

# ***THE VOICE***

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## **QUOTE OF THE WEEK**

**"A man doesn't know what he knows until he knows what he doesn't know." --Laurence Peter**



### **A Bug In Your Ear...**

**The Lunch Hour Talk @ Expressionz Caf © /  
9142 St. & 118 Avenue  
January 24<sup>th</sup>, 2002 / Noon - 1:00 p.m.**

Women & Islam: in their own words with Howaida Hassan and Karen Hamdon

Join us for a lunch hour conversation on Women & Islam. Two distinguished Edmontonians and women of the faith share their understanding of the principal tenets of Islam and their respective cultural experiences within the faith.

About our guests: Howaida Hassan is originally from Toronto. Her parents immigrated to Canada from Egypt in 1970. She's a Civil Engineer and currently works for the City of Edmonton in the area of Transportation. She's an active member of the International Society for Peace and Human Rights, Canadians for Equality & Peace for Palestinians, and the Canadian Society for Peace in Chechnya. Mrs. Hassan also sits on the Executive of the Islamic Family and Social Services Association of Edmonton.

Karen Hamdon was born in Edmonton and graduated from U. of A. Her grandparents emigrated from Lebanon to Canada at the turn of the last century and settled in Fort Chipewyan. Her grand mother was a founding member of the first mosque in Canada here in Edmonton. Mrs. Hamdon has been active in the Muslim community, mostly on women's and social issues for over 25 years. She's the past president of the Canadian Council of Muslim Women and committed to Inter-faith activities locally and internationally. This past November she attended an Interfaith Conference on Peace and Reconciliation in Hyderabad, India.

January 24<sup>th</sup>, 2002 / Noon - 1:00 p.m.

Expressionz Caf ©, 9142 - 118 Avenue  
Infoline: 474-6058 / Admission is free

A presentation of:  
The Community Networks Group    
6819 - 119 Avenue, Edmonton (Canada) T5B 4L9  
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## **From My Perspective - Employment and Ethnicity**

**By Debbie Jabbour**

Now that I'm in my 4<sup>th</sup> year of studies, I often browse through employment ads to get an idea of options in the field of psychology. Yesterday, while looking through the Government of Alberta job site I noticed a job entitled, [Addictions Counsellor](#). The position offers counselling for aboriginal inmates serving sentences at the Edmonton Maximum Security Facility. I've always been interested in native culture and in the specific emotional and psychological difficulties that face indigenous people in this country, difficulties that often lead to addictions and self-destructive behaviour. To my surprise, however, I discovered that I would not be eligible for this particular job. Why? The ad further states, "re-ferral must be aboriginal in origin". My initial response was, is this not discriminatory? If the ad said, "must be white male," surely other ethnic groups and feminists would be speaking out against this practice as racist!

I recall last year looking through listings on the [Government of Canada website](#), and being surprised at the large number of opportunities that were only open to aboriginal applicants. The explanation given was "as this position will be staffed through the aboriginal employment program (AEP), only aboriginal persons can be considered." While I am in agreement that an employment initiative funded for the benefit of a specific disadvantaged group should be limited to the support of only that group, I was still uncomfortable with the overall concept of making one's racial origin a job requirement.

In the case of the Addictions Counsellor job, there is no indication that it is being funded through a program targeting native employment initiatives. It appears to me that since the clients requiring counselling are of aboriginal descent, perhaps the assumption is that

a counsellor can only do a proper job if they too are of the same ethnic background. But is this true?

Certainly cultural identity is an integral part of who we are, and by extension true understanding of an individual's problems would require close familiarity with that person's culture. Many health and public service professions recognize this, and offer multi-cultural support services to enable more productive relationships whether it be policing, nursing, or counselling. We can take this yet another step and add the question of gender - I doubt many would argue the importance of gender dynamics in the successful completion of certain types of jobs. For example, many women are uncomfortable with a male doctor or a male counsellor, and the reverse is often true for men as well.

