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# the VOICE

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**"It's not that I'm so smart, it's just that I stay with problems longer."**

**--Albert Einstein**



## **A Bug In Your Ear... Don't Forget to Remember on Remembrance Day**

**By Tammy Lee Moore**

Earlier this week writer Wayne Benedict brought to my attention a very important point. Remembrance Day is one of the few recognized holidays that has no formal greeting slogan, no catch phrase, no reminder that makes people feel in the spirit of the day. Granted, people are often confused about what to feel for such a day. The other slogans are associated with joy: Merry Christmas, Happy Thanksgiving, Happy Halloween, etc. Yet Remembrance Day is a solemn occasion as we recall those who fought and those who sacrificed their lives for our comfort, security and luxurious freedom. But rather than deal with the mixed feelings of such a day, we allow ourselves to glaze over the importance, to forget the meaning, or just not discuss what makes us feel uncomfortable. Sure, we pay tribute. Wear the poppy. Feel grateful when we look at it. Those who remember the world wars, or who have missing pages in their photo albums from those who fought may feel about the day more strongly and more personally. Terrorist attacks on the 'free' world may make some of us question our expectation to that freedom and remember more faithfully those who died for that

right, but ‘lest we forget,’ for the greater part, serves only as a trigger for those who remember in the first place.

As a kid, I always found Remembrance Day one of those tricky holidays. My parents were born after the last world war, and Desert Storm was still in the future. The realities of war and Remembrance Day were foggy and unclear; the history so distant I could have been mourning the passing of the last ice age for all that I understood the relevance.

I can remember awaiting the day away from school with tempered anticipation – this wasn’t a good holiday to loudly celebrate your lack of homework or dance with glee about sleeping in or getting up early to watch morning cartoons in your pajamas – at best that would get me a sharply spoken ‘People died for this. Go rake the leaves,’ from my dad, or even worse, a “People died for this. Now watch the four hour Remembrance Parade on T.V. with me and pay attention,” from my mom.

The days leading up to Remembrance Day, school assemblies and poppy poems would be filled with the phrase “People died for this. Pay attention.” All forms of adults were impatient with the childish misunderstanding surrounding a sad celebration. Granted, I wasn’t the sharpest knife in the drawer as a child. Indeed, I could often have been better placed in the spoon rest. The idea of someone dying for my freedom didn’t make sense to me. Freedom wasn’t even a concept – it was a taken for granted reality and I had no clue why we’d need to fight for it, because I didn’t understand how it could be taken away. The explanations of teachers that freedom was going to school, working where you wanted, having food to eat and money to buy it doesn’t count as great freedoms in the mind of the seven year old girl who has a home and two working parents living in Canada. Freedom meant Disneyland on summer vacation, and days in the woods by the creek playing Robin Hood. These, of course, were never mentioned on the freedom list, and I doubt the connection to a forty-year war and my past times would have made it into my securely bubbled brain anyway. The barked out phrase “People died for this. Pay attention” made me listen and not fidget. Age and perspective and a broadening concept of social situation made me understand the luxury of my existence.

School, work, play, vacations, shopping, *choice*: these are why people fought and died. We have to pay attention because we owe those who fought our respect, our gratitude, and our very way of life. Only when we are in such a privileged state of being do we even have the opportunity to take such things for granted and forget why we have them to begin with.

So, regardless of the holiday’s lack of propaganda and commercialism, we’ve been given a gift that would never fit under a tree with a bow. This is the day we remember what gives us the freedom to have a merry and happy everyday.

Don’t forget.



## Universities Recognizing The Value Of Adult Students Campus Life Is Changing To Meet Our Needs By Tamra Ross Low

University was once the domain of the young. Those who did not enrol right after high school were unlikely to ever earn a degree. There were always exceptions – people who went back to school after raising children or retiring, or those who attended university part-time for personal enrichment, but often these students found campus life difficult, as the universities catered primarily to the needs and interests of teenagers and twenty-somethings.

Today, many of us continue to think of the adult learner as an anomaly, and many older students may have been reluctant to even consider returning to school for fear that they might not fit in or that it would be difficult for an older person to get back into the habit of learning.

If you believe that adult students are a novelty, then your perceptions are no longer accurate. According to the American university and college information site, Super College.com [see: <http://www.supercollege.com/channel.cfm?loc=8&t=4> ], “today more than 25% of all students on college campuses are over the age of 35. Many adults are going back to college to enhance their career or make a career change.”

Canada’s own “Ultimate University and College Info-Site”, UC411.COM [see: <http://www.uc411.com/adult1.asp>] offers words of encouragement to prospective adult students:

So you've decided to go to university or college...Congratulations. You won't be alone. Today's college campuses are full of people just like you -- working adults who want to keep learning. Two out of five college or university students today are age 25 or older.

UC411 also offers resources and information to help “adults realize their college dreams,” and they also debunk a number of myths regarding adult education, including [as paraphrased from the UC411 website]:

*Myth: Education doesn't translate into increased earnings.*

*Reality: The average earnings for bachelor's degree holders is 50 percent higher than the average earnings of those with a high school diploma.*

*Myth: College is for young people.*

*Reality: Forty percent of university and college students are 25 years of age or older... most universities and colleges have structured programs and services specifically for adult learners.*

*Myth: Going to school part-time, you'll never complete a degree.*

*Reality: One of the ways that institutions have accommodated adult learners is by devising alternate schedules that allow students to complete more classes in the same amount of time. ...*

Resources like UC411 are just a small portion of the assistance available for adult learners. Many university campuses now have programs, centers and organizations specifically catering to adult students' needs.

The University of Wisconsin – Fox Valley [see: <http://www.fox.uwc.edu/admreg/returnlearn.html> ] offers a number of services specifically geared toward adults, including: an advisor specializing in the needs of returning students; one-to-one assistance in the application and admission process; individualized career and academic planning assistance; morning, afternoon, or evening class times; free tutoring and study skills help; child care; and even a Returning Adult Student Organization.

Wisconsin is not the only university to have a student's organization specifically for their adult students: the Indiana University - Southeast has an Adult Student Center and a Non-Traditional Student Union [NTSU], "designed to network students enrolled in college after being out of school for some time." [see: <http://campuslife.ius.edu/foradults/adults.cfm?area=4> ].

Due to the increasing numbers of adult students, universities everywhere are not only beginning to recognize the special needs of these students, but they are going out of their way to help older students return to school. Super College notes that universities now "recognize that adults [sic] students have special needs, that they are an important market, and that they may need extra encouragement to return to school."

Institutions are recognizing that the market for adult students is huge, and to attract this new kind of student schools are emphatic in proclaiming themselves Adult Education specialists.

Schools like Vincennes University in Indiana [See: <http://www.vinu.edu/conted/> ] have a majority of mature students. They offer these words of encouragement to those who are considering returning to school after a long absence:

*The longer you're away from school, the harder it is to go back. Work, children, spouse, home -- even the family pet seems to take priority... Almost 80 percent of our part-time students are over the age of 21. That's four of every five students! And most of them hadn't tackled homework or taken a test in years. At VU you'll ... meet faculty members who understand that you have to juggle classes and other responsibilities. They realize that adults face a different set of fears than the traditional-age student.*

The University of Illinois at Springfield [UIS] [see: <http://www.uis.edu/admissions/adults.html> ] promotes themselves as "adult education experts," and they achieve this by realizing that "as an adult undergraduate, you have different needs than the typical 18 to 22-year-old. You want information that matters: how can I efficiently and cost-effectively finish my degree? How can I gain on-the-job experience in my chosen career, while balancing classes, work and family? How can I take my life to the next level?"

Rather than expecting adult learners to fit into the traditional, youth-oriented student model, UIS offers caters directly to adult needs by offering services that they know adults require, such as evening classes; on-line classes; superior advising; internships/job experience; and convenient registration, library hours and services

These are only a few examples of how universities are beginning to change how they do business in order to satisfy the needs of adult students. No longer are returning students a novelty on campuses, but rather they have become a significant portion of the student body, and a source of significant revenue for universities. Even younger students have the potential to become lucrative life-long learners, and it is in the best interest of universities to encourage adult students by offering services and programs that will attract them. This means that adults no longer have to limit themselves to non-credit personal interest classes or conform their lives to those of responsibility-free teenagers, but rather they can have rich and complex lives while continuing to learn at the highest level.

Another approach to answering the needs of adult learners is being offered by the University of Calgary, in Alberta. The U of C [see: <http://www.ucalgary.ca/UofC/students/101/additionalorientations.html>] encourages mature students through a special orientation for adults, covering themes including coping, transitions, and dealing with uncertainty. These group orientations allow students to “be placed in a group with other adult students... led by an adult student leader ... with an adult student advisor.”

The mature student is no longer second-rate. Today, universities are lining up to compete for our registrations, and more and more, campus life is expanding and changing to embrace students who balance school with family, jobs, and other responsibilities.

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*Tamra lives in Calgary with her husband and two cats. A fulltime AU student, she splits her free time between her duties as an AUSU councillor, writing her first novel, and editing written work by other students and friends.*

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## **From My Perspective:**

### **Post-Secondary Tuition (Part Four)**

**By Debbie Jabbour**

This week I bring my discussion on post secondary education and tuition in Alberta to a conclusion. I hope that I've succeeded in raising some awareness about issues hindering accessibility to post secondary education. These issues and problems are complex and may not have an easy solution, but unless we are willing to speak up in defence of our right to post-secondary education, nothing will change.

In addition to pushing for differential tuition, enrolment caps, and higher minimum entrance requirements, the Universities of Alberta and Calgary are also strongly supporting allowing degree-granting status to certain colleges. According to most people I've spoken to, this proposal is pretty much a "done deal".

The universities argue that these colleges are quality institutions that are currently offering partial undergrad degrees, therefore allowing full degree-granting status is just an extension of what they are already doing. They see this as an obvious solution to the growth problems at the universities, an option that allows students prevented from attending U of A or U of C due to enrolment caps to access an undergraduate degree elsewhere. Many students see this as a sign that these universities want to eventually exclude undergraduate studies completely in order to focus on research and the "cream of the crop" graduate/PhD students.

In Alberta the two institutions being currently considered for degree-granting status are Grant McEwan Community College in Edmonton and Mount Royal College in Calgary. Both are excellent educational facilities, dedicated to academic excellence and student achievement. Both have impressive track records and arguably may offer a superior student experience to that achieved at the overcrowded U of A and U of C - where students are being forced to sit on the stairways in full lecture halls and professors teach fewer than half the first-year classes (9).

As an alternative choice, these facilities provide excellent return for student money. One of my daughters is a Grant McEwan graduate, and another is completing a degree at Concordia University College (which already has degree-granting status as a private non-profit university). They made conscious choices to attend these schools because they wanted a more personal connection with their education, and they have not been disappointed. In many ways, our Alberta colleges are superior to universities when it comes to the teaching and educational quality of the classroom.

Yet if community colleges are allowed to grant bachelor degrees, will this diminish the quality of these degrees? I know if I am given the choice between putting “BA Psychology Athabasca University” or “BA Psychology Grant McEwan Community College” on my resume, my choice will be obvious. Whether or not we agree with it, many grad schools and potential employers will not perceive a diploma from a College as holding the same weight as one from a University. I want the endorsement and the prestige of a university behind the degree I’ve worked so hard for.

