional love and well-wishes for her healing. The love I sent her felt better than any love I've ever received. The same goes for the unconditional love I send all my loved ones. The love you give—not the love you take—creates the love you feel.

Whether you are estranged from your loved ones or not, send them unconditional love. I recently heard an old Indian proverb. I believe it says, if you think of a person and they soon thereafter appear, then that person will have a long life. But I say that, if you think of a person with unconditional love, then, whether or not that person appears, you will find eternal bliss.

With that said, I just sent you, my reader, unconditional love. Did you happen to feel it? I did.

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# Course Exam

*AU courses, up close*

**Brittany Daigle**

## Course Exam

**Brittany Daigle**

PSYC 389 / EDPY 389 (Learning Disabilities: Issues and Interventions) is a three-credit, senior-level psychology course that is designed to increase your awareness of learning disabilities from a number of viewpoints and theoretical perspectives. While the course emphasizes understanding the issues surrounding the field of learning disabilities, it also examines assessment and remediation of learning and behaviour problems. Topics range from legislation pertaining to learning disabilities to providing services to individuals with learning disabilities. It is recommended that students take an introductory 200-level psychology course or a junior social science course prior to enrolling into PSYC 389 / EDPY 389. This course has a challenge for credit option if interested.

Students should note that PSYC 389 is a cross-listed course, meaning that this course is available under two different disciplines with EDPY 389. PSYC 389 cannot be taken for credit if credit has already been obtained for EDPY 389. PSYC 389 can be taken for graduate level credit as PSYC 589 in the MAIS program. Credit cannot be received for both PSYC 389 and PSYC 589.

Learning Disabilities: Issues and Interventions is made up of fifteen units, a planning activity worth fifteen percent, quizzes that weigh a total of forty percent, and a course project that weighs forty-five percent. There is no final examination for this course. The fifteen units within this course cover several interesting topics surrounding learning disabilities such as ADHD, oral and written communication, reading, assessment, medical perspective, and much more. To receive credit for PSYC 389 / EDPY 389, students must complete the planning exercise, all five quizzes, and the course project. All course assignments must be completed in order to receive credit for the course. Students must achieve a grade of at least a “D” or fifty percent on the course project, and an overall course grade of at least fifty percent.

Jennifer Bouley is an AU Alumni from the Bachelor of Human Resources and Labour Relations program, and she is currently working on the University Certificate in Career Development from AU. She enrolled at AU in September of 2018 and hopes to be done in March of 2020. She states “I am currently working part-time for an education company. I live in Toronto but am originally from Nova Scotia. In my spare time, I like to work out, read, and spend time with friends and with my cat.”

If you would like to get to know Jennifer Bouley more in-depth, read my [Minds We Meet](#) article on her.

When asked to explain the course to students, she states “This course is really in depth about the learning methods when working with students who have exceptionalities. It covers everything from how to teach them different methods in reading and writing, etc. to the laws and definitions. There are no exams in the course, just quizzes and a really large assignment at the end.”

As for the structure of the course, Jennifer explains that “There are five quizzes, each consisting of five questions in essay form. You go ahead and write what you feel is necessary to fill the answer. The final assignment is a case study, this, as well, has no word count; what they are looking for is quality answers and how it relates to the case study.”



Jennifer would recommend this course to other students who are looking to work with students with exceptionalities, stating “It was a rather difficult course as the content was fairly new to me as I had not studied anything like this in over ten years. However, it covers everything you need to know.”

Jennifer also provides some tips and tricks, noting that that using flash cards was her main method of memorizing information. She would use them to go over the definitions and different concepts that were brought up throughout the course. She states “For PSYC 389 / EDPY 389, I recommend doing the quizzes as you work your way through the course. This way the information is fresh in your mind when you attempt the quizzes.”

As for communications with her tutor, she states “Communications with my tutor for this course has been excellent. They marked all my courses quizzes and everything on time.”

Whether PSYC 389 / EDPY 389 is a degree or program requirement of yours, or the topics discussed above are of interest to you, this course will have you learning interesting material surrounding the topic of learning disabilities.

