

THE

# VOICE

MAGAZINE

Vol 12 Issue 3  
January 21, 2004

## Athabasca Views

AU President and AUSU Exec members  
respond to Alberta Views article

## Environmental Science 200

Course review of a new ENSC offering

## You Sound Off

on council conflict and recent coverage

Plus: From My Perspective, Dear Heather, FedWatch!, Flicks & Folios, Primetime Update,  
and news, announcements and opportunities from your university and beyond.

# THE VOICE

Jan 21, 2004

Volume 12, Issue 03

## Welcome To The Voice PDF

*The Voice* has an interactive table of contents. Click on a story title or author name to jump to an article. Click the bottom-right corner of any page to return to the contents. Some ads and graphics are also links.

## FEATURES

### EDITORIAL PAGES

**ATHABASCA VIEWS** - AU President responds to the Alberta Views article

## ARTICLES

**CALLING ALL ENVIRONMENTAL SCIENCE ENTHUSIASTS!** - ENSC 200

*Katie Patrick*

**YELLOW SUBMARINE** - A Revolution in film, art, and animation

*Lonita Fraser*

**"LIVE" STORIES**

*Wayne E. Benedict*

**FROM MY PERSPECTIVE** - Graduate Studies Begin - part 2!

*Debbie Jabbour*

## FICTION FEATURE

**SMART THEFT**

*Stephen Murgatroyd*

## COLUMNS

**SOUNDING OFF** - Views on AUSU

**NEW: DEAR HEATHER**

**CANADIAN FEDWATCH!**

*Karl Low*

**AUSU THIS MONTH**

**FLICKS & FOLIOS:** *The Ring*

*Laura Seymour*

## NEWS AND ANNOUNCEMENTS

**VOICE EVENTS LISTINGS**

**SCHOLARSHIPS AND AWARDS**

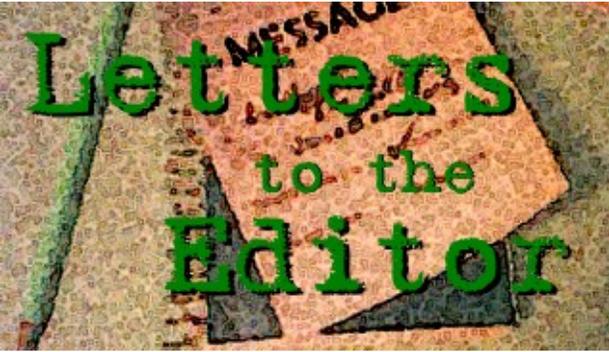
**CONFERENCE CONNECTIONS**

*The Insider*

## FROM THE READERS

**LETTERS TO THE EDITOR**

**CLASSIFIEDS!**



**We love to hear from you! Send your questions and comments to [voice@ausu.org](mailto:voice@ausu.org), and please indicate if we may publish your letter in the Voice.**

Dear Voice Editor:

As a member of Council, I am pleased to see *The Voice* invite feedback from AUSU members regarding what members want to hear about recent Council events.

However, I became concerned when I read the following: "I've respectfully asked AUSU council to shut their well-meaning traps and let the students have their say!"

I think that phrase sets the tone of the invitation and invites and provokes the negative. I believe that by that statement, *The Voice* is projecting an image of Council as a group of empty-headed "trap flappers" who mean well, but who speak without substance and without hearing our members. I hope that I am pleasantly surprised by the feedback that *The Voice* receives, but now, I fully expect member feedback to be only negative.

Perhaps *The Voice* meant to interject some humour into what could be tense feedback from our members. However, I believe that if a member wrote to *The Voice* and said that Council needs to "shut its well-meaning trap," that is an unbiased opinion from a member. If *The Voice* writes that Council has been asked to "shut its well-meaning trap," then I believe that statement biases the tone of the responses, whether the bias is intentional or not.

Council should always be receptive to feedback from its membership. I would prefer that member feedback be solicited in as unbiased a manner as possible.

**Teresa Neuman  
Ottawa, Ontario**

***The comment in my last editorial was indeed meant as a joke, but in retrospect the word choice was poor and I revised this article when it became apparent that several council members had been offended. I would like to apologize to AUSU council for my comments, and assure council and the readers that I did not intend to denigrate council in any way.***

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## THE VOICE

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**THE VOICE ONLINE:  
[WWW.AUSU.ORG/VOICE](http://WWW.AUSU.ORG/VOICE)**

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*The Voice* is funded by the  
Athabasca University Students'  
Union, for the students of Athabasca  
university

*The Voice* is published every  
Wednesday in html and pdf format

Contact *The Voice* at:  
**VOICE@AUSU.ORG**

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Special thanks to Athabasca  
University's *The Insider* for its  
frequent contributions

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# EDITORIAL PAGES

## THIS WEEK

**ATHABASCA VIEWS** - AU President Dominique Abrioux addresses students on the financial status of AU, and misleading information in the recent Alberta Views article on post secondary education in the province. AUSU exec members Shirley Barg and Debbie Jabbour also comment.

**CALLING ALL ENVIRONMENTAL SCIENCE ENTHUSIASTS!** - Katie Patrick reviews another new AU course, and provides information on the people behind the new offering.

**YELLOW SUBMARINE** - Following up on last week's article, which examined the relevance of Sgt. Peppers, in the context of it's time, and today, this week Lonita discusses the equally revolutionary film based on the album.

**FROM MY PERSPECTIVE** - Debbie Jabbour concludes her two part article on entering graduate studies, and provides invaluable advice for AU students interested in pursuing a graduate degree at AU.

## You Sound Off

Last week I asked readers to sound off on recent controversies surrounding AUSU. Your answers are in this issue. I also have a fun assignment for next week.

## Council reporters wanted

The Voice needs reporters who are able to write clear, critical and balanced reviews of what goes on at AUSU council meetings. Meetings take place about once a month, and may be attended by teleconference from almost anywhere in the world. Inquire with the Voice editor at [voice@ausu.org](mailto:voice@ausu.org) if you would like more information on this opportunity.

## Tutor Bios

I've been asked why I never run bios of AU tutors in The Voice. The reason is that AUSU already does these. Check out the AUSU tutor page at: <http://www.ausu.org/tutor/index.php>. A new tutor bio will be posted this week. If you know of a tutor you would like profiled, write Mac McInnis at [mmcinnis@athbascau.ca](mailto:mmcinnis@athbascau.ca).

## Student Bios

Student bios are another issue. We do run those, and love to get them! If you are an AU student, willing to be profiled in The Voice, contact me at [voice@ausu.org](mailto:voice@ausu.org).

**Tamra Ross Low - Editor in Chief**

# ATHABASCA VIEWS

## Responses to the recent Alberta Views article, from AU President Dominique Abrioux, and members of the AUSU executive

Last week, while preparing to write a report on the Alberta Views article mentioned in Sandra Moore's letter and the recent AUSU press release, I requested feedback from AU President Dominique Abrioux, as well as the executive of AUSU. Based on the discussion revolving around the article, it seems that most of the concern is based on two items:

1. A quote from AUSU president Debbie Jabbour, stating that Athabasca University is in "serious trouble," which may have sparked some concern about the future of AU, and;
2. A sidebar chart which compared tuitions at the Alberta Universities, which listed AU's total tuition including textbooks and materials (the learning resources fee) instead of just tuition, resulting in the appearance that AU tuition is the highest in the province.

Dr. Abrioux addresses both of these items in his response, which was written as a letter to the students, and which I have included verbatim. Brief comments from AUSU council follow.

### RESPONSE TO THE RECENT ALBERTA VIEWS ARTICLE, FROM DOMINIQUE ABRIOUX

Since base provincial government grants continue to be significantly lower than the cost of implementing annual staffing increases (that are bargained collectively and sometimes decided through arbitration) and increases in the CPI, ALL universities face serious financial challenges.

Athabasca University's predicament is further impacted by the fact that non-base governmental envelope funding is based on traditional campus-based patterns of expenditure. Two examples:

- The Infrastructure Envelope provides grants to Alberta's colleges and universities according to two primary factors: the size of campuses and the age of the buildings. Based on this formula, AU obviously receives very little infrastructure funding, though our IT infrastructure costs (for which there is no funding envelope) are considerably more important (both strategically and operationally) than at sister institutions.

- While Alberta institutional base (i.e. ongoing operational) government grants are not calculated on the basis of full-time equivalent student counts (FLE), the FLE count does come into play in certain one-time grants and in the thinking around base funding levels by government. Nowhere, for example, is it recognized that while part-time learners are economically less expensive to government than full-time students (because for the most part they continue to be employed, pay taxes, and/or provide home care to their children while studying), greater administrative costs (human & technical) per FLE are incurred in providing administrative services and support to them. Simply put: institutions that require 5 students to generate 1 FLE (each student taking 2 courses per year) incur far greater administrative costs (e.g. technology- and human-facilitated interactions with Registry, Student Services, Finance, Library, Info Centre) than institutions that have 1.5 students generate 1.0 FLE (each student taking at least 6 courses) because of the greater number of unique individual students that they need to administer.

To add to this, there is a further potential disadvantage faced by AU (and referred to by Debbie): the impact of the new Tuition Fee Policy that comes into effect on April 01, 2004. Depending on

how the Regulation interprets the Act, AU may or may not fall under the cap, even though our fees are significantly lower than those at the other 3 Alberta public universities (a point that *Alberta Views* misrepresents by including our course materials fee in their published schedule).

So, how would I characterize AU's actual financial situation? If we continue to grow by 10% per annum (our SUP target, and one that we will meet this year), and if the formula used to calculate the tuition fee cap results in us falling under the top (where we rightfully belong), AU is positioned to continue to present balanced operating budgets to the AUGC. This would be accomplished while maintaining tuition fees that are competitive both in Alberta and in the rest of Canada (after the addition of the out-of-province fee), and without in the immediate-term negatively impacting the quality of our courses, programs, and services.