Is there much of a difference between a university and a college? Perhaps not. In many countries the terms are interchangeable. Some facilities, such as Harvard, have both - Harvard College offers undergraduate studies in the liberal arts, and is a subdivision of Harvard University, which refers to the whole university and includes graduate studies and research (10). In Canada, however, there are certain expectations of research, tenure and reputation that accompany the word “university,” and the perception is generally that a university offers a level of excellence that is superior to that of colleges. In addition, students who complete their undergraduate degrees at a university are already in an environment where they can more easily make the transition into graduate studies. The U of A MD admissions officer insisted that students transferring from other colleges and universities are considered on an equal basis with those already attending the U of A. This may be true on the surface, but there are subtle biases. A student already familiar with the research environment of the U of A at undergrad level has advantages over the outsider when it comes to being accepted by a research professor into a Masters’ program. It is also common knowledge that the U of A downgrades marks from many other institutions. With the U of A raising the academic bar for entrance into undergrad programs, their “elite” students may already be well ahead academically of those with undergraduate degrees from Colleges who wish to enter Grad studies. Even if college degrees are considered at par with university degrees for entrance to grad studies at Alberta universities, this may not be the case outside Alberta or in the U.S. Perception is everything - when a registrar goes to choose between a student with a degree earned at a community college or a degree earned at a prestigious university - guess which one will carry more weight?

The Council of Alberta University Students will be coming out strongly in opposition to allowing colleges degree-granting status. According to CAUS, the university experience is a unique one based on certain standards of tenure and research. University degrees should be seen as higher quality, not to be confused with the technical or practical skills type education that colleges are generally known for. There are concerns that this move will provide further support to a two-tiered post-secondary system, a system that has elite, publicly funded universities with entrance limited to a select few.

Allowing degree-granting status to colleges may have a significant effect on Athabasca University. We have collaborative agreements with many of these colleges, including Grant McEwan and Mount Royal. Transfer arrangements allow students to transfer block credits earned at these institutions towards degrees at AU. If these colleges can grant degrees, will there no longer be a role for AU? We already fight for our status and the validity of the degree we earn at a distance. Will allowing colleges to grant degrees further diminish the status of AU, putting us in the bottom half of a two-tier system? A system that has the University of Alberta and the University of Calgary as elite, publicly funded graduate research schools, while Athabasca University and the University of Lethbridge are relegated to the status of a college, and simply a stepping-stone on the way to a graduate degree?

It's hard to say. Perhaps allowing these excellent colleges to grant degrees will have no real impact. Perhaps undergrads may find they actually prefer to earn a degree at a college where tuition is less, and where they actually have some contact with their professor. Perhaps the university experience will not be diminished. On the other hand, we may well end up with two publicly funded Alberta universities who channel all their undergrads into other schools so that they can put all their energy and finances into private sector research, while accepting only the most elite and wealthy students amongst us.

There are many more issues surrounding the post-secondary debate. Education is becoming increasingly commodified, and our public universities are climbing on the bandwagon. Research funding from the private sector is beginning to define post-secondary university goals. Some allege that private sector research is "cannibalizing other budgets" and eating up university funding to the detriment of low income and average Canadian students (9).

In Alberta, in all of Canada, post-secondary education is in a crisis and a university degree is being pushed further and further out of the reach of most Canadians. Government, at both the provincial and federal level, is not placing the importance on post-secondary education that it merits. In our economic environment, even the most menial occupation requires a post-secondary degree. The headlines on today's Edmonton Journal read, "Stuck in the low-wage lane - Two million people trapped in jobs that don't pay enough to support a family." (9) The article states that "for the first time since the Depression of the 1930's, a growing number of Canadians are working in full-time jobs that don't pay enough to support a family;" that "one in six adult Canadians is stuck in a job that pays less than \$10 an hour;" and that policy makers must ensure that, "these one in six workers aren't so under trained and immobile that we don't have the human capital needed for the economy."

Post secondary education is an absolute necessity, not a luxury - and it is a fundamental right every Canadian is entitled to.

So it is time for AU students to speak up. Don't sit back quietly and think that these issues don't touch you. They do. As AU students we are in a unique position. We are not just students, but most of us are taxpayers and parents as well. We have a vested interest in post secondary education. We want to have access for ourselves, and we want access for our children. We want to see our tax dollars spent prudently and in a manner that will benefit our society, ourselves, and our children.

As taxpayers, we have a powerful voice. I encourage all of you to use that voice. Speak up. Don't let post-secondary education become the sole possession of an elite few. Write to your MLA, your MP, your local newspaper. Read every article you see on the status of post-secondary education. If you live in Alberta, attend the CAUS open forums that will be held over the next few weeks. Be informed. Be aware. Fight to make post secondary education accessible to every Canadian!

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(10) Harvard. <http://www.harvard.edu/help/faqs/faq22.html>

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*Debbie is a native Edmontonian, and a single parent with four daughters. She has worked as a professional musician for most of her life, and has enjoyed a rich variety of life experiences - with many more to come! Debbie is working towards an eventual doctorate in psychology, and currently serves as the president of the Athabasca University Students' Union.*

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## Canadian Fed Watch!

### News Across The Nation... Counting the Prison Vote, Changing the Way You Vote, and The Public Safety Act

*November 6, 2002*

**By Karl Low**

### **Courting the Prison Vote**

The Supreme Court of Canada has [abolished](#) the law that prevented federal prisoners from voting in federal elections. The details at [elections Canada show](#) that this only affects those prisoners who are serving less than two years in a federal penitentiary, but still this seems like a step in the wrong direction.

Prison is primarily intended as a place of punishment. While this may or may not be the best way to go about handling crime and criminals, right now it is what we have. Part of the punishment for committing a crime is that you lose a number of your rights as a free citizen as it has been shown that you are not a responsible enough person to properly use those rights. It seems to me that if someone gets put in prison, they've already shown they do not know how to participate in our society, so why should we give them a voice into how our society is governed?

Worse, this creates a segment of the population that likely has similar interests in seeing lax enforcement of our laws and legislations, or in hampering the ability of law-abiding citizens to catch and deter criminal behaviour. It could even be thought of giving a disproportionate voice to those people for the simple reason that they have little in common with the rest of society while they are incarcerated. Their food and shelter is taken care of, they do not have to work for it, and have considerable amounts of free time to write letters to their MPs.

Does not allowing a prisoner to vote disenfranchise them and force them to live under a government they may not have elected? Absolutely - but this is part of the penalty for violating our laws in the first place. If a person wants to vote, then really all they need to do is stay out of jail, which isn't that hard a task. Millions of us do it every day.

## Change the Way you Vote

The Law Commission of Canada is [looking](#) for Canadian opinions on electoral reform. In a country where the minority of the popular vote leads to a majority in government, electoral reform seems like a much-needed thing. Electoral reform might also serve to ensure that no matter whom you vote for, your vote is not simply ignored should another candidate have one extra supporter. The site provides lots of background information, as well as ways that you can [participate](#) to try to find a way of running elections that might be better off.

Many of the election methods require a bit more involvement from the voter, in that you rank all the candidates present and then the top total candidate will receive the win. However there are a number of systems that can be looked at. Getting involved now simply means you'll have a better understanding should anything come to pass.

## Public Safety Act: A Kinder, Gentler Bill C-42?

The Public Safety Act has been [introduced](#) in the House of Commons as a replacement for Bill C-42. For those of you that do not remember, Bill C-42 was our government's knee-jerk reaction to the actions of September 11, 2001. In it, the military was given such powers as being able to declare any area a controlled access area and arrest anybody within, as well as to intercept or track electronic communications with very few limits placed on them.

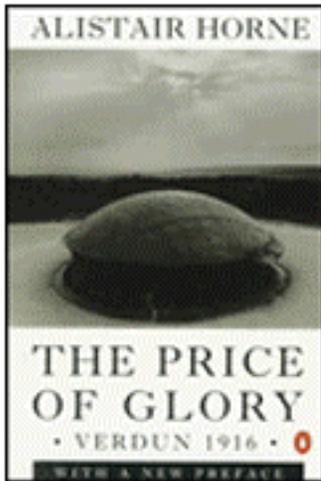
Apparently cooler heads have prevailed and it seems like some of the most objectionable parts of Bill C-42 have been removed or given strict limits on how and when they can be used.

So if, like me, you wrote to your MP when this first came up, we can feel good in knowing that our letters actually do have some effect.

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*A native Calgarian, Karl is perpetually nearing the completion of his Bachelor of Arts with a Major in Information Studies. He also works for the Computer Sciences Virtual Helpdesk for Athabasca University and plans to eventually go on to tutor and obtain his Master's Degree.*

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## The Price of Glory: Verdun 1916 by author Alistair Horne Review by Wayne E. Benedict

As far back as I can remember I have had a morbid fascination with war. I think it has always been an inability to comprehend the magnitude and propensity of man's inhumanity to man. As a young teenager, while others my age were watching Gilligan's Island or Get Smart, I was tuned into the Knowledge Network watching the World at War series over and over again. Don't get me wrong, I don't like war or find it glorifying; as a matter of fact, the reality of it terrifies me. That is why I ascribe to the "lest we forget" school of thought. Today I have the entire series of World at War on videotape and a bookshelf full of WWII history books. I

feel pretty well read in regards to Second World War historiography but I have had little inclination to delve into any of humanities other violent conflicts to a similar degree.

While visiting a friend last summer, the subject of war was broached. When he learned that I was not very familiar with First World War history, he insisted that I borrow and read Alistair Horne's classic account of WWI's most infamous battle—the Battle of Verdun. The book which I borrowed is entitled *The Price of Glory: Verdun 1916* and it is the second book of a historiographical trilogy on Franco-German conflicts. The first book in the series is *The Fall of Paris: 1870-71*, and the third is *To Lose a Battle: France 1940*. I knew that conditions for the troops fighting on all sides of the Great War were deplorable, but I had no idea how bad it was until enlightened by Horne's writing.

The battle of Verdun was widely recognized as the decisive battle of WWI; it lasted 10 tortuous months and has been called the "worst" battle in history. It was fought on a battlefield barely five miles wide and in that small area was left the corpses of approximately 420,000 French and German soldiers. In addition to those killed in action, 800,000 soldiers were gassed or wounded. The bombardments from heavy artillery on both sides were such that every living thing was swept clean from the battle area and the landscape became an alternately muddy and frozen moonscape of blast-craters, sporadically inhabited by troops. As the explosive shells fell upon the unprotected men, new corpses were added to the death toll and those previously killed were repeatedly buried, disinterred, and buried again by the ceaseless kneading of the ground. Shell-shocked troops either learned to cope with the carnage around them or went mad. It was common at the beginning of the battle, before all of the foliage was pulverized into mulch, to see parts of human bodies imbedded into tree trunks or unidentifiable entrails draped across the high branches of trees like a macabre Christmas decoration. Later in the battle, as soldiers dug the trenches that became synonymous with the Great War, they would be excavating through arms, legs, heads, and all manner of other human remains that had been buried by the shelling. The stench of death was such that the battlefield reeked of rotting flesh for years after the war's end.

To add to the suffering of the men on both sides, there was a constant shortage of water and food. Many thirst-crazed soldiers drank from the fetid, sickening puddles that gathered at the bottom of shell-craters, often with bloated corpses or body parts laying in the water inches from their lapping mouths. Also missing from the front was an effective means of evacuating the wounded. Haunting the minds of veterans of the Battle of Verdun until their dying days were the tortured screams and agonized moans of mangled and disembowelled soldiers strewn across the battlefield for hours or days until blessed death brought release from their torment.