Psychology 343 (Issues and Strategies in Counselling Women) approaches this topic from a strongly feminist stance, advocating female-to-female counselling as being essential in many circumstances, especially those involving sexual abuse or incest. The course also addresses issues of working with women in native communities. These issues include above average rates of violence, alcoholism and drug abuse, physical and sexual violence, and the legacy of residential schools. Therapist Maggie Hodgson strongly advocates therapy techniques that incorporate native culture, but acknowledges a further difficulty faced by many aboriginal societies - that of silence.<sup>1</sup> In speaking of sexual abuse she states, "a primary difficulty that Native care givers have in dealing with abuse disclosures and reports is that they are often relatives of the abusers." As a result, there is immense social pressure from the extended family for the victim to remain silent due to potential legal consequences against family members.

An article in the January 10/02 [Edmonton Journal](#) highlights this, reporting on a court case involving members of the Horse Lake reserve in which "eight men, ranging in age from 34 to 82, were charged with more than 50 sex-related charges. The offences range from sexual touching to indecent exposure, from intercourse with minors to rape."<sup>2</sup> The victims were as young as 9 years old, and the perpetrators were "uncles, fathers and grandfathers," and included former Chief Robert Horseman. These young girls grew up believing this was normal, a way for families to show affection, that native people were "just different." It was not until decades later that one of these girls, after years of struggling with addictions and turmoil, came to the realization that this "had to stop" and finally found the courage to come forward.

The offenders have received no jail time because all involved; victims, abusers and the legal system; have recognized the need to "untangle generations of inappropriate sexual behaviour." Restorative justice that builds on the strengths of the family bonds within native communities is preferred to revenge, prison and banishment, and the goal is to "knit the community back together again"

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<sup>1</sup> Laidlaw, Malmo and Associates, 1990. "Shattering the Silence: Working with Violence in Native Communities" by Maggie Hodgson. In *Healing Voices*. Jossey-Bass Publishers

<sup>2</sup> Edmonton Journal, January 10, 2002. "I Just Wanted Things to be Better". Lisa Gregoire, writer

Assisting in this process is James Yellowknee, a 54-year-old Cree from Wabasca who himself emerged from a destructive cycle of abuse and addictions to become a trained counsellor, and now travels to native communities to help guide them towards recovery. RCMP Sgt. Dave MacKay supports these initiatives, and suggested that non-native people might learn from the approach that focuses on long-term needs for community healing.

Obviously then, a counsellor who has a close understanding of the needs of this particular type of community would have an advantage. But is it an absolute requirement that any such counsellor be aboriginal? I don't think so. Empathy and mutual understanding is not inborn, but learned. Shared experiences and compassion transcends cultural boundaries. I consider myself empathetic and understanding of cultural differences, and I'm learning effective ways to assist those who are in psychological distress, regardless of who they are or where they come from. Culture and anthropology studies, as well as opportunities to live and work within different cultural groups, also provide a wealth of understanding and awareness to enhance qualifications. Not to be overlooked is the fact that often an outside perspective is highly valuable in gaining a balanced viewpoint of a matter, and the ability to take a dispassionate, unbiased look at a problem can be the first step towards successful problem resolution. Differences can be strengths.

Should my career choices be limited to serving only white, Canadian-born women of a certain age group that fits my own demographics? Absolutely not. While I may be able to closely identify with their experience, I am not; nor should I be; limited by it. I wholeheartedly endorse any initiatives that train aboriginal people as counsellors, doctors, nurses, and police officers. I think aboriginal workers can bring a closely shared perspective to their clients that can be of immense benefit. At the same time, I do not think that because I'm non-native I cannot bring a service of great benefit in these areas. To limit a job to only persons of certain ancestry is not only discriminatory, but it can be detrimental to all involved - increasing barriers rather than building trust, and depriving all of us of the opportunity to learn and grow in mutual understanding.

Next week: The Horse Lake Reserve land settlement & Accountability



## Credit Woes: Part II

By Tamra Ross Low

*Part two of a report on maintaining your credit while you are in school.*

As I mentioned last week, all you need to start establishing good credit is one, low-limit credit card. If your credit history does not allow you to obtain one, inquire about getting a secured card, which requires you to pay the bank a deposit. If you pay your balance for several months, this deposit will be refunded to you. Be very careful where you obtain such a card, though, because many companies that offer these are fraudulent. Try going through a major bank or credit union. Always check a lender with the Better Business Bureau or the RCMP if in doubt.