Our financial challenge, however, has as much to do with long-term positioning as with balanced annual budgets. If the quality of courses, research, and services is going to improve, as it must, and not suffer from the ambitious growth targets that we have to meet in order to balance our annual budget, the University must accelerate its reinvestment in technology, administrative systems, and personnel. Here is where the External Relations division, created about 1.5 years ago, comes in. While its targets are initially modest, the principal challenge is to develop an external funding culture at AU, one on which we can build year after year. I believe that we are already starting to see the impact of this new emphasis and that an imminent announcement by the Alberta government will demonstrate this to be the case.

In conclusion, we face stiff challenges but the University's short-term financial situation is no different than it has been for the last 10 years. Today, though, we are more at risk because general reductions in the government funding of post-secondary institutions have made us very dependent on 10% annual undergraduate growth. We recognize that this can only be achieved and maintained in the longer run if AU continues to improve the overall quality of its students' educational experience. In turn, this depends on the institution's ability to be innovative and creative, to add new additional revenue sources, while at the same time work with sister institutions to better represent the added value of further investment by government in post-secondary education.

Were I an AU student, would I be worried? Notwithstanding future tuition fee increases (that I do recognize as a hardship but that will remain competitive in Alberta and the rest of Canada), I would consider AU's future as more assured than that of sister institutions. During the last ten years, Athabasca University has demonstrated and built upon the very qualities that will be required to be successful in education during the next decade: quality academic content and learning systems; technology-driven delivery models; a strong service culture; and, innovative, out-of-the-box thinking.

With the support of colleagues and our students, our future is indeed bright!

**Dominique**

**AUSU Council President, Debbie Jabbour, was interviewed for the *Alberta Views* article in question, and had this to say about her comments, which have sparked some concerns about AU's financial status:**

I was responding to a question by the author of the magazine, in which she asked what the most serious issue was facing AU students. I responded in kind, using the word serious, not realizing that in the context of how the sentence was worded it might sound like the university was in financial

trouble. This is certainly not the case and not what I intended to say. Athabasca University executive and finance department work hard to ensure a balanced budget, and I've never received any indication from governing council or any other meetings that AU might be in any kind of financial trouble. It is true that the Alberta government funding formula that bases funding on physical infrastructure seriously disadvantages AU in comparison with Alberta's campus-based universities. This is the point I was attempting to make. I was also attempting to raise awareness that the government does not adequately fund AU. I concur with Dr. Abrioux's statements that unless the government of Alberta changes the way they fund post secondary education, including AU, this could create problems for AU in the future.

### Finally, AUSU VP Shirley Barg answered a few questions on the issue.

Shirley, does AUSU have knowledge that the university is in serious financial trouble at this time?

I have no knowledge of this. I don't think AU is different from any other university. They are all under-funded and they are all crying for more money from the government. Students are all concerned about a higher proportion of education costs being placed on their shoulders, to the limits that the government allows.

Do you have access to information or sources which have revealed a more drastic situation than we know?

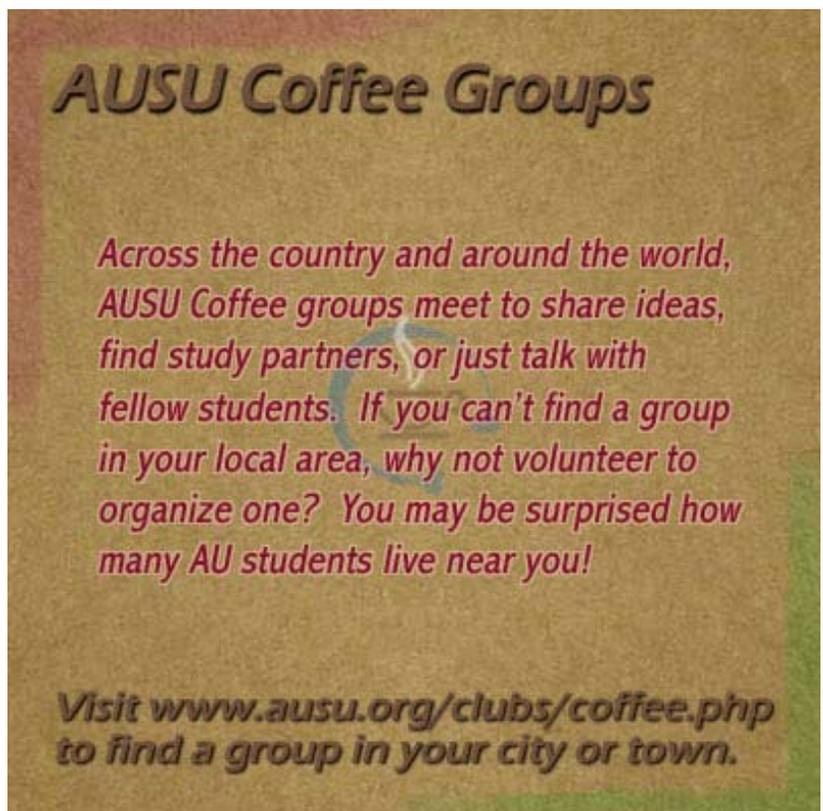
No.

If there is no such information, why was this statement made it in a very public magazine article?

The words of the AUSU president were not intended to mean what they came across as meaning. The President meant to stress the importance of funding, and the desperate need for more government funding of post-secondary education.

Shirley, what would you say right now to Athabasca University students who are currently considering full-time study at AU, or who already have a great deal of time invested in an AU degree?

Keep on! All students should have the utmost confidence in the university that it will provide the level of education that will be required in the workforce, and that AU will be here until they are finished their studies, and for a long, long time after they have graduated.



# Environmental Studies

## Links

[Course](#)  
[Syllabi](#)  
[Faculty](#)  
[Resources](#)  
[Teaching Pages](#)

## Registration

[Athabasca University](#)  
[Apply to AU](#)  
[Course Registration](#)



Athabasca University is developing an integrated Environmental Studies program designed to provide students with alternative ways to perceive and respond to environmental issues. The program will challenge socially implicit views of the environment and the relationship of the environment to society.

**CALLING ALL  
ENVIRONMENTAL  
SCIENCE  
ENTHUSIASTS!**

**ENSC 200  
Course Introduction**

***Katie Patrick***

Are you interested in ecological relationships? In learning about the effects of pesticides, pollution, and other factors on our biosphere? What about population and resource pressures, natural selection, and nutrient cycling? If you are, check out Athabasca University's NEW Introductory Environmental Science course, ENSC 200. Opened January 2003, Introductory Environmental Science is a three-credit Science course that will allow you to gain answers to those questions and more as you delve into the fascinating world of environmental science.

The first part of the course, called "Environmental Science Basics", will give you a wealth of background information in environmental science, all packed into 5 exciting lessons. It begins with a study of the scientific method, then gradually works outward through lessons detailing the earth's spheres and the interactions between these, as well as trophic interactions, the biosphere, and evolutionary pressures on environmental science (such as the roles of natural selection and predation). Additionally, environmental stressors and their effects on local and global environmental health are discussed.

The second part offers you the practical side of environmental science. Titled "Application of Scientific Principles to the Examination of Environmental Stressors", this section is divided into 9 fascinating lessons, with topics ranging from population growth and the effects of toxins and other pollutants in the biosphere to biodiversity factors, forestry, and agricultural impact on the surrounding and global environment.

An additional feature of ENSC 200 is the "home labs" which are integrated into the course curriculum and help emphasize facts and ideas relevant to the course using a hands-on approach. However, it is important to note that these "labs" do not make the course part of Athabasca's core lab science courses.

The course professor for Introductory Environmental Science, Dr Dietmar Kennepohl, is active in Athabasca University's Science centre, as he is also the course professor for several other Athabasca University courses (including CHEM 217, CHEM 218, and CHEM 350). Having received his doctorate from the University of Alberta, Dr Kennepohl went on to become an Alexander von Humboldt Fellow at the Universitt Gttingen (Germany). Recently, Dr Kennepohl returned from his research sabbatical at the University of Otago (New Zealand), where he was researching macrocyclic metal compounds. He has also published a variety of papers in well-known journals, such as *The Australian Journal of Chemical Education*.

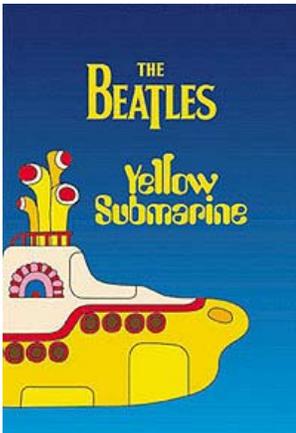
Your grades in Introductory Environmental Science will be determined through 10 assignments associated with certain units of the course; these assignments are worth either 4% or 9%, depending on the unit. As well, you will have the chance to polish your scientific journal reading and writing skills by conducting a journal article review (worth 10%). There is only one exam (final) in the course, and it is worth 45% of your final mark.

You can check out the Introductory Environmental Science (ENSC 200) syllabi at: <http://www.athabascau.ca/html/syllabi/ensc/ensc200.htm>, or visit <http://envs.athabascau.ca/> for more information on AU Environmental Studies courses. Embark on an environmental science learning adventure and enroll in ENSC 200!

# YELLOW SUBMARINE

## A Revolution in film, art, and animation

Lonita Fraser



Since its earliest days the film industry has translated works of literature, fictional and not, to film; everything from fantasies to biographies have been tackled in a variety of ways. What has not been common is the translation of music albums to film.