Given these inhuman conditions, it is little wonder why desertions were frequent and numerous. If caught, these unfortunates were summarily executed by their own forces. Often troops rushing toward enemy lines with their hands in the air for surrender were shot in the back as cowardly deserters by their own troops to their rear. Those not killed by the never-ending bombardments, had to face “going over the top” as they were forced to rush the enemy positions into the deadly oncoming gale of machine gun projectiles mowing them down by the thousands like lemmings falling into the sea.

Horne examines the Battle of Verdun through many points of view: outside observers; political leaders; battle commanders—both inept and brilliant; and the rank-and-file troops who died by the thousands as pawns in a game of human-madness. This review cannot do proper justice to *The Price of Glory* any more than Horne’s superb work can do justice to the Battle of Verdun itself. However, I humbly urge you to acquire this book which has been in continuous print since its initial publication in 1962. Lest we forget...

**In regards to last week’s article by Wayne Benedict, the review of the out-of-print book *The Privatization Putsch* by author Herschel Hardin, we would like to make our readers aware that stock copies are still available directly from the author for \$25.00 including mailing and GST (the price is set by The Institute for Research on Public Policy at the going rate for academic levels). Anybody who wants a copy needs to send a cheque for \$25 to Herschel Hardin Associates, 3498 Marine Drive, West Vancouver BC V7V 1N2, with a memo on the cheque or in a separate note.**

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*Wayne E. Benedict is a Locomotive Engineer at BC Rail and President of the Canadian Union of Transportation Employees Local 1. He is working toward his Bachelor of Administration in Industrial Relations and Human Resources at Athabasca University.*

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## Abolishing the Penny

By Laura Seymour

Whenever I go out around my neighbourhood I find myself picking up spare change. No, not one of those Need a Penny Take a Penny thingies. You see we don't own a vehicle so I'm either walking or taking transit. I see the ground, and not the car in front of me.

One of the quickest ways for me to add real hard cash to my purse is to walk past the high school just up the street! Good grief! These kids must

have money coming out of every orifice! They throw it around and I lean over to pick it up! They chuck their pop bottles, cans and fruit juice boxes everywhere along the street, not to mention food they don't like. (I've even found two separate cell phones over the last year!) Every couple of months the husband and I have enough, on the high school-ers leavings alone, for a cheap burger each.

Sometimes I find change in other ways like a bag credit at Safeway or Co-op grocery stores. Did you know you could take your own bags and get a 3 or 4-cent credit on each? Hey! It's a few pennies off your bill, and maybe some help for the environment. I have been specifically told by Safeway managers to ask the cashier for the credit, "Because sometimes they forget." I won't go into my opinion of sleepy students working in cashier jobs, I'll just say I wouldn't want that means for cash. Unfortunately, some people have a very negative view of the lowly – or should that read, humble—penny. One young check out clerk forgot to give me the credit and I politely reminded her. She snapped at me, "Oh all right! It's only three cents!" "Yes," I complained, "but it's my three cents."

So why am I having such "anal" behaviour over a penny? I have heard time and again that Donald Trump and other monster millionaires have made their millions by quibbling about and saving pennies. So 'scuze me, Miss Crabby, but I want my three pennies...and I want to be a millionaire.

None of these methods withstanding, think of how your life would be changed if they got rid of this tiny little financial chunk of history. First, would you be able to work out the 7% GST credit? No. You'd either have to hope that our politicians would bring it down to 5 and keep it there, or you'd have to expect that those %#\$&! in Ottawa would raise it to 10. I'll give you a guess which direction I think it would go.

Now let's say you can deal with the change to the GST –so you turn on the TV and watch your favourite program, pop some popcorn and along comes one of those famous commercials

that yell about the furniture on sale. “Only 500 dollars” they yell at you. “Huh,” you say in shock choking on your popcorn. Well, now they can’t holler “\$499.98” because there’s no such thing as a penny.

Are there any other situations for the lowly penny to be missed? Oh plenty...your personal taxes, dental bills, specific food items, etc. They’ll all change. Will they be okay to pay extra for? Probably not...it all adds up.

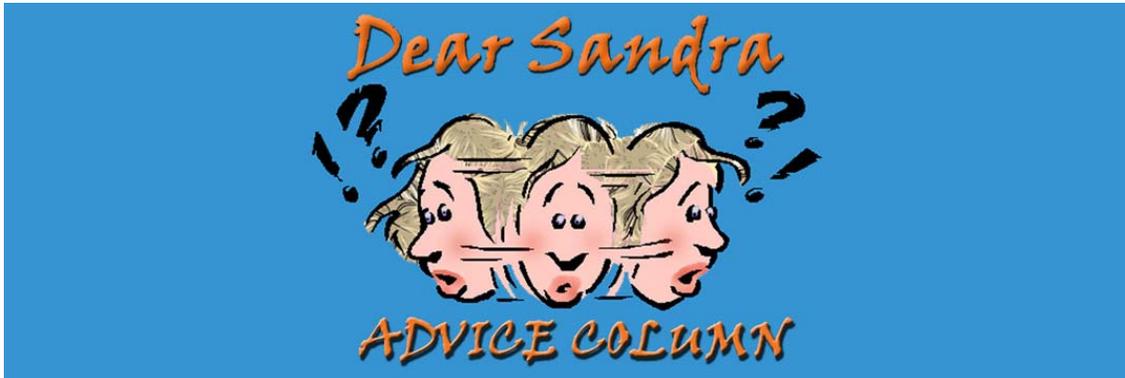
I ask you therefore to rethink chucking the humble little penny the next time you find them sitting in your pocket getting heavy. Take them out and put them in a safe place in a container or save and roll them. See how many you can save up every day. Can you buy burgers? Or can you buy a Mercedes and be the next millionaire without buying 649 tickets? Believe it or not...it is possible!

Penny for your thoughts!

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*Laura Seymour first published herself, at age 8. She has since gone on to publish a cookbook for the medical condition of Candida. She is working toward her B.A. (Psyc).*

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THE VOICE – November 6, 2002

**Hello Sandra,**

**This is not your usual letter, as I am not writing in for myself but rather about my husband, who is an AU student.**

**He is a very busy man, with a career in the military and we have two small sons. He's got tons of hobbies and friends and he both works hard and plays hard. His dreams for the future are big, but his sticking power is low. He's signed up for AU classes not to do a degree, like many of your people who write in, but to do some upgrading so he has more choices about his future once he retires from the Armed Forces. Unlike many professions, most have worn out their usefulness in around their forties, and it's smart to have a career plan in place for afterward.**

**When he first began the courses, he was very gung-ho and excited. Now, I have to nag him to even look at his books. Eventually, he gets extensions, and will wait as one by one as they expire and gets frustrated trying to do it all in the last minute. Then he chooses something else, or even retries the same course and the process begins again**

**I don't know how to encourage him without riding his butt, and I don't know who within the University can help with students who need more encouragement. Is AU a place where he can even hope to succeed?**

**Thank-you for your time,**

**Worried**

Dear Worried,

I think your husband has the same problem as the vast majority of AU students. Staying motivated! It's easy when the course materials first come in, they are new and interesting, but when it actually comes to staying on track, life seems to get in the way for most of us. It is so much easier to slack off on your schoolwork when there are no deadlines except for the finish date, and those seem to sneak up sooner than expected. I am sure that AU makes a lot of money off of a lot of students on extensions.

I can understand how this situation may annoy you, since your money on these courses he is taking is obviously being flushed down the toilet. How do you motivate him without seeming like a nagging wife? Try using positive reinforcement. It's obviously important to you that he finishes these courses so maybe you'll have to start being his motivator. Tell him that every time he finishes an assignment or a chapter you'll bake his favourite dessert or meal or you'll dress up like a nurse in the bedroom, heck even withhold sex entirely until he finishes an assignment. Women seem to have a knack for being bossy and we don't even know it, and men hate to be bossed around. It makes them see you more as their mother than their wife, so if you use "rewards" to motivate him to get his work done, it turns the table and it clear you really care rather than you're just a nagging annoying wife.

Another option is take advantage of the study buddy option through AUSU. Another student may be taking the same courses as your husband and can help keep him on track. AU also has counselling services for students, check out their website at [www.athabascau.ca/html/services/advise/advise.htm](http://www.athabascau.ca/html/services/advise/advise.htm) They can help identify and overcome barriers to student's learning and develop sound study and personal management skills.

I am going to suggest that we put a thread on the AUSU discussion forum where student's can give their "tricks" to staying motivated to study. Tell him to check it out in a few days maybe we'll have some good ideas on there. Good luck with motivating him yourself and I hope that you won't have to withhold sex for too long or do too much baking!

***Thanks to everyone for your letters and encouragement. Keep those letters coming, no question is unanswerable and confidentiality is assured.***

***Sandra***

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This column is for entertainment only. Sandra is not a professional counsellor, but is an AU student who would like to give personal advice about school and life to her peers. Please forward your questions to Sandra care of [voice@ausu.org](mailto:voice@ausu.org)

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## **Nature Notes: From the Backyard to the Biosphere**

### **Diversity and Belonging: The Field of Ethnobiology**

**By Zoe Dalton**

Diversity and belonging: distinct, yet uniquely linked; two concepts of prime importance in an age of homogenization and rootlessness. Diversity: variation,

polychromaticity, species of endless description, cultures with myriad ways of seeing and understanding the world, languages as diverse as the worldviews of those who speak them. Belonging: a sense of home, rootedness in place, knowledge of specificity, a contextual outlook.

The field of ethnobiology is one that seeks to understand the relationship between people and the environments in which they live. Questions asked include: how is the environment perceived? What uses are made of various environmental features? What makes some more important than others?

Ethnobiology as a discipline is exciting in its revelation of two things: the enormous creativity and ingenuity of humans, and a vision of people as a part of the natural world. In an endless variety of environments, people have figured out how to exist in landscapes not always hospitable to habitation. The diversity of places people call home is immense: from lush tropical forests to the drought-stricken deserts: from the vast plains of Africa, Asia and North America to the high arctic: cold and harsh. Within such diversity of environments, landscapes, species, and ways of existing lies a common thread: an intimate knowledge of and connection to that tiny subset of global reality that each culture calls home.

As an urban planner recently explained, an environmental home can exist at many scales. The smaller, or closer, one gets, the more refined becomes the connection to and understanding of the place. Ecological knowledge at the level of specificity held by many indigenous cultures could only have arisen through a deep relationship with, a supreme sense of belonging in, the natural home environment. Multi-step food preparation processes that reduce plant toxicity; timing to the day the harvest of one species after another to ensure adequate winter reserves; an encyclopedic knowledge of organisms with healing versus harmful substances: these are only a few ways in which people have learned to live within their endlessly complex environments. The knowledge is detailed, it is immense, and it is being lost.

A prominent ethnobiologist stated that, at a conservative estimate, 50% of cultural and linguistic diversity has been lost in a matter of only a few generations. With such loss of human diversity comes also a loss of the unique, contextual understandings of environmental knowledge held by people. Habitats, species, cultures and understandings are becoming less diverse.

Diversity, variety, is part of the human experience - diversity derived from multiple occurrences of humans belonging, deeply, in their unique natural environment. The study of such diversity, the study of people in and of the natural world, is thus both a fascinating endeavour, and one with immediate impact in terms of conserving human knowledge of nature.