Once you have a card, use it - every month. Credit that is issued, but unused, lists on your report as R0 (no rating), and does nothing to improve your status. You may think that not using a card shows responsibility, but lenders see things differently. The best way to use your card is to make careful, planned purchases of items you would normally buy with cash. I used my first card to buy groceries and house-wares. You then must pay the entire balance each month - not the minimum payment. If you do this, you will usually not incur any interest. After about 6-8 months, you will have a pretty good rating. After just 6 months I started getting pre-approved credit offers for higher limit cards. It's nice to have credit on hand just in case, say, my furnace or roof needs replacing.

A good rating on your credit cards is not enough to qualify you for a mortgage or a loan, but it is a start. Using your card regularly and paying either the entire balance, or the minimum payment most times with a larger payment every few months, shows that you are responsible and able to pay on time. Minimum payments are fine once in a while once you are established, but if you do not pay a larger chunk every few months, you will lose your edge.

If you had credit prior to entering school, keep using it and you will maintain your rating and not have to start over when you graduate. Rotate cards if you have to. Try to plan not to need a large loan or to make changes to your mortgage once you leave your full-time job, because all the rules will change. If you do have to do these things, be prepared to be treated like scum by lenders. You have options (like using an equity based lender), but some lenders can be very nasty when you tell them that you are a student.

If you are being refused credit and you are uncertain why, get a copy of your credit reports and read them over carefully. Actually, this is a good thing to do every couple of years in any case.

The Marketplace report [What's Your Credit Rating](#) advises that “under consumer legislation governed by each province, you are entitled to a copy of all the information a credit agency has on you. But it is not an easy task. The credit bureaus exist mainly to protect businesses and banks from consumers.” Also remember that “there are three credit reporting agencies in Canada: Equifax, Northern Credit Bureaus and Trans Union [addresses for these firms are on the Marketplace site]. But don't phone them. If you want a copy of your credit report, mail or fax a request with copies of two pieces of identification to the companies. The credit bureau is obligated to review your complaints, however you must supply all the material they ask for on their forms. The forms, which accompany your personal credit report, explain how to file disputes and get corrections made. It can be a drawn out process, but be persistent.”

Different lenders use different credit bureaus. I was having trouble getting approved a few years back, so I requested my Equifax report. The credit information was correct (though I was referenced under three names, 2 of them wrong), but my Trans Union report it showed I was still owing for a debt I'd paid 3 years earlier. Getting it fixed took a bit of work. When I first contacted the creditor, they said it was not their problem. I knew this was not true, so I persevered until I got someone to send Trans Union a letter indicating that my debt was paid in full. Had I not checked my report, this bad debt would have remained on my report for four more years. You also have to know that the bureaus keep records for a different number of years, so when a debt drops off of one, it may still show for a year on another.

Marketplace advises “if the credit bureau won't correct your file, ask them to mark the file 'in dispute.' You may also exercise your right to have a statement (100 words or less) inserted into your credit report to explain your side of the story to potential creditors.”

If you legitimately have bad credit, there is little you can do to get it removed. Do not be taken in by firms that claim they can do this for you. Another Marketplace report, titled [Repairing Your Credit Rating](#) exposes these firms as fraudulent. According to Sheila McCracken of Equifax Canada, “If somebody has something that's [sic] a negative nature on their credit file, the only thing that can change that is time. And it takes six years, generally, for a bad debt to come off a file and at that time it's going to come off regardless of any activity from a credit clinic or anyone else [though you would be wise to check your report at this time].” Some collection agencies will threaten to report your debt for two terms, or 14 years, but this is an illegal claim. No one can do this and you have the right to sue if it occurs. You do not need a credit repair firm to do this for you. Marketplace notes “The U.S. Federal Trade Commission has put credit repair on its list of the top ten consumer scams.”

Bad credit information cannot be removed by you or a credit repair firm, but there are other things you can do. The first is to establish good credit as quickly as possible. It can be difficult to get credit with a bad debt or a bankruptcy on your report, but it is not impossible. Whatever you do, do not give up. The only thing worse than a bankruptcy on your record, is six or seven years of bankruptcy plus no positive credit to show that you have improved your debt management skills. If you are afraid that you might

overspend, ensure that you have a low credit limit or get a card like the American Express green [though this card is harder to qualify for] that will not allow you to carry a balance for more than one month. Also, learn more about credit ratings by reading the information on the Marketplace site or any other reputable source of credit information. Many books are available on the subject.