*Brittany Daigle is 22 years old and completing her BSc in Computing Science & Information Systems with AU from Toronto, Ontario.*

## The Study Dude

### Garbage Sells, but so Can Good Ideas

Marie Well



As an academic, you need to know how to tweak your thesis into a great idea. This article will show you what it takes to make a great idea. And answer the question “So what?”

But first, ask yourself, “What makes a positive idea gain widespread adoption?” I associate positive ideas with spirituality, health, compassion, love, fairness, and inspiration. But those ideas don’t really sell. In fact, the West seems smitten by sarcasm, profanity, and antispirituality. For instance, many book titles on Amazon

about stress contain the “F” word: “Calm the F--- Down.” In fact, several authors use that exact title. As well, bookstores showcase bestsellers with the “F” word. And the book “Why Men Love Bitches” has gained fame. But men don’t want bitches; they want unconditional love, right? I believe we all do, deep down.

So, if we want the positive, why do so many of us turn to toxins: junk-food, vaping, alcohol, swearing, and sluggishness? Even marijuana changes the structure of the brain—and, according to at least one bestselling doctor, Dr. Amen, for the worse.

Garbage sells. So, what makes healthy ideas sell? Well, your idea, bad or good, needs eight components to fly, according to author Roger Killen (2019).

First, your idea needs the ability to withstand peer review (Killen, 2019). According to Roger Killen, “The science and logic behind your idea must be rock solid” (23%). If you want to advocate for or against the carbon tax, then support your view. You might even bypass the climate issue and argue how carbon tax can or cannot pay off high debt.

Second, your grand idea needs to be “actionable” (23%). “Your idea must be easily implemented by most people.... The more the implementation requires specialized knowledge, skills or equipment, the smaller will be your pool of potential adopters” (23%). Electric cars sound environmentally friendly, right? But the infrastructure to power it—not as easily done. Japan serves as a leader in electric car technology, offering electric car power stations, not unlike gas stations. But, here in the West, we don’t have this service. So, riding an electric car outside city limits can seem risky.

Third, the positive idea should be original, such as “a new tool, technique, or technology” (23%). Veggie burgers never seemed original to me, but a product called Beyond Meat claims an original texture and taste that mimics meat.

Fourth, your idea “must address a current, in-the-news problem” (23%). A lot of news recently is on climate change, and even how much of it is caused by our meat production. Beyond Meat helps us avoid eating animals. But it’s also highly processed. Thus, while it might spare cows, there are questions as to whether it really is much better when you consider everything that goes into it.

Fifth, the great idea needs to have “high-impact” with early adopters and influencers (23%). The Marriage Foundation claims that its marriage-saving system arouses a deep awakening. I felt that awakening, too, which I liken to enlightenment. Thus, I believe the system has “high-impact” potential—ripe for school curriculums.

Sixth, the idea needs to be “emphatic” or address a problem important to others (23%). Vaping offered a potentially healthier substitute to smoking. Vape’s tasty scents, such as fruit or chocolate, could easily make a toddler cry out for a puff. Yet some teen vapers are ending up hospitalized. In one investigation on vaping, “the victims—mostly young men with a median age of 19—overwhelmingly ended up in the hospital, many under intensive care. A third went on respirators .... Many victims have ended up with acute respiratory distress syndrome, a life-threatening condition in which fluid builds up in the lungs.” Ideally your thesis idea won’t have bad side effects, but even if it does, that doesn’t mean it’s a bad thesis on its own.

Seventh, your good idea should have “relevance” to many people (27%). Organic foods might not seem sexy. But, to people who grow sick with autoimmune disease, organic can be lifesaving. The sicker a population gets, the more relevant organic may grow.

Eighth, your big idea needs to be “specific” (27%). In other words, it should focus less on generalities like world peace, more on specifics like diplomacy between two nations (27%). For example, focusing on unconditional love is too general. But focusing on building a marriage based on unconditional love is specific—and everlasting.