Until the 1970s, musical films had been mainly Broadway adaptations, yet a transition occurred when popular singers began to appear in films; from Vera Lynn in the 1940s, Elvis in the 1950s, and many others between and since. Undeniably, most such films were thinly veiled attempts to showcase an artist's music or their singing ability; Elvis being the most overt, using his own songs as movie titles and bases for themes. We now have films such as The Who's *Tommy* and *Quadrophenia*, and Pink Floyd's *The Wall*, but it was The Beatles' *Yellow Submarine* that really broke the mould of earlier musical and film traditions, and started us down the road to bringing artists' albums to

the big screen.

*Yellow Submarine* is a stunning fusion of multiple animation styles, and it is that variety which is one of its greatest breaks with tradition; the fusion of multiple styles where previously animators had used only one style throughout a piece. As Roger Ebert states "the animation [...] isn't full motion and usually remains within one plane, but there's nothing stiff or limited about it; it has a freedom of color and invention." Though it lacks the depth of popular Disney animation, that lack of depth isn't a flaw, and neither is the variety. The animation of *Yellow Submarine*, all hand-drawn and overseen by Tom Halley from the designs of the graphic artist Heinz Edelmann, has been described as psychedelic pop and op-art, fusing the styles of Peter Max, Magritte, Escher, Warhol, Vasarely, and more. *Yellow Submarine* became a vehicle not only for the Beatles' music (the Beatles themselves had little to do with the movie outside of the music contribution, not even voicing the characters), but also bridged the gap between the different worlds of music, art, and film.

Not only has *Yellow Submarine* embraced the concepts of intertextuality by borrowing from many different styles of music and art, and "thieving" imagery easily recognisable by its audiences. These images appear throughout the film, but the two main places are in The Pier in Liverpool where Ringo introduces Young Fred to the rest of The Beatles, and in the foothills of the headlands sequence (which includes the song *Lucy in the Sky with Diamonds*) which connects Nowhereland with The Sea of Holes (or the Holey Sea, which will be amusing to Catholics). These scenes include easily recognisable images and objects such as Magritte's hat, his pipe, King Kong, Einstein's famous formula  $E=mc^2$ , a Union Jack, an American flag, a star of David, a rocking horse, a skull and crossed bones, an umbrella, eyeglasses, various foodstuffs, Marilyn Monroe, a Frankensteinsed John Lennon, the names of Sigmund Freud and the Marquis de Sade, and words like never, maybe, yes, no, ah, and ha; all these fuse together in a cultural mish-mash of frenzied rotoscoping that emulates the audiences' own drowning in cultural icons in the real world.

The film also began to push the boundaries of the usual functional artefacts of the music industry (records, tapes, CD's, etc.). With the advent of VCRs and DVD players, film can now take its part in the artefact echelon of the music industry. Films such as *Yellow Submarine*, along with The Beatles' earlier films (*A Hard Day's Night*, *Help!*), were the grandfathers of what has become the music video industry - whose sole purpose is using visuals to showcase an artist's music. The variety of visual styles used by that industry is endless, from simple footage of a band on stage, to complex combinations of acting, dancing, storytelling, animation, claymation, computer graphics, and more, each song becoming its own version of a mini-musical.

Though traditionalists may not accept it as such, *Yellow Submarine* is a musical. It uses the cartoonised Beatles to sing and dance through several scenes, and like more traditional Hollywood musicals those musical scenes are connected with dialogue that is used to tell the story. Unlike those musicals, however, the songs seem

disconnected from the story and the film itself. The songs may tell us something of the characters - as with *Nowhere Man* which is used to introduce the character of Jeremy Hilary Boob PhD, the *Nowhere Man* himself, though Jeremy's existence in the film does seem like an excuse to use the song, as his function as a member of the cast seems somewhat insignificant - but the story could be told without the songs, though less entertainingly. They seem jammed in, or, rather, the dialogue seems jammed around them, used to connect a concept found originally on The Beatles' *Sgt. Pepper's Lonely Hearts Club Band* album. The Lonely Hearts Club Band makes its appearance in the film, as they are saved by The Beatles and then go on, with the Fab Four, to save Pepperland from the Nazi-like Blue Meanies who've turned the inhabitants to colourless, soundless, unmoving statues unable to experience joy, or anything at all.

The Lonely Hearts Club Band, the pinnacle of Pepperland music and twins of the animated real-world Beatles, are overtly situated next to a brightly coloured giant YES. This YES, along with the band and all the inhabitants of Pepperland, is crushed or turned blue, and made silent by the Blue Meanies and their minions. Blue-ness is the enemy of happiness, happiness being equated with musical freedom and the colour-rich. Even our animated visit to Liverpool where we first meet up with Ringo, is greyer, flatter, highlighting the drabness of existence, and though hand-painted, uses a cut-and-paste visual style that we would later recognise in the work of Terry Gilliam of Monty Python. The world of fantasy and magic, then, is where one can be most expressive and less rigid than we are in our everyday lives; a world that many think is an offshoot of the drug-induced psychedelia of the era the film was born into.

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*This film illustrates battles with demons of various sorts -- animated versions of the demons we face in life daily -- breaks with traditions of many genres, and adheres to a classic fairytale format with heroes and villains to be overcome. Yellow Submarine combines popular music with orchestral music like more traditional musicals do, and uses animation - something previously left to the entertainment of children - to tell a story to adults. With varying levels of subtlety, it attacks cultural and societal icons, even perverting them in some ways. Yellow Submarine may appear dated and somewhat unreachable due to styles of delivery now surpassed by slicker production and design, and a cultural context that exists in the past, and memories, only, but it still remains an enduringly colourful piece of entertainment that appeals to all age groups.*

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*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](mailto:lonita_anne@yahoo.ca)*

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## 2003 Tuition and Education Amounts Certificate

### **Update from Athabasca University Financial Services...**

Athabasca University Financial Services is pleased to announce that the official 2003 Tuition and Education Tax Credit Certificate (T2202A) forms will be made available on-line to all eligible students.

The forms will not be mailed out and instead are on-line in printable format for all students to access. Please visit AU's web site at:

**[www.athabascau.ca](http://www.athabascau.ca)**

for further details on obtaining your tuition and education tax credit information for your 2003 tax return.



Last week I asked students how they feel toward their students' union in light of the recent resignations and controversial forums posts. Here is what you had to say:

I think it is important to be informed of the issues coming up in council. Although there was a lot of controversy lately I think it really got students involved and talking. I think discussion boards are good because you get all POV's. I think the Voice was right to open the issue but should make a clear effort to show all sides of the story.

**Fiona Ott**

Dear Tamra,

Recently, I had the opportunity to discuss the recent events that have been ringing through the halls of the Student Union and was asked my opinion. My initial response was, "Now, if everyone is finished, kindergarten is dismissed at 3 and parents will be waiting in the main parking lot."

At first, when I started to see the public outcry by those involved, I dismissed the "he said, she said" notes that were flying through the AUSU forums and articles in the Voice. Why did I take such a laid back approach? Well, it has to do with many years of involvement in school councils, volunteer organizations and work environments where things become heated, personal, and emotional. I've learned to sit on the fence until the embers died down from the flying words and cries for voices to be heard and the truth be known. So when I saw the fires beginning to heat up, I took a deep breath and bunkered down for what could have been a dark, rocky ride.

What have I learned about these type of outbursts? Well, for one, I really don't care. By the time issues reach an emotional level, no one is thinking with a clear head and the facts become muddled in an emotional sea of words. This kind of situation can turn into a public relations nightmare. People become turned off by the kindergarten displays and in frustration, turn their backs on the organizations they once respected. They develop a blind ear to what is being said and become frustrated. I have seen it many times over. It does not reflect well on the people defending their opinions, rights, and personal agendas. Personal agendas may be a harsh word, but it becomes a focal point for others who don't know all the facts or circumstances that have led to discontent. People begin to say "Why all the fuss? There must be a hidden reason why defences raised quickly." Then, people begin to suspect foul. More fingers begin to point and the three ring circus begins again.

I prefer to get popcorn and change the channel for a while. This kind of thing happens everywhere and anytime you bring a diverse group of people together. Sometimes personalities mix like oil and water and eventually, the fires of discontent raises its ugly head. You just have to hope that the problems remain at levels that don't damage the reputation of the institution these people represent in the first place.

**Sounding off,  
K. Reynolds**

OK, now on to something much more controversial. Lately a lot of TV commercials have been driving me nuts. Some are annoying, some are incredibly stupid, and some contain underlying messages or assumptions about society [often women] that harken back to decades ago. I'd like Voice readers to Sound Off on advertising. Tell me what ad you hate the most, and why.

# Smart Theft

Stephen Murgatroyd

It was a simple thought, but it paid off big time.

In 1976 my father began working at Chase Manhattan's headquarters in New York. A former major in the army, he had retired with honours and was found a job as head of night security at the Chase by his connected friends who had left the fields of war and fought their way into the Pentagon. A quiet man, he had decided that 32 years in the army was enough and that he wanted to spend time with his family. A year later, his wife of 35 years died of cancer. I was his only child.

Born in 1960, I was variously described as a "bookworm", "teachers pet", and, given my interest in technology, "geek". While the underlying sentiments here were intended to be derogatory, the basic statements were correct. Teachers did like me; I spent all of my spare time reading books and I loved to play with technology - taking things to pieces to find out how they worked and studying the design of technologies. If these activities came with peer abuse, so be it. I was intending to follow in the footsteps of the great thinkers - Keppler, Heisenberg, Einstein, Edison, anyone who had achieved fame from their scientific or practical work. I read and studied anything and had a good memory for everything.

My father, who I always called "Sir", began to worry about me at night. He persuaded his manager to permit me to come into the bank and work in a room on my homework until "no later than 10pm" and then I would walk the two blocks home. This way, he could keep an eye on me; I would have the peace and quiet of an office to work in and he could ensure that I ate properly. Each evening at six, I would walk with him to the bank and log in my presence. I would then settle in to my work in the room where the computer operators worked during the day. Exactly at eight each night, father would bring a meal to me and we would eat together for exactly twenty minutes. On completion of the meal, father began his tour of the building, which finished at 10pm. He would then escort me to the door and watch me walk two blocks south until I made the turn to walk the remaining block and a half to our apartment.