It helps enormously if you know what lenders are looking for in your report, and if you know what credit ratings mean. For example, a debt that goes to collection is listed as an R9 rating, while a bankruptcy is even worse at an R10. Some people assume that these are the same, however, so they will choose bankruptcy to avoid paying settlements. This may be your only option, but it should be weighed carefully. Also, some debts cannot be absolved by bankruptcy, such as student loans. In all cases, it is best to make payment plans with your creditors (you would be surprised how many companies will allow you to do this) or seek advice from a debt counsellor. This may keep your account at an R5 (120 days past due but not yet sent to collection) rating or above, which is bad, but still better than an R9 (collection). In some cases a consolidation loan that will reduce your payments and get you back on track is a good option.

If you are careful, you can build good credit for when you graduate. Do not wait until school is over, or rely on the credit of your spouse. Each person needs their own credit and it takes time to establish. You might get a great job when school is over, but it will not count for much until you have worked for several months, or even a year. Get a head start, and you can start taking advantage of your new buying power as soon as school ends.



## **FED WATCH!**

**By Karl Low**

### **Manitoba Universities Save on Taxes**

The Manitoba Government has [announced](#) a five year plan to phase out property tax being paid by Universities. This means there are only three provinces that still [require Universities to pay property tax](#). Those three are Quebec, New Brunswick, and Ontario. Curiously, it is Ontario that has spent much time promoting their "Red Tape Commission", a group supposedly devoted to eliminating wasteful bureaucracy. So it seems that funding the university from the one hand while taking taxes off with the other is not considered wasteful bureaucracy yet.

## **Ontario Teachers get Checked**

The Ontario government has [announced](#) a new requirement for all teachers beginning this year. Before being allowed to teach students, prospective teachers will have to undergo a criminal background check. What is concerning is that up until this year, there was no such requirement. When we send our children to school we naturally hope that the school board has done everything possible to ensure students' safety. A criminal background check on the person who is going to be spending six hours a day with our children would seem to be a minimum requirement.

Interestingly, a [report](#) from the New South Wales Teachers Federation charges that the reason teachers are being hired without criminal background checks in the first place is not because it has not been the policy of the schools to do so, but rather because the Harris governments' funding cuts to education. These cuts have encouraged a large number of teachers to take early retirement and simply not leaving enough time for the administration to do all the necessary checks on people before putting them in control of a classroom of kids. This is the same Harris government that is giving tax breaks to people sending their children to private schools, thus pulling money out of the public system, and increasing demand for teachers in the private system. All combined, it looks like a dedicated effort to tear down a publicly funded education system.

## **Funding the Education *Industry*?**

In Newfoundland & Labrador the government has [announced](#) a \$25,000 investment into the Humber Education Alliance, a non-profit organization devoted to attracting international students to the region. While this is certainly commendable, and I'd love to see something similar happening in Alberta, specifically with reference to Athabasca University, it was disturbing to see the statement, "Education as an industry, with potential to generate considerable economic wealth, was one of the themes that emerged during the province's public consultations on Jobs and Growth," within the release. While education certainly does bring many benefits and jobs to a region if the public becomes to complacent in thinking of education as simply another industry, I fear we will lose something critical.

An industry's main goal is profit. The easiest way to make profit is to concentrate on the areas which have the most demand, such as Computing, Medical, or Business oriented degrees. Would education as an industry really see a need for such diverse programs as Women's or Native studies? Looking at private institutions like DeVry suggests that it would not. Education may be a wonderful industry, but it is also something much more. We should make sure we remember that.

## **University for the Rich**

It's often been said that nobody should be restricted from attending a University solely because of financial hardship. In fact, this is the very thing that student loan programs are designed to help. Unfortunately, the latest [statistics](#) suggest that this goal is not being



achieved. The statistics show that if your family income when you are 16 is in the lowest quartile, you only have half the chances of attending University as your peers whose family income is in the highest quartile. It seems we still have a long way to go.



## **Studying With Kids**

**By Wayne Benedict**

Distance education can be a challenge to the most dedicated student but to one that holds down a job and has young children as well, it can be a most daunting task. I find myself in this category of student but I have found different ways to cope with some of the difficulties.