For more information on ethnobiology, have a look at the following site: [Http://ethnobiology.org](http://ethnobiology.org), and get your hands on any book by Wade Davis, or his mentor, Richard Evans Schultes. For those of you in, or contemplating, graduate studies at AU, check out the course web page for ANTH 591, an online ethnobiology course, at [www.athabasca.ca/courses/anth/591/](http://www.athabasca.ca/courses/anth/591/)

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*Zoe Dalton is a graduate of York University's environmental science program, and is currently enjoying working towards a Master of Arts in Integrated Studies with Athabasca U. She can be reached for comments or questions at [zk\\_dalton@hotmail.com](mailto:zk_dalton@hotmail.com).*

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## Fall Behind

By b.e. hydromako

It was the weekend before last when we became time travelers. It was easy. We didn't need any ultra advanced technology, we needed neither the guidance nor assistance of Cronus to devour time for us—nor did we require any other deity, and we didn't need some artifact of recovered alien mechanics. All we needed was to change the displays of our clocks and presto! - we all traveled backward in time. Heck, my VCR even did this for me automatically. How simple it was for us to gain an extra hour of time, how

unthinkably mundane it was for us to travel counter to the standard direction of time's flow. Yes, it was the time of year, here in the season of Fall, to fall back an hour, to fall behind in time.

It is interesting to note that such an easy mnemonic, “fall behind, spring ahead” (or alternatively, but pretty much synonymous for the sake of argument, “fall back, spring forward”), has such a variety of possible meanings. The surface meaning is quick to our interpretation and understanding: it is Fall; it is the occasion to set the clocks back. We fall behind one hour during the season of the leaves' decent from the trees. It all makes a perfect sort of sense, somehow. The

leaves fall to the ground and we fall backwards through time, ending up one hour from where we had previously been. On the surface, this is the immediate and obvious prompt of “fall behind.” Yet, there are more ways to interpret this.

We certainly “fall behind” or “fall back” in the sense of a retreat from the coming winter months. If only we could become as some bears and tuck ourselves away for the whole winter season! But alas, the human world keeps on grinding through even the darkest and coldest of winter days. Hibernation, in the sense of a total and complete retreat from our daily affairs and waking life, is a luxurious option that we simply can’t afford; however, we do tend to stay indoors more often. We retreat from the outside environment that has turned a harsh and cruel hand against us. The icy chilling breath of winter wind is enough to drive most of us indoors, falling behind walls of shelter and warmth—our retreat, and so escape, from bodily harm due to frostbite or hypothermia.

In a different sense still, we fall behind the closing of another year. Time races on ahead of us, and we plan for the coming of the new year. In less than two months our clocks and time keeping system will shift, roll over into the next year; thus, we fall behind the end because we are not in front of it. Put differently, we are catching up to resolutions yet to be made, to plans still vague, and perhaps, to some vision of a brighter tomorrow. At this time of year we stand behind the coming of the new. We prepare for the promise of what is yet to come: we get behind what we cannot yet see but must only anticipate.

In yet another respect, we fall behind in a manner that is not a fall at all, but rather, a reinforcement, a lifting up and supporting: we fall behind the dictum of the need to change the clock, and in fulfilling this need we support the impossibility of nonconformity. We fall behind the structure of social order. The requirement that we change the clocks that track and measure the progression of our moments does not—and cannot—in any way serve to undermine any aspect of the society that we live in. The changing of the clocks only reinforces the notion that we are not in control of our own lives, that we are not truly free. In our obedience of this ordinance we reaffirm that truly “they” are our masters—this ubiquitous “they” control the very measure of our time. But it is not so much some infamous and malevolent “they” as it is simply an “it.” The “it” here being the structure of the society that we’ve created. In this sense, we are not at the mercy of some hostile group seeking to enslave us; rather, we are merely trapped in a control state of our own devising. We do not *really* need to track time with clocks, but it is our structures and institutions which need these devices. It is these same trappings which dictate that at this time every year, when the leaves fall from the trees, then we shall fall to our knees: falling behind the necessity to conform and reaffirming a type of absolute control that our own creation has over us.

Even those of us furthest out on the fringes of society, those of us who live somewhat outside the reality that our social structures dictate as the *only* reality, are participants in falling behind this required time change. No matter how far removed—by choice or by circumstance—we might feel or find ourselves to be, we must step in line, we must fall behind the consensus when the clocks change. In fact, there does not ever appear a way to escape this aspect of social control: as long as any of us need to relate to anyone else at what moment we will or must be where, then we are trapped in a mechanism of control. We are trapped in the prison house of the measure of time, a cage of our own devising.

And yet, it is not so bad really is it? This particular submission and enslavement to the way things *are*, the way things have “always been” (at least that is what some might be tempted to say), is painless. There doesn't appear to be any immediate harm to falling behind, in the sense of getting behind, as in backing up and affirming, this convention that drives the hands and the digits of our timepieces. Time stops for no human, and yet, when the conventions of social control call for it, time moves backwards. Perhaps we all need to fall back on something. Perhaps if there were nothing to fall back on we'd simply keep falling forever, and for many, that is a terribly frightening thought. But then again, don't we call such an occurrence a “free fall?”

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*b.e. hydromako is not sure whether his parents were human, and sometimes feels that the sun and the moon are his father and mother respectively (or vice-versa). He doesn't have a belly button, and the operation to remove the alien implants is forthcoming. Sometimes he thinks that the world is a projection of some malfunctioning machine.*

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## State of the Plants

### Contributed By The Insider

*Biology professor Robert Holmberg reports on the latest in the Centre for Science:*

With the help of Terra Birkigt, this summer we were able to do some maintenance on Athabasca University's collection of preserved plants. We now have over 2,800 dried specimens that have been mounted, identified and catalogued. These represent 815 species of ferns, conifers, monocots and dicots in about 100 families. In addition, we have nearly 40 species of fungi and lichens.

The specimens are used in our various biology courses and have contributed to the known distribution of rare plants in Alberta. Specimens are also available for identifying unknown species brought in by the general public and for artists who wish to make realistic images.

The herbarium started in 1985 after Athabasca University's headquarters were moved from Edmonton to Athabasca. In that summer, Dr. Lochan Bakshi (now Emeritus Professor) and Richard Dickinson conducted a botanical survey of Athabasca University's new lands. (This is documented in Bakshi, T.S and R.G. Holmberg. 1986. A preliminary biological survey of Athabasca University lands. Athabasca University Internal Report. 76 p.; available from AU Library.) Students of BIOL 321: Wild Flowers have added to the collection. Although most specimens are from Athabasca or the Kananaskis area (where BIOL 321 is usually taught), there are specimens from most Canadian provinces and a few US states.

In addition to four standard herbarium cabinets, we also have a cabinet of specimens that were donated to us from a defunct federal government seed lab. The specimens are mainly from the Calgary area and some date back to the 1920's. Seeds of these plants are likely still viable and could be used in biodiversity studies.

Right now the herbarium cabinets are in storage - awaiting a permanent place. However you can soon check out what is in the collection at the [Science Outreach - Athabasca web site](#) under Resources. If anyone is interested in volunteering to help catalogue these specimens, please contact the Science Lab.



### **Degree-granting power for colleges may create two-tier education system**

**By Chris Boutet,  
Gateway**

*[PHOTO PROVIDED BY CUP: TWO-TIER FEARS (Photo Illustration: Jon Yu)]*

EDMONTON (CUP) -- Faced with concerns of booming undergraduate enrolment and limited space at the

University of Alberta, the province is looking into granting degree completion status to two of Alberta's largest colleges. But students are worried this is the first step towards a two-tiered education system.

Learning Minister Lyle Oberg and the provincial government will be facilitating talks over the next few months between the University of Alberta, Grant MacEwan College and Mount Royal College in Calgary. If an agreement is reached, the two colleges will be given the ability to offer full bachelor's degrees for undergraduate programs, which, coupled with raising tuition rates and minimum entry averages expected at the University, should disperse the prospective undergrad population more evenly among the three schools.

University Provost and Vice-President (Academic) Doug Owram feels the collaboration will ease the pressure increasing enrolment puts on its faculty and facilities.

"We've had an enrolment surge over the last two years, and capacity is becoming an real issue," said Owram. "So the natural question is where do you go next?"

"Basically, the University is faced with three options: keep building into a larger institution, shut people out, or create new institutions to handle the extra capacity."

The University hopes that with more undergraduates going elsewhere for their bachelor's degree, more resources at the school could be allocated to the post-graduate studies and research, which

in turn will work towards establishing the University of Alberta as an “elite institution,” as Owram calls it.

Although all three schools are optimistic that they stand to benefit from the arrangement, student unions from the three institutions are expressing concerns that the move is just the first step towards the creation of a two-tiered education system in Alberta.

Mike Hudema, University of Alberta Students’ Union President, described the University’s use of the word “elite” as fitting.

“It’s the most apt word for the University’s policies that I can think of,” said Hudema. “This university has long sought to be not only academically elite, but also financially elite as well.”

Hudema worries that increasing fees and entry averages will deter all but those students interested in the professional faculties from coming to the University, and fears Mount Royal and Grant MacEwan will become viewed as little more than liberal arts colleges under this new structure.

“With a two-tiered education system, it’s dangerous to create a system in which one degree is better than the other just because it’s more expensive,” he said.

“If the U of A is considered more prestigious because a degree here costs more than Grant MacEwan, you’re basically buying quality,” he said. “If you can pay for it, you can get a more prestigious degree.”

Hudema’s concern with establishing an elite status at schools is echoed by other student associations.

Jennifer Wietzel, an executive member of the Mount Royal Students’ Association, wrote an article in the Mount Royal monthly newsletter that expressed many of the same concerns. “The U of A wants to grant elite degrees, thereby making a Mount Royal degree second-class,” she wrote.

“That plan includes raising admissions standards at the University to create a U.S.-style Ivy League school. The Students’ Association would not like to see a system where opportunities for students are compromised by an elite system,” she continued.

But Owram doesn’t see it that way; he sees the system as offering students more opportunity in education.

“As Alberta gets bigger, we need to provide people with more education options,” he said. “It’s not a question of quality—some students like big classes, some like small—we’re just offering different models for different people.”

Currently, Grant MacEwan College offers up to two years of a bachelor’s degree in their university transfer program. Mount Royal College already offers bachelor’s degrees in Arts and Nursing with Athabasca University.



## **Canada is valuable model for peace, says author**

***Das paints hopeful picture of Canada's future***

**By Jhenifer Pabillano,  
Alberta Bureau**

*NATION BOOSTER Author Satya Das says Canada needs to lead the international community by example. (Photo: Patrick Finlay)*

EDMONTON (CUP) -- For the title of his new book about Canadian international leadership, Edmonton author Satya Das chose a phrase that isn't so modestly Canadian: 'The Best Country: Why Canada Will Lead the Future.'

"It's very un-Canadian to say that we will lead," said Das.

"But if I wasn't confident [in our leadership], I would die of despair. I really have lived in a lot of places in the world and I've seen utterly horrible things. If we can't project Canada to the world and say 'Here is a different way, here is the path of non-violence, here is the path of the culture of peace,' then we are lost."

A respected former journalist with the Edmonton Journal, Das draws on his formidable experience in Canadian and international issues to shape his arguments.

The Best Country is an ambitious book with an optimistic tone, where Das argues Canada can provide a crucial example for the hatred and violence seen internationally. The experience of Canada, says Das, shows that diversity can exist peacefully, governance can be effective and cooperative, and peace can come out of a history of intolerance.

"[Canada's example] is such an antidote to the exclusion and the hatred and the violence everywhere. That's the obligation of our leadership: not to say your country must become like us too, but look what we've done. Is there anything you can draw from our experience?"