What my father did not realise was that this routine, intended to ensure my safety and security, would prove to be more dangerous than leaving me at home. The room in which I was supposed to work diligently at my Mathematics, Social Studies, Science, Spanish and so on was filled with interesting books and technology. Around the room were bookcases filled with technical manuals, programming guides, manuals and code books. In other parts of the room were keyboards, machines and screens. Soon an idea germinated.

Within six weeks I had mastered the basic programming which permitted me to work the computers in the room. While it looked difficult, programming was in fact very straightforward. It was a set of devices to permit logic to flow through cables and transistors - the microchip came later. I began with simple programs and used the terminal and code books in the room to test them. Soon, I could examine how much money was taken in by each of the branches on a daily

basis, how much was made in interest at various interest rates and how much was owed to the bank by its debtors.

Then I began work on a more elaborate idea. I developed a program that, on the 12th day of each month would deduct \$4 from each of the 4 million accounts managed by the bank and then restore \$2 to these accounts on the next day. The other \$2 I routed to a large number of company bank accounts set up with false company names at different branches of the Chase, though the deposits would be made in \$200,000 amounts on the 15th of each month. On the 20th of each month, these false company accounts would transfer all but \$2500 to a numbered full interest bearing Swiss bank account I had arranged to open by sending a letter to the Foreign Accounts Director of Bank Nationale Suisse using stationery I found in the Director of Foreign Credit office when father was holding a night team meeting of the security staff - his office was on the same floor as the Director of Computing Services, which was the room I was using. The program was written to continue for two years and then to stop. I estimated that the total capital amount deposited in the Swiss account after two years would be around \$195 million.

I did take some precautions. Before transferring the funds, the program adjusted the computers' clocks and made it look as if the transaction had been made during day time, but always at different times and from different branch identifiers. The program itself was buried in computer files linked to the payroll system which the bank had recently installed - one of the first companies to fully automate payroll for its employees. The program was called "tax system 227.113" and was buried in the middle of several such systems. Finally, the program itself was "double coded" - that is, a cursory inspection of the code would not reveal the true actions of the code.. the program had to be run in a mode where its actions could be viewed for its real work to be understood - at the time, this was a recent development in the field of programming.

After eight months, father decided that I was just as safe at home as I was at the bank, so my night visits ceased. I had no opportunity to modify or delete my program, no opportunity to see if others had visited the accounts I had created or had challenged the automatic deductions and account restorations. While I had assumed that people would consider \$4 deduction followed by a \$2 restoration no more than a quirk in the system, someone may eventually discern that this pattern could be something more sinister. However, the total sum involved - \$24 a year - would be explained away at branch level as a form of bank charges and would soon be forgotten, especially since it could rightly be said that "this is a fee that everyone is paying".

At the age of nineteen I won a scholarship to read science at Harvard. My father was proud, not only of my achievements in getting into Harvard, but of the fact that I had won the scholarship named after General Conhausser - the General my father had first served under. The scholarship, established for the academically outstanding sons of army officers, was awarded annually to the two best students in science and mathematics who applied to the army scholarship fund.

Harvard was a pleasant experience, and I excelled at the tasks I was assigned. While I was no "fun", according to my peers, I was "a first class" student according to my teachers. I was seen to be especially gifted when it came to computing science, then relatively new to the curriculum at the ivy covered academy. After four years, I decided to read law and to focus my energies on legal questions as they related to scientific matters. While most of my contemporaries were rushing to do research in plastics, the emerging world of bio-pharmaceuticals or stress in metals,

I decided to look closely at the law. One reason was the feeling I might need to know more about the law sooner rather than later.

Throughout my time at Harvard, I lived as if the evenings I had spent at the bank were no more than a fiction. I lived on my scholarship, which was just enough to pay for my rooms, my books, tuition and meals and the occasional concert. I did not holiday, I wore my clothes until they would wear no more. I did not date, entertain or otherwise offer any signs of having money to spare. I played safe and retreated to books, spending the colder nights in the law library until it closed.

At the end of my time, I was deemed to be expert at patent law, trade mark protection and the law as it then related to scientific discoveries and, what has since become known as "intellectual property law", but was then all lumped under copyrights and protection of discovery.

I graduated in 1986 and was asked to join a fast growing company called Microsoft as part of its legal team, which then was comprised of just three people. Though this meant an initial move to Seattle, I was happy to have work and to be in a company than was not only growing quickly but also innovating all the time. There was a lot of work. For the next five years, we worked hard to protect our software products and complete legal agreements for their distribution. At the end of five years, I was the most senior lawyer on board the fast train and worked for the next decade as Vice President and Legal Counsel.

Travelling the world to secure binding legal agreements with distributors, but more specifically to ensure full protection of our copyrights and trademarks, I was very involved in the core issues of intellectual property protection. I was also centrally involved in the anti-trust suits which, from time to time, we had to face as competitors challenged our market dominance and our distribution agreements with computer manufacturers to ship our products loaded on their systems at the point of manufacture. While we won our anti-trust cases and secured sound agreements with our distributors, we did also face significant intellectual property theft, especially in Asia, China, India and Africa.

My travels took me through Switzerland from time to time and I was able to use some of these visits to make myself known to the foreign credit managers at various banks, including Bank Nationale Suisse. On my first meeting, I mentioned that I myself had an account there and produced my letter of authorization from the Chase to access this account, supported by relevant codes and identifying documents. I was pleased to find that no queries had ever been made about the account, that that capital deposited between 1976 and 1978 was \$198 million and that, by 1992 this had grown to \$345million. Still I did not withdraw from or otherwise adjust the account, I merely recorded that the account holder had reviewed the account.

In 1999 I retired from Microsoft and sold my shares in the company, which had been the way in which I had received bonus payments since I began working there in 1986. After thirteen years with the company, my shares were worth \$23million. I was thirty nine years old, a multi millionaire and I had nothing to do.

I decided to spend the rest of my life reading, exploring and understanding science and to do so in style. I moved to Mumbai (formerly Bombay), the technology capital of India and one of the fastest growing knowledge economies in the world. There I did some legal work for companies based in India wishing to protect their intellectual property, but most of the time I read, took

journeys of exploration to locations around the world and settled into a simple pattern of a life of basic luxury - good food, a beautiful house with air conditioning and servants, the best sound system money could buy, literally thousands of compact disks, computers linking me to the world and all the books money could buy.

On January 1st of this year, I transferred all but \$50 million of my Swiss accounts into bank accounts in six countries. The Statute of Limitations is twenty five years, so technically I could still be held accountable for the fraud committed before "hackers" were heard of and before computer crime was invented. But I have had long discussions with lawyers at Chase about computer crime in the last five years - telling them that I wanted to write a history of computer crime. I asked when they first detected a crime which was based on programming. The answer made me smile.

In 1978 a staff member of the Chase used the computer to deduct one cent a month from each of the accounts holding more than \$1,000. The criminal, one Bob Delser, admitted his guilt to the head of security at the time - my father, who had moved from night work to day work, once I went up to Harvard. Rather than create concerns about computers and their security, Delser agreed to work with the bank to look at how security could be improved and to work with the bank to prevent computer fraud and theft. "It takes one to know one," Delser said. I could empathise with that.

What was interesting about this story is that they still did not know about the first computer fraud.

The money I now have is used to support scholarships for scientists and medical researchers around the world. Known as the "Edison Fund", after one of my childhood heroes, some 500 students a year in thirty countries receive support from the funds.

I don't feel guilty, only quietly amused.

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## Dear Heather,

I'm a full-time student living on government loans, and I find they just don't cover my costs. How can I reduce my expenses without giving up everything I enjoy?

-Penny(less) in Abbotsford

Dear Penny:

It's true that student loans are rarely enough to meet basic expenses, much less those little extras we all love. However, economizing isn't as difficult as it may seem. To make this as painless as possible, first decide which things you absolutely refuse to give up. Then, try to reduce the expense of those things, while eliminating everything else you can.

Here's an example. Say you love to eat in restaurants, and you decide that's the one thing you can't give up. So, allow yourself to eat out once every two weeks. But do it on the cheap! Don't order an appetizer (or order just an appetizer, no entrée). Go somewhere that has a special. Go out for breakfast or lunch (dinner is almost always more expensive). If you want to go in the evening, eat supper at home and then just go out for dessert and coffee. (I love to do this because I can go to as fancy a restaurant as I like and sample really decadent desserts, usually for less than \$15.)

Meanwhile, take a hard look at the other things you're spending money on. I'll assume you've already considered the more obvious solutions, like getting a roommate and cancelling your cable TV, so I'll try to stick to the ones you may not have considered.

First and foremost, if you have a car, consider getting rid of it. If you add up your vehicle-related expenses (car payment, insurance, gas, parking, etc.) you will probably find that it's one of your largest expense categories. Only you can decide if it's worth it, but if your car is eating up a third of your monthly budget, you'll have to give up nearly everything else if you want to keep it. Taking transit, walking or cycling can save you a small fortune every month.

Aside from that, most people find they spend most of their money on little things. Saving in those categories can really add up. Buy a travel mug and make coffee at home, instead of spending two bucks at Tim's every morning. Cancel your gym membership and take advantage of no-cost alternatives: climb the stairs in your apartment building, dust off your inline skates, or let the sidewalk be your treadmill. Whenever possible, use the library instead of the bookstore. Use e-mail or instant messaging (or even regular mail) instead of long-distance phone calls to keep in touch with far-flung friends and relatives. If you don't already have one, get an AU photo ID card, and ask for a student discount (on everything from bus tickets to used books). By paying attention to where you spend your money, you can identify ways to spend less. Every dollar helps! I'm amazed by how little I can live on if I really make an effort- and without sacrificing the things I really love.