My wife works as a registered nurse and I often find myself watching our children. At five and three years of age, their attention spans are anything but long, so attempting to study while the three of us are at home together becomes an exercise in futility, as the two of them unceasingly vie for my attention. Enter [Bubba Baloo's](#).

[Bubba Baloo's](#) is a kid-oriented business in Prince George, where I live, that is filled with indoor climbing equipment and games. It costs me about \$10 to get the two kids in (no charge for adults) and we can stay as long as we like. There is a security system wherein we all get wrist bracelets and no children are allowed to leave without the adult whose electronic bracelet matches their own. So once we're checked inside, the kids can go off to play on their own and I can concentrate on other things until its time to leave. My wife put me on to this place (I'm sitting at a table in it right now) last year and it is an invaluable tool for me in regards to my studies.

Any reasonably large centre will likely have one or more similar businesses. Over the Christmas holidays my family and I were in Vancouver and we went to a place called [Crash Crawly's](#) in Burnaby. The kids had a blast and it was a welcome respite for my wife and I. It has all of the features that [Bubba Baloo's](#) contains, plus an indoor train, cars that the kids can drive, and craft activities. We've frequented like playgrounds in Edmonton and Calgary as well. I found [Crash Crawly's](#) by searching the Internet (<http://www.google.com>) with the phrase "indoor playground (city)".

I am fortunate enough to be able to afford this form of child-safe distraction as well as being blessed with the ability to block out white-noise in order to concentrate on studies

(these places are very loud, being filled with children yelling and shrieking with glee). Undoubtedly, many students with young children might find the costs prohibitive or the distractions too intense for this method to be of use. But for those others, it could be one weapon in your arsenal against scholastic procrastination.



## Education Revolutionary

By Cathy Thompson

Ontario's "Independent Learning Centre" is a distance education provider of secondary school courses for Ontario residents. Adults who wish to take courses for personal development, or to complete a high school diploma can study independently, and at a distance, for a small administrative fee that is refundable after a course is completed. Although the quality of these courses is not as developed as Athabasca University's methods, things could be about to change. And this change combined with the government's decision to allow a \$3,500 tax credit for parents who send their kids to private schools, could unleash truly revolutionary forces.

Last month, before the Ontario legislature recessed for the winter, Bill 157 "The Centre for Excellence in Lifelong Learning Act" was introduced with little fanfare. The bill, if passed, will transfer responsibility for the Independent Learning Centre from the Ministry of Education to the Ontario Educational Communications Authority aka TV Ontario. It is expected that the current expertise of the ILC combined with that of TV Ontario will make for superior distance learning experiences for all residents of Ontario.

Currently ILC restricts its basically free education services to those above the age of consent; that is, to those 16 years of age and up. All others must enroll through a district school board who along with private schools must pay \$173 for each full credit course. But interestingly a section in the new bill states that TV Ontario "may not charge fees to students resident in Ontario" unless permission is given by the Ministers of Education. Does this mean that private citizens who want to set up learning centres for students to come and work on their ILC courses will be able to charge the \$3,500 tax credit as a fee for services while students get free access to qualified teachers and courses at the ILC? The ILC won't say if this is what's planned, commenting only that the details will be worked out when the legislature returns in the spring. But if so, this would mean that Ontario's public school system will no longer have a monopoly on providing free education to Ontario's students.

In order to protect students, all schools or learning centres that will qualify for the tax credit must be staffed by people who have had a criminal background check, and who provide their qualifications for the parents perusal. The \$3,500 limit will make it possible for low-cost learning centres to provide a free education for Ontario students. Ontario students need to complete 30 full courses to graduate, so if one adds the cost of courses for one year plus the \$3,500, the total amount comes to just under \$5,000. The current costs for educating Ontario students is approximately \$7,000 per year, so after the costs for course development are covered there would be substantial savings for taxpayers. But the most important feature of this scheme could be that the use of learning-centred delivery methods will eradicate the current high failure rates in math and science that Ontario students are now suffering with. There could be higher learning and achievement for all.

So if Bill 157 does in fact roll out to allow free ILC distance education to *all* Ontario students, we will ultimately find out that the Ontario conservative government truly does care about the compassionate education of all Ontarians, rich or poor, which is something that Ontario's opposition MPP's try desperately to convince us of otherwise.

The whole thing could be brilliant, and as long as the education Luddites can be kept at bay (no easy task), Ontario could have an education climate where high-level learning might actually take place, a true revolution indeed.



