

Volume 11 Issue 04
January 22, 2003

www.ausu.org

the VOICE

Quote of the Week:

"This paperback is very interesting, but I find it will never replace a hardcover book - it makes a very poor doorstop."

- Alfred Hitchcock
(1899-1980)

THE VOICE

January 22, 2003

Volume 11, Issue 04

Welcome To The New Format Voice PDF

The Voice now has an interactive table of contents. Click on a story title or author name and you will be taken to that article. Click on the bottom-right corner of any page to return to the contents page. Some ads and graphics are also links that will take you to the relevant website.

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CLASSIFIEDS!



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.

What We Accept

We gladly accept donations of:

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

Canadian Diabetes
Association
403.509.0070
403.509-0072 (fax)
1.866.811.0070 (outside of
Calgary)
[Email Us!](mailto:info@diabetes.ca)
www.diabetes.ca



A Bug In Your Ear...

Hello, everybody!

I hope you are all having a wonderful and productive new year so far! I have had a wonderful start to the year, and have found a job in my field - after 10 years and two degrees I am finally an employed junior high English teacher. Okay, okay, not the goal of everyone, but I am having an absolute blast and loving it!

Now, however, it has become time to let go of The Voice and let someone else run with it, dream and expand to continue to let our student paper grow. Are you that person? You can find out more details on the position at <http://www.ausu.org/index.php>

Now, for the last of my motivational speeches from the Bug - I want to thank AUSU for all of their support and financial resources to the Voice. The paper is one the biggest gifts they could possibly provide to a distance University. It helps you all stay in touch and read and experience each others lives, concerns, learning, and scholastic successes.



I would also like to thank all of the writers - it was far more their input than mine that got the weekly version of the Voice off the

ground and running. Without the faithful dedication of our contributors, we would have had nothing to share. Without their inspired and creative energy, it wouldn't have been wonderful and exciting either!

To the readers, stay tuned, as more growth and interesting developments are sure to come, as more vision and different experience and creative input are poured into the Voice from the next Editor.

And one last time, I would like to encourage you all to write and contribute - this is your student paper, your communication, your voice. You are the ones who create this publication, and without the support of you, there is nothing to show. Submit your thoughts, experiences, goals, opinions, educational rantings and ideas on life. We are your peers, your fellow students, and the people who range from around the world - share with us, get involved - oh, yeah, and get paid!

Best wishes to you all!

Tammy Moore
Out-going Editor of The Voice



Farewell to Tammy Moore,
by Debbie Jabbour
with comments from the Voice writers.

I first met Tammy Moore at Convocation 2001, a few months after I had joined Council. I had communicated with her via email previously, mentioning that I might write something for the Voice. Her first words on meeting me were, "so when do I get your first article?" I wrote my first one the next day, and have not stopped since!

Tammy became Voice editor shortly after the paper went permanently online in January 2001. Not only was she faced with the challenge of coping with a new format, she also had to publish a weekly edition rather than the previous quarterly issues that had been mailed out in hard copy form. Although Council made the transition with good intentions, and as a cost-saving method, they did not adequately communicate this to students. The move to an online edition went almost completely unnoticed – students just stopped receiving the Voice in the mail, without knowing where it had disappeared to! Council itself was in bad shape at the time, with only three people remaining after a period of extended conflict, and relationships with the university had deteriorated. Councillors and university staff had provided much of the content for the hard copy Voice, so the online edition started out rather bereft of writers and resources, with virtually no readership. It was quite a challenge!

I'm not sure Tammy realized just what she was getting into, but she eagerly tackled the job. The first few months were a real struggle. Tammy advertised for writers, but often received only substandard submissions, or none at all. Some items required extensive editing, and Tammy patiently re-wrote and cleaned these articles up so they could be worthy of publication. A few good writers came along and provided a core to build on – but it was a weekly challenge getting enough quality content to publish.

The hard copy Voice had managed to generate some revenue through advertising, and it also charged the University for any articles they submitted (which led to some problems with the university). Council initially believed that the online Voice could also generate revenue, and they decided to try creating the Voice as a separate entity, autonomous and completely independent from AUSU. To that end, in July 2001, they created a “Voice Board” that was given the task of running the Voice.

Unfortunately poor communication led to the demise of this Board, and AUSU Council took responsibility for the Voice once again in September, 2001. As editor, Tammy was put in a very difficult position throughout the whole process. She had wonderful ideas for the Voice, but was being hampered from carrying them out. It was a difficult time – an outgoing Council member was giving Tammy inaccurate and confusing information, she had to deal with an uncooperative webmaster and an incident of plagiarism by a trusted writer, and she had several disgruntled ex-Council members sending her harassing emails and demanding that she print their articles. At times she was no doubt very discouraged - but she stuck it out and continued to work hard to improve the quality of the paper while maintaining its autonomy.

During this time, some of the confusion and poor communication spilled over, causing a misunderstanding between Tammy and myself, and I sent her an email advising that I would not be writing anymore. Tammy immediately called me, and after we talked for an hour and shed a few tears together - I apologized for jumping to conclusions and we managed to forge a strong bond of friendship that has seen us through major transitions in this past year.

And what a year of transition it has been! In December 2001, Council executive met with Tammy and did some Voice planning. We thought we had sorted things out and were ready to move ahead and implement some of Tammy's ideas and plans for the paper, but our troubles weren't over. At the beginning of 2002, the webmaster departed abruptly, and it took several weeks before we could sort out the mess left behind. For the first time the Voice went unpublished, a situation that was

extremely frustrating to writers, Councillors and readers; but to Tammy most of all. Finally we managed to get the Voice back online – but in a less than ideal pdf format.

Once again, Tammy was faced with a new start. Readership had been slowly building up, but it had stagnated again when the Voice stopped publishing and we lost our subscriber list. Many disliked or had problems with pdf, and writer submissions slowed to a trickle. Fortunately Tammy had a core of loyal writers who continued to submit articles every week – but it was discouraging to everyone, starting all over again and feeling that no one was even reading the Voice anymore.

In April of 2002, Tammy came to Council with a proposal to completely restructure the Voice. In her words, she wanted to “make the Voice pretty.” We took her proposal, struck a planning committee, obtained several quotes and went to work. Many Voice readers may not be aware that Tammy Moore is a talented artist who graduated this last year with a teaching degree, majoring in art. Tammy provided artwork; her concept for the front page of the Voice; and humbly accepted Council's feedback and criticism as we picked it apart. Although most of us loved the idea, some didn't, and Tammy patiently made adjustments until we had something the majority were satisfied with.

Finally, in July 2002, we proudly launched the online version of the Voice that Tammy had been envisioning and working toward for almost a year and a half! We were thrilled to be moving forward, to have such a great-looking paper. It wasn't long before new writers started to be attracted to the paper, and all kinds of new features were added to make the content more valuable to readers. Tammy began the project of putting the archives back online, and in October presented a budget to Council with plans to improve the Voice even further. During the difficult months, we had come to realize what an important resource the Voice was to AUSU, and Tammy's proposal reflected this importance. Most of us on Council had also come to the conclusion that an online newspaper was not going to be self-sustaining, but that as one of our most important student resources we needed to give it our wholehearted support. We eagerly looked forward to implementing more of Tammy's ideas and seeing the Voice continue to change and grow.

In December I received an email from Tammy that was very disappointing to me, yet exciting at the same time. She advised me that she had been unexpectedly hired to teach full time, and would no longer be able to continue as Voice editor. I was thrilled for Tammy, since I knew how much she wanted to teach. I was disappointed, however, that we would be losing her as editor. In an effort to not lose her completely, a Council member volunteered to help upload the Voice for a while, in the hopes that with some support Tammy might be able to continue in her role as editor. At the beginning of the new year, however, Tammy re-confirmed that, even with help, she could not continue, since her new job required all her focus and energy. We were forced to begin arrangements to search for a new Voice Editor.

We have been through so much together, and Tammy has made an indelible mark on the Voice. She saw it through such turmoil – through several significant transitions, keeping it alive in spite of problems, rebuilding from scratch not just once, but twice. Tammy has always treated the Voice as a project very close to her heart, always giving extra without expecting return. She has worked hard to develop and maintain an excellent working relationship with AUSU Council, attending meetings and events and joining us for casual get-togethers. When it comes to her writers, Tammy is always encouraging and positive, ready to praise them or offer tactful constructive criticism where necessary.

Tammy has given the Voice a strong foundation to build on for the future. On December 18, 2002, AUSU Council passed the following resolution:

MOTION 121802.05

BIRT Council formally thanks Tammy Moore for her work and dedication to the Voice.
S. Barg/N. Palamarchuk – **CARRIED (Unanimously)**

Tammy's contribution to the Voice will never be forgotten. I am proud to have had the opportunity to work with her during these last two years, and I am honoured to call her my friend. Although she has moved on to a new career that she loves, I know she leaves behind a paper she loves, and many dear friends. A thousand thank you's, Tammy, for everything you've done for the Voice. May your future path continue to take you ever closer to realizing every one of your dreams. Good luck and farewell!

After writing this article I asked several of the regular Voice writers to add their comments about Tammy, and being writers, they have done so most eloquently. Here's what they have to say:

I really enjoyed working with Tammy as the Editor for the Voice. I am not able to submit articles every week (although my New Year's resolution is to submit more of them) and she was very supportive of the articles that I wrote and was very flexible about my schedule. I think that writing for The Voice is part of the AU experience and she contributed to my experience in a positive and supportive way.

Teresa Neuman

Tammy put her heart, soul, and an extraordinary amount of her time into making the Voice a great paper to read and to look at. Her presence in the paper will be felt for a long time to come, and I will miss having an excuse to chat with her once a week. She has been a good friend, and a tireless editor. I wish her the best of luck with her very challenging new job! I'm certain that she will be one of those great, motivating teachers that students remember fondly for the rest of their lives.

Tamra Ross Low

Tammy was more than an editor, she was a wonderful friend. If I had a question she was always on it. I take the blame --for our losing her. I "fixed" her wealth corner at home with my feng shui suggestions--she did as I suggested, got her dream job and left us. I miss her already.

Laura Seymour

In an industry where editors are known to have more colourful personalities than actors, I found Tammy to be very professional and knowledgeable. She always gave me encouraging praise and dealt with every issue in a timely fashion. Tammy was a true pleasure to work with and I believe has earned a star on the editor's walk of fame! Tammy's contributions to The Voice could never be accurately measured and she will most definitely be missed for a long time to come. Congratulations to Tammy on finding the teaching job of her dreams and best of luck to her in the future.

Diane L.M. Cook

I'm personally very sorry to see Tammy leaving the Voice. In addition to exhibiting a very high degree of professionalism, she has always shown great dedication to the published representation of our student body and to "her writers". In the nearly three years that I have known and interacted with Tammy, she has always been happy and bubbly which I have found to be extremely inspirational as a writer and as a friend. Although she is leaving the Voice, I hope she remains a part of my life by keeping in touch through correspondence. As much as I feel her departure is a great loss to our publication and the students at AU as a whole, I am happy in the knowledge that she is doing what she desires and has worked toward academically for years. Thanks for the motivation Tammy and I wish you well in your new and exciting career.

Wayne E. Benedict

I'm really happy to get this chance to thank Tammy for her inspirational attitude towards her writers, and her dedication to the Voice. Tam - you were the best editor an aspiring writer could hope for. Your encouragement over the last year gave me the confidence to submit to other publications, and to have faith in what I love - writing. While I'm truly thrilled for you as you embark on this new and exciting path, I'm going to miss you terribly. Best of luck - you'll do great!

Zoe Dalton

As the editor of the Voice, Tammy was wonderful for how she always encouraged each writer to find and use their own voice. While we may be sad that she's leaving us, we can take joy in knowing that she will now be encouraging our young students and the next generation of Voice writers.

Karl Low



WRITE FOR THE VOICE!

Contact The Voice editor at voice@ausu.org for details on writing for The Voice. Provide a sample selection of writing and preferred genre.



U of A Scholar Has A Unique Approach to Understanding the Impact of AIDS.