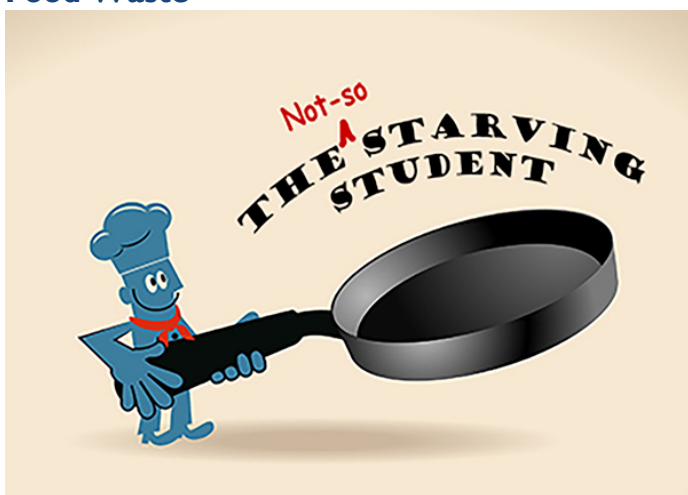
So, let’s run our theses topics—or term papers—through these eight pillars. If our great ideas pass all the pillars—but still don’t sell—chances are they measure as healthy ideas. You know, ones without the “F” word.

#### References

Killen, Rogers. (2019). *How to Make a Difference: Four Drivers Strongly Impact the Power of Your Difference-Making Idea to Fly or Die*. E-book.

## The Not-So Starving Student Food Waste

Xin Xu



### Why Canadians are Part of the Problem (And Solution)

Canadians are among the top contributors to food waste in the world (Janus, 2019). One of the first things we find in grocery stores are the rows upon rows of beautifully stacked, glossy apples and pears that meet the eye. But what happens to the crates of avocados that are oddly shaped or the bananas that are mildly bruised but perfectly edible? The answer to this question is that a much of it is rejected because of the potential lack of appeal to customers. Seeing an apple with a dent might deter us from purchasing it. These

“naturally imperfect” fruits and veggies are often tossed away, creating a large waste problem that many of us are unaware of, even though the produce is perfectly safe to eat.

And in our own homes, sometimes when a fruit is blemished, we tend to think of them it as rotten, but it may be just as nutritious as the non-ripe ones from the supermarket. So what can we do to reduce food waste in our daily lives?

#### Save your leftovers:

If you have leftovers from a meal, instead of throwing them in the trash, try storing them in plastic containers and bringing them as meal prep. One of the challenges some people have is remembering to eat the food after packaging it, though. A solution to this is to have a fridge calendar and keep track of items in your fridge.

#### Grow your own food:

Growing your own food not only helps save dollars spent on grocery bills, but also helps us appreciate the food we eat. For myself, I know the challenges of growing even one successful tomato plant, and thus making me less inclined to toss tomatoes I purchase from the supermarket when they have gone soft. In the summer, Canadians can experiment with gardening, and, in the winter, looking for options to move some plants indoors for a year round supply of certain types of produce. For more information about this, check out my previous [article](#) on growing your own food in the kitchen.



This carrot from my backyard likely will not be making it to the supermarket shelves





## Make smart purchasing decisions

The inclination to bulk purchase is partly due to the consumerism culture many large grocers have created. For example, Costco's gigantic sacs of navel oranges or the 10 kg bags of potatoes available at most grocery stores don't always help us make smart decisions about food preparation. In fact, many times our estimates are way off, leading to greater waste at the end of



the day. Instead of impulse purchasing, look into smaller independent grocers such as No Frills that offer smaller portions. This not only helps declutter the fridge, but also means less waste and thus less dollars wasted.

*Xin Xu is a post-graduate health-science AU student, aspiring clinician, globe-trotter, parrot-breeder and tea-connoisseur.*

## Fly on the Wall Creative Opposition

**Jason Sullivan**



Are you with your learning or against it, or both? Each instance of thinking about a topic requires us to enter into a dancing rhythm. We aren't just being filled up as we're becoming educated; at AU we are learning how to make our minds flexible. Creativity depends upon the adoption of new approaches and expressions with regard to, and in consideration of, our particular subjective matter. Effective pedagogy demands active reaction; if we stand still, we're mentally falling behind. We operate as counterpoint to our textbooks and essay guidelines and each iteration of our academic selves engages and creates us, and our interpretations,

anew. Our minds are not a blank slate, tabula rasa, or a water glass waiting to be filled half full or left half empty; we're part of the process as we belly up to the AU brain-bar. Sometimes that means being rigorously oppositional to even the most accepted assertions and airtight truths.