## Behind the Mask

By Mark Gueffroy

I hide behind a carefully constructed façade of a self-achieving, ambitious individual, when inside I am really scared of achieving my goals because I might fail. I hide behind a care-fully constructed façade of a self-confident, my-own-best-friend person, when inside I am only a lonely child. I hide

behind the façade of an intelligent and enthusiastic entity, when inside I am really a simple and pessimistic little boy.

I am afraid of rejection, and strive for the recognition of others and the acceptance of my peers. I am afraid of being alone, and desperately long for someone to recognize my shortcomings and still accept me as I am. I am afraid of the world discovering my past,

because I have done things that I am ashamed of and attempt to forget it and leave it as my history.

I am tired of hiding myself behind the mask of a self-achieving, ambitious individual; a self-confident, my-own-best-friend person; and an intelligent, enthusiastic entity. I want to be accepted as I am—a lonely child, scared of achieving my goals because I may fail; a simple and pessimistic little boy.

I want the world to recognize me as I am and accept my personality. Instead I hide my personality behind a mask in fear that I will be rejected.

I am afraid of trusting anyone, because they may betray my trust and leave the hurting, aching hulk behind. I am self-conscious about my appearance because I have constructed a boundary through the comfort of food, and no longer like how I look.

Why is the world so hateful and prejudiced? There must be someone who will accept the ruins of what I once was, and help me recover from the pain of my past. Is it you?



## **McGill won't use Web-based plagiarism detectors**

**By Holly Beck, The McGill Daily**

MONTREAL (CUP) -- Members of the McGill University community are speaking out against new Internet technology designed to detect plagiarism in students' papers, saying that such systems unfairly assume students will attempt to cheat.

Web sites like [Turnitin.com](http://Turnitin.com), a non-profit site that hosts an ever-increasing Internet database of student papers and Internet resources, are being used more and more by universities as a precautionary measure against plagiarism. McGill, however, is reluctant to implement such measures.

Morton Mendelson, McGill's associate dean of science and chair of the Subcommittee on Academic Integrity, says there are pros and cons to using a system like Turnitin.com.

"If the police enforce the speed limit with radar detection, people will be less likely to speed," Mendelson said. "Similarly, with a plagiarism detection system in place, students will be less likely to cheat."

But the security comes at a price, Mendelson says. Instituting a system like Turnitin.com could be interpreted as an indication that universities don't trust their students to be honest.

"I don't think this program is the best way to deal with the problem of plagiarism," said Mendelson. "McGill takes academic integrity very seriously. The best predictor of academic integrity on a campus is the ethos on the campus, the degree to which profs and students talk about plagiarism and cheating.

"I'm not willing to say Turnitin.com is evil and should never be used," Mendelson said. "I'm saying it should be used in the context of other efforts."

Bruce Shore, McGill's dean of students, expressed a similar sentiment.

"Plagiarism is a problem everywhere, but I would stress building integrity before punishing transgressions," Shore said. "I'd rather prevent 50 students from cheating than catch one."

Shore says it is critical to maintain trust between a university and its students.

"It's important that students don't feel under suspicion," he said. "Turnitin.com says everyone is a suspect, and that's not what I want to convey. I want to convey an atmosphere of mutual respect."

According to Shore, McGill is not actively considering using Turnitin.com or any similar software.

"By not using it, it's probably a fair assumption that we're missing some cases, but we have to assume people are acting in good faith," Shore said.

Several years ago, a chemistry professor at McGill used a plagiarism detection system on a trial basis in one of his classes. According to the chemistry department, the program was successful in detecting incidents of plagiarism in some students' papers, but the professor has not used the program since.

Professors using Turnitin.com have their students submit papers directly to the Web site, which then checks the papers against Web resources and other students' papers. If similarities are detected and the student has not made a citation in the paper, the professor is notified. Once a paper is evaluated at Turnitin.com, it is added to the site's database and is used to check future papers.

The University of Western Ontario began using Turnitin.com in September 2001. Western is one of the first universities in Canada to adopt such a system.

Deborah Dawson, the director of Western's Education Development Office, said the detection system has caught students who use the Internet to plagiarize.