Western Canada, says Das, provides a key part of the model. Not even 100 years old, the provinces and cities of Western Canada are examples of strong and peaceful systems built on foundations of diversity, said Das. Eastern Canada is less applicable as it retains a foundation rooted in other cultures, such as French or Anglo-Scottish history, says Das.

"The only distinctive Canadian experience [in the West] is the experience of cultural diversity, of lots of different people coming together to live. In the first few decades of the Western Canadian

experience, it was bitter and violent and awful and racist. And the last three or four decades, it has significantly changed,” said Das.

Arguing that Canadian governance is exemplary because of its consensus and cooperation, Das isn't fazed by the federal and provincial struggles over the Kyoto accord.

“I think Kyoto is all about consensus. Kyoto is proof that Canada works,” said Das.

“What's happened in the debate in the last few days? They got tired of shouting, now they're sitting down with each other to look for solutions. ... Full credit to Klein and Chrétien for sitting down and talking about this, because that's the Canadian way.”

And despite rumblings that Canada may be succumbing to interests that erode the characteristics that Das' book prides, he isn't worried that they will succeed.

“I'm not a pessimist that way,” said Das.

“I know people like my friend Mel Hurtig who think we're losing everything to the Americans, and I respect his view because I can't deny the validity of his arguments. But what I would say is, what are we going to do to fight that? ... Maybe the best protection of Canada is to share more of ourselves with the world rather than wait with dismay at the inevitable dominance of American culture.”



## **Romanow speaks on the future of health care**

***Calls for more cooperation between federal and provincial governments***

**By Tania Edwards and Adam Riggio, The Muse**

*(photo provided by CUP)*

ST. JOHN'S, NFLD. (CUP) -- Former Saskatchewan Premier Roy Romanow came to Memorial University to tell students that money alone isn't the key to saving Canada's public health system.

Romanow, who is currently the sole commissioner of the Royal Commission on the Future of Health Care in Canada, said money problems are central to Medicare's problems, but they should not consume the entire health care debate.

“The debate has been too narrowly focused on fiscal responsibility,” Romanow told the audience. “Money is not the answer unless that money is used to buy meaningful, transparent change.”

Romanow made clear it that Canadians want a health care system based on promoting wellness and prevention, rather than treating illnesses once they occur. He said the Canadian health care system today is more like “an illness care system.”

He also says more government cooperation is needed to solve the current health care crisis. In the past, there has not been much cooperation between the federal and provincial governments across Canada, he said. Romanow says the means to run a high-quality health care system exist, but they are not being used to their full potential, likely because of the lack of cooperation between the two levels of government.

Romanow called the federal provincial dialogue on medical issues dysfunctional, and said health care is too important to be left to individual provinces.

Part of his mandate is also to raise public awareness about the workings and the state of the health care system in Canada. He called for greater public participation in the institutions of medical care in the country.

Laurina Leyenaar, head of the Medical Students’ Society at Memorial, said Romanow’s findings will directly effect students in a statement to Canadian University Press.

“It is not going to be easy to fix the system,” she said. “Mr. Romanow alluded to the fact that our ‘national’ system actually consists of 13 different systems, with discrepancies in service delivery, etc. This illustrates the enormity of the challenge faced in trying to reform the system and yet I think it is critical to realize we must deal with it now.”

“As future physicians who will be actively involved in the delivery of health care services in this province, and across the country, medical students . . . will work to ensure accountability in the implementation of Mr. Romanow's recommendations,” said Leyenaar.

The Romanow Report on the Future of Health Care in Canada will be released at the end of November.

The Senate's Standing Committee on Social Affairs, Science and Technology, chaired by Senator Michael Kirby, made recommendations similar to Romanows’ in a series of several reports.



## Free Health Benefits for Children in Low-income Families

From information provided by Alberta Human Resources and Employment

THE VOICE November 6, 2002

The Alberta Child Health Benefit (ACHB) provides children in low-income families with free:

- Dental care
- Prescription drugs
- Eyewear
- Emergency ambulance services
- Essential diabetic supplies

More families are now eligible for coverage through the ACHB because of increased income eligibility levels, which took effect July 1, 2002. These income levels are associated with the number of children in the family:

- 1 child for family net income of \$ 22,397
- 2 children, \$ 24,397
- 3 children, \$ 26,397
- 4 children, \$ 28,397
- more than 4 children, add \$ 2,000 for each additional child

Enrolment in the ACHB is free. Eligibility for the program is based on the family's net income from their previous year's Income Tax Notice of Assessment (line 236). Once their applications are approved, qualifying families receive ACHB benefit cards that allow them to access approved services and products directly from service providers at no cost.

### To get an application form:

1-877-4MY-KIDS

1-877-469-5437

[www.gov.ab.ca/hre/achb](http://www.gov.ab.ca/hre/achb)



## **Notice to AU graduate students and those considering entering graduate studies at AU:**

Athabasca University Students' Union is in the process of establishing an AU Graduate Students' Association.

Here's a sampling of benefits of belonging to a Graduate Students' Association:

- **Graduate student representation on University Committees**
- **University and government advocacy and lobbying**
- **Affiliation with provincial and national graduate students' organizations**
- **Assistance with university/student dispute resolution**
- **Information source**
- **Networking**

For more information contact:

**Shirley Barg, Vice-President**

**Athabasca University Students' Union**

**Email: [sbarg@ausu.org](mailto:sbarg@ausu.org) or call 1-800-9041 ext. 3413**

**Edmonton local number: 497-7000**

**Calgary local number: 298-2905**

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## **AUSU SPEAKS: Fall Session Provided By AUSU**

AUSU met on the evening of September 16th for the last regular council meeting of the 2001/2002 fiscal year. Finances and our preliminary budget for the upcoming fiscal year were the main topics of discussion, and we laid the groundwork for some exciting new scholarships and student awards. Also under discussion was the possibility of selling AUSU promotional items in the future.

The most important topic of the evening was our upcoming AGM. For those who do not already know, the 2002 AGM will take place on September 28, 2002 at 1:00 PM MST, and all students are welcome. You may attend in person at the Edmonton AUSU offices, located at #306, 10030-107th Street, Edmonton, AB, or you may attend via teleconference from any location, worldwide. Call our office at 1-800-788-9041, extension 3413, or email [ausu@ausu.org](mailto:ausu@ausu.org) for more information. Please reserve your spot as soon as possible, so that we know how many attendees to plan for. We'd love to see you there.

Also on the table this week was a proposal for new scholarships and student awards, which was approved by all councillors. Information about these awards will be available on our website as soon as we hammer out the last of the fine details. The details will be posted on the AUSU Services page.

The fate of the AUSU Handbook/Planner is still up in the air. We want to be able to give students items that will be useful to them in their studies, but we need to be certain that the handbook is the best choice before we commit to having more printed. Student input so far has indicated that a smaller planner might be more useful, while other suggestions have included wall calendars, desk calendars, and other items. So far, however, we have had only a few responses to our survey, and we require more.

Please check out the [AUSU discussion forums](#) on our website and select the Handbook/Planner Survey topic to download the survey file or to comment in the open forum. Alternatively, you may mail your comments to [dkereluk@ausu.org](mailto:dkereluk@ausu.org). We'd like to know what might be useful to you, what items you have received from other students' unions that you have used and enjoyed, and if you have any opinions on the old format of the AUSU Handbook.

Speaking of student input, we are pleased to say that since the first issue of the AUSU newsletter started arriving in students' mailboxes, we have had many entries for the contest, and a significant increase in Voice readers and users of the AUSU forums. For all of you who just checked out AUSU for the first time this month - welcome!

Finally, back to business matters, AUSU council has approved the proposed preliminary budget for the upcoming fiscal year, and we are very pleased to announce that our expenditures for the 2001/2002 fiscal year will remain within budget for that period.

Many new projects have been initiated since the new council took over in March, and we're very excited about the coming year. Expect a summary of our work so far to appear in the Voice or on the AUSU website very soon.



## **NEWS FROM THE AGM Provided By AUSU Council**

The 9<sup>th</sup> Annual General Meeting of AUSU was held this past Saturday, September 28 at 1:00 P.M. Eleven students were in attendance, nine in person and two via teleconference. Quorum was satisfied and the meeting could proceed. In the President's welcome, Debbie Jabbour commented that the low attendance should not be taken as an indicator of apathy, but rather one that speaks to the reality of the lives of Athabasca University Students. Many may be interested in participating in student affairs, but few can manage to find the time to do so. Debbie also spoke of the uniqueness of AU students, and the importance of having a good relationship with the

university administration.

Judith Hughes, Athabasca University Vice President External and Student Affairs, brought a welcome from AU and seconded Debbie's words about the importance of collaboration and cooperation between the university and the students' union. Many changes are occurring within our university, and development of strong alumni is a first step towards strengthening the image of AU and finding alternate forms of fundraising to benefit the university. By working collaboratively, AU and AUSU can also have a more effective voice in lobbying the government for policy changes that recognize that AU is different and should not be considered under the same funding policies as other universities. Current policies do not recognize our technological infrastructure and open entrance policy, and the result is that AU must rely for the main part on tuition fees rather than government funding to maintain operations.

Activity reports were presented. It was recognized that most of the current group of Council members were not part of the 2000/2001 fiscal year, and did not have input into the financial statements presented. However, Council wanted members to know a bit more about us, and let everyone know what we've been up to recently and what is being planned for the future, so each Councillor submitted an activity report.

The financial statements were presented. Treasurer Gurpreet Dulai explained that an operational deficit had been incurred due to the reprint of the student diaries. Steps have been taken to ensure this type of problem won't re-occur, and during the 2001-2002 fiscal year, the deficit will be recovered. He also explained that increased convocation costs were a deliberate move intended to raise AUSU profile and provide greater graduation support during the most important event of the year. Overall AUSU began the 2001/2002 fiscal year in a financially healthy position.

Once those in attendance approved the financial statements, and an auditor appointed for the upcoming fiscal year, the floor was opened to general discussion and questions. Several Council

members spoke about their experience of being on Council during this past year, and how positive and educational it has been. Darren Kereluk, who along with Gurpreet Dulai, are the only Council members who had any significant presence during 2000/2001; Derek spoke of how different the experience has been this past year from the one he had when on Council previously. Even though disagreements occasionally occur, this group has been able to resolve things without entering into the type of conflict that tore the previous Council apart. Others on Council agreed that the atmosphere among this group has been always positive. Even when there is disagreement on how to proceed, the attitude is to discuss it and move on - move forward whether or not there is 100% consensus on issues.

Debbie Jabbour brought the meeting to a conclusion by thanking everyone on Council, volunteers and staff for their participation in making this last year such an enjoyable venture. She noted that in future years, other Council groups may look back at what we do and wonder “what were they thinking?”, and that although we may make mistakes, we are all working with good intentions to improve the student experience for all AU students. The upcoming spring AGM will be a celebration of the 10<sup>th</sup> anniversary of AUSU, and plans are already underway to make it a very special meeting.

The 2001 Annual Report is available to any AU student who wishes to obtain a copy, and we encourage you to do so. You can request one by calling 1-800-788-9041, extension 3413 (local to Edmonton 497-7000); or by email to [ausu@ausu.org](mailto:ausu@ausu.org). Please include your full name and AU student ID, as well as a mailing address. Indicate whether you prefer a hard copy mailout or a pdf copy by email (include your email address).

Thank you to everyone who showed an interest in the 2000/2001 AGM. We look forward to seeing you next spring for our tenth anniversary AGM!