Jacob Bronowski (1908-1974) describes how creative impetus is within us and compels us to think actively: "If the world is perfectly alright the way it is, you have no place in it". After all, presumably we're attending AU to better our lives, not simply to receive a piece of paper. Bronowski goes on to aptly summarize the need to think expansively about what we are learning so we might alter it and ourselves for the better: "Evolution is built up by the perpetuation of errors. It runs counter to the second law of thermodynamics by promoting the error to the new norm so that the second law now works on the error, and then a new error is built up." (Popova, 2017)

This dialectic is the essence of learning as a prism-like pathway, rather than as a one-way street. We're not programmed computers or cellphone spam apps; extending our minds means limbering ourselves beyond the bounds of cultural convention and even the norms of our academic discipline. Social science, like the video game industry or theoretical physics, has been through many cycles with some world views ascendent and others in decline. Context matters, and, in some sense, we are each a university of one. We can never know what will be in vogue next, so we might as well think against the grain. "The mark of the great player is exactly that he thinks of something which by all known norms of the game is an error. His choice does not conform to the way in which, if you want to put it most brutally, a machine would play the game" adds Bronowski. (ibid) Schoolwork's more fun when we make a bit of a game of it; for instance, ask yourself what a counter-intuitive argument would be to a particular study question.

### Thinking and Growing: Upwards and Outwards

It wasn't so long ago that this sort of radical questioning was almost soup-du-jour in academia: Gilles Deleuze and Felix Guattari thought of it as thinking "rhizomatically"; growing like roots and tendrils, rather than thinking with "arborescence"—like a simple vertical tree that only goes one direction and takes a single proper shape. Academic dogmas seem unassailable at a distance, but our minds are at their weakest when supine in the face of authority. Cliff Stagoll notes that this arborescent schema functions in an authoritarian top-down manner, "Typically, at its top, is some immutable concept given prominence either by transcendental theorising or unthinking presumption" (Stagoll, 13). Learning that merely tells us what to think or what is true fails to trigger our inner creativity and active participation. The whole point of our learning is to add to our surroundings not merely surrender to them. AU isn't palliative care for our brains!

## AU-thentic Events Upcoming AU Related Events

### Get out the Vote Student Social - Saskatoon

Sat, Sept 28, 2:00 to 4:00 pm CST  
The Underground Cafe, 430 20th Street W,  
Saskatoon SK

In person, Hosted by AUSU

[www.ausu.org/event/get-out-the-vote-student-social-in-saskatoon/](http://www.ausu.org/event/get-out-the-vote-student-social-in-saskatoon/)

RVSP to ausu@ausu.org

### Get out the Vote Student Social - Regina

Sun, Sept 29, 2:00 to 4:00 pm CST  
Cafe Français, 1 - 425 Victoria Ave East, Regina  
SK

In person, Hosted by AUSU

[www.ausu.org/event/get-out-the-vote-student-social-in-regina/](http://www.ausu.org/event/get-out-the-vote-student-social-in-regina/)

RVSP to ausu@ausu.org

### Online MBA Info Session

Tues, Oct 1, 10:00 to 11:00 am MDT  
Online, Hosted by AU Faculty of Business

[business.athabascau.ca/event-details/online-mba-executives-information-session-2019-oct01/](http://business.athabascau.ca/event-details/online-mba-executives-information-session-2019-oct01/)

Register online at above link

### Google Scholar Webinar

Thurs, Oct 3, 3:00 to 4:00 pm MDT

Online, Hosted by AU Library

[library.athabascau.ca/orientations.html](http://library.athabascau.ca/orientations.html)