"We have 31 faculty members using it, and we have found in some cases that students have plagiarized," Dawson said. "We know that most students don't cheat, but some students will plagiarize if they can get away with it. Clearly, the ease with which students

can cut and paste from the Internet makes it necessary to put certain mechanisms in place.”

Dawson says Turnitin.com is beneficial both to instructors and students at Western.

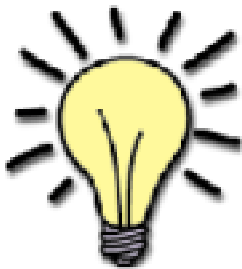
“The students like using it because they feel their work is honest, and it increases the value of their degree,” Dawson said.

Lil Chieh, a fourth-year honours student at Western studying media information and technoculture, sees nothing wrong with Western’s use of Turnitin.com.

“If the technology is there, then they might as well use it,” Chieh said. “Plagiarizing is not conducive to an academic atmosphere, so any technology to help catch it is beneficial.”

Chieh doesn’t see the system as a violation of trust between the university and its students. Rather, she says the new technology only enables the university to act on suspicions that have always existed.

“I think that the stress has always been there, that there’s a possibility you will plagiarize and people are looking out for it,” Chieh said. “Now there’s a way to prove it. I can’t speak for everybody, but I don’t think students should mind.”



## ENLIGHTENING INFORMATION

University of Alberta's

**INTERNATIONAL WEEK January 28 - February 1, 2002**

INFO: [www.international.ualberta.ca](http://www.international.ualberta.ca) / Phone: (780) 492-2692

"Living as if the Planet Matters"

The 17th annual International Week includes over 50 events examining the many facets of social and ecological sustainability and sustainable development in both local and international contexts. The Week features keynote speakers each evening and wraps up with a lively drumming concert, "Rhythms of the Planet."

A one day forum on Monday, January 28, "Global Water Crises: We Are All Downstream," will explore the dimensions of the water crises we are facing.

Experts and activists from Canada and abroad will focus on issues of health, water quality, water rights and conflict over water.

Monday evening's keynote speakers will discuss "Living as if Water Matters." Featured are Dr. David Schindler, Killam Memorial Professor of Ecology at the University of Alberta, limnologist and recent winner of the prestigious \$1 million Gerhard Herzberg Canada Gold Medal for Science and Engineering; and Maude Barlow, Volunteer Chairperson of the Council of Canadians. Tuesday, Allan Wolf Leg will highlight the Siksika, or Blackfoot, worldview on the state of being, the relationship of space and history, and the interrelationship of all elements.

Wednesday evening's program, "Living as if Forests Matter," brings us some of the world's leading forestry activists: Randy Hayes, the Founder and Director of the Rainforest Action Network based in San Francisco, and Colleen McCrory, Executive Director of the Valhalla Wilderness Society and winner of the Goldman Environmental Prize (the environmental equivalent of the Nobel Peace Prize).

"Protecting the Planet: Options for Action" on Thursday evening features Isabel Altamirano, discussing options utilized by Indigenous peoples in Mexico, Dr. Virginia Cawagas, reflecting on People Power Philippine style, and Andrew Nikiforuk, author of "Saboteurs: Wiebo Ludwig's War Against Big Oil." And not to be missed -- music and poetry from the Radical Cheerleaders and the Raging Grannies.

The Week spotlights a range of musicians from opening events in HUB Mall on January 25 to the wrap up concert. Performers include the University of Alberta's West African Music Ensemble and Asani, an Aboriginal women's vocal ensemble.

Friday evening's percussion concert, "Rhythms of the Planet," features the Okoto Dancers (African), Capoeira (Brazilian), Viajante Drumming Ensemble (Latin-American), Buffalo Tail Productions (Aboriginal) and the Drumcan Man who recently set a new speed world drumming record. Tickets for the concert are \$8 for students and \$10 for others available mid-January.

And there is so much more -- a found objects fashion show on January 23, a film from the Global Visions Festival, a story told by Gandalf the Wizard, the International Week Quiz, trash crafting and straw bale construction! Check it out by picking up a program guide at Gateway distribution points, Students' Union info booths and public libraries, on-line at <http://www.international.ualberta.ca> or by phoning (780) 492-2692.

NOTE: All but two events are free of charge. Everyone is welcome.