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## Conference Connections

Contributed By AU's *The Insider*

- **Society of Research in African Cultures** - Nov. 7-9, 2002 - Montclair State University, New Jersey - "Internalist vs. Externalist Interpretations of African History and Culture." If you propose to give a paper, abstracts must be received by August 30, 2002. Send to [Dr. Daniel Mengara](#), Executive Director, SORAC.
- **CASE District VIII** - March 8-11, 2003 - Coeur d'Alene, Idaho - "Connect in Coeur d'Alene." Details: <http://www.connectincda.com>
- **ICDE World Conference** - 21st annual - June 1-5, 2003 - Hong Kong. Deadline for abstract submission is Aug. 1, 2002. Details: <http://www.ouhk.edu.hk/HK2003>
- **CADE** - June 7-11, 2003 - St. John's NF
- **International Studies Association and the Central and East European International Studies Association (ISA/CEEISA)** - June 26-28, 2003 - "The Global Tensions and Their Challenges to Governance of the International Community" conference at Central European University in Budapest, Hungary.

# SCHOLARSHIP NEWS

## ESSAY CONTEST 2003

The Elie Wiesel

PRIZE IN ETHICS

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### SUGGESTED TOPICS:

Reflect on the most profound, moral dilemma you have ever encountered and analyze what it taught you about ethics.

How can human beings move beyond hate toward reconciliation?

Explore ethical responses to fanaticism, hate and violence.

What ethical issue concerns you most and what concrete proposals would you make to deal with it?

## DEADLINE: DECEMBER 2, 2002

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- **ELIGIBILITY:** Full-time undergraduate juniors and seniors during the fall 2002 semester.

**Students must complete an Entry Form along with their Faculty Sponsor.** Any interested professor may act as a Faculty Sponsor and endorse the quality and authenticity of the student's essay. In addition, students are asked to include a letter from their registrar verifying eligibility.

FIRST PRIZE: \$5000.00

SECOND PRIZE: \$2500.00

THIRD PRIZE: \$ 1500.00

HONOURABLE MENTIONS: \$ 500.00 EACH

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Entry forms, detailed guidelines and further information are available online at [www.eliewieselfoundation.org](http://www.eliewieselfoundation.org), or by sending a self-addressed stamped envelope to:

The Elie Wiesel Prize in Ethics  
The Elie Wiesel Foundation for Humanity  
529 Fifth Avenue, Suite 1802  
New York, NY 10017

Telephone: 212.490.7777

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## **Kinsmen and Kinettes Bursary - Hal Rogers Endowment Fund**

**Value:** \$1000

### **Application Deadline: February 1**

#### **Description:**

- Canadian citizens or permanent residents
- Must be full-time students in the upcoming school year at a recognized post-secondary institution
- Selection is based on demonstrated high ideals and qualities of citizenship
- Recipients must not have previously received a bursary from the Hal Rogers Endowment Fund
- Applicants WILL NOT be eligible for consideration if the application form is mailed directly to the Kinsmen & Kinette Clubs of Canada without receiving prior endorsement from a Kinsmen, Kinette or Kin club

#### **Instructions:**

- Application forms must be submitted to a Kinsmen, Kinette, or Kin Club closest to the applicant's permanent residence
- For further information about application procedures, please contact the administrator listed below or visit [www.kinclubs.ca](http://www.kinclubs.ca)

#### **Contact Information:**

Kinsmen and Kinettes Bursary Program  
Kinsmen and Kinette Clubs of Canada  
1920 Hal Rogers Drive, P.O. Box KIN  
Cambridge, Ontario  
Canada

N3H 5C6  
Phone: 519-653-1920  
Phone 2: 1-800-742-5546 ext.215  
Fax: 1-800-742-5546  
**Web Site:** [www.carville.com/kinclubstest/href1.htm](http://www.carville.com/kinclubstest/href1.htm)  
**Email Address:** [bzak@kinclubs.ca](mailto:bzak@kinclubs.ca)

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## **Michael Luchkovich Scholarships for Career Development**

**Value:** Not specified

**Application Deadline: December 1, April 1 and August 1**

### **Description:**

- Residents of Alberta
- Present full-time employee pursuing further training
- Minimum full-time work history of 3 years
- Program of study may be up to six months of full-time study or up to one year of part-time study

A semester of study towards an undergraduate degree or diploma program will normally not be considered

### **Instructions:**

- Application deadlines are December 1, April 1 and August 1
- For further information please visit

### **Contact Information:**

Alberta Heritage Scholarship Fund  
9940-106 Street, 9th Floor, Box 28000, Stn. Main,  
Edmonton, Alberta  
Canada  
T5J 4R4

**Web Site:** [www.alberta-learning.ab.ca/scholarships/info.asp](http://www.alberta-learning.ab.ca/scholarships/info.asp)



## COMMENTARY AND FEEDBACK!

## LETTERS TO THE EDITOR

### Letter To The Editor:

#### People's Movement for Human Rights Education (PDHRE)

Human Rights are the greatest gift of contemporary thought to humanity. It is not only a vision for a better world, but also a tool for achieving it. Yet somehow, as we enter the new millennium, it is a term that has come to represent in the public mind not the hope of the future, but rather legal processes, charges and counter charges, and at times even, a certain empty rhetorical self-righteousness.

Since 1989, the People's Movement for Human Rights Education (PDHRE), an international NGO, instrumental in UN launching a Decade for Human Rights Education, 1995-2004, has been developing, enhancing and facilitating worldwide training in human rights education at all levels of society.

#### Human Rights Cities: A Historic Innovation

PDHRE, drawing on its rich experience and perception of needs and capacities, with the enthusiasm of local communities, is facilitating the development of Human Rights Cities around the world. Inhabitants, local authorities, community agencies and institutions, NGO's, non-profit human development societies, labour, professional associations, and neighbourhoods learn, reflect and act, joining to participate in the development plans of their city - guided by the commitments made and obligations undertaken by their governments having ratified numerous human rights Covenants and conventions **'to assure that all laws, policies, resources and relationships in the community, maintain the dignity and serve the well being of all women, men, youth and children in the city' ...**

Seven self-selected cities are presently implementing a Human Rights Cities Program. These are: Abra Indigenous Municipality (Philippines); Dinajur (Bangladesh); Graz (Austria); Kati (Mali); Nagpur (India); Rosario (Argentina); Thies (Senegal); and several more are in development in Ghana, Spain and Samoa.

In Edmonton, the John Humphrey Centre for Peace & Human Rights

([www.johnhumphreycentre.org](http://www.johnhumphreycentre.org)) has invited Ms Shulamith Koenig, Executive Director of PDHRE for a 3 days visit at the end of November (27,28,29), 2002 and she will be meeting with various community sectors and civic officials to explore the idea of working towards making Edmonton a **Human Rights City!**

Should you have an interest in this innovative initiative, daytime interviews can be arranged -- **kindly let us know in advance.**

Warmest regards,

Leo Campos A.

**Media & Community Outreach**

The John Humphrey Centre for Peace & Human Rights

Tel/Fax: (780) 474-6058

Cell: (780) 995-6819

PS. To learn more about the John Humphrey Centre for Peace & Human Rights, please visit:

[www.johnhumphreycentre.org](http://www.johnhumphreycentre.org)

## **LETTER TO THE EDITOR:**

Hello,

I was under the impression you may be interested in a new initiative that we are starting here on Parliament Hill. It concerns the website [www.ingenuitycanada.com](http://www.ingenuitycanada.com) I'll provide a little information about the website and the initiative, any other questions you have feel free to contact me personally. This initiative allows the common Canadian, who otherwise might continue to feel disconnected from Federal policy making, to get involved.

It allows individuals to post their ingenious or creative ideas to the website, and if these ideas are deemed legitimate they will be brought before the corresponding minister. As well, ministers will be asked for a prompt response and held accountable, as their response will be posted to the site. Finally, two of the best ideas will be rewarded a 10,000 internship on Parliament Hill (If the individual is over a certain age then they can send an intern in their place.) We would greatly appreciate your help in getting the message out, particularly in involving the students at your university. We feel it is of the utmost importance to involve young Canadians, as they are undoubtedly a source for fresh ideas that will shape our future. Any help you could give us would be greatly appreciated.

Yours sincerely,

Michael Mendel

(613) 992-7771

[mendel747@hotmail.com](mailto:mendel747@hotmail.com)

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Dear Readers,

I have received a number of email asking for printable editions of the current Voice. The current issue is always included in the list of PDF Archives (link from the cover page) or they can be found on the internal pages under “Download PDF Version of The Voice” at the bottom of the right hand index list.

Thank-you for your readership and support!

Tammy Moore

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Thanks to all of you who have been providing us with such great feedback on The Voice. Please continue providing your opinions, comments and support; any submissions can be sent to [tmoore@ausu.org](mailto:tmoore@ausu.org)

**\*\*PLEASE REMEMBER ALL LETTERS TO THE EDITOR INTENDED FOR PUBLICATION MUST BE MARKED “FOR PUBLICATION”.**

Accepted letters to the editor have not been edited, nor do they necessarily reflect the opinions of The Voice staff, AUSU, or Athabasca University.

Tammy Moore



## **ENLIGHTENING INFORMATION!**

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

Contact Tammy Moore at [tmoore@ausu.org](mailto:tmoore@ausu.org) for details on writing for The Voice, providing a sample selection of writing and preferred genre.

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**Remembrance Day Nov. 11, 2002**  
***More than Remembering - Ensuring Justice!***

**A presentation on The International Criminal Court by Elaine Harvey**

Monday, November 11, 2002, 7-9 p.m.  
@ the Unitarian Church of Edmonton  
12530 - 110 Ave.

Local Unitarian Universalist churches celebrate the beginning of the jurisdiction of the International Criminal Court (ICC) with a free public forum on Remembrance Day from 7-9 p.m., Monday, November 11, 2002 at the Unitarian Church of Edmonton, 12530 - 110 Avenue, Edmonton.

**Elaine Harvey**, from Kingston, Ontario, is the Official NGO Representative of the Unitarian Universalist Association and the Canadian Unitarian Council at the United Nations. She will recount stories of the struggles and accomplishments behind this remarkable achievement. **Elaine Harvey** will also speak on "United Nations At The Crossroads" at 10:30 a.m., Sunday, November 10, 2002 at Westwood Unitarian Congregation, 11135 - 65 Avenue, Edmonton.

By hosting this forum Westwood Unitarian Congregation and the Unitarian Church of Edmonton affirm and promote the goal of world community with peace, liberty and justice for all.

**For more information contact:**

Lindsay McWhirter @ 439-6484  
Note: Elaine Harvey is available by e-mail at: [meharvey@sympatico.ca](mailto:meharvey@sympatico.ca)

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## **Diverse Voices: Bridging Troubled Waters Annual Family Violence Conference**

November 28-29, 2002

Infoline: 437-8013 / Fax: 439-6819

- E-mail: [dorothy@icdr.com](mailto:dorothy@icdr.com)

At the Santa Maria Goretti Community  
Centre

11050 - 90 Street, Edmonton, Alberta

Join outstanding speakers & colleagues to:

- Learn how to develop educational initiatives
- Explore how to reach people with varying needs
- Share success stories and best practices with colleagues working in different areas of social development & healthy communities

Expand your knowledge of family violence issues and programs.

Learn about & understand the services & tools available to deal with it ...