No pre-registration necessary

### Bannock and a Movie "Indian Time: Part 2"

Fri, Oct 4, 12:05 to 1:00 pm MDT  
Athabasca University, Peace Hills Trust Tower,  
12th floor, Room 1222,

10011 - 109 Street, Edmonton AB

In-person; limited seating

Hosted by Nuksahtowin (Meeting Place)

[news.athabascau.ca/events/bannock-and-a-movie-6-2/](http://news.athabascau.ca/events/bannock-and-a-movie-6-2/)

Register by e-mail [ivyl@athabascau.ca](mailto:ivyl@athabascau.ca) or phone (780)428-2064

### AU Writer in Residence STARFest 2019 Talk

Fri, Oct 4, 7:00 to 9:00 pm MDT  
St Albert Public Library, Forsyth Hall, 5 Saint  
Anne St, Saint Albert AB

In person

Hosted by AU and the St Albert Public Library

[news.athabascau.ca/events/au-writer-in-residence-starfest-2019-talk/](http://news.athabascau.ca/events/au-writer-in-residence-starfest-2019-talk/)

Purchase tickets (\$7 each) online at:

[www.eventbrite.ca/e/starfest-st-albert-readers-festival-2019-tickets-68483643421](http://www.eventbrite.ca/e/starfest-st-albert-readers-festival-2019-tickets-68483643421)

*All events are free unless otherwise noted*

Students need not be passive objects in the face of the active subjectivity of their instructors and their top-down methods; Deleuze bemoans this simple approach, “We should stop believing in trees, roots, and radicles. They’ve made us suffer too much,” he says (Deleuze, 2003)

AU allows us to really think our way through our course material with neither the clamour of grade-grubbing classmates nor the egoism of haughty professors. I’ve yet to encounter an AU tutor who didn’t clearly convey that s/he had my best academic interests at heart. Critical thinking, the theme of learning in a nourishing academic environment (as compared to some sort of cerebral boot camp) demands that we “establish creative and productive inter-relationships with other concepts, particulars, or models” (Stagoll, 13). (This is the essence of the MAIS (Inter-Disciplinary) Master’s program at AU, by the way.)

Under arborescence, “subordinate elements...are unable to move horizontally” and yet, once we realize this and bust out of it, we will adopt more creative, insightful, and even ingenious approaches to our coursework (Stagoll, 13). Deciduous squid (!) though we may literally not be, our minds can only become more limber and labile if we consider what’s beyond the rote learning implied by simple binary answers.

Where else than in distance education can our unique lives find an academic outlet? To personalize our coursework, truly making it our own, is to make the most of our learning. The fact is, our “lived experiences comprise particularity and uniqueness in each moment, experience and individual, the inherent differences of which ought always to be acknowledged” (Stagoll, 14), serves as a reminder that we are always in class, especially as distance students. All of life is grist for the mill, and if we feel we must suspend our better judgement to give the correct answers in a given course, then we’ve surely gone astray. Only the whiniest conformist would oppose a little fun and creativity as we learn how to learn. As productive learners and active agents our role is not only to acquire knowledge (facts, figures, trivia answers) but also to along the way add our own scholarly scent to the slopes of learning we’re climbing.

### **In Mistakes: Learning. In the Mistakes of Other: Opportunity**

Bronowski further notes that cultural and personal evolution depends on our capacity to actively make errors and just as cheerfully to learn from them. Like great painters, or academic neophytes imagining ourselves ascending a spiral staircase into a Rapunzel-esque ivory tower of knowledge, we may recall Vincent Van Gogh’s words: “If one wants to be active, one mustn’t be afraid to do something wrong sometimes, not afraid to lapse into some mistakes,” (Popova, 2017)

Sometimes creative thinking means to gleefully assert loose associations from the margins. From out of these, as with genetic mutations leading to evolution, new realities emerge. Bronowski summarizes this view that opposition, far from mere defiance or even a psychiatric disorder is in fact the only way anything useful or interesting or creative ever gets done. Historically, many sociologists believed that every social structure existed for a valid and necessary reason; this left little room for change or creativity. Happily, our very presence in the proverbial classroom of AU means that we add something invaluable to the learning in which we are immersed. Think here of the movie *Pleasantville* whereupon a very special bathtub experience by the housewife opens up new palettes of ecstasy that would make even your local Cloverdale Paints dealer blush. Rainbows of academic opportunity await us if we think hitherto unthought thoughts as we engage with our course material.