International Week 2002 is co-ordinated by the International Centre, University of Alberta and sponsored by the Canadian International Development

Agency (CIDA), the Environmental Research and Studies Centre, the Students' Union, the Graduate Students' Association (GSA), World University Service of Canada (WUSC), HUB Mall, and VUE Weekly.

FOR FURTHER INFORMATION, PLEASE CONTACT:

> Nancy Hannemann, Global Education Program Coordinator  
International Centre - University of Alberta Campus, 172 HUB International

E-mail: [Nancy.Hannemann@ualberta.ca](mailto:Nancy.Hannemann@ualberta.ca)

Phone: (780) 492-5962 / Fax: (780) 492-1134

WEB SITE: [www.international.ualberta.ca](http://www.international.ualberta.ca)

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## **Big Alberta Sky – Pictures of Home**

This exhibition of photography curated by Calgary artist Wendi Jenkins, presents the work of 3 locally based photographers representing a wide spectrum of photographic practice. Bradford Uphill, who holds a BFA from the Alberta College of Art and Design, approaches the medium from a largely conceptual standpoint. Todd Korol has worked in advertising for a diverse clientele, with his work appearing in many national and international publications from Time and MacLean's to National Geographic and Saturday Night Magazine. Mike Drew's career has roots in journalism – he is currently a columnist and photographer with the Calgary Sun.

In this show, these artists explore notions of home as located in the landscape and country life of this province. Drew and Korol present iconic and distorted views of the hero of the modern west – the cowboy, while Uphill extends and fragments the rural landscape. These diverse “pictures of home” encourage the viewer to consider the photographer as the true lens of the camera.



On view

At

**The Untitled Arts Society Gallery**

At 319 – 10<sup>th</sup> Avenue SW - 4<sup>th</sup> Floor

**January 6<sup>th</sup> to January 26<sup>th</sup>, 2002**

**Gallery hours:** Friday and Saturday, Noon to 5pm

Otherwise, Viewing by Appointment

**For More Information or Viewing by appointment, Contact the curator at 714-7186 or Untitled Art Society at 262-7911 (please leave a message).**

**UNTITLED ART SOCIETY ANNOUNCEMENT**

Up coming shows in the Main Gallery

"Pieces of a Picture"

By Ryan Hamilton and Tanya Mastrobuono

Untitled Arts Society +15 Window

225 - 8th Ave. SE (West end of Performing Arts Centre corridors, 2nd Floor)

On view from December 1st, 2001 to January 31st, 2002

This collaborative show presents a whimsical series of collages by Ryan Hamilton and Tanya Mastrobuono, the former a University of Calgary Fine Arts graduate, and the latter, soon to be.

Random, discarded, leftover puzzle pieces are the key constituents of these light-hearted mixed media works. From this starting point these artists looked for surprising and unexpected ways to take the familiar and remake it as something new. Imaginary landscapes and flights of fancy result, as these recombinant puzzles show traces of their process of exploration, and the marks of the artists' hands.

The artists will be in attendance at the opening reception. All are welcome. For more information please contact the artists @ 340-3970 (Tanya) or 289-6743 (Ryan) or Untitled @ 262-7911 (leave a message).

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Untitled Art Society +15 Window Space in the Performing Arts Centre

PIECES OF A PICTURE: Ryan Hamilton and Tanya Mastrobuono  
December 1 to January 26. Opening December 13.

PLEASE NOTE: Untitled Art Society's Gallery will be open on Fridays from 1pm to 4pm and on Saturdays from 12 noon to 5pm. 4th floor (Box 16), 319 10 Avenue S.W. Calgary, Alberta, Canada

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### **Are you an Artist? AUSU supports the arts!**

AUSU is interested in purchasing original works of art from students for use in promotional purposes. These promotions may include: gifts from AUSU to graduates at convocation, tokens of appreciation for volunteers, special presentations, etc.

The works of art must:

- be created by an AU Student
- be within a value range \$0-\$500.
- be accessible or easily transportable to Alberta

If you are an artist of any kind who creates a product you feel we would be able to use for such a purpose, please contact [djabbour@ausu.org](mailto:djabbour@ausu.org). Supply a brief description of the art object, a picture if you have it, and its market value.

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### **WRITE FOR THE VOICE!**

Contact Tammy Moore at [tmoore@ausu.org](mailto:tmoore@ausu.org).