NEW BOOK SEEKS CONTRIBUTIONS FROM ALBERTA AUTHORS

Something you learn from attending university is that every one's academic interests are a unique blend of disciplines that may derive from personal interests, professional experience, career goals, and the course offerings of their particular university. While many students eventually settle on a single focus, some may choose to split their time between two or more seemingly incongruous but equally appealing subjects. The luckiest – and wisest – are those who find a way to carve out their own professional niche by integrating their diverse interests and exploring the common ground where they become symbiotic.

Dr. Diana Davidson, a post doctoral fellow with the University of Alberta, has done just that. Davidson, who spoke with me this week about her new book project and her related work, has a degree in literature (a Doctorate of Philosophy in English and Related Literature from the University of York), and she also has

an extensive resume in AIDS education and community work. In this capacity, she has worked both locally, as a volunteer with the South Peace AIDS Council in Grande Prairie (now the [HIV North Society](#)), and abroad, where she worked as a contract AIDS educator in rural England.

Rather than continuing to pursue the two as separate passions, Davidson decided to “merge the two things I love: literature and AIDS community work.” While some detractors felt that the merging of the two could not make for a successful career, Davidson has found the two studies to be complementary.

Her focus now is how people use writing and art to respond to the AIDS epidemic both locally and throughout the world. Currently, Dr. Davidson is seeking submissions for a book entitled *The Art Of Living: Albertans Write HIV/AIDS*.

This type of project is not new to Davidson: her doctoral thesis – *Writing HIV/AIDS in the West after 1990* – “explores, and supports, the belief that writing can offer a way through the HIV/AIDS epidemic,” and her current fellowship with the University of Alberta, *Women Writing Postcolonial AIDS*, further explores these ideas.

Through her studies, Davidson has come to believe that “literature allows people to express their feelings about AIDS in a way that is much more revealing than non-fiction.” She also observes that in Canada, where we enjoy an exceptionally high [literacy rate](#); “anyone can buy a newspaper for less than

a dollar; and books are everywhere” written materials are very accessible tools for expressing how people feel. Literature can be very empowering, and a form of activism” where people can explore their real feelings in a creative way.

Encouraging this form of expression is especially important in relation to AIDS, because in recent years dialogue about the disease has been sparse. Davidson is concerned about this silence:

“AIDS is a fragile virus, and it cannot live long outside the human body, but sexual transmission is one area where it not only survives, but thrives.” Education and open discussion are essential for prevention.

Nevertheless, the media coverage on AIDS in North America has declined, while attention focuses on the progress of the epidemic in European and third world countries. This shift in focus was particularly apparent to Davidson this year as we approached [World AIDS Day](#):

“A few years ago, there was so much coverage on World AIDS day. This time, there was very little, and what there was focused on AIDS in other countries, like Africa and the Caribbean. Certainly, we have a global responsibility to help these countries deal with their epidemic, but we have to balance that with work in Alberta.”

Our reluctance to talk about AIDS in Alberta is complicated, and stems from a number of issues. Davidson feels that two factors are significant:

1. Many believe that HIV here is not as bad as it is in Coastal Africa, the Caribbean, and the Ukraine.
2. It’s just unimaginable, for many people, that it could be as bad as it sounds: We are in denial.

She also feels that there is a lot of silence around AIDS because it is linked to behaviours that we often frame in a moral context, such as sexuality and IV drug use. Davidson does not herself believe that that morality is a factor in either of these issues, but as a society we may tend to perceive them that way. This perception makes it harder to have open dialogue about the disease:

“AIDS is a unique epidemic because it forces you to ask what you really believe about sexuality and what you really believe about IV drug use, in a very urgent way.” [With AIDS], “there are a lot of myths that betray deeply entrenched cultural values about sex” but a lot of progress has been made toward being more open about sexuality.

Another factor that makes it harder to talk about AIDS, is that it is such a “complicated risk,” linked to a number of social factors: Race, culture, social class, economic status, education, the status of women, and general living conditions are all factors when accessing AIDS risk. These same factors have been linked to susceptibility for a number of health problems and diseases, but with the advent of AIDS, we have been forced to recognize this more explicitly. “AIDS forces us to take a more holistic view of the disease risk factors” than we do with other diseases, says Davidson.

Poverty and poor education and living conditions are risk factors for AIDS, and “who is more likely to be poor?” asks Davidson, “people in underdeveloped countries. We are seeing a completely different epidemic between the rich and the poor.” This not only makes it more difficult to talk about AIDS, but also has led to the misconception that the type of AIDS we see in Canada is not as serious a disease as the third world version. Concern about further stigmatizing the poor leads to silence about the significance of poverty as a factor that leads to higher AIDS susceptibility.

If there is any doubt that cultural and societal pressures prevent the free dissemination of information about AIDS prevention, Davidson points out an example of the effect of cultural influences on education from her own experience as an AIDS educator in England:

In her own experience, Davidson noticed “some alarming attitudes toward IV drug use in other countries. Here we have programs like Street Works [in Edmonton – see contact information below], that are open, tolerant and compassionate toward drug users,” and offer harm reduction programs such as clean needles and HIV information for addicts.

In rural England, they were not open about IV drug use, and taught little about its link to AIDS. The AIDS organizations that I was involved with in England were “not very involved in drug use” programs or providing information about how drug use links to AIDS. “They had few programs to help those who use IV drugs protect themselves from disease transmission.” Davidson notes that these observations are based on her own experiences in England and Canada, and that the situation in London or other metropolitan areas might be different.

Even in North America, silence has led to a number of misconceptions about AIDS, and a lack of funding for research into drugs or other products that might be of immediate help. “So much attention is being placed on finding a vaccine,” notes Davidson, but for the present, we should also place more emphasis on “developing a microbicide, which women can use to protect themselves from the virus, especially in situations where safe sex is not something they can negotiate.” [see sidebar for more information on microbicides].

Communication and education are the only things that can combat the spread of the AIDS virus, and our knowledge of AIDS is also what sets it apart from the historical plagues that it is often compared to.

Davidson does not like the comparisons between AIDS and the bubonic plague that devastated 14th century England: “AIDS is a unique epidemic in that we are in the midst of it, but we have the ability to view it culturally and socially at the same time.” With the plague, no one really knew what caused it, and there was nothing you could do to prevent it, whereas “we do have knowledge of what causes AIDS and how we can prevent it.”

Making sure that people have this information available to them depends on open discussion about AIDS in our own country. Davidson believes that literature is one of our most empowering forms of expression about AIDS. Through stories, poetry, and art, we can express what is perhaps not quite socially acceptable, and come to terms with the fear and uncertainty that the AIDS virus brings to all of our lives.

Davidson's new book project – *The Art of Living: Albertans Write HIV/AIDS* - seeks to uncover and explore some of the deep-seated cultural beliefs that AIDS has challenged. Unlike most conventional AIDS books, this one focuses on fiction and other creative forms of writing including biographies, poetry, stories, and essays, and she has also received a proposal for a brief history of AIDS in Alberta. The aim of this book, is to give Albertans a creative forum in which to explore their beliefs and underlying assumptions about AIDS, and how the advent of the pandemic has altered our lives.

I'd like to thank Dr. Davidson for speaking with me about her project, and her unique field of study.

Submissions for Dr. Diana Davidson's book: *The Art of Living: Albertans Write HIV/AIDS* can be sent to:

Diana Davidson,
3-5 Humanities Centre,
University of Alberta,
Edmonton AB., T6G 2E5
or via email: diana.davidson@ualberta.ca.

Dr. Diana Davidson's U of A Web site:
<http://www.ualberta.ca/~dmd3/>

Street Works

Boyle Street Co-op
10116-105 Avenue, Edmonton, AB T5H 0K2
Phone: (780) 424-4106 ext. 210
Fax: (780) 425-2205
Contact: [Marliss Taylor](#), Team Manager

WHAT ARE MICROBICIDES?

Information adapted from [Microbicides Now!](#) By Susan Forrest and IAPAC.

"Simply stated, a microbicide is any agent that kills or deactivates disease-causing microbes." These include "therapeutic interventions that can block or prevent infection, as well as amplification of the body's natural defenses to prevent infection through sexual acts." [IAPAC]"

In the past decade, the proportion of women infected with HIV has grown alarmingly. In some countries, women have little power to demand that men use condoms, and even in North America, many women succumb to pressure to have unprotected sex. Those women who are victims of sexual assault or domestic violence have no opportunity to negotiate condom use. To protect themselves, women need unobtrusive but effective HIV protection that they can use on their own, without the consent of their partner.

The best known of these substances so far, is Nonoxynol-9 – a commonly used spermicide used in condom lubrication. However, Nonoxynol-9 may be the least effective of the proposed microbicides, and in fact may increase the risk of AIDS transmission.

There is an immediate need for effective microbicides to reduce new AIDS in infections in women. However, progress has been slow, because most funding dollars are going toward finding an AIDS vaccine which may not be developed for some time.

For more information on Microbicides:

Microbicides Now!: Why Microbicide Development Must Progress Quickly By Susan Forrest:
<http://www.thebody.com/apla/apr01/microbicides.html>

International Association of Physicians in AIDS care: <http://www.iapac.org/>



From My Perspective: Napping

By Debbie Jabbour

This week I'd like to talk about something many of us probably do, but may not admit it – take an afternoon nap! The nap is highly under-rated and underestimated in its restorative effect, and for students, it can be a powerful tool for keeping us going....and going...and going...

If you are a parent, you are already familiar with the value of the afternoon nap. No doubt this is beneficial for the child, but I've always thought the true value of the afternoon nap was for the parents – some quiet time to yourself to catch your breath and get some work done without an active little one underfoot. For an AU student who is a mother, the afternoon nap may be an opportunity to do some undisturbed studying.

I learned to use the afternoon nap during my years as a musician. I worked odd hours, sometimes not getting to bed until 3 or 4 AM or later, and I had small children to take care of in the morning. Although I had trained my daughters from an early age to prepare their own breakfast, they usually didn't let me sleep in for too long. The only way I was able to maintain my energy for my evening's performance was by having a 10 or 15 minute "power nap" after supper, shortly before I had to leave for work.

Once I stopped working regularly as a musician, I discontinued the afternoon nap. I was too busy maintaining a home, running children to dance class, working, and just cramming as many activities as possible into my day. I kept this up for many years. For a while I was working full time, taking a two hour bus ride round trip, and by the time I arrived home and made supper it was almost 9 PM. If I attempted a nap at that hour I was out until the following morning!

After two years at that job, I was laid off. It turned out to be the best thing that ever happened to me. For the first time in my life I actually qualified for unemployment insurance (I was always self-employed before), and this gave me the opportunity to spend some time rethinking where I was going with my life. I was already enrolled at AU part time, and after a few weeks made the fortuitous decision to apply for a student loan. To my surprise, my application was approved, and I started going to university full time.

Soon afterwards I also began a part time job, and became involved with the student union. Once again I was filling my day with as many activities as possible, but this time I was unable to keep up the pace, and I became run down. My body reminded me that I needed to take care of myself, and I was forced to rediscover the afternoon nap. Initially when my health was poor, I was sleeping several times a day. But once I had my energy back, I realized just how important that nap was to keeping me going, and I've made it a habit once again.

The “power nap” has become even more important now that I’m working late shifts again. After a long day of studying, taking care of family responsibilities, and student union activities, I often arrive at work in the evening very tired – yet needing to remain alert until midnight. For a while I would fight it by moving around or going for a walk on my breaks, but one day I realized that I fared much better by taking my breaks in the quiet room, closing the door, and enjoying a 15 minute snooze!

At first I worried that I might doze off and not return to my station on time. But I made a strong mental note before closing my eyes, looking at the clock and then giving myself a specific time to wake up (either 15 minutes or 30 minutes depending on the length of break). I’ve never had a problem waking up in time, and I return to my desk refreshed and alert. One day I was particularly tired, however, and decided to mention to my co-worker that she should come looking for me if I didn’t return. To my surprise she admitted that she did the same thing on her breaks!