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*Jason Hazel-rah Sullivan is a Masters of Integrated Studies student who loves engaging in discourse while working in the sunny orchards and forests of the Okanagan.*





## Scholarship of the Week

Digging up scholarship treasure for AU students.

**Scholarship name:** 2019 Essay Contest

**Sponsored by:** Justice Centre for Constitutional Freedoms

**Deadline:** October 25, 2019, 11:59 pm PT

**Potential payout:** up to \$2000

**Eligibility restriction:** Applicants must be enrolled at a Canadian post-secondary institution as of January 15, 2019.

**What's required:** An online application form, including a maximum 2500-word persuasive essay on this topic: "Should universities police student behaviour at private events?"

**Tips:** Review last year's winning essay (on a different topic) for an idea of winning essay style.

**Where to get info:** [www.jccf.ca/essaycontest/](http://www.jccf.ca/essaycontest/)



## Student Sizzle — AU's Hot Social Media Topics

Following What's Hot around AU's Social Media Sites.

### AthaU Facebook Group

What do you do when life throws you a curveball? That's what one student is seeking feedback on as she contemplates how to get through her current courses. In other posts, Paul celebrates being awarded AU's Academic Achievement Scholarship, and Kayla wonders if it's possible to switch tutors during a course. And congratulations to AU student Dorothy who is celebrating the release of her first published book, *Summer North Coming*!

Other posts include citation tools, career options, online plagiarism checkers, effective note-taking, and courses HLST 200, SOSC 366, and SPAN 200.

### Twitter

@austudentsunion tweets: "Check out our latest AUSU Open Mic Podcast - a Get out the Vote special edition with guest speakers @CASAACAE National Advocacy Director Emma Walsh and @AUGSA VP Mary-Anne Parker, all about the upcoming election! <https://bit.ly/2JO3N0d> #iwillvote #igo2AU."

@AULibArchives tweets: "Getting ready for the @AthabascaU Learning Conference, check out the great presentations on the docket (including a few library presentations!): [http://learningconference.athabascau.ca/presentations/Presentation\\_program.pdf](http://learningconference.athabascau.ca/presentations/Presentation_program.pdf) #AULC2019."





Dear  
Barb

Barbara Godin

## Walking Away

*Dear Barb:*

*Hi, I have a problem with people who don't work through their problems, they just walk away. I have a few friends who don't agree with the way I think about certain things, so they just stopped talking to me. Also, I have family members who cut me out of their life because I wouldn't do what they wanted. And these were close family members. How does that help anything? What is wrong with people today? Or is there something wrong with me, because I do not think this is the way to solve problems?*

*Thanks, April.*

Hi April:

We do live in a throwaway society. I do not think there is anything wrong with you, you just want to resolve things and not lose your relationships. The best advice I can give you is to ask yourself what you want. Is it possible for you to continue with the relationship as it is? Are you willing to give in for the sake of peace? The reality is you cannot make someone else think your way or do what you want them to do.

Accepting the other person's point of view is an important part of any relationship. You do not have to agree, but separate the person's point of view from who they are and try to avoid visiting these topics in the future. Remember it's usually not about you, but rather about the other person and their inner conflict.

However, there are things you can do to try to diffuse conflict before it escalates to the point of someone

stopping all contact with you. Begin by discussing the issue and make sure that you both agree on what the issue truly is. Strive to find some common ground to work from. If an issue is not discussed, it can never be resolved. Prior to getting into the conversation, establish ground rules, such as no yelling, name calling, or put downs, as this type of behaviour accomplishes nothing. Work together to establish potential solutions.

Each person should be allowed to express what they agree or disagree with in each solution as it is posed. Find a consensus and work toward achieving that end. You may not be able to resolve conflict with one sitting; it may take weeks or months of working together to reach a positive solution, but it will be a more viable option rather than losing a friend or family member.