Some of our guest speakers include: Dr. Baukje Miedema, Sue & David Languedoc, Manjeet Kent, Judi Fairholm to name just a few ... This conference is hosted by a coalition of social & human development agencies working on family violence issues.

For conference program & registration, please visit: [www.icdr.ab.ca/conference](http://www.icdr.ab.ca/conference)  
or contact Intercultural & Community Development Resources Inc. at:

**Telephone: 437-8013 / Fax: 439-6819 / E-mail: [dorothy@icdr.com](mailto:dorothy@icdr.com)**

*Masters & Scribes Bookshope: specializing in crossing cultures & conference and meeting planners. Visit us @ 9938-81 Avenue, Edmonton, Alberta T6E 1W6*

*Tel: 780.437.8013, Fax: 780.439.6879 / website: [www.mastersandscribes.com](http://www.mastersandscribes.com)*

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## "CRASH COURSE ALBERTA" TO AIR ON CBC NEWSWORLD NOVEMBER 12 & 16, 2002

**Crash Course Alberta** a made-for-television documentary, sets out to explore the persistent undercurrent of sentiment that calls for Alberta to separate from the rest of Canada. It is a minority view but the voices are loud and prominent. They have a way of being heard. The current opposition to the Kyoto Accord by many influential Albertans recalls the protest against the National Energy Program of the mid-80s.

In **Crash Course Alberta**, Rosie Dransfeld, a new Canadian and a veteran documentary filmmaker from Germany, a country recently reunified, sets out to bargain with the most strident voices for Alberta separation. With her goes a small camera crew.

When asked about her motivation to undertake such a quest Ms. Dransfeld responds, "I endured the long-winded Canadian immigration procedures to become part of the best country in the world. But when I landed in Alberta, I found people speaking quite disparagingly about my newly adopted country. While it was confusing, it also inspired me to investigate and air the issues."

**Crash Course Alberta** is a chronicle of her encounters throughout Alberta with a university political science professor, a cattle auctioneer, a rancher, a farmer, an Alberta-based national newsmagazine publisher, an evangelical minister, a writer, an oil rig worker and the like.

Broadcast dates:

Tuesday, November 12 at 8PM Mountain Time (MT)

Saturday, November 16 at 8PM Mountain Time

Program: "Rough Cuts" on CBC Newsworld

Running time: 39:30

Writer/Director/Narrator: Rosie Dransfeld

Producer: Dale Phillips

**Produced by** Black Spring Pictures, Edmonton in association with CBC Newsworld and with the participation of the Canadian Television Fund, the Alberta Film Development Program, CanWest Western Independent Producers Fund and CAVCO.

*The award winning documentary "Shadows of War," on the search for evidence of war crimes in former Yugoslavia on behalf of the UN International Criminal Tribunal for the former Yugoslavia in the Hague -- undertaken by nine Canadian Forensic investigators, also produced by Black Spring Pictures of Edmonton, will air on CBC Newsworld's "Passionate Eye" on November 11, 2002 at 8pm, MT.*

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## **CHANGES TO THE UNDERGRAD GRADING POLICY AT AU!**

This is to advise you of an important change in the undergraduate Grading Policy at Athabasca University.

Athabasca University has approved a new Alpha/4.0 grading scale for undergraduate studies effective January 1, 2003. The grades that students achieve will be stated, on transcripts and in student records, as alpha grades on a scale from A to F. Grade averages will be expressed as Grade Point Averages using the 4.0 grading scale.

These changes in grading scale are part of a province-wide initiative in Alberta.

Undergraduate courses that began before January 2003 will be graded using the percentage grading scale.

For a complete statement of this Athabasca University policy please go to:  
<http://www.athabascau.ca/policy/registry/gradingpolicy2002.htm>

**If you have questions please contact me.**

**Bruce Dawson**  
Assistant Registrar, Registration Services  
Athabasca University  
1 University Drive  
Athabasca, AB T9S 3A3  
Phone 780-675-6147, Fax 780-675-6174



## **Canada World Youth ...**

***An opportunity for Aboriginal youth in international development education!***

The Aboriginal Youth Leadership Program will take place from Jan. through April 2003. A team of eight Aboriginal youth from Alberta will spend this time together in the rural community of Amatlan, near Cuernavaca, Mexico.

They will live with host families and volunteer in a variety of work placements. This unique program will focus on developing transferable employment and leadership skills, and learning

about social and community development issues. Canada World Youth (CWY) is a national non-profit organization offering international programs for youth since 1971. CWY provides youth with a non-formal educational experience that encourages community action and involvement.

These programs promote intercultural understanding, increased awareness of development issues, a sense of commitment to community involvement and the development of personal and professional skills. This program may be for you if you are interested in:

**Discovering** the people and culture of a rural Mexican community  
**Living and working** with other Aboriginal youth from Alberta and Mexico  
**Acquiring** practical work experience and transferable job skills  
**Becoming a leader** in your own community  
**Sharing your culture**, values and perspectives in a safe team environment  
**Developing an awareness of** social justice / community development issues  
**Education** based on learning through doing rather than classroom instruction.

**To be eligible, you must be:**

First Nations AND a Metropolitan Edmonton resident --- OR --- Metis AND a non-settlement Alberta resident --- **You must also be:**

Between 20 and 25 years old  
Out of school & unemployed (but not eligible for EI income benefits)  
In good health  
Motivated and committed to learning and skills development  
Able to live and work away from home for the duration of the program

**Applications must be received as soon as possible, so that travel arrangements and all pre-program preparations can be completed.**

There will be a Pre-Program Orientation in mid- Nov., 2002  
The program will run from Jan. 6 through Apr. 17, 2003

If you **know of young people** who would qualify (pls. pass this on) if you fit the criteria and this appeals to you contact:

MetisNation of Alberta Association  
Attn: Kim Muller, Youth Coordinator  
Tel: 455-2200 / e-mail: [kmuller@metis.org](mailto:kmuller@metis.org)

Or:

Oteenow Employment Centre  
Attn: Penny Laboucan  
Tel: 423-2340 / Fax: 421-4760  
e-mail: [plaboucan@oteenow.com](mailto:plaboucan@oteenow.com)

Or:

Canada World Youth  
#205, 10816A - 82 Ave., Edmonton, AB T6J 4J4  
Phone 1-877-929-6884 toll free or 432-1877 local  
e-mail: [cball@cwj-jcm.org](mailto:cball@cwj-jcm.org) / [www.cwy-jcm.org](http://www.cwy-jcm.org)

This program receives funding from the **MetisNation of Alberta**, **Oteenow Employment & Training Society**, and the **Canadian International Development Agency (CIDA)**.

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**From: Action on Smoking & Health (ASH)**  
**Re: Support a Smoking Ban in Restaurants, Bars and Lounges**

Edmonton City Council is now considering amendments to the smoking bylaw to ban smoking in public places, including restaurants, bars and lounges.

Last year, City Council amended the existing bylaw to protect children from second hand smoke by banning smoking in public places where children are allowed, such as restaurants.

Unfortunately the amendment that passed was not clear, and many restaurants took advantage by trying to have one part of their restaurant a smoking section for adults, and the other for families and non-smokers - without any separation between the two areas! Smoke drift remains a problem. Children are not being protected, and the Councillors are now revising the bylaw to close the loopholes.

There is another group of people living in our community who need protection. These people include the many who work in "smoking" restaurants, as well as bars and lounges. These people often work in smoke filled rooms for as long as eight hours a day - some even longer! These workers deserve protection. No one should have to work in a place that puts their health at risk. Many of these people are our young people - old enough to be working in a place filled with smoke, but too old to be protected by a bylaw focused on protecting the health of children.

The recent landmark decision by WCB to award Heather Crowe, a non-smoking Ottawa waitress diagnosed with terminal lung cancer, compensation for her work-related illness is a wake-up call to take measures to protect hospitality workers from the hazards of second-hand smoke. **Please contact City Hall** and tell them that you support a smoking ban in restaurants, bars and lounges

to protect the health of hospitality workers - and all citizens - from the hazards of second hand smoke.

Call: The Citizen's Action Centre at 496-8200

Or: e-mail all City Councillors at [council2@edmonton.ca](mailto:council2@edmonton.ca)

E-mail your city councillor individually by using their first and last name (e.g. [jane.batty@edmonton.ca](mailto:jane.batty@edmonton.ca)) or call 496-8110 to speak to your councillor directly)

For further information contact:

Action on Smoking and Health (ASH)

[www.ash.ca](http://www.ash.ca)

Tel: **407-6819**

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## Just Christmas 2002

Infoline: 474-6058 (or) 995-6819

*An early Announcement*

**Just Christmas** (from 'justice at Christmas') is an alternative global marketplace for quality fair trade crafts and other goods. Marketplace participants are not-for-profit organizations whose mandate is to foster global awareness and to support international development projects in Asia, Africa and Latin America.

This year the event takes place on Nov. 29-30 at the Prince of Wales Armouries, 10440 - 108 A Avenue, and will feature a special international fashion show highlighting the work of 10,000 Villages ... Please see details below.

**Just Christmas 2002** is a Global Craft Marketplace featuring fair trade crafts and other worldly goods, live entertainment, delicious finger foods and refreshments.

The Prince of Wales Armouries  
10440 - 108 A Avenue

Friday November 29  
6:00 p.m. - 9:30 p.m.

Saturday November 30  
9:30 a.m. - 4:30 p.m.

Wheelchair Accessible. Admission is free but **donations are welcomed.**  
e-mail: [leocamposa@aol.com](mailto:leocamposa@aol.com)

**Just Christmas 2002 is:** CEBES, Change for Children, Guatemala Support Group, Latin Crafts, Romero House, Sombrilla Refugee Society, 10.000 Villages, UNICEF, 10 Days for Global Justice, Amnesty International, HumanServe International, Awareness Programs, Changing Together, P.E.T. Project, Ghana Friendship Association, Filipino Canadian Women's Association, Peruvian Rett Syndrome Society, WUSC, Habitat for Humanity, CSS - Host Program, Canada-Tibet Committee, Guatemalan Canadian Society, Doctors Without Borders, Lingap Institute, Canadian Crossroads International ...

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## The Community Networks Group Event Calendar

- **Global Visions Film Festival**  
November 6-11th, 2002  
Edmonton Arts District  
INFOLINE: 414-1052
  - **The Parkland Institute's Annual Conference**  
'Trading in Violence / Building for Peace'  
Nov. 15-17, 2002  
INFOLINE: 492-8558
  - **Nicaragua Night: A Change for Children's Event**  
Saturday, November 23  
Proceeds support CFC's Nicaraguan projects.  
INFOLINE: 448-1505
  - **Just Christmas 2002!**  
A Global Crafts & Fair Trade Marketplace  
November 29 & 30  
INFOLINE: 474-6058
-



## COMMUNITY ANNOUNCEMENTS

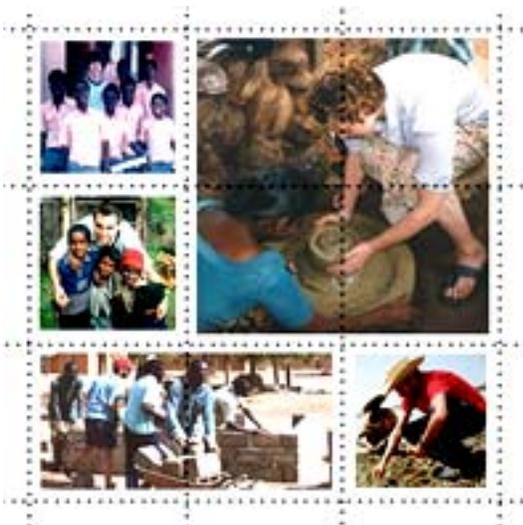
**Contributed By The Community Networks Group**

**AWARENESS PROGRAMS SOCIETY OF ALBERTA**

**Volunteers Needed and Invited to Help**

**Infoline: 924-3432**

We are a volunteer, registered non-profit society which has been serving the work of Wanjiku Kironyo in Kenya for seventeen years. Wanjiku works in the slum communities with the women and street kids, handicapped children and youth groups. Our chairperson, Rosalind Shepherd, is leaving for Africa and we need someone to help us to hold the work together while she is gone. Our Board consists of ten people, who work on various aspects of the work. We need someone who has space for a small office, and the skills to be hub of the wheel for a meaningful and satisfying international project for AIDS orphans. If you are a people-person who enjoys office work, has a little spare time and spare room, phone us at 924-3432, or e-mail us at [rozshep@oanet.com](mailto:rozshep@oanet.com).