The afternoon nap is not my original idea, of course. Mexicans have been doing it for centuries, and recent studies have confirmed the benefits of napping on extended productivity and mood. There are very valid physiological reasons for this. Body temperature drops about 8 hours after waking, similar to what occurs when falling asleep at night, and the body naturally prepares for a nap. Research has revealed that:

- Europeans and Latin Americans, most of whom nap regularly, score better on stress tests than Americans.
- The risk of heart disease can be decreased by regular thirty-minute naps.
- Naps enhance your ability to pay attention to details and to make decisions.
- Naps taken about eight hours after you wake are better than adding that time to already adequate nocturnal sleep.
- Naps improve mood and alertness.

From: Power Sleep, Dr. James Maas.

In *The Art of Napping*, psychologist/author William Anthony (1997) extols the virtues of the nap, profiling famous nappers such as Winston Churchill and Thomas Edison. Sleeping on the job is no longer a reason to be fired. Some companies; particularly high stress jobs involving shiftwork; are realizing the value of the nap and are encouraging employees to utilize “productivity napping.” Anthony and his wife have gone on to form the Napping Company, a group that advocates for the benefit of napping. Their website is full of interesting information about napping.

The key to successful napping is to keep it short. Optimum time is twenty to thirty minutes - any longer will put you into a deeper sleep cycle and it will be difficult to wake up. Sleep experts also recommend not napping too late in your day so you don’t disrupt your regular sleep schedule. If you are unable to nap regularly, even a short time of meditation or relaxation with eyes closed will go a long way toward restoring your energy. For students, exam performance can be greatly enhanced by short naps before all-night study sessions. The judicious use of napping can have a strong preventative effect for the negative effects of chronic sleep deprivation, something Athabasca University students are all too familiar with.

Those of us who nap are in good company. We've already known the secret for a long time, and now we have scientific evidence to back it up. If you haven't tried it, I'd highly recommend you do. Now I'm going to go have my 15 minute "power snooze"!

Anthony, William (1997) *The Art of Napping*. Larson Publishing.

Anthony, William & Anthony, Camille. (1999) *The Art of Napping at Work: The No-Cost, Natural Way to Increase Productivity and Satisfaction*. Larson Publishing.

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LAST WEEK WE ADVERTISED THAT DEBBIE'S ARTICLE – *POPSTARS: THE FIRST AUDITION* – WOULD BE RUNNING THIS WEEK. UNFORTUNATELY, THE SHOW'S SCHEDULE WAS INACCURATE, AND THE EPISODE THIS ARTICLE REFERS TO WON'T BE RUNNING UNTIL THE EVENING OF JANUARY 23RD. TUNE IN AND WATCH, THEN CHECK OUT DEBBIE'S ARTICLE NEXT WEEK, ONLY IN *THE VOICE*.

NEXT WEEK!

From My Perspective, Special Edition: The Popstar Experience

Many of you may enjoy watching reality TV, and are planning on watching the newest episodes of Canada's *Popstars: The One*, that began airing last Thursday on Global TV. One of my daughters is a finalist, and will be appearing on the show, beginning with the Edmonton audition episode. Her experience has been an extremely interesting one, and starting next week I will be sharing with *Voice* readers what it was like, and how it has affected her and our family. Neither she nor I agree with the manufactured pop star concept, so we have been very ambivalent through the whole process. As proud as I am of her accomplishments, watching her on national TV and hearing and reading things that are being said about her performance is going to be both exciting and stressful. I know many of you already feel you know me and my family quite well through my writing, so I hope you will enjoy this very personal glimpse into our lives. When you watch the episode, look for a red-head named Amaya. Check out detailed episode information online at www.popstars.ca.

Next week: Popstars - the first audition

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.

AU Profiles:

STUDENT:
Arthur Setka

What province and city/town do you live in?

Peterborough, Ontario (I welcome all emails at roart@sympatico.ca).

Do you have a family/ kids/ pets ?

I am married to Roann, an Occupational Therapist at our local Hospital. We have a daughter “Jayah” who is 18 months and a Border Collie named “Blue”.

What are your hobbies / interests/ activities/ etc.

I’m an avid canoer, cross country skier and snowshoer; I love being a Daddy to my daughter☺

Can you tell us about the AU Courses you are taking at the moment, or a favourite course?

History 1867 to Present; History to 1867; and Native Studies 200. If you are taking these courses, let’s become study buddies. Email me if you are interested.



*Arthur and Roann
Lake Superior Provincial Park*

How long have you been a student? (And where)

I’m new to AU this year. Working in computers means you are always a student.

What do you think of your courses/ the AU experience/ distance education?

I like it a lot. I am a computer teacher at 2 colleges and have been a guest speaker at a University. I teach at many private schools as well.

This is a different type of service. I prefer this type of education because it is accessible to all people, which as an Educator is something I am passionate about. You don’t have to worry about daycare costs and other hassles (which are a big plus! A \$30 a day plus!), parking, classroom

times and all the hassles of a traditional school. As well there are those classes that really only require you to read the book anyway.

In my perfect world there would be a combination of in-class study for some subjects and online courses for other subjects. This would greatly reduce the costs of education and allow more people to enrol. But traditional schools are pretty territorial predators and often don't like sharing with others. As well they are very fixated on signing people up and having them show up 4-5 days a week. When in actual fact they are only in class for 20-25 hours over a 40 hour week.

I like AU as well because they are big on Prior Learning Assessments. At least they claim too be anyway. I will soon find out when I run the paper work through. I work with HRDC a lot and many people who have just lost their jobs and need to upgrade their skills have excellent experience. But the PLA system at most Universities and Colleges (in Ontario through my experience) are poorly run at best. AU seems to support this process very well. Again I will find out and follow up with a letter to keep you posted.

But I would also say that I am paying the same price as normal tuition and I don't have a campus pub to hang out at,☺ so it's a different type of service. So far the only thing I would like to see AU develop is a better writing tutor program. At Trent University they have a service devoted just to that. AU has a website for helping you write essays and stuff but that is pretty minimal. It would be nice for them to post some comparative or long essays that they thought were good examples. That way students would have a better feel when they get those essay assignments. I write a lot of code, but I don't write essays so even that is a little scary for me☺

So AU is not better or worse, just different. I think people need to keep that in mind.

[editors note: AU has just introduced a new How To Write A Term Paper resource, at: <http://www.athabascau.ca/html/services/counselling/writing/>].

Do you work? What do you do?

I've been a Web Master specializing in web programming for the last 6 years. I also have a Computer Networking Diploma and do that as well. I am an avid Linux fan for your FYI if you know geektonian☺. The last 3 years, though I have been a teacher primarily.

How is AU helping you toward your goals?

I want to complete my degree. I have 2 college diplomas and I want to go to teachers college so I can teach computers to grade 12 students. I have 21 certifications in computers and companies like Microsoft will pay to train high school students and for the equipment. However, the teacher has to be Microsoft Certified and have a teaching certificate. That is very rare at least here in Ontario. I want to do this so that we can reduce failure rates for first year computer students at University and College, which tend to be rather high.

What are your future goals?

Teachers College.....maybe an MP☺ way off though.

Do you have any advice or words of wisdom for other students?

Well, persistence is what I would say is the biggest factor in determining your success out there. Don't give up just keep going. Master what you love and the doors will open for you. I tell my students that "studying computers is like canoeing: the more portages you go over the fewer the number of people on the lake," meaning take the harder subjects and tackle them. You'll have skills then that nobody else will.

Anything else we should know? Funny stories about the dog eating your laptop/ praise for AU, a friend or a tutor?

My dog ate my TV remote once. I tell everyone I pay him 25 cents a day for guarding the house. He has just finished paying me back.

I was informed that rising tuition is something that is on everyone's mind. Being a teacher and a student I see both sides of the coin. I know here in Ontario at least, Universities and Colleges are seriously counting change. They don't have money for anything really and money is always a big issue with regard to everything. I always see students walking around with signs saying, "Freeze tuition" on them. I say to them "great lets do it" and if you are really serious I will stand out here with you. But then I hear them complain about taxes being too high. If you want cheap tuition you better be willing to pay for it later through higher taxes. We have a whole generation who went through school for a quarter of what our 20 and 30s generation is paying and are they are the most vocal ones now demanding these tax breaks. Their parents likely didn't even finish high school before being sent off to WWII and they footed their educational tax bills.

Westerners in the last 10 years have tended to vote both federally and provincially for very right wing people, who give taxes cuts to the rich and run Canada like a dot-com company. Ontarians have tended to vote for a very right wing conservative government provincially and a center-left party federally. It really does cause a lot of confusion when it comes to spending.

What I am trying to say is that since we started running Canada like a dot-com company we have seen a smaller group of people just living the high life and a lot more poorer people out there with a lot less. How you vote "and voting as a student" can make a big difference! I can tell you that as a teacher the elected people are the ones really holding the purse strings! I can also tell you as a person who is very involved in politics and is very active with an MP and MPP, that they don't tend to listen to students much because they don't vote!

Arthur, thanks for taking out the time to answer our questions and let us get to know you. Good luck with your studies and with finding a study buddy for your courses.



U of A students occupy President's office

President agrees to meet with students and discuss tuition increases

Published: Wed-15-Jan-2003

By Shawn Hildebrandt, Gateway

CUP Contribution

Local media quizzed protestor Marika Schwandt over the office occupation. (Photo: Matt Frehner)

EDMONTON (CUP) -- More than 20 protestors crowded into University President Rod Fraser's office in a peaceful occupation last Friday to protest proposed fee hikes and differential fees, and to demand a meeting with Fraser to discuss tuition issues.

The group, an unaffiliated coalition made up of students from the University of Alberta, Grant MacEwan College, and other concerned parties, occupied the office at 4 p.m. The demonstrators met no opposition as they walked directly into Fraser's office, and remained in dialogue with representatives of Fraser for the duration of their stay.

Fraser's representatives were presented with a list of six demands, which included "that the Board of Governors delay the tuition decision until more study has been conducted into the impacts of differential tuition, and that President Rod Fraser attend the upcoming Students' Union tuition forum."

But after only two hours, the demonstrators agreed to decamp once a representative agreed that Fraser would attend the Monday's student union tuition forum, and when Campus Security informed them that they could be arrested for occupying the office.

Fraser kept his promise, spending over an hour talking at the forum with students about the administration's stance on issues such as travel expenditures, differential tuition, class sizes, and government funding of post-secondary education.

The demonstrators had anticipated a prolonged standoff, bringing large supplies of food and water, and sleeping bags and bedrolls.

The demands arose out of a belief that the proposed tuition hikes would create a crisis in accessibility preventing students from middle- and low-income families from attending post-secondary education.

"The list of demands was compiled to bring attention to the fact that tuition is rising exponentially, while the University administration continues to spend money recklessly on salaries, travel, and furniture. And I think we've accomplished that," said Kirsten McCrea, spokesperson for the group.

“We never went in there thinking all our demands would be met, and the fact that they’re agreeing to this meeting between student representatives and Dr. Fraser is a huge concession. But let me add, it’s only a start,” she said.

But Fran Trahearne, senior advisor to the President, said the protest was surprising considering Fraser has been arranging appointments to speak with students on tuition for weeks.

When the student union began running a campaign at that time calling on Fraser to discuss tuition, Trahearne said Fraser had instructed his administrative staff to make the time for students. Six students have taken him up on the offer so far, though about 15 have visited Fraser in the office.

“Just to be fair to the students, up until about two weeks before last Friday, as a matter of normal course, the President wasn’t available on the issue of tuition, because it’s [University Vice-President (Academic)] Doug Owram’s concern,” he said.

He suggested since the tuition decision is ultimately that of the Board of Governors, a body that is largely independent from the administration, the students might have more success lobbying the members of that body.

Although Fraser is an integral part of the process that develops the tuition procedures, Trahearne said “it would be a misunderstanding to think the president would take a remarkably different view than one of the vice-presidents. It would never be too safe to be carrying forward a view that your boss doesn’t agree with.”