### Heather

E-mail your questions to Heather at [advice.voice@ausu.org](mailto:advice.voice@ausu.org). Some submissions may be edited for length or to protect confidentiality: your real name and location will never be printed. This column is for entertainment only. Heather is an AU student offering objective advice to her peers; she is not a professional counsellor and this column is not intended to take the place of professional advice.

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This column focuses on a wide range of issues affecting post-secondary students. Students are encouraged to submit suggestions and educational topics they are concerned about, or personal experiences with courses or university situations they feel other students should know about. If you have a topic or a course alert you would like covered in Taking Notes, contact [djabbour@ausu.org](mailto:djabbour@ausu.org)

*Debbie Jabbour*

### Getting through the first course

Many students at Athabasca University report that they are having problems with their first course. Why is this? A lot of the time it's just an adjustment to the whole notion of distance/online learning. But AU students face an adjustment that is unique, one that campus-based students don't - the open admissions policy.

AU accepts students on a "prove yourself" basis. This means that you can enroll in university studies without having achieved a particular high school GPA, or without having any other university prerequisites. As long as you prove that you can pass a particular course, you will be accepted into a program. It's a wonderful concept that has opened the doors to university for so many of us who would not have been able to attend otherwise. But it can be a problem if you don't have sufficient background skills to manage that first course.

Students have complained about certain accounting courses and certain English courses, stating that they are really struggling with the coursework and feel the course is too hard. On further examination, sometimes it is discovered that the student did not complete junior high school math, or have never finished high school, or their first language is not English. These things are not a problem at AU, where the goal is to remove barriers. But they can affect your success.

In a traditional campus-based university such students would have to complete skills assessments and upgrading courses prior to being accepted. AU does not ask for this, so the onus is on you, the student, to ensure you are ready.

AU has several options to help. First of all, check out the "Am I ready?" area of the AU website at: [http://www.athabascau.ca/cgi-bin/make\\_form.pl?templatefile=studserv/ssg.tmpl](http://www.athabascau.ca/cgi-bin/make_form.pl?templatefile=studserv/ssg.tmpl)

Then take the tests for math and English level skills at:

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

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

If you are still having trouble with a course, you can take the option of enrolling in one of the AU prep courses for university level studies:

- English 140, Grammar
- English 143: Writing for Academic purposes
- English 146: Advanced Reading Skills
- Math 100: Developmental Mathematics
- Math 101: Transitional Mathematics.

If you are really struggling with a course because your skills are not quite up to par, talk to your tutor. It may be possible to have your course suspended to allow you to take one of the upgrading courses mentioned above.

Don't set yourself up for failure. Make sure you are ready, and if you find yourself in over your head - ask for help!

## "LIVE" STORIES

*Wayne E. Benedict*



Every weekday morning I drive my 5 & 7 year-old children to school. The drive from our home to their school takes about ten minutes and to pass the time they like me to tell them what my daughter calls "live" stories—stories of events that I have experienced in my life. It doesn't take much of a story to entertain them but I've found it a challenge to come up with different stories every day. The exercise has actually begun to retrieve obscure memories from the recesses of my mind. Last Friday morning I was trying to think of a good tale when I recalled a hunting experience wherein I learned several hard lessons all on one day.

Back in the early 1990s I was in great condition and over-confident in my physical abilities. One year I was lucky enough to qualify for a limited-entry hunting license to hunt mountain goat in a range spanning the BC-Alberta border. I'd never hunted mountain goat before and was excited at the prospect of a new experience. I looked over my recreational atlas and picked three mountains in the designated area that I thought would give me the best chance of seeing goat—they were the three highest peaks. I loaded up my truck and camper and, with my father, headed out for adventure. As soon as we arrived in the area we saw goats far above us on the mountains. Barely visible to the naked eye, they were vivid when viewed through my spotting scope. We set up camp and for three days the goats played tag with me as I spent hours trying to approach them from below. The most that I would see up close (if 400 yards is close) was the flash of white fur retreating through the brush.

On the evening of the third night we moved camp to the base of the third mountain, Mt. Bess, half of which lay in BC and the other in Alberta. In hind-sight I now know that it is a towering behemoth of a mountain, but to one used to hiking it didn't look overly daunting. I planned to start out early in the morning an hour or two before light and hike to the top of the mountain so that I could approach the goat from above. I was sure that I could get to the top, bag a goat, and return to camp all in the one day. At that time my father was already in his sixties and couldn't make a hike like that so he remained at the camp and I insisted on going up alone (my first mistake).

Two hours before light I was awake, fed, and out the door. I had packed very light in anticipation of carrying a goat back down the mountain. I estimated that I could make the top in about four hours. Four hours later I'd barely made it one third of the way up and the hiking was becoming more like rock-scaling (which I have never done). The terrain became steeper and steeper until I suddenly realized that I could climb no further. But to my horror, when I turned around to go back down it was too steep! I was stuck halfway up a rock cliff, a fall from which would have certainly killed me. Rarely since my youth have I felt fear intense enough to elicit tears; but I'm not ashamed to say that I cried on the side of the mountain that day.

The season was late fall and I was without protection from the wind. I knew that I couldn't stay where I was or I'd surely succumb to hypothermia in the night. My Hobson's Choice was clear: stay where I was and almost certainly die; or, try to go on and have a chance to survive. I surveyed my position once again and panic approached as I reaffirmed there was no way to go either up or down; but I saw a possibility born of desperation in a narrow ledge slightly lower and beside mine. The problem was that there was an approximate four-foot gap of nothingness between the two. Without much hesitation I threw my Trapper Nelson backpack across, and then my rifle. With a deep breath and a huge leap of faith I made it across and lay on the ledge for some time until shouldering my pack and scrambling across the rock face to a less-steep, albeit more circuitous route.

I thought briefly about turning back but excitement and confidence in my abilities drove me on (my second mistake). I climbed further and further up the side of the mountain and at about 10 am I found that I was leaving the peaks of surrounding mountains below me. Vast glacial fields stretched on for miles and the view was more than breathtaking. At about noon I broke past the tree-line and onto an alpine shoulder that arched to the base of a 500-foot sheer cliff that I knew I couldn't climb. No matter though, as I could hear tumbling rocks being dislodged by what I hoped was goat feet. But there was no way to tell what was making the noise and I had seen much grizzly sign on my way up. I crept slowly, and as quietly as one can on loose rocks, toward the noise. It was a nanny goat with kids and what a majestic sight. They were lying atop the edge of a thousand-foot cliff, the wind tousled their fur, and they were silhouetted by glaciers on the mountains below. I sat for a long time watching them, not disappointed at all that they were not open on my draw, for I never would have taken one from a family unit at any rate.

It was well after noon when I started back down the mountain. I decided to take a longer, less steep route down, but I hadn't gone far when I realized I was in trouble. I had overworked my legs on the way up and after my goat-watching rest they began to seize up. I started suffering painful cramps in my hamstrings and before long I was walking stiff-legged. Before I was half way down the mountain I was sliding and crawling more than I was walking. I was always on the verge of making camp and lighting a fire but I had packed no overnight gear in order to keep my pack light (my third mistake) and the terrain was still steep enough that I would have had to sleep practically standing-up and tied off to a tree so as to keep from tumbling down the mountain in my sleep.

I pushed on into the dusk of evening and past that into the dark of night. Making my way by the light of a small flashlight, I fell and scrambled but my sense of direction didn't fail me even as my body did. When I finally arrived at the camper, it was several hours past dark and my father was just about to drive into McBride to procure the search and rescue team, having left a blazing bonfire in case I should return. But just before setting off, he decided to take one last look toward where I had gone and he found me stumbling toward camp with my canvas coveralls missing both an arm and leg. Both had been snagged on trees and torn clean off as I'd fallen down the mountainside in the dark.

I could have slept for days and it took my body weeks to recover. I made mistakes on that trip that I learned hard lessons from and never repeated (well maybe a couple of times). But experiences like that make for incredible memories; and pretty good "live" stories too.

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*Wayne E. Benedict has a varied career history and strong links to the Canadian labour movement. He is working part-time toward his Bachelor of Human Resources and Labour Relations at Athabasca University. He is a fulltime first-year student of the University of Saskatchewan College of Law. For a more detailed writer bio, see The Voice writers' feature page under 'About The Voice'. If you would like to send article-feedback to Wayne, he can be reached at [wayneben@sasktel.net](mailto:wayneben@sasktel.net)*

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# FROM MY PERSPECTIVE Graduate Studies Begin!

*By Debbie Jabbour*



Finally the day arrived! Although I had many encouragements from people who felt my acceptance would be a foregone conclusion, I had not been so confident. So when the letter came, I was thrilled beyond belief. I proudly showed the letter to everyone who came into my house, proof that I was actually good enough to be accepted into master's studies!

The letter advised me that I would need to participate in an orientation course during October and November, in which I would be marked on a pass/fail basis. This course involved becoming familiar with the online

environment, as well as a student interaction component where I would have to make a number of discussion forum posts. The exercise involved writing a paragraph on graduate studies, then doing simulated research by accessing the online library and other resources, and preparing a reference list. The online part of it was relatively easy for me, but I was surprised by the amount of online reading involved. Although I'm very comfortable with the distance learning model, none of my courses have ever been primarily online before, and I found myself having to do several re-readings before I understood the assignment instructions.

During orientation we were also required to submit a program plan. Initially my goals were to finish the Master of Counselling program as quickly as possible. In its first year, the program only offered the option of a three year stream, but since then some modifications have been made so the option of a two-year program completion is possible. The two-year model requires two courses per semester, and I initially felt confident that I'd be able to do it.