Good luck April, and thanks for your letter.

*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.*





**Poet Maeve**  
Succeed in Art**Wanda Waterman**



The information on this page is provided by the AU Students' Union. The Voice does not create this content. Contact AUSU at [services@ausu.org](mailto:services@ausu.org) with any questions about this article.

## IMPORTANT DATES

- **Sep 28-29:** [Saskatchewan Student Social Events](#)
- **Sept 30:** [Deadline to apply for course extension for Nov](#)
- **Oct 10:** [Deadline to register in a course starting Nov 1](#)
- **Oct 15:** [Nov degree requirements deadline](#)
- **Oct 17:** [AUSU Council Meeting](#)
- **Oct 21:** [Canada Federal Election](#)

## Student Advisory Committee

AUSU council just voted in the new student members of the AUSU Student Advisory Committee during the September 19 council meeting. The committee consists of undergrads from across Canada who will participate as a student resource for AUSU council and Executive Committee on a variety of topics throughout the year.

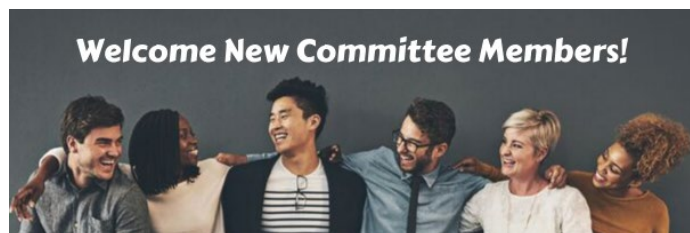
*Welcome to the new members of the committee:*

Name	Location
Christopher Hindbest	Ontario
Dakota Soares	Ontario
Ian Stewart	Alberta
Jennifer Bouley	Ontario
Landon King	Northwest Territories
Mark Toews	Alberta
Michele Mrkvan	Ontario
Raphael Ugobe Okechuk	Alberta
Rebecca Hayward	Ontario
Stacey Hutchins	Alberta

This committee term will be Oct 1, 2019 to Sept 30, 2020, in accordance with [AUSU Policy 8.10](#).

We would also like to thank our outgoing Student Advisory Committee members for their great work during the 2019 fiscal year!

*Stay tuned for more ways to get involved! There will be a new council election in early 2020 - follow us on Social Media for regular updates @AUStudentsUnion ([Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#)).*



## Pledge your Vote!

AUSU has partnered with the Canadian Alliance of Student Associations (CASA) in a nation-wide Get out the Vote campaign. We need your [pledge to vote](#) to make sure the voices of Athabasca University students are heard in the upcoming federal election.

## Pledge to Vote Here

By pledging to vote, any AUSU member will also be automatically entered to in a draw to win a variety of great prizes from AUSU, including:

- FREE undergraduate course at AU (2 available)
- Amazon Gift Cards (up to \$100 each, 5 available)
- Free Online AU Exam Invigilation through ProctorU (\$40 value, 20 available)

Visit the [AUSU website here](#) for more details.



## Saskatchewan Student Socials

[AUSU](#) and [AUGSA](#) are teaming up for student Social Events in Saskatchewan! These are a great chance to meet fellow AU students, get some free swag & snacks, and participate in our Get out the Vote campaign.

September 28th 2-4 pm	The Underground Cafe 430 20th St. W., Saskatoon, SK.
September 29th 2-4 pm	Cafe Français 1- 425 Victoria Ave E, Regina, SK

Please RSVP to [ausu@ausu.org](mailto:ausu@ausu.org) (indicate which event).

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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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<b>Publisher</b>	Athabasca University Students' Union
<b>Editor-In-Chief</b>	Jodi Campbell
<b>Managing Editor</b>	Karl Low

**Regular Columnists** Barb Godin, Carla Knipe, Barbara Lehtiniemi,  
Jason Sullivan, Wanda Waterman, Xin Xu and others!

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*The Voice* is published almost every Friday in HTML and PDF format.

Contact *The Voice* at [voice@voicemagazine.org](mailto:voice@voicemagazine.org).

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ISSN 2561-3634