From High Tech to Third World

By Derek Broughton

My colleague said the other day, as I recounted my recent problems with my alternative energy system, "Sometimes I can't tell whether you're High Tech or Third World". At which point I realized that sometimes it takes just a few minutes to go from one to the other.

I've learned some important lessons recently about solar power. When we moved into our new cottage I wanted to keep it off-grid. Knowing that getting power delivered to our home by Nova Scotia Power would cost between ten and twenty thousand dollars, I felt that we could do a lot with that money. We began by having a 24V DC well pump installed with a 100W photovoltaic panel and 400 amp-hours of

battery backup. The cook stove, water heater and fridge all run on propane and our heat is provided by an oil stove. Since we had 24V available, I ran it into the household wiring (not yet needed for AC) and hooked up lighting using dual 12V fixtures. This worked well for a while.

The trouble began when my brother-in-law - possessed of a million pieces of exotic electronica, most of which he will never get around to using - offered me a free, large capacity, UPS that he thought I could use as an AC inverter.

Lesson #1: look gift horses in the mouth - especially if you don't understand how they work.

When I tried to test it out, without any AC load, my wife suddenly started yelling something about a fire... It turns out (I'm told) that a UPS scavenges power - when input voltage gets too low, it starts to draw higher and higher current. This is exactly the wrong thing to do with a solar power system. When voltage drops too far you need to disconnect load to save your batteries.

The US National Electrical Code requires manual disconnects and fuses for DC power systems - including solar systems. I don't know what the Canadian code requires because you can find the US NEC online, but in Canada you have to pay money for a large (and largely unreadable) book to get this sort of important safety information.

Lesson #2: Whether it's required or not, you need manual disconnects.

Disconnecting an arcing battery cable, while using the fire extinguisher with your left hand, is almost certain to leave you with burns. Fortunately, mine were inconsequential.

Once I got the fire out, I learned:

Lesson #3: always have a spare charge controller.

Buying a new one on a Sunday will cost you \$200+ - and it will still be Wednesday before you get it. Waiting until you can find what you need on eBay, you can get it for about \$50. In fact, I got a much better one for \$75 with shipping. eBay is a wonderful place to shop for solar power products. I recently got two 175W panels for US\$1500 (with shipping) which is significantly less than the California renewable power rebate of \$4.50/watt (I had thought that the cost of PV panels would never be any lower than the available rebates).

At this stage, we had arrived in the third world, with no water and no lights. I plugged the well pump directly into the solar panel and that gave us intermittent water. When the new charge controller arrived we started recharging the batteries but they had discharged below the "load disconnect" point, so they still couldn't be used to run the pump or lights at night. It took two days with a backup generator to get them up to full charge.

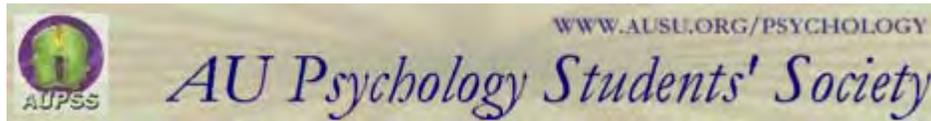
Lesson #4: keep your mandatory loads separate from your discretionary loads.

The only thing we *absolutely* need to have electricity for is the well pump. Our new AC system is going to run off a separate bank of batteries and panels, but some of the solar panels will be switchable to the DC system to increase the charging rate on that system. If things get really bad, we can switch battery banks.

The AC system is now almost complete, the batteries are on the way.

Lesson #5: you *can* buy local (at least here in Nova Scotia).

My batteries are made by Surette in Springhill and actually cost less than alternatives I've priced. When it's operational I'll publish the designs.



"HE'S DEAD, JIM." The Effect TV and Movies Have on Us

By Laura Seymour

Honesty is the best policy. I know, I know. You want to be cool or ignore the idea that you've done what countless others have done, but I'm here to hold my head up high and say, "Yes. I've said "He's dead, Jim." Okay it was probably at a most inappropriate time but I admit I said it.

Too many of us stick our faces in front of the TV and inside movie theatres and figure we're being "cultured." Okay, that's debatable. I, however, am frightened by the number of children I see walking around with what I term "TV face." They wait on me in menial minimum-wage jobs in local stores. It never fails to amaze me when I ask them a question about a service or product they sell and they respond with a, "Huh?", jaw open and eyes looking dazed. I'm sure you'll counter that you've seen many perfectly normal people do this. Haven't we all? But I see them talk to each other with the same kind of "no one's home" look and I begin to wonder.

Do I have to go into the tired old question of "what is culture?" Okay the dictionary says it is, "the act of developing by education and training." (Merriam Webster 1989).

So, then the question becomes are we being educated or trained by Star Trek, (any version of it) or Friends or other favourite shows?

I know some of you will get huffy and insist that you only watch educational shows or concerts on TV. Fine. Me too. I'm doing a lot of research on "society" by watching mindless nonsense. What will Monica say to Ross to humiliate him this week?!

I'm guilty. I watch it too. I like TV.

Okay. What about film? Has it helped us become educated or better trained? Ummm...we learned about the aborigines of Australia with *The Gods Must Be Crazy*. Does that count?

Now let's get down to it. How are TV and film impacting us? Never mind society as a whole. Sit down, pull up a chair and sip some coffee. Now relax. Lean back. How are you feeling now? Good. How about a few comments about favourite TV and film moments? No? Okay, I'll start (as usual)...

I'll admit something quirky. I can't think of the word "library" without harkening back to the original *Star Trek* series, where Captain Kirk's says to an older Irish wench in an alley on an "amazingly earth-like planet"!

"Where's the library?! Where's Spock?"

The wench looks around at the empty alley and then in a thick sing-songy Irish brogue cries out,

"Show me Li-brary and I'll be after followerin' you!!"

I still can't stop hearing her voice and that was like eons ago. AHM! Of course I saw it in a history class - not like I'm really *that* old!

So then there's music. I hear certain movie music and I'm instantly transported back in time to a few favourite movies. Isn't that the real hidden purpose to buying the soundtrack? Yeah, I know some real good music groups gave their best work to the film, but don't you also think of the scene those songs were in?

I admit to being a dozy fan of *Dude, Where's My Car?* I laugh hilariously at the stupid one-upmanship scene with Fabio and the two stars. Somehow it gets sillier every time. And who can resist adorable Ashton Kutcher interacting with a dumb blonde?

"Have you seen my car?"

"I saw the back seat last night."

"Oh thanks. But I was talkin' about the whole car!"

Or maybe you remember the original *Austin Powers* film and that classic nonsense line. Austin strolls into a party and says,

"Ahhh. There you are!"

The snobby guy gives him a "Do I know you?" and Austin whips back with:

"No. But there you are!"

My husband Larry said that the other day at work someone started emailing lines from movies that you can't stop using.

When something stupid happens you might say," Hello, McFly?" or "And now for something completely different."

I think you will probably admit that we are all imagining pretty scenes, cool car chases, lovely holiday moments or hearing key lines or music when we think of film or TV.

Think about it and let yourself hark back - it's okay. I won't tell a soul.

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).



Home or Away By Lonita Fraser

While the beauty of learning is that there is no set way to do it, two formally accepted ways of gaining educational accreditation are attending structured classes, or learning by correspondence. Which one proves more beneficial depends on the needs of each student, on their personality and their personal situations. The three main issues to consider in making that decision are student-teacher interaction, structured learning versus free-form, and time management skills.

The one-on-one nature of student/tutor interaction dictated by correspondence learning, provides the student with a more comfortable relationship with their tutor, and perhaps a more comfortable way of perceiving themselves in the role of student. They do not feel - as I know some students at university level have - as though they are an inferior being sitting at the feet of a master. A student in a one-on-one situation with a home-study tutor might also retain more personal confidence, since this style of interaction, by its very nature, treats the student as an individual.

The classroom setting where there is still only one tutor, but also many more students, can put students at a disadvantage. The student becomes one voice in a sea of many others - a fact that leads some to feel drowned out, or they may feel that there will be less time for their educational needs. However, this 'many voices' aspect of the classroom setting has a very real advantage that is absent from the one-on-one type of interaction between the home student and their tutor. In the classroom those many voices translate to many ideas, many questions, many opinions - some of which the student may never have been exposed to previously, and which might spark a freshness of thinking and approach. The

communication and interaction between a home student and their tutor can become insular, since the student obtains input, information, help, and ideas from only one source.

Another difference between classroom and correspondence learning, is structure. With classroom learning you must fit your life around it - and it becomes most of your life, but with correspondence you can fit it around your life - leaving room for personal interests.

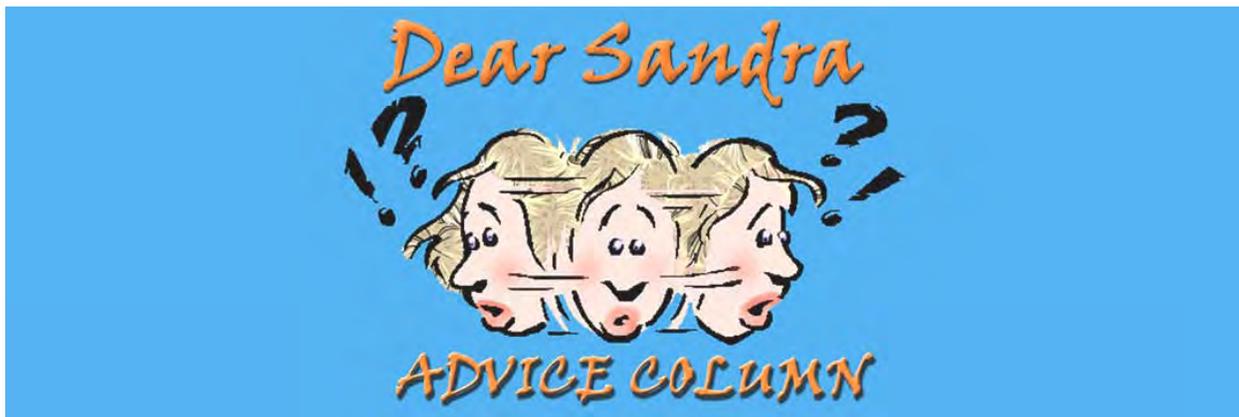
The advantages of this lack of formal structure include the student being able to work in an environment that might be more comfortable for them - more conducive to absorbing the material. It is easy for the home student to snatch a half hour here and there between household activities to read a chapter of a book, to jot down notes for an essay, or to watch a little of a lecture video. With a classroom setting the student must conform to an environment that may not be suitable for them to learn in, and may - in extreme cases - actually be physically unhealthy for them. A class schedule may be disrupted by work, illness or personal crisis; a correspondence student may more easily work around them.

Also, the advantage of home study is that it allows someone to improve on previous education and learn new skills while still holding a day job. This is something that is not easy with formal classroom education (despite the existence of things such as night school) since it often involves the student giving up much-needed wages - and possibly the job itself - in order to pursue their education. With a day job and family life a student may have very little - if any - breathing room for personal issues, needs, and wants. Correspondence allows a student to fit their education into what time they can, or wish to, devote to it.

The freedom of correspondence may, however, be detrimental to students who are lazy, or who find it difficult to manage their time. The lack of formal structure leaves the undisciplined with responsibilities they might be unwilling or unable, to face. This problem doesn't exist in the same way as it does in a formal classroom structure, because the student is given tasks and set time frames in which to complete them: there is a lot more forced guidance and "hand-holding". Leaving the lazy to their own devices may not be conducive to them becoming more responsible.

How a student learns best is different for each individual. Some require the seeming rigidity of a classroom setting, while others learn best when participating in something more free form. Each of these systems has blessings and curses, and it is up to the student - based on their needs and wants - to decide which of them they would find it more beneficial to pursue.

Lonita has been an AU student since early 2002, and is studying towards a Bachelor of General Studies in Arts & Science. She enjoys writing, creating websites, drinks far too much tea, and lives in hopes of one day owning a plaid Cthulhu doll. The most exciting thing she's done so far in her lifetime is driven an F2000 racecar, and she's still trying to figure out how to top that experience. Her personal website can be found at <http://www.lonita.net> and what you can't find out about her through that, you can ask her via email: lonita_anne@yahoo.ca



JANUARY 22, 2003

Dear Sandra,

I am truly Chicken Little; I always think the sky is falling. I really don't want to be so pessimistic, but I am. It annoys my friends, family and co-workers to no end that I think everything is such a big crisis. What can I do?