**ATTENTION: PLEASE INFORM YOUNG PEOPLE OF THIS UNIQUE VOLUNTEER OPPORTUNITY - Be part of the Global Picture with Canada World Youth**

**Contributed By The Community Networks Group**

How BIG is your world? How big would you like it to be? Next year you could be living, working and learning in Bénin, Burkina Faso, Brazil, Canada, China, Costa Rica, Cuba, India, Indonesia, Kaliningrad, Poland, Sri Lanka, Thailand, Ukraine, Uruguay, or Vietnam! (Countries and exact dates are subject to change).

Discover other countries and other regions of Canada. Learn about social justice and development issues. Live and work with people from other cultures. Acquire practical work

experience and other skills. Gain academic credit in some post-secondary courses.

The Youth Exchange programs are for 17 to 20 year olds and for up to seven months. You spend half of the program in Canada and half in the exchange country. During the program you live with a host family and take part in a volunteer work placement at a local community organization, farm or small business. These programs focus on social and community development issues.

Programs start summer 2003. Also, ask us about our customized programs (these programs have a special focus, and are up to age 29 in some cases), or our joint initiatives/school programs.

#### **How to reach us:**

CANADA WORLD YOUTH, Western Canada Regional Office  
#205 10816 A - 82 Avenue, Edmonton, Alberta T6E 2B3  
Tel: 432-1877 (or) 1-877-929-6884 -- e-mail: west-ouest@cwj-jcm.org

Want to apply? You can get more information by contacting our regional office or apply on-line at [www.cwy-jcm.org](http://www.cwy-jcm.org)

**Deadline for applications is December 6, 2002.**

#### **About Canada World Youth**

Canada World Youth is a national, non-profit, non-governmental organization that has been coordinating international programs for youth since 1971. Our programs promote intercultural understanding, increased awareness of development issues, and personal and professional skills development. Canada World Youth receives funding support from the Canadian International Development Agency (CIDA), Industry Canada, and thousands of individual, institutional and corporate donors from across the country.



#### **The Barcelona Forum 2004**

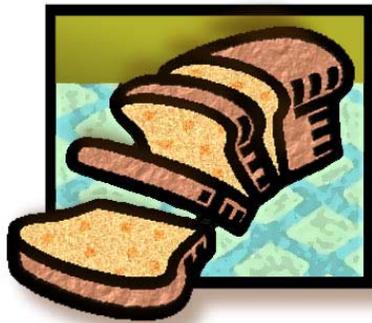
**Contributed By The Community Networks Group**

The first **Universal Forum of Cultures** is a new international event which will bring thousands of people to **Barcelona** from all over the world in 2004. The Forum's principal aim is to contribute to a renewal of thought and attitudes, providing a new platform for moving towards a new coexistence without conflict and in a world fit for living in.

The first Universal Forum of Cultures will take place in 2004 in **Barcelona**. It opens on the **9<sup>th</sup> of May**, Europe Day, and closes on the **26<sup>th</sup> of September**, coinciding with the local festivities of La Mercè, the city's patron saint. The Forum will last 141 days!

The [Barcelona Forum 2004](#) is co-organized by the Barcelona City Council, the Catalan autonomous Government and the Spanish Government, with **UNESCO** as the main partner. The Agenda for this major gathering is based on the Universal Declaration of Human Rights and the working principles of the United Nations.

In agreement with Unesco, the **Barcelona Forum 2004** is structured around three core themes: **cultural diversity, sustainable development and conditions for peace**. Join us at the Barcelona Forum 2004 as move forward towards a world that is sustainable and more humane.



## **Breaking Bread... For Women In Afghanistan** Contributed By The Community Networks Group

*Breaking Bread... For Women in Afghanistan* is a volunteer fundraising project to support much needed education projects for Afghan women and girls. You can participate in this unique cross-Canada fundraising initiative by **Hosting a Pot Luck Dinner** with nine of your friends.

As Host you are asked to invite your friends to your home, request that they bring a dish to share for dinner and ask each participant to donate \$75 towards education in Afghanistan. Each Pot Luck Dinner will raise \$750 (tax receipts available) and will pay the salary of a teacher for one year in Afghanistan.

Do some good... Become a host for "Breaking Bread" -- enjoy the company of your friends, some excellent food and share the opportunities to participate in facilitating REAL CHANGE for Afghan women and girls...

For more information on **How to Host the Pot Luck Dinner**, please call: 1-416-366-2516 or e-mail: [info@breakingbreadforwomen.com](mailto:info@breakingbreadforwomen.com) (or) visit: <http://www.breakingbreadforwomen.com>

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when  
**People**  
need an ally ...

Your donation  
of reusable  
clothing helps  
support the  
Association's  
efforts

 **CANADIAN  
DIABETES  
ASSOCIATION** | **ASSOCIATION  
CANADIENNE  
DU DIABÈTE**

## What We Do

Canadian Diabetes Association (CDA) is a non-profit, charitable organization with over 150 branches across Canada. CDA volunteers and staff work directly with people with diabetes and their families at the grass roots level. The CDA Collections Program collects clothing and reusable household items as an entrepreneurial fundraising venture. The funds raised from this program assist in promoting diabetes research, education, service and advocacy.

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## What We Accept

We gladly accept donations of:

- Clothing
- Linens
- Toys
- Small Appliances
- Jewellery
- Shoes
- Luggage
- Sporting Goods

Canadian Diabetes  
Association

403.509.0070

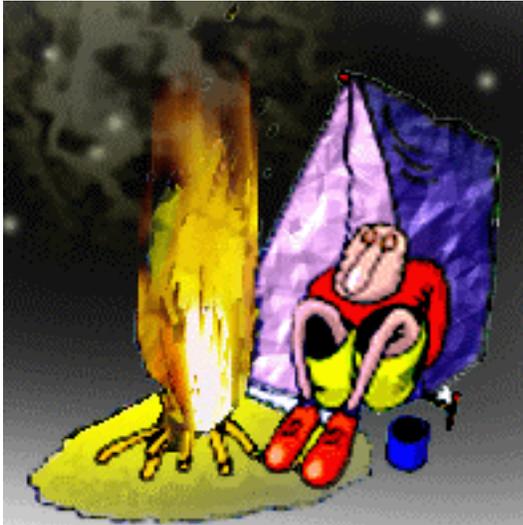
403.509-0072 (fax)

1.866.811.0070 (outside of  
Calgary)

[Email Us!](#)

[www.diabetes.ca](http://www.diabetes.ca)

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## Global Village Backpackers Banff

Our hostel opened June 1, 2001 right in downtown Banff. Formerly the Woodland Village Inn, we are a unique hostel as all our rooms have ensuite bathroom facilities. We have a hot tub, sauna, internet access, kitchen facilities, pool table, tour desk, TV room, bike rentals, laundry facilities, lounge and a large outdoor courtyard patio.

A majority of our rooms are spacious 4-8 bed dorms. We also have, what we call, semi-private rooms. Each has a double bed in a loft above a 4 bed dorm. You share the washroom facilities with the dorm.

### Room rates

October 1, 2001 - April 14, 2001

Dorm Beds	\$25.00	\$22.00
Semi-private	\$55.00	\$51.00
Weekly rate in a dorm room		\$129.50 (non-refundable)

All prices include taxes and linen. Discounts are available to travelers carrying YHA, ISIC, VIP or GO cards.

### 2001/2002 Ski packages

3 Nights/2 days - only \$169  
 3 Nights shared accommodation  
 2 days ski passes (Lake Louise/Sunshine Village/Mount Norquay)  
 Transport to/from ski hills  
 Free pancake breakfast daily.

6 Nights/5 days - only \$369  
 6 Nights shared accommodation  
 5 days ski passes (Lake Louise/Sunshine Village/Mount Norquay)  
 Transport to/from ski hills  
 Free pancake breakfast daily.

We require credit card details to guarantee reservations.  
 We welcome group bookings. Please call the hostel directly for details.

Cheers

The Staff at the Global Village Backpackers Banff

449 Banff Avenue BOX 398

Banff AB Canada T1L 1A5

1-403-762-5521 Toll-free in North America 1-888-844-7875 fax 1-403-762-0385

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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.



## **WRITE FOR THE VOICE!**

Contact Tammy Moore at [tmoore@ausu.org](mailto:tmoore@ausu.org) for details on writing for The Voice, providing a sample selection of writing and preferred genre.

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## **‘Learning is Learning’:**

### **Challenge for Credit Option Exists for AU Students**

Many students may not be aware that AU recognizes prior learning and encourages students to use the challenge for credit process if they feel they have knowledge or expertise in a particular subject area.

The process is not easy, but it is not insurmountable, and it can save the cost and time of taking a course if prior knowledge exists.

“We want to raise students’ awareness about the option and let them know that they don’t need to re-learn material or spend money on a course they don’t really need to take,” said Joan Fraser, director of the Centre for Learning Accreditation.

“Learning is learning and a student shouldn’t be penalized if that learning was not done within the confines of bricks and mortar,” she said, adding that those students with significant life or work force experience are typically those who pursue the challenge option.

Challenge for Credit is handled by the Registrar’s Office. Students are encouraged to check the course description to see if a challenge is permitted for the course they are interested in. If so, then the student must investigate a number of things prior to deciding whether to proceed.

First, and most important, the student should discuss the matter with the course coordinator. The coordinator will be able to give a better idea of the depth of the materials covered in the course, and the student’s chance for success should he/she opt to challenge.

The AU calendar outlines the challenge steps, notably completing the Challenge for Credit Application and accessing the course materials, which further allows the student to review the materials and determine if the challenge is viable. There is a non-refundable challenge for credit fee (check the web site for the current fee), but it should be noted that no withdrawal is allowed once the application has been completed.

“It (the challenge for credit) is something that’s there for you – use it,” Fraser said.

Anyone with questions about the process is encouraged to call Joan Fraser at (780) 675-6481 or check AU’s website at [www.athabascau.ca](http://www.athabascau.ca).

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## **CLASSIFIEDS:**

**PUBLISHED IN THE VOICE November 6, 2002**

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## **CLASSIFIED SPACE:**

**Students of AU may print classifieds in The Voice free of charge (maximum three per issue) as long as they are not representing a company or product.**

**Classified ads must follow the direct guidelines and ethics stated in the Voice Policy and should be submitted to the editor at [voice@ausu.org](mailto:voice@ausu.org) with 'CLASSIFIED AD' listed in the subject title.**

**The Editor reserves the right to refuse any classified information at her discretion. Thank-you.**

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