All new students are assigned a course teaching assistant, who is a student already in the second or third year of the program. In a discussion forum post, our TA warned all students that if they wanted to have any kind of a life they should not attempt the 2-year stream, simply because the requirements were far too heavy to do two courses at a time. According to the TA, most students need a minimum of 15-20 hours a week to complete the coursework for a single course. This warning didn't really faze me, as I've always worked fulltime, holding down several jobs, and still managing somehow to maintain a fulltime university courseload. However, as I thought it through and looked at different developments in my life, I realized that I was getting further and further behind in the courses I was taking for my Career Counselling certificate, and I realized that with master's studies course extensions were not that easy to come by. So after some serious reflection, I decided that I had to be realistic and would have to add yet another year onto my goal schedule. Just before the holidays I emailed the course coordinator asking if it would be possible to still drop back to three years instead of two. I received a response stating that I had been moved to the three year plan.

So as of January 7, my master's studies have officially begun. One of the things I think I'm going to find most different and possibly the most challenging is the communication aspect of it. I've always been a highly individualized learner. I like studying on my own, going at my own pace. The AU individualized study model suits me perfectly since I've never felt any need to connect with other students when learning. Even in the odd course where there has been a forum communication component, I find it an onerous task that just doesn't fit in with the way I like to study. As the president of the student union, I've certainly worked hard with my colleagues on different initiatives to connect students, things like study groups, coffee groups, and other types of communications. I know that for many students, reducing the isolation of distance studies by connecting with other students is absolutely essential to success. Others are like me and have chosen AU because they are just as happy to study on their own, not needing that connection with other students. I enjoy communicating with my fellow students, and I have done collaborative academic papers with colleagues, but when it comes to coursework and studying I'm a loner. I'm the same way with tutor contact. I rarely contact my tutors, and prefer to do everything by email rather than telephone. So I think it's going to be a challenge to have to do this as part of my program. Doing coursework together, working on assignments as a group, talking

to my tutor on a regular basis; these are all things that will require a significant adjustment in my study style and my way of thinking. While I may find this difficult, I think it will be a valuable change - since we often learn as much from each other as we do from a textbook.

What advice would I give fellow AU students who are hoping to be accepted into master's studies? First, most importantly, plan ahead. Investigate the program you are interested in, and be familiar with the admissions requirements. Graduate programs are difficult to get into, and some have very stringent entrance requirements and limited spaces. The better-prepared you are, the more likely it is that you will be successful.

Most programs look at not just overall GPA, but your GPA during the last two years of study. For most campus-based university students, the final years are usually senior-level courses, and by the time you are nearing the completion of your degree you are well-oriented to university studies and your marks should be indicative of that. This is not always the case with students from AU, though, and its an important consideration for us when making course selections. If master's studies are a goal, you may want to follow a more traditional course sequence, doing the junior level ones first, and averaging out your options over the years. If you want to try out a subject you may find extremely challenging - leaving it till the end of your studies could mean that your GPA for the last two years could be negatively affected. Most master's programs also have specific course pre-requisites, so you will want to factor these in to your undergraduate program.

Another important way to prepare is to become familiar with how research works, and start thinking about the type of research you want to do. Many programs require that students already have their research topics in place before they even begin master's studies, and some graduate scholarships and funding are allotted on the basis of the research chosen. For this reason it is important that AU offer opportunities for undergraduate research, and that research be promoted at the undergraduate level.

All graduate programs require a practicum. This usually involves a specific number of work hours done under the supervision of an approved supervisor. If you are attending a campus university, there are opportunities within the graduate studies departments themselves. At AU, students generally must arrange their own practicum, so this is something you need to plan for. For the Master of Counselling, for example, the practicum requires students to work at least 10 hours a week over 13 weeks in an approved place of employment, with at least 5 hours spent in direct client time and 2 hours with the practicum supervisor. All practicum arrangements and supervisors must be approved in advance.

When it comes to the actual learning part of master's studies, the coursework itself is similar to undergraduate courses. However, students are expected to go into the topic to a far greater degree, using critical thinking skills to apply what is being learned. Expectations are higher, and many students who have done very well as undergraduates find graduate studies much more difficult. I think one of the biggest differences is that at the undergraduate level most of us are still fairly new to university studies, and we are able to try out a wide variety of topics as we find our area of interest. As graduates, we are now focused on a particular career, and we are expanding our knowledge and striving for excellence within that field. Some graduate programs still have a fairly general first year, with a specialization in the second or third years, but by the time you graduate you should be focused on a fairly specific career goal.

There is also a difference in perception, and it feels quite different to call myself a graduate student. It's exciting and challenging to be moving into this new phase of my life, and I'm eagerly anticipating the experiences of the next three years.

Master of Counselling program info: <http://www.abcounsellored.net>

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

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## CANADIAN FED WATCH!

### NEWS ACROSS THE NATION...

By Karl Low



### Canada Sick of getting the Byrd from the United States

The government of Canada, along with seven other members of the World Trade Organization (WTO) have filed a request to be granted the authority to retaliate to the United States' continued use of the Byrd Amendment.

For those that are unaware, the Byrd Amendment was signed into law in October, 2000 and basically gives U.S. companies access to any duties collected by the U.S. government under anti-dumping restrictions. What this means is that when the United States imposes duties for perceived dumping (as with softwood lumber and steel), then while the duties are supposed to be the entire balancing factor, those companies that said they were being hurt by the dumping can actually obtain those funds directly.

This not only provides a double-advantage to companies being hurt by products that actually are being illegally dumped in the United States, but also serves as an incentive for floundering companies to try to get the American Government to impose duties or other penalties on their competitors products.

The WTO agreed with Canada and the other members that this in fact violates the agreements the United States signed, upheld that decision in an appellate board, and gave the United States eleven months to fix the problem. In that time, the United States has done approximately squat to address the issue, so now Canada, the European Union, Japan, India, Mexico Chile, Brazil, and South Korea are looking for the WTO to allow them to impose their own duties on American products.

The total amount that the Byrd Amendment has handed out in the last three years is estimated at being about \$841 million dollars, with just over \$12 million of that being paid by Canadian companies into the pockets of American ones.

The sad part is that even if the United States takes moves to stop this, the damage is already done, and it is highly unlikely that the U.S. government will be billing those companies it paid the money to in the first place. More likely this will just be another instance of American tax-payers taking the hit to prop up a few non-competitive American companies.

### Finance Minister Consults Canadians – But You're Not Invited

The new Minister of Finance, Ralph Goodale, has begun a series of pre-budget consultations. In the press release, he claims "I trust the wisdom of Canadians to provide astute guidance."

However, it seems the Minister only trusts the wisdom of a few particular Canadians, as a more detailed look at the consultation itinerary shows that most of the meetings he's holding are closed door meetings – no press, although he says he will give a brief question period for the press once the meetings are complete.

Perhaps he does not feel that my opinion or yours is particularly relevant to the running of the country. He may even be correct in that. But if he truly trusts the wisdom of Canadians, as he says, it would be nice to see some evidence of that by holding meetings that are open to any member of the public.

Beyond that, if he really wanted to trust the opinions of Canadians, why not also have an invitation for Canadians to provide their views by e-mail, letter, or maybe even telephone? Is an answering machine that difficult of a device to come by in Ottawa?

I feel this bodes ill when we have a representative who on one hand tells us that he trusts us to make decisions, but then arranges things so that we have little opportunity to make our decisions known to him.

Or maybe I'm just cynical.

## You Are Who You Are

Just a quick note, the Provincial Government of New Brunswick has released a tip sheet on how to help prevent becoming a victim of identity theft. This is a growing problem and especially for distance education students, can become a serious issue. We do so much of our work by computer and e-mail, the favourite means by which identity theft takes place, that we really need to be aware of this stuff.

So take a look at the [tip-sheet](#) and remember that if you receive any e-mails from companies that you have financial dealings with, be sure to type in the web-address by hand to investigate if the email is true.

I've personally received many emails warning me about problems with the service of Pay-Pal or U.S. Bank, and giving me a link to click on to re-enter my personal information. Now since I don't have an account with either of those, I know the e-mail is phony, but it makes me worry about people who do.

The link even looks legit, in that it seems to say it is going to the right site. However, links can be redirected, especially those you receive in your e-mail, so it's always best to simply go to your browser bar and type in the web-link address by hand. That way you're sure you're going to where it tells you.

Safe surfing, folks.

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

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**WRITE FOR THE VOICE!**

Contact The Voice editor at [voice@ausu.org](mailto:voice@ausu.org) for details on writing for The Voice. Provide a sample selection of writing and preferred genre.

# Primetime Update

Week of January 16

Amanda Lyn Baldwin

Missed your favourite shows? No problem. Primetime update gives you the rundown.

## Friends

So last week, in "The One With the Birth Mother" Monica and Chandler got approved to adopt the knocked up chick's baby (even though they admitted who they really are), Ross wore a woman's pink sweater on a date, and Joey lost another girl through his weird eating habits.

This week in "The One Where Chandler Gets Caught", the show is centered on Monica and Chandler buying a house in Westchester (outside of the city). First, when Chandler gets into a car with the realtor to go see the house, Rachel and Phoebe suspect he's cheating so they follow him. Later they reveal to Ross and Joey that Chandler spent 45 minutes alone in a house with a strange blonde woman, and all decide to talk to Monica. When the reality of the situation is revealed, the neglected foursome denies the idea, and then mourns it. The realtor calls, and Chandler reveals that their offer on the house the loved was rejected. The now happy foursome apologizes and leaves Monica and Chandler alone, where he tells her that they got the house; he just didn't want to say so in front of Ross, Rachel, Joey and Phoebe. The episode ends with the couple presenting fabulous (although predictable) gifts to their friends, before telling them the good news and taking off.