Chicken Little

Dear Chicken Little,

Living from one "crisis" to another can be quite exhausting, yet so many people choose to live like this. Handling crises for some people is dramatic and exciting and it makes them feel as if they have some degree of control in their lives. This is why they turn everything into a crisis and become known to those close to them as the "complainer". It's easier to look at other people and situations and find fault with them, than it is to look at their own issues and problems.

You need to take that first step and look at yourself to find where the problem is coming from. Do you have children, finances, relationships, or employment issues that are out of your control? Do you have unfulfilled dreams or a greater expectation of your life? If we are missing something in our life, like control at home or control over relationships, having control at work or in other areas of our lives can be achieved by constantly complaining about small things when it is probably something big in your life that is causing you to react this way.

Is there another way to live life that may be a little less exhausting? Handling these crises may be exhilarating and fulfilling to rant and rave about, but they are also very draining emotionally and physically. There are no switches to turn off to go from a pessimistic person to an optimistic person. Start by accepting what you can and cannot have control over and learn to live with it. Then ask yourself what does it really matter? Will the world cease to exist because of this "crisis"? If your car breaks down on the way to work, your co-workers do not want hear you complain about it all day. It's a car, they all break down sometime, yours is not the only one.

Look around yourself and watch how other people, who don't live from crisis to crisis, seem to function just fine; they even seem to enjoy their lives. You can too. Work through whatever it is you

have no control over in your life, use a journal to express your thoughts, talk it out with a trusted friend or seek the assistance of a qualified therapist.

SANDRA

**I WANT TO HEAR FROM YOU!
TELL ME YOUR TROUBLES.
YOUR CONFIDENTIALITY IS ASSURED.**

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 smoore@ausu.org



Why Can't I Get A Bra That Fits? Part 2

Tamra Ross Low

Last week I discussed the inadequacy of women's bra sizing standards, and the notion that most women are wearing the wrong sized bra. This week is a continuation of that article...

CUP SIZE UP, BAND SIZE DOWN

Here is a little piece of information that I can't believe I didn't know. It's a standard in all bra manufacturing, but many women [and men] do not know this: cup sizes are not static.

What I mean is, a C is not a C is not a C. Cup sizes are scaled to band sizes, and the actual breast size they represent falls within a range.

Society is very hooked into the notion that breast size can be accurately described by bra cup size. There are many sites on the web devoted to breast lovers. Men [and women – let's not neglect our alternative sisters] on these sites like to ponder the size and shape of the ideal mammary, and cup sizes are usually the main point of reference [though many still use the ubiquitous fruit references – plums, oranges, grapefruits, cantaloupes, casabas, etc, which ironically are probably more accurate.].

But what does it mean when a man professes a preference for ladies endowed with C cups? Not much. You see, if that lady is tiny boned and wears a little 32 band, her C cup breasts are about the size of small china tea cups. On the other hand, if she's a more robust 38, she's endowed with a couple of

good sized grapefruits [see, that fruit reference is handy – you all know what I mean]. A woman with a 38 B will have more breast mass than a 34 C.

Bras are sized such that as the band size goes up or down, the cup size changes inversely. So, if you normally wear a 34 B cup, and find that you are putting on a little weight and need to go to a comfier 36 band, you'll actually be an A cup [depressing, no?]. On the other hand, if you can squeeze comfortably into a 32, then you need a C cup.

In bra industry, all three sizes are equal – which is why my bizarre results on the bra measurement scale are considered to be more or less correct. I probably could wear a 38 AA, and it might be just nicely snug too, but the band would be raised off of my ribs by quite a bit. I supposed it would fit like a wrapped bandage, but it would be of no use in terms of support. The cup thing did lead me to wear the wrong size for a long time, however. I was wearing a B cup because I felt that I could not possibly be a C. I knew a girl with C cups, and a large and size, and I knew I was not nearly as large as her. If I had known more about how the cup changes are proportional, this would not have been a problem. I'm much more comfortable now wearing the correct size.

Bras can be hard to fit, and women often have to try on several sizes before they get the right one. If you find that your band is a little too tight, you might want to move up a band size and down a cup size to see if you are more comfortable. Also, the width of the cups changes dependent on the band [which is the main reason that the relative breast size associated with each cup size, changes depending on the band], and depending on the width of your ribs, you might find a narrower or wider set cup to be more appropriate.

Now I see why so many women wear the wrong size. I used to wear a 32, but moved up to a 34 when I put on a little weight. My bust had filled out some too, so staying with the C cup worked. Recently, however, I found a lovely 32 that I could squeeze into, and bought it in a C cup. I was baffled as to why I could not get the bra to close due to the cups being so small. I complained to the store that their cups were not properly sized, and that is when I was told that I should have bought a D cup in that band size. Duh...

Just remember guys [and gals], when you rate women on their cup size, unless you decide on a standard band size for your comparisons, your assessments are pretty much meaningless. On the other hand, if you want to get a good idea of what the different cup sizes look like relative to band sizes, take a look at the fantastic Breast Size and Shape feature on afraidtoask.com [this site has adult content]. Compare the picture of the 30 C cup to the 38 C cup, and you'll know why cup sizes mean so little.

ONLY IN THE WOMEN'S CLOTHING INDUSTRY

Why do these size problems seem so prevalent in the women's clothing industry?

You would think that if women had problems and complained to stores and manufacturers, things would change.

This is exactly what I tried to do, and I was amazed at the insulting and dismissive responses I got.

In response to my complaints, I was told by a number of stores and manufactures that I didn't measure correctly, didn't understand the system, or was not able to correctly determine when a bra did, and did

not fit. [Victoria's Secret's](#) Customer Service, in response to my complaint, was the rudest, and sent the following comment:

“To determine your correct bra size, we recommend visiting a local Victoria's Secret Store if possible and having one of our associates size you properly. Should you have followed our directions as given, then the size configured is the size you should be wearing.”

So apparently I *am* a 38 AA, but I'm too stubborn to admit it.

Comments from other stores were similarly demeaning and all suggested that the calculator works for other women. However, banter on the internet and discussions with personal friends suggests that this is not true. Women, however, don't seem to want to complain to retailers and manufacturers about the problem.

I have to wonder, if such an unsatisfactory sizing system would exist for men? Would men put up with it?

WHAT I LEARNED FROM A TRANSVESTITE

Apparently not. One of the better sites I found on the web, which discussed the inadequacy of the bra measuring system, was run by a cross dresser named [Tanya Brown](#). Tanya sells breast forms for cross-dressers, and finds the traditional measuring system to be a wonky as I do:

“If you have tried either of [the traditional measuring] methods you may well have found that they don't work. A 38B bra fits me perfectly, giving me a 41 1/2" bustline. By the first method, however, I should wear a 44AAA bra and, by the second, a 40A bra!

A lingerie dealer who specializes in custom-fitted brassieres told me that many Genuine Girls have complained to her that those methods don't work for them either! She has no idea where the catalogs came up with such screwy measuring systems. She advised that professional bra-fitters use the following method to determine band size:

- 1. Measure your chest under your breasts (where the bottom band of a bra normally sits on your chest).*
- 2. Measure your chest above your breasts and below your armpits.*
- 3. If the difference between the two measurements is two inches or less, the underbreast measurement (#1) is your bra size. If the difference is over two inches, you may want to try one size larger for comfort.*
- 4. If the underbreast measurement is an odd number, go to the nearest even bra size.”*

Oddly, I've found that some of the better information on body hair removal can also be found on websites geared toward cross dressers. It seems that women have become so accustomed to being supplied with scant information on these topics, that we are not willing to demand a change. Many of us 'Genuine Girls' stick to complaining to the woman at the bra store, rather than the manufacturers who are getting us into this mess.

BUSTLINE: THE BREAST MEASUREMENT SYSTEM

Fortunately, there are some physicians and lingerie industry people who are beginning to realize just how inadequate the bra measurement system is. In particular, plastic surgeons are noticing that they need a much more accurate system for determining what size women's breasts will be after augmentation or reconstruction surgeries. To address this need, Dr. Edward A. Pechter, M.D. has developed a system he calls "[Bustline](#): A New Method for Determining Bra Size and Predicting Post Augmentation Breast Size." This method uses the actual mass and contour of the breast to determine size, instead of the around the rib measuring system. It simply makes sense. Some women have very large breasts that have significant girth, but do not protrude much from the rib cage. On the other hand, small breasted women may have a shape that points directly forward, with little mass around the sides. In both cases, a circumference measurement around the torso is bound to over or underestimate the cup size required.

Dr. Pechter says he devised his system because: "I believe that this is because the traditional method of bra measurement is unreliable most of the time, usually indicating a cup size that does not correlate to a woman's determination of her own proper cup size."

This is a wonderful statement, and music to the ears of women who have for so long been told that if they don't like the bra size they are told to wear, they simply don't know what they need. I suspect that the 70% of women who are supposed to be wearing the wrong size of bra, simply aren't wearing the size that the charts suggest. Their current size might be just fine, however.

Dr. Pechter's new system actually measures the girth of the breast tissue, by taking an inches measurement from the crease of the breast tissue adjacent to the arm pit, over the top of the breast in line with the nipple, and down the other side to the inner crease.

"This theory was tested by asking 100 women what they thought was their accurate bra size and comparing their answers to both the traditional method of bra measurement and a new technique that determines cup size by direct measurement of the breast. With this new method, a breast circumference of 7 inches corresponds to an "A" cup, 8 inches to a "B" cup, 9 inches to a "C" cup, and so on up and down the line, with each 1-inch increment determining a cup size up or down. The new method corresponded to the woman's own estimation of her cup size 84 percent of the time, whereas the traditional method of bra measurement correlated only 23 percent of the time."

The Bustline method is new, and has not been adopted by anyone in the lingerie industry as of yet, but seems to provide a much more accurate determination of size. Its failing, however, is that it does not take into account the different cup sizes in relation to band sizes. Nevertheless, it provides a much better starting point than traditional measurement methods, and once women are more aware of how cup sizes correlate to band sizes, they should have all the information they need to make adjustments for smaller or larger than normal frame sizes.

I tried the Bustline measurement system, and came up with a girth of 9.5, corresponding to a full C cup – the most accurate determination yet!

Until this system becomes the norm, however, maybe we should just go with the fruit method – "*Hi, I'm a small-framed 34 with medium grapefruits, do you have anything to fit me?*" Why not. Men have been using these descriptions to buy lingerie for their wives since, well, the invention of lingerie!

I want to know if I'm the only one experiencing this frustration. I'd like other women to try out the size calculators I've provided links to [and other others you find], and let me know how accurate, or

inaccurate, they are. If I get a number of responses, I'll do a follow up next month and send my results to some bra manufacturers as well. Cross dressers are welcome to send in results too – after all, you are buying bras as well – but please indicate your gender for classification purposes.

Size Calculators:

Dr. Pechter's Bustline: <http://www.rightbra.com/htmls/breastmeasurement.htm>

Tanya Brown's Breast Forms: <http://www.tanyabrowns.com/brasize.html>

Wonderbra USA: http://www.wonderbrausa.com/frame_fittips.htm

Bali Bra: http://www.balibras.com/mirror_calc_b.html

Hanes Her Way: <http://www.hanasherwaybras.com/bra-size.html>

Barely There: <http://www.barelythere.com/calculator.html>

Secrets In Lace: <http://www.secretsinlace.com/bracalc4.htm>

Just My Size: http://www.justmysize.net/fittips/sizingcalc_bras.jsp

Afraid To Ask: <http://www.afraidtoask.com/breast/frSIZE.html>

Intelihealth: <http://www.intelihealth.com/IH/ihtIH/WSIHW000/23741/24783/321366.html?d=dmContent>

Bare Necessities:

http://www.barenecessities.com/csi/fit_sizing.asp?sid=4RJMHSNK4USR2JCN0G0MLH2LTNTSFJV3

La Senza: <http://www.lasenza.com/en/stools/fit.html>

Victoria's Secret: <http://www2.victoriassecret.com/search/bra/?rfnbr=16#>

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.





Canadian Fed Watch! News Across The Nation...

January 22, 2003

By Karl Low

Ontario Planning to be Unprepared

The Ontario Government has recently [announced](#) how they have prepared the Universities to handle the combined grade 13 and grade 12 classes that will both be graduating this year.

The Minister of Training, Colleges, and Universities, Dianne Cunningham says in this report "I am pleased to report that the preliminary numbers are within our plans". These plans call for just under 62,000 students to be starting University this year.

Unfortunately, it seems that the actual number could easily go as high as 70,000 students when you consider that over 100,000 students have applied, and typically 65-70% of them go on to actually attend post-secondary education. So if the preliminary numbers are within their plans, one has to ask what exactly was being planned for. Were they planning on under-funding the Universities from the beginning?

Of course, in the January 18th issue of the [National Post](#), the day after the government announcement, Minister Cunningham is quoted as saying "We are prepared to go beyond our plan. We've always said we're optimistic. We've always said if [students] are willing and qualified, there will be a place." So being an optimist in the Ontario government meant assuming that fewer students than ever, a mere 60% of applicants, would go on to attend University?

On the bright side, it seems that the public is finally starting to catch up to the government's chronic under-funding of universities, as a poll released last Friday showed that over 72% of Ontario citizens felt that universities were not receiving enough resources to handle the enrolment surge, and further that nearly half of those surveyed felt the blame lies at the foot of the provincial government, and not at the Universities.

In the meantime, Universities are responding in their own way. Since tuitions are regulated, a common way to affect how many people get in is by increasing the grades that are required to enter. This has the net effect of barring many students that may have qualified previously, but due to the restricted resources, no longer do. Fortunately for the Ontario government, every student that does not get in

because of a higher university standard they can claim was not a qualified student, so did not have to be budgeted for and does not mean they have broken their promise.

This policy of increasing the required grades is actually being echoed all across the country, as reported earlier in the [National Post](#). This has the serious downside in that it means students perfectly capable of doing well through a university program are not being given that chance. Since Statistics Canada has shown us how being highly educated correlates with being more productive, being in better health, and relying less on government services in the long run, this is a loss for all of us.

Nova Scotia Hurrying to Hire

The government of Nova Scotia recently [announced](#) that they will be holding job fairs in the Mount Saint Vincent University to hire teachers. Specifically, they state that the job fair is "designed to help school boards recruit new teachers before other provinces do." Additional fairs are planned for other locations in Nova Scotia, as well as some in New Brunswick. It seems that Nova Scotia, at least, is well aware of the upcoming shortage of good teachers. Unfortunately, this method of coping with it is only a short-term fix.

Ideally what we need is for governments across the country to realize that teachers and educators really are the backbone of a modern society. We should never be in a position where schools have to face a shortage of teachers, as that only encourages them to hire people who simply are not the best ones for the job. Rather, teachers should be considered as important as medical personnel, and rewarded in the same fashion. There should always be more people trying to become teachers than we actually have room for, as this means we can ensure that our children get their education from the very best educators.

I will not blame the Nova Scotia government for what they are doing. In fact, by spreading out early, they are working to guarantee their citizens the benefits that the best teachers can bring – unfortunately, it will only wind up hurting the other provinces when they realize that the teacher shortage is already upon them.

Maybe we can convince Premier Jon Hamm to take his job fairs down to the United States instead. Americans always seem to react fiercely to competition, so it could be a win-win situation in that it finally goads the United States to better value its own teachers.

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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cancer.ca | 1.888.939.3333



**POSITION POSTING:
Newspaper Editor, The Voice - competition
closes January 25, 2003**

Athabasca University Students' Union (AUSU) is looking for a new Editor for our online student newspaper, the Voice. This is a contract position requiring 25-30 hours weekly, reporting to the AUSU executive committee, at a wage of \$1500 a month. Hours

are flexible, but a Wednesday publication schedule must be met 51 weeks a year. Preference will be given to a candidate who is a student at Athabasca University. Adequate computer equipment and Internet connection are required. Software will be provided.

Duties: Review correspondence to the Voice, select articles and news items for publication, format and proofread submissions, copy editing, provide appropriate graphic designs, upload newspaper into HTML and pdf format, provide editorials and other content where necessary, maintain subscriber list, develop and manage Voice budget, and arrange payment for writers. It is incumbent on the Editor to maintain a positive and encouraging relationship with the writers without compromising quality. A good understanding of copyright legislation and the ability to determine appropriate source references is expected. The Editor will ensure that The Voice is published in a timely, accurate manner, that the publication is of the highest quality, and that content is appropriate to the interests of Athabasca University Students. The Editor may also be required to attend AUSU Council meetings, Convocation, and other events to represent the Voice.

Qualifications:

- several years office/secretarial experience
- writing and editing experience
- strong proof-reading and data entry skills
- attention to detail
- excellent communication, decision-making and organizational skills
- familiarity with HTML, Adobe pdf, and basic website design.

Skills with graphics and photography would be an asset. The successful candidate will be a good team-worker, flexible, willing to adapt to the changing needs of AUSU, and able to work well under pressure. AUSU is an equal opportunity employer.

Submit resume and samples of work to: ausu@ausu.org
For further information, contact D. Jabbour: djabbour@ausu.org



PRIZE FOR CREATIVE NON-FICTION 2003

ABOUT THE PRIZE

This Magazine's Prize for Creative Non-Fiction honours the brightest new voices in Canadian letters. Send us your work, and join This Magazine's long tradition of publishing outstanding literary and creative non-fiction. We're looking for personal and journalistic pieces with a strong voice, attention to narrative, experimental styles and, of course, compelling subject matter.

Creative non-fiction is a hybrid of literature and journalism. It uses the essay form, standard rhetorical patterns, and focuses on ideas and researched facts. Literary elements include: a literary voice, story/narration, characterization, descriptions of place, scenes, settings, a personally engaged author and polished language.

Entries should present holistic pictures of their subject, using concrete examples and narration to support a thesis. They must be based on exhaustive research and present subject matter grounded in real-world facts, and offer insight into important social, cultural and/or political issues.

Past winners include David Surjik for "A seedling for Samantha," a moving memoir of mental illness; Chris Tenove for "The Weight of Evidence," an exploration of the legacy of the Khmer Rouge in Cambodia (the piece also received an honourable mention at the National Magazine Awards); and Joeline C. Heathcote for "Boys in Pieces," a powerful, poetic account of an attack on her brother.

WHO QUALIFIES?

Your first publishing credit (outside of a school or university publication or self-published chapbook or zine) must have been within the last 10 years. Of course, unpublished writers are welcome too.

SEND ENTRIES TO

This Magazine Prize for Creative Non-Fiction
401 Richmond St. W., Suite 396,
Toronto ON M5V 3A8.

RULES & REGULATIONS

1. Entries must be postmarked by March 1, 2003.
2. There is no entry fee.

3. You may send in multiple entries.
4. Entries must be submitted by post or messenger. Fax and email submissions will be discarded unread.
5. All entries must be original and unpublished.
6. Entries must be no longer than 3,000 words.
7. Entrant's first professional publishing credit (outside student media and self-published chapbooks or zines) must have been within the last 10 years.
8. Previous winners of the contest are not eligible.
9. The prize is \$250, plus publication in the May/June 2003 issue of
10. Judging will be blind. Entrant's name **MUST NOT** appear on the manuscript itself. Include your full name, address, telephone number and email address on a separate sheet.
11. Include a self-addressed stamped envelope for notification of results.
12. Manuscripts will not be returned. **DO NOT SEND ORIGINALS.**

ENTRANTS ARE ADVISED TO:

- * Read back issues of Previous winners of this contest are included in our May/June 2001 and 2002 issues. General writers' guidelines are available at <http://www.thismagazine.ca/>. Entries should be on a subject suitable for the magazine.
- * Research thoroughly and provide accurate data. Combine primary research (interviews, trips to the place, personal experience) and secondary (library) research. Cite sources so readers know how you gathered the information. Give background to educate readers, and information to help them understand the subject better. **DO NOT** invent or change facts or events.
- * Cultivate relationships with subjects over a period of time to create trust, absorb information, note change, and know individuals in order to describe their thoughts, feelings, and attitudes correctly.
- * Organize the story in a logical, but interesting way (i.e. chronological, spacial, dramatic, general to specific)
- * Use interesting language: revealing metaphors, compelling imagery, vivid details, germane quotations. Aim for a clear style with rhythm, colour, and a dramatic pace.
- * Analyze, interpret, explain, synthesize the information, to convey the story's importance to readers.

ENTRIES MUST BE POSTMARKED BY MARCH 1, 2003

Winners will be contacted by phone. Entrants who provide a SASE will receive contest results by mail.



JOBS-4-TEACHERS

Jobs-4-teachers is a free employment service that is offering jobs to graduates who are interested in experiencing a new culture, traveling overseas and teaching English as a second language in South Korea. No previous teaching experience is necessary. The only thing necessary is a degree in any field, a passport and the desire to try something new. We are offering

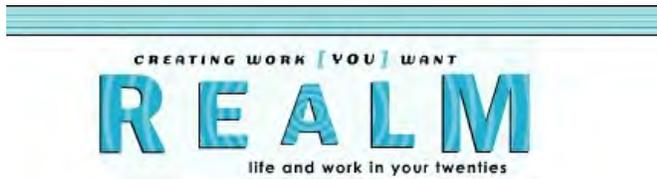
1. FREE return airfare
2. FREE apartment
3. Full working visa
4. CA\$2,340 per month minimum (US\$1,500)
5. One year contract with the option of staying longer
6. One month's bonus upon completion of contract
7. 50% health insurance paid by employer

Jobs-4-Teachers is a fabulous employment opportunity for newly graduated students. Over the coming months we anticipate a strong demand for teachers, particularly those from Canada.

For more information, contact:

info@jobs-4-teachers.com

<http://www.jobs-4-teachers.com/>.



INTERNSHIP OPPORTUNITIES WITH REALM MAGAZINE

ONLINE INTERNSHIP WITH NATIONAL MAGAZINE



Position: volunteer editorial intern

Location: various – job is fully online

Duration: TBD

REALM is a national Canadian magazine about life and work in your twenties and creating work you want. Located on every college and university campus across the country, REALM provides young Canadians with the tools they need to turn their passions into a career they'll love!

REALM Re•Verb is an online community of youth from across Canada who contribute to REALM in a variety of capacities. As a member of the REALM Re•Verb Editorial Team, you are a representative of REALM in your community, keeping REALM on top

of the trends and attitudes affecting Canadian youth!

Duties may include but are not limited to:

- Advise REALM editors on issues of interest to or affecting youth
- Contribute story ideas and profile leads
- Contribute ideas on contests, formats or features for REALM
- Review quarterly editorial line-ups and provide feedback, ideas and leads for articles
- Contribute to **Trend Watch**, an exclusive Re•Verb section in REALM which highlights what's hip, what's happening and what's passé on campuses, in clubs, and in cities and towns across the country
- Review article drafts and provide feedback
- Provide design ideas
- Provide feedback and recommendations on questions of advertising and editorial policy for the magazines and webzines
- Review the magazine after it is published and provide critiques, feedback and ideas for improvement
- Represent REALM editors in your community - this may mean speaking to the media, and attending career fairs or entrepreneurship conferences (optional)

For more information on the position or to apply, please visit <http://realm.net> or contact Nikki Whaites at nikki@realm.net. Please do not send resumes.