I'm really starting to see where the show will end, and although it will be sad to say goodbye to "friends" I've had for more than 10 years, it will be nice to see everyone succeed and conclude their lives.

Next week's episode is entitled "The One Where the Stripper Cries".

*Friends airs on Thursdays at 9:00pm Alberta Time, on Global (channel 7 in Calgary)*

## Survivor - ALL STARS

OK. I checked the Survivor Website today, highly doubting that there would be anything on ALL STARS until Feb. 1/04, when the premiere airs (Sunday, after the Super bowl). However, to my extreme excitement (ask my mom, I phoned her at work) the website is actually up!

So, this season we have three initial teams of six castaways each, as follows:

### CHAPERA

Alicia Calaway - 35 years old, 9th place in Australian Outback (1st Juror)  
Amber Brkich - 25 years old, 6th place in Australian Outback (4th Juror)  
Rob Cesternino - 25 years old, 3rd place in Amazon  
Rob Mariano - 28 years old, 10th place in Marquesas  
Susan Hawk - 42 years old, 4th place in Pulau Tiga (Big Mouth)  
Tom Buchanan - 48 years old, 4th place in Africa (Pig farmer)

### SABOGA

Ethan Zohn - 30 years old, SOLE SURVIVOR of Africa (soccer player)  
Jenna Lewis - 26 years old, 8th place in Pulau Tiga (2nd Juror)  
Jerri Manthey - 33 years old, 8th place in Australian Outback (2nd Juror)

Rudy Boesch – 76 years old, 3rd place in Pulau Tiga (retired navy man)  
Rupert Boneham – 40 years old, 8th place in Pearl Islands (2nd Juror)  
Tina Wesson – 42 years old, SOLE SURVIVOR of Australian Outback

## **MOGO MOGO**

Colby Donaldson – 29 years old, 2nd place in Australian Outback  
Jenna Morasca – 22 years old, SOLE SURVIVOR of Amazon  
Lex Van Den Berghe – 40 years old, 3rd place in Africa  
Kathy Vavrick-O'Brien – 50 years old, 3rd place in Marquesas  
Richard Hatch – 42 years old, SOLE SURVIVOR of Pulau Tiga (big naked gay guy)  
Shii Ann Huang – 30 years old, 10th place in Thailand

For the sake of saving time and space, I'm not going to divulge my opinions about these groups of people. We'll save the real criticism for when the game starts.

*Survivor will air on Thursdays at 9:00pm Alberta Time, on Global (channel 7 in Calgary)*  
**SEASON PREMIERE - SUNDAY, FEB. 1, IMMEDIATELY FOLLOWING THE SUPERBOWL.**

## **The Bachelorette**

The Season Premiere was Wednesday night, and as most premieres in the bachelor/bachelorette shows are, it was a complete waste of time. First we meet the 25 guys Meredith has a chance of falling in love with (hand picked for her, as she says) and in less than an hour 10 are gone. 15 are left, and one with a white rose. Let's meet the 15 guys we'll be spending the next few weeks getting to know.

Harold (29) is a pro hockey player from Rock Island, IL.  
Todd (36) is a restaurant/brewery owner from San Francisco, CA.  
Marcus (26) is a personal trainer from Los Angeles, CA.  
Brad (29) is in pharmaceutical sales in Grand Rapids, MI.  
Ryan M (30) is a financial advisor from Santa Barbara, CA.  
Ian (29) is in equity research sales in NYC.  
Chad (31) is in pharmaceutical sales in Buffalo, NY.  
Lanny (26) is a stallion and breeding manager in Aubrey, TX.  
Robert (32) is in alliance development in El Segundo, CA.  
Sean (31) is a CPA (?) in Wall, NJ.  
Ryan R (29) is in sales/marketing in San Diego, CA.  
Damon (28) is an arena football player in Cardiff, CA.  
Eliot (25) is an options trader from San Francisco, CA.  
Mathew (28) is in pharmaceutical sales in Friendswood, TX.  
Rick (28) is an entrepreneur from San Diego, CA.

Rick also received a white rose, instead of red, to signify that he will go on the first independent date with Meredith.

As for the ten guys who got the boot, they were all a bunch of babies. They met the girl once and there were comments such as "it'll take a little time to get over it." Men! The jerks don't handle rejection well at all, do they?

*The Bachelorette airs on Wednesdays at 10:00pm Alberta Time*

## The Apprentice

First: special thanks to Fiona Ott who suggested this show, to which I have officially become addicted. This show entitles 16 people (yes, 8 of each sex) to vie for the chance to become president of one of Donald Trump's many companies. Each week the two teams, Versacorp and Protégé Corporation (men and women respectively) will compete against each other in business type challenges or projects, and the losing team will go to the boardroom with Donald Trump and his senior associates, where someone must be fired. This person is selected by Donald Trump from a specific group of three employees. The first person is the project manager, who is only held partially responsible. The second and third people are chosen by the project manager. Let's meet the employees:

- Jason Curtis, 23, from Detroit, built a real estate development firm from the ground up. He now rents 39 units to low income families.
- Dr. David Gould, New York City, graduated medical school as well as achieved an MBA. He works as a health care venture capitalist.
- Bowie Hogg, Dallas, Texas, has a business degree and works in express delivery sales.
- Kwame Jackson, 29, has an MBA (Masters of Business Administration) from Harvard Business School. He is an investment manager at a Wall Street firm.
- Troy McClain, Boise Idaho, spent his youth taking care of his mom and disabled little sister. He now owns his own linen company.
- Bill Rancic, 32, Chicago, founded the cigar of the month club in a studio apartment and now makes multimillions.
- Sam Solovey co-founded and is the director of business development for an internet company.
- Nick Warnock, Los Angeles, is a full commission photocopier salesman.
- Heidi Bressier, Philadelphia, is senior account executive of one of the world's largest telecom companies.
- Katrina Campins, 23, is in the top 3% of realtors nationwide.
- Jessie Conners, 21, with only a high school diploma, runs a marketing firm and sells real estate.
- Kristi Frank, Santa Monica, owns her own restaurant as well as investment properties.
- Amy (Amelia) Henry, Austin Texas, lost millions worth of stock option in a dot com bust. She has an MBA and works in the hi-tech industry.
- Tammy Lee, Seattle, is a top stock broker for a firm on Wall Street.
- Omarosa Manigault-Stallworth, grew up in the projects, and became a Ph.D Candidate and a political consultant. Four years ago she worked in the Whitehouse, for the President.
- Erika Vetrini, New York City, learned business from a Pizzeria her parents owned. She is now a marketing Manager for a large cosmetics company.

The first episode is quick and painless (at least for me, and most women). The group is introduced and taken to their suite. They meet Donald Trump and his associates, and are told a little about the process.

Later, they meet Trump at the New York Stock Exchange early the next morning for their first task of business. When they arrive, they're told they're to set up a lemonade stand, with 250 dollars to start. The team with the most cash at the end of the day wins. Simple. So simple in fact, the women make more than four times the principle amount, and the guys merely double it. What was their problem? Maybe Sam; trying to sell one glass for a thousand dollars, or Dr. David throwing his blubber in the face of passers-by.

As a reward, the women receive a tour of Donald Trump's apartment. The men, however, go to the board room. Where team leader Troy holds Sam and Dr. David partially responsible. In the end it is decided Dr. David would make a better assistant than leader, and he is fired.

During the second episode, the teams are asked to design a marketing campaign for the Marquis Jet Card, which rich people can use to rent private jets by the hour. They have 48 hours and all the resources at Deutsch Marketing to accomplish this task.

The women get off to a quick start by meeting with the management at Marquis Jet to find out what kind of campaign they want. Later, they take photographs that are snappy and quick, easy to see, and sexy (they literally resemble parts of the human anatomy).

The men, lead by Jason, decide not to meet with management for the sake of saving time, and to go with an elegant and almost pompous representation throughout their campaign. They work so "hard" that Sam (who I thought was a little weasel from the get go) falls asleep at his desk, and then curls up to nap on the floor.

When judgment comes, from the management of Deutsch marketing, the women win for their enthusiasm and spunk. Their reward, a trip to Boston for a fancy dinner; in none other than the Marquis Jet.

The men, AGAIN, head to the board room, where leader Jason holds Sam (for falling asleep) and Nick (for no reason at all) partially responsible. Trump immediately dismisses Nick from the chopping block, and it is narrowed down to Jason and Sam. Although I personally would have fired Sam, Trump chooses to eliminate Jason, as it was his decision NOT to meet with the management at Marquis Jet that cost Versacorp the competition. And so we say good-bye to the 23 year old guy from Detroit who built a real estate development firm to serve low income families.

*The Apprentice airs on Wednesday evenings at 9:00 pm (I think) Alberta Time*

**If there are any other shows you want updates on, or any comments you wish to make, please email me at [abaldwin@shaw.ca](mailto:abaldwin@shaw.ca)!**

## STUDY PAIN

*Lonita Fraser*

Let's face it, studying can be a pain on the netherregions of the human body that normally only come into contact with comfy chair cushions. The AU library provides the handy service of sending books out to you as a distance student, which can make life much simpler and convenient for the time-constrained. I love that service, but it's not always enough. Listed below are a few other websites that you, the keen researcher or studier, might want to take a look at.

MIT OpenCourseware: A publication of the Massachusetts Institute of Technology that provides course material and lecture notes from courses of all sorts, in a free and open forum accessible without registration to any person with web access.

Thomson Learning: provides a commercial resource for the purchase of course materials, but, more interestingly, it also provides book companion sites which have study guides, quizzes, lists of resources, and much more, that can augment your course materials. Many of the AU course texts can be found here.

Courseworkbank: is the UK's largest free coursework and essay database. Mainly dedicated to those 18 and under, it can still provide an excellent quick reference for research or study.