Position: volunteer marketing intern

Location: various – job is fully online

Duration: TBD

Duties may include but are not limited to:

- Advise REALM marketing staff on issues of interest to or affecting youth
- Advise on marketing policy
- Contribute ideas on contests, advertising in REALM
- Aid in various marketing initiatives
- Help with distribution opportunities in your community or on campus
- Help develop unique marketing initiatives
- Provide design ideas
- Consult on issues relating to REALM's web site
- Review the magazine after it is published and provide critiques, feedback and ideas for improvement
- Represent REALM in your community - this may mean speaking to the media, and attending career fairs or entrepreneurship conferences (optional)

For more information on the position or to apply, please visit <http://realm.net> or contact Nikki Whaites at nikki@realm.net. Please do not send resumes



Scholarship News

LOUISE MCKINNEY POST-SECONDARY SCHOLARSHIPS

Value: \$2,500.

APPLICATION DEADLINE: JUNE 01, 2003

Administrator: Alberta Scholarship Programs

Notes:

Applicants must plan to enrol at a university, college or technical institute, in the second or subsequent year of full-time study. Alberta students studying outside the province because their program of study is not offered in Alberta will be considered for a scholarship if their class standing is in the top two percent of their program. Please see the Web site for more details.

Contact Information:

Alberta Scholarship Program,
9940 - 106 Street, 9th Floor, P.O. Box 28000, Station Main
Edmonton, AB T5J 4R4

Phone: (780) 427-8640
Fax: (780) 422-4516
Web Site: <http://www.alberta-learning.ab.ca/scholarships>
E-mail: heritage@gov.ab.ca
Application Address: <http://www.alis.gov.ab.ca/scholarships/forms.asp>

SATURN COMMITMENT TO EXCELLENCE AWARDS

Value: \$2,500.

APPLICATION DEADLINE: OCTOBER 29, 2003

Administrator: Saturn Canada

Scholarship Criteria:

Language: English; French
Activities: Arts; Athletics; School or Community Service; Work/Research Experience

Notes:

The awards recognize and honour the outstanding efforts of six female students attending any university, college or CEGEP in Canada for having made a significant accomplishment in one or more of the following areas: academic, business, arts, athletics, philanthropy or community. Please see the Web site for application details.

Contact Information:

Saturn Customer Communication Centre
1908 Colonel Sam Drive, Oshawa, ON, L1H 8P7
Phone: 1-888-4SATURN
Fax: 1-866-752-5363
Toll Free: 1-800-263-3777
Web Site: <http://www.saturncanada.com>
Application Address: <http://www.saturncanada.com/ssi/english/vehicles/saturn/community/scholarship.html>



Notice to AU graduate students and those considering entering grad 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 [sbarg@ausu.org] Vice-President
Athabasca University Students' Union
Call 1-800-9041 ext. 3413



Conference Connections

Contributed By AU's *The Insider*

- **CASE District VIII** - March 8-11, 2003 - Coeur d'Alene, Idaho - "Connect in Coeur d'Alene." Details: <http://www.connectincda.com>
- **CU Expo** – Community University Institute for Social Research – “Partnerships, Policy & Progress” – May 8-10, 2003, Saskatoon, SK. Details: <http://www.usask.ca/cuisr/cuexpo>
- **AMTEC (Association of Media & Technology in Education in Canada)** - "E-convergence: Education, Media & Technology" - May 25-28, 2003, Montreal, Quebec. Call For Papers deadline is Dec. 15, 2002. Details: <http://www.amtec.ca>
- **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.

Canadian Diabetes Association

We gladly accept donations of:

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Canadian Diabetes Association
(403) 509-0070 [Calgary]
(403) 509-0072 [fax]
1-866-811-0070

Email: cycolpro@telusplanet.net
www.diabetes.ca

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.



**NFB Film Club
Edmonton**
www.nfb.ca

Upcoming **free** screening of Canadian documentaries - feature films co-sponsored with the Edmonton Public Library & CBC Radio One

Showing @ the Milner Library Theatre downtown, 7 Churchill SQ. Time: 7-9 p.m.

February 04: The Journey of Lesra Martin ...
Directed by Cheryl Foggo / Produced by Selwyn Jacob

Lesra Martin was poor, illiterate and struggling in Brooklyn, NY, when a chance encounter with a group of Canadians shattered his world. Raised in the chaos of the inner city and given a fresh start in Canada, Lesra become a hero when he helped bring justice to wrongfully imprisoned American boxer Rubin "Hurricane" Carter. Finding the courage to charge his own life, Lesra is now a lawyer and motivational speaker. This film brings together intimate interviews with Lesra, his family and friends. From his home in BC to a poignant return to the streets of his childhood, Lesra reflects on the event that altered his life.



Are you an artist?

**AUSU supports
the arts!**

AUSU is interested in purchasing original works of art from students for 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
- have 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, contact:

Debbie Jabbour
[djabbour@ausu.org].

Supply a description of the object, a picture if you have it, and its market value.

ART OF LIVING PROJECT: U of A Professor Seeks Submissions for AIDS book project.

*Press release of
Dr. Diana Davidson
University of Alberta*

As people continue to be infected and affected by HIV, and the hope of an effective vaccine recedes longer and longer into the future, education and activism remain our best hopes in battling AIDS. Writing enables people to form arguments; provide testimony; break silences; trace histories; expose inequities and injustices; and imagine new ways of relating to, loving, and desiring each other. Writing helps us to see HIV/AIDS in new ways and encourage us to carry out the work of existing and future activists.

In association with "The Art of Living Committee" at HIV Edmonton, I am editing an anthology of creative writing (fiction and non-fiction) about HIV/AIDS by Albertans. Submissions can take any form -- poetry, short story, biography, creative nonfiction, drama -- as long as they are no more than 20 pages (approximately). The flexible (negotiable) deadline for submissions is Monday, February 19th, 2003.

As an editor, I am responsible for collecting submissions and assessing materials. I currently write and teach in the Department of English at the University of Alberta. I have multiple academic publications accepted for scholarly journals and anthologies, and have a book manuscript on AIDS literature under consideration at Manchester University Press. While employed as a counselor at the South Peace AIDS Council (in Grande Prairie, Alberta) I edited a self-published booklet entitled *Blue Streaks: A Collection of Poetry About HIV/AIDS By Residents of Northern Alberta* (1997). *Blue Streaks* gave marginal voices a vehicle for expression and created a community awareness of the disease and I anticipate the same success will be achieved with the new Art of Living project.

The Art of Living: Albertans Write HIV/AIDS will contribute to the small, growing, and socially essential field of AIDS narratives and criticism. I hope you will consider being a key player in making this vision a reality.

Submissions and inquiries can be directed to Dr. Diana Davidson at diana.davidson@ualberta.ca adn 3-5 Humanities Centre, University of Alberta, Edmonton, Alberta, T6G 2E5.

Dr. Diana Davidson's U of A Web site:
<http://www.ualberta.ca/~dmd3/>



ANNOUNCEMENTS FROM YOUR UNIVERSITY

NEW COUNSELLING RESOURCE: HOW TO WRITE A TERM PAPER

Julia Nielsen of AU's Counselling Services Unit [CSU] has created a fantastic resource to help students prepare term papers, available at:

<http://www.athabascau.ca/html/services/counselling/writing/>.

The interactive slideshow website takes students step by step through the process of planning, researching, writing, editing and documenting a term paper. Also included are links to sites describing the most popular citation formats and other writing help resources.

The site itself is beautiful, easy to use, and very quick to load.

Whether you are new to writing term papers, or you have some practice already, the advice contained on this site can help you improve your essay writing style, and avoid many of the simple mistakes students often lose marks for. The format of the site also makes using it quite fun!

This resource is the latest of several, excellent CSU web projects, which include the new Math and English assessments [See *News From your University* in this issue.]. All of these interactive web sites require a Flash plug-in for your browser, and links are provided at the menu pages so that you can easily download it. The Flash player is a one time download, and allows you to use many other websites as well.

Other study related resources of the CSU can be found at:

<http://www.athabascau.ca/html/services/advise/conserv.html>.



AU'S E-JOURNAL ON DISTANCE EDUCATION GETS A NEW LOOK

Contributed by AU's *The Insider*



Paula Smith, managing editor of The International Review of Research in Open and Distance Learning (IRRODL), provides an update:

Every healthy child encounters growth spurts. And Athabasca University's e-journal *The International Review of Research in Open and Distance*

Learning is no different. Sporting a new design that strategically complements AU's new web presence, *IRRODL's* new web site also boasts of abstract translations in Spanish, French and Chinese. New features also include full search engine capabilities, as well as a new series called *Technical Notes*, showcasing the work of evaluators as well as AU's Master of Distance Education students. CDE's Jon Baggaley is the series editor for *Technical Notes*.

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

Community Networks Group



THE UNIVERSITY OF ALBERTA'S INTERNATIONAL WEEK 2003

January 27 - February 01, 2003

Facing Fear: Human Security in a Globalizing World

The 18th annual International Week is full of films, workshops, musical presentations, drama and discussion to encourage and empower you to fill your role as a global citizen! More than 60 events cover a broad range of issues including conflict, poverty, HIV/AIDS, gender, aboriginal issues, and the environment.

Programs will examine issues of relevance to various regions of the world including Africa, Latin America, Asia and the Middle East, and issues close to home such as violence against women, racism and homophobia. Several workshops are designed for personal analysis and to prompt us to change the world by changing ourselves.

One of the highlights of International Week will be the keynote address, "**The New War and the World**" by journalist and military analyst **Gwynne Dyer** at noon on January 27. He will offer an up-to-the-minute analysis of world events, particularly the high probability of a second Gulf War. He will share positive developments that are unfolding in the world which suggest that though we are living through a dangerous moment, it is probably a big blip on the graph, not a permanent turn for the worse.

Another keynote speaker, human rights activist, filmmaker and author, **Sally Armstrong**, will point out our need for new visions given the failures of the international community in resolving conflicts such as the one in Afghanistan. Armstrong, speaking on January 30, is author of *Veiled Threat: The Hidden Power of the Women of Afghanistan*.

On Saturday, February 1, the second Edmonton Dialogue on Foreign Policy will focus on "Inequality as a Source of International Unrest."

International Week will open with musical performances by The West African Music Ensemble, Capoeira and Break-dancing at noon on Friday, Jan. 24.

The closing concert, "Uniting Rhythms of Resistance" on Friday, January 31, brings together six unique performances rooted in social change. From the down home folk singing of Guy Smith, to the political hardcore punk rock of Passion//Revolt, the beautiful melodies of Asani, the electronic hip-happenin' grooves of ReflectUs, to Argentine Tango and Warparty, Rhythms of Resistance is an inspiration for cohesive action. Tickets are \$10, \$12 at the door.

The full program is available at: <http://www.international.ualberta.ca/iweek> or in printed form on campus at the International Centre, SU info booths, and locations where the Gateway is distributed, and off campus at Edmonton Public Libraries and Earth's General Store.

**Note: Except for the concert, all International Week events are free of charge.
Everyone is welcome to attend.**

International Week 2003 - Some Highlights...

Photo exhibit: January 27 - 31 "Human Traffic" >Mike Sheil's photos of children trafficked in West and Central Africa won first prize in the 2002 World Press Awards. Main Floor, Rutherford South.

Graffiti artists: January 20 - 24 >Talented "taggers," Shannon Kelley, Trevor Peters and Clayton Lowe colour up campus with powerful statements of freedom, peace and hope. Front of the International Centre.

Opening ceremony: Friday, January 24, 12:00 noon > West African Music Ensemble, Capoeira, and Break-dancing. Students' Union Building Stage.

Key events:

International Week Keynote Address Monday, January 27, 12:00 noon > "The New War and the World" with Gwynne Dyer, journalist and military analyst. Myer Horowitz Theatre.

Monday, January 27, 7:30 pm > "Interrupted Spaces and Relational Strategies" with artist and architect Adrian Blackwell. Tory Lecture Theatre 11.

Tuesday, January 28, 7:30 pm > "Sohkitechewina, Strong Hearts," a panel of Indigenous women. Engineering Teaching and Learning Complex 1-001.

Wednesday, January 29, 5:00 pm > "Global Citizenship? Canada Up for Debate" with Satya Das and Mel Hurtig. Central Academic Building 239.

Wednesday, January 29, 7:30 pm > "The Future is Fearless: A Gender Warrior's Vision of the Next Century" with writer, performer and television host Darrin Hagen. Tory Lecture Theatre 11.

Thursday, January 30, 7:30 pm > "Old Formulas -- New Visions" with Sally Armstrong, human rights activist, filmmaker and author. Engineering Teaching and Learning Complex 1-001.

Saturday, January 31, 1:00 pm > "Edmonton Dialogues on Foreign Policy: Inequality as a Source of International Unrest." Humanities Centre Lecture Theatre 3.

Concert:

Friday, January 31, 7:30 pm > "Uniting Rhythms of Resistance" with Argentine Tango Dancers, Guy Smith, Passion//Revolt, Asani, ReflectUs, Warparty. Myer Horowitz Theatre. Tickets, available mid-January at the International Centre and the SUB Info/Ticket Centre, are \$10, \$12 at the door.

For further information:

Global Education Program Coordinator
International Centre, University of Alberta
Attn: Nancy.Hannemann@ualberta.ca
Tel: (780) 492-5962 / Fax: (780) 492-1134
www.international.ualberta.ca/iweek

Courtesy of The Community Networks Group
Tel/Fax: (780) 474-6058 > Cell: (780) 995-6819



Canada World Youth is currently seeking more **male** applicants for **2003-04** programs. Please apply online immediately, and call the Edmonton office to advise us of your application if you would like to be considered for programs beginning in 2003. Selection days are in February, 2003.

..... 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

Noche de la Cultura Cubana

A Cuban Cultural Night!

Saturday Feb. 01, 2003 (doors open @ 5:00 p.m.)

@ Bonnie Doon Community Hall, 9240 - 93 Street

Info/Tickets: Rosy Ramirez, **476-9272** / e-mail: rosyrene@shaw.ca

A bilingual (English - Spanish) event to commemorate the 150th Anniversary of Cuban Patriot & Writer Jose Marti (1853 - 1895). Activities include:

Panel discussion about Jose Marti's Latin Americanism starting at 5:00 p.m., followed by

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.

About Canada World Youth

Canada World Youth is a national, non-profit, non-governmental organization that has been co-ordinating 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.

*Courtesy of: The Community Networks Group
Tel/Fax: 474-6058 > Cell: 995-6819*

poetry reading, a show of traditional Cuban songs / dances, Cuban foods / drinks, ending the evening with a Salsa Dance & other Cuban Rhythms until 2:00 a.m. with D.J. Jose-Jose.

Info & Tickets: **476-9272**

\$10.00 in advance / \$12.00 at the door
Join us & experience a taste of Cuba!

For more information:

Rosy Ramirez at 476-9272
e-mail: rosyrene@shaw.ca

We gratefully acknowledge the support of the following socially minded business: *Sol Andino Travel Ltd., Kingsway Lexus Toyota, Bubbles Car Wash, Peterson Pontiac, Strange Frames, Basket House ...*

Courtesy of the Community Networks Group



CANADA WORLD YOUTH JOB OPPORTUNITY

Canada World Youth, a non-profit organization managing international educational programs for youth, requires: **PROJECT SUPERVISORS**

Job description: Working in collaboration with a counterpart from the exchange country, the Project Supervisor is responsible for the development and management of activities related to an educational program for young people aged 17 to 21 or 21 to 29. Contracts begin May 20, 2003 and last approximately ten months (seven months in Canada and three months overseas).

Qualifications:

- experience with group facilitation (youth) and non-formal education techniques
- ability to work in an intercultural context
- overseas experience, preferably in Central / Eastern Europe, South Asia or Latin America
- project management experience
- excellent conflict resolution and problem-solving skills
- analysis of development issues and knowledge of community development
- working knowledge of French as well as knowledge of the language of the exchange country is considered an asset

Essential Conditions:

- capacity to live far from her or his residence for the duration of the contract
- Canadian citizen or landed immigrant
- meet the health requirements and undergo the required medical tests
- ability to travel by plane and to drive a car in all seasons
- irregular and unpredictable working hours

Compensation: includes salary (the starting salary of a Project Supervisor is \$34,188 on an annual basis), travel allowance and benefits package. Exchange Countries for 2003 - 2004 include Asia, Central and Eastern Europe, and Latin America.

To Apply: Submit a resume and cover letter no later than Friday, February 21, 2003 to:

Zane Hamm, Program Officer, CWY
Western Canada Regional Office
#205, 10816A - 82 Avenue
Edmonton, AB T6E 2B3
Tel: (780) 432-1877/ Fax: (780) 433-4489
Toll free: 1-877-929-6884

E-mail: zhamm@cwj-jcm.org
Web site : <http://www.cwj-jcm.org/>

Note: CWY is an equal opportunity employer, committed to the principles of diversity. We thank you for your interest, however, only applicants under consideration will be contacted.

Courtesy of: The Community Networks Group

Tel/Fax: (780) 474-6058 > Cell: (780) 995-6819



COMMENTARY AND FEEDBACK! LETTERS TO THE EDITOR

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 voice@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

Letter from Sandra Moore Originally published in the Medicine Hat News, January 13, 2003

When it comes to post secondary education in Alberta, we are fortunate to have four universities in our province for our children to choose from. Unfortunately tuition in Alberta is rapidly rising, and by the time your children reach the post secondary education level, if location won't prevent them from attending university in our province, cost will.

Why is tuition rising so rapidly? Funding from the federal government towards post-secondary education and training has been cut by 7 million dollars since 1993¹. The federal government's attempt to rectify the situation and address the concerns of the roadblocks, the biggest one being finances, to post secondary education was the introduction of the Canada Millennium Scholarship in 1998. This scholarship is not even a dent in the gigantic can of students desperate for financial aid, in fact of the 750,000 students in need of financial assistance yearly, fewer than 8% will be eligible to receive this scholarship². The scholarship is also not available to first year students who without it may not know how they are going to fund that expensive first year of school. The Canada Millennium Scholarship Board is not comprised of understanding, knowledgeable board members but rather executives from the corporate world.

The Provincial Government of Alberta is just as much to blame. Tuition in Alberta over the past decade has risen over 200% making an Albertan post secondary education only a dream for the poor prairie farmers child. If Alberta would raise their university funding levels to the national average, universities in the province would be able to roll back tuition rates to ensure accessibility.

¹ Canadian Federation of Students Fact Sheet 2000

² CFS Fact Sheet 2000

What about the universities themselves? They contribute just as much to the need for increased tuition out of student's pockets as the governments do. Universities are not regulated by governments on how they spend their money. The two main universities in Alberta, the University of Calgary and the University of Alberta, are in a building frenzy in attempts to make their campuses the most desirable in the country. The central administration costs at these universities far outweigh the education costs. Last year, the VP-Finance of the University of Alberta required a \$600 doorknob and the president of this same university required several trips to China to secure one deal, in addition to receiving a \$59,000 raise.

Alberta's Learning Minister Lyle Olberg does not see our universities slowly turning into an elitist system - where the possibility of a post secondary education will only be determined by the size of a student's parents wallet - as a serious issue. Even today, middle class families are starting to feel the pinch. For the children of these families to apply for student loans, parents are expected to contribute a percentage of their income towards their child's education. Farmers' children are denied student loans because of the worth of their parents combines or tractors, even though this is equipment is used to produce their product. We can't expect families to take out second mortgages or farmers to sell off much needed equipment in order to send their children off to get educated. A grade 12 education is no longer sufficient to secure a good paying, permanent position in today's workforce.

The rising cost of tuition in Alberta's universities affects all of us, even if we don't have children. Students who leave university thousands of dollars in debt are going to look for jobs in the bigger cities where the pay will be higher so they can pay off their loans quicker. There will end up being an even greater shortage of doctors, teachers, engineers, social workers, etc... in Alberta's rural areas if we don't do something to keep students' educational debt low.

If you want your children to obtain a post secondary education at an affordable cost, act now! Write your MLA and let him know that you want the issue of affordability of post secondary education to be brought to the attention of government. Also send a copy of your letter to me and I will forward it to the Council of Alberta University Students who will be presenting all the letters they receive to the Alberta Government in their attempts to freeze the rising cost of tuition. The CAUS website at www.tuitioncause.com is filled with others ways you can help and other interesting facts. Our children are our future and if we expect to have rural doctors and nurses available to us in our old age in the communities we love, we must act to let the government know that we will not tolerate this issue being swept aside.

Sandra Moore
Athabasca University Student's Union
Redcliff, AB T0J 2P0
smoore@ausu.org



AUSU SPEAKS: Winter Session Provided By AUSU

News from the November 28, 2002 council meeting

AUSU met on November 28th, 2002, for a regularly scheduled council meeting. Items on the table for discussion included the post-secondary coalition to fight tuition increases and government under-funding (headed by CAUS), the CAUS media campaign to raise awareness about tuition increases, the development of an AUSU External Committee, and the status of the AUSU Handbook/Planner.

On November 17th, the Council of Alberta University Students [CAUS], through the initiative of University of Alberta SU, organized a provincial education coalition meeting. In attendance were leaders of provincial organizations that are stakeholders in the cause of fair tuition and adequate funding of post-secondary education in Alberta. Attendees were urged to support CAUS in their fight to maintain affordable university tuition for Alberta students.

A motion was introduced at the AUSU council meeting, to the effect that AUSU should "participate in the provincial education coalition to further our cause of not permitting distance education to be exempt from the tuition cap, and to aid in persuading the government to adequately fund all public post-secondary institutions in the province."

The motion was passed, and we look forward to supporting CAUS in this important action.

A second motion asked that AUSU assist CAUS by contributing funds toward the CAUS media campaign to raise public awareness of the cost of post-secondary education and the critical under-funding of post-secondary education in Alberta. The media campaign has consisted of newspaper advertisements in the Edmonton Journal, the Edmonton Sun, the Lethbridge Herald, and various rural newspapers.

Some of the CAUS ads can be viewed at: <http://tc.su.ualberta.ca/education/explanation.htm>

To aid in raising public awareness, CAUS members hosted public forums at the University of Alberta and the University of Lethbridge. AUSU participated in both forums. The University of Calgary Students' Union will host the third CAUS public tuition forum in March.

In support of the public awareness campaign, AUSU voted to contribute \$1,000 toward the media costs. Additionally, to address the need for more AUSU involvement in external activities, such as the CAUS initiatives and programs to gain student discounts in various programs and activities, AUSU has developed the new External Committee.

Students are invited to volunteer for this important new committee, and anyone interested should contact committee chair, AUSU VP Shirley Barg, at <mailto:sbarg@ausu.org>. The purpose of the Committee is to plan and implement activities that relate to AUSU's external relationships for the betterment of Athabasca University students.

Finally, AUSU has decided not to produce a student handbook/planner this year. We apologize to those students who have asked for a planner already, but after long deliberation, we have determined that the current format of the planner is not effective, and that we can increase the usefulness of this item by redesigning it in a smaller format. The old handbook/planner, which has been produced for many years, was only moderately popular, and we feel that we may be able to provide students with other items that may be more useful. Current plans are to redesign the planner and offer it in an improved, compact format next year. Until then, an alternative student gift package is in the works. When items are available, it will be posted on the AUSU website and in the Voice.

In other news, membership on the AUSU forums continues to grow, students are beginning to fill out the new course surveys on the AUSU website, there has been increased interest in forming AUSU student groups and clubs, and submissions to the Voice continue to rise. Overall we are experiencing greater interest and involvement from AU students, and hope to see this trend continue next year.

AUSU would like to wish a very Merry Christmas, all of our members, and we look forward to serving you in 2003!



WRITE FOR THE VOICE!

Contact The Voice editor at voice@ausu.org for details on writing for The Voice, providing a sample selection of writing and preferred genre.



CLASSIFIEDS:

PUBLISHED IN THE VOICE
January 08, 2002

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 with 'CLASSIFIED AD' listed in the subject title.

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



FOR SALE

Ghetto blaster: CD player, duo tape deck, AF/FM radio, removable AC plug, or battery power (needs 6 C). \$ 70.00
Call (403) 201- 4299 between 9 am - 9 pm only.