The University of Victoria's Hypertext Writer's Guide: provides an excellent resource for essay and assignment writers of all levels; it is "an introduction to the process of writing and to the study of literature." It provides information on types of essays, grammar, documentation, literary terms, summaries, and much more.



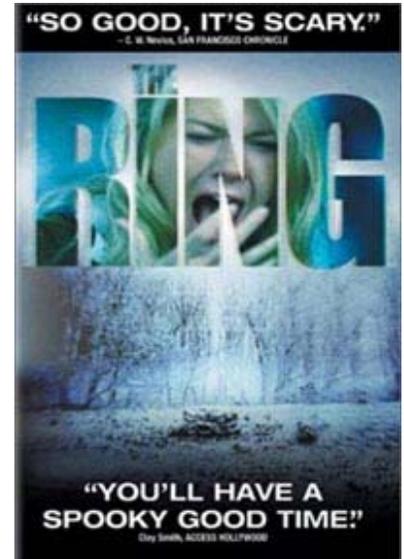
## THE RING Movie Review

By Laura Seymour

"Oh crap! Why did I start watching this!?" You know when those words come out of your mouth, that a film has got you! In this particular case it is a 2003 release from Dreamworks. *The Ring* is a reworking of the original Hideo Nakata 1998 hit Japanese film called *Ringu*, which in turn is based on a book which has been the subject of other films and is an entire cult phenomenon .

The plot goes like this: a videotape is circling the world. It carries a bunch of disjointed images of people, animals, bugs and a ring that fits the description of the tunnel people see as they die. After you watch this short "student filmmaker"-style production you get a phone call. A woman's voice tells you you'll die in a week. A week later, to the minute, you die.

I love the character Rachel Keller, played by Naomi Watts. She is a journalist who sees that a number of teens who saw the film all died the same night at exactly 10 p.m. She notes how odd this is since they were not together at their deaths. She puts aside her fears and growing certainty of her own death after she tracks down and watches the production...until her young son, played by David Dorfman, watches it when he can't sleep! Now she's really on a hunt to figure this out, and investigates many of the images by digging around in the newspaper "morgue" where all the old publications are kept.



Rachel finds old articles on a woman in the video, which reveal the woman's love of horses and her strange suicide. Rachel also learns of the woman 's daughter and the peculiar child's psychic talents, and travels to the woman's island home to track down her husband. He instantly knows Rachel's a journalist because "every so often someone comes out and wants to know about the horses."

The husband says he has no answers, which is interesting since he then takes his life in front of Rachel, stating that his wife wasn't supposed to have a child. Brian Cox, a crusty Scottish actor, shows us a bitterly unhappy man, whose home property includes a chained up barn. Inside is a peculiar attic with a child's room, dusty with age. Behind the wallpaper on the wall is one image from the film...a tree burned into the wall. It is a major clue. Rachel begins to bump into identical images in her life that were in the video – one by chilling one.

I am not impressed with this film being labeled under mystery and suspense! Suspense my eye! It scared the crapola out of me! I also recommend if you are a horse lover that you either take a long sandwich break when our heroine gets on the ferry or be shaken up by that scene! I was so upset I struggled through the rest of the film and meticulously watched for the last words on the credits stating that the the ASPCA monitored the film and ensured no animals were harmed, etc. Kids must be getting much more able to handle the scary stuff these days since the film was only rated a PG13 or I must be a real old-school fraidy cat.

Rounding out the cast, Martin Henderson plays the father of David's character and the ex boyfriend of Naomi Watts character. A handsome man while alive and a ghoulish ugly guy in death!! This film runs a mere 115 minutes but is a serious production. It is well scripted and well performed throughout.

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

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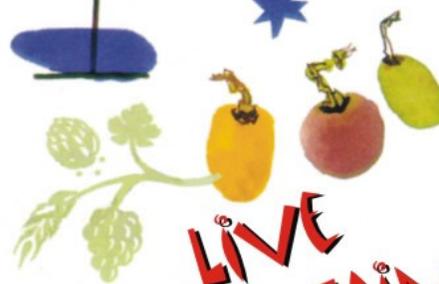
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## AUSU THIS MONTH



### TUTOR BIOS

AUSU provides tutor bios on the AUSU website, so that you can learn more about the person on the other end of the phone.

Tutors are selected for inclusion on the Tutor Bio pages by nomination from students. If you have had a tutor that you want to know more about, write Mac on AUSU council at [mmcinnis@ausu.org](mailto:mmcinnis@ausu.org)

and tell him who you want to see featured next.

### AUSU IN PERSON DISCUSSION GROUPS

Getting together physically with fellow AU students adds to your university experience. Other students will be able to understand and relate to the joys and frustrations of distance learning. It's also a way to stay abreast of information relating to AU and the Athabasca University Students' Union.

See the Coffee Groups web page on the AUSU site, at <http://www.ausu.org/coffee> for a list of groups.

Anyone interested in starting up a group in your area (anywhere in Canada, from small towns to major centres) please contact SANDRA at [smoore@ausu.org](mailto:smoore@ausu.org).

### NEEDED – VOLUNTEER MENTORS FOR NEW STUDENTS

Do you remember your first few months at AU? Do you remember all the questions you had and the confusions you encountered? Every month at AU there are close to 1500 new registrations and these new students will be in the same boat you were once in. How about helping these students out by offering to be an AUSU mentor? AUSU mentors are "experienced" AU students who are willing to provide a little guidance and support to new AU students. If you are interested in participating in this new venture of AUSU's or if you'd like more information please contact Sandra Moore at [smoore@ausu.org](mailto:smoore@ausu.org)

### CHAT WITH AUSU ONLINE

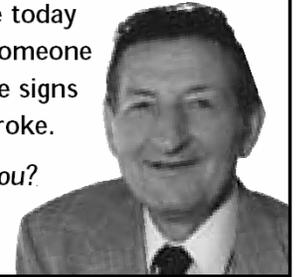
If you have a question for AUSU, or would like to get to know your council, drop by the chat-room [accessible through the 'Message Forums' option on the AUSU home page [www.ausu.org](http://www.ausu.org). You will need an AUSU web site account.] **Times are MST**

Mondays at 8:00 PM Councillor Karl Low

Walter Gretzky, Stroke Survivor

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# Voice Events Listings

On and off campus events worldwide

To list events in your area, e-mail [voice@ausu.org](mailto:voice@ausu.org) with the word "events" in the subject line.

## SEATTLE, WA

### Justice Education Forum

Justice Education Forum, sponsored by the Office of Jesuit Identity at the University of Seattle, will take place Thursday, February 05, 2004 (5:00 PM - 7:30 PM). It is also scheduled for Thursday, May 06, 2004 (5:00 PM - 7:30 PM), and both events take place in the Student Center at the Leroux Conference Center STCN 160).

The Justice Education Forum gathers Seattle-area leaders from many sectors and Seattle University alumni, faculty, staff and students for presentation and discussion about key justice issues facing our city, region, and state.

Contact Eddie Salazar at [jef@seattleu.edu](mailto:jef@seattleu.edu) at 206-296-6133 for more information. An RSVP by email is recommended.

<http://www.seattleu.edu/events/detail.asp?SID=1137>

## SEATTLE, WA

### The Great Theologians Series

The "Great Theologians Series" sponsored by the School of Theology and Ministry at the University of Seattle, will take place Sunday, February 01, 2004 (6:30 PM - 8:30 PM). It is also scheduled to take place Friday, March 05, 2004 (7:00 PM - 9:00 PM) and Friday, June 25, 2004 (7:00 PM - 9:00 PM). All scheduled dates are at the Pigott Building (Pigott Auditorium).

The School of Theology and Ministry brings renowned theologians to Seattle University to address the postmodern quest for renewed spirituality and the building of a responsible global community. Contact Sue Hogan at [sueh@seattleu.edu](mailto:sueh@seattleu.edu) or 206-296-5583 for info: <http://www.seattleu.edu/events/detail.asp?SID=1556>

## REGINA, SK

### InFringement Festival

From February 6-14, 2004 a festival of student-directed and produced one-act plays known as the InFringement Festival will take place at the University of Regina. For more information, see the U Regina events calendar: [www.uregina.ca/cgi-bin/WebEvent3.05/cals/webevent.cgi](http://www.uregina.ca/cgi-bin/WebEvent3.05/cals/webevent.cgi)

## WOLFFVILLE, NS

### Visual Journaling: A Creative Transformation

Sponsored through Acadia University, there will be a workshop entitled "Visual Journaling: A Creative Transformation - Art Making" with Jamie Pratt and Judith Leidl. It takes place Sunday, January 25th from 10 a.m. to 4 p.m. at the Wolfville Lion's Club located at 36 Elm Street in Wolfville, Nova Scotia. No experience is necessary. This course is for adults as well as young adults. Enrollment is limited. The fee is \$90.00 including materials as well as HST. Call: Judith Leidl (902) 542-2772 for more information Or send e-mail to: [morielfineart@ns.sympatico.ca](mailto:morielfineart@ns.sympatico.ca)

## CALGARY, AB

### SF and Social Change Symposium

Futurevision is a unique gathering designed to bring writers, readers and critics of SF (speculative fiction) together to debate just how much science fiction and fantasy has contributed to social change. We have Robert J Sawyer, Candace Jane Dorsey, Timothy J. Anderson on board. We're looking forward to you joining us February 6-7, 2004. <http://www.mtroyal.ab.ca/events/sf/>

## CHARLOTTETOWN, PEI

### Women in Leadership Panel

The Women in Leadership Panel Presentation profiles Canada's regional female leaders. Successful women from a variety of industries will share their personal tales from the trenches and provide insight on leading a prosperous career. Designed to inform and inspire, members of this panel share their journeys to success with women who are embarking on their career paths. This event takes place January, 28th 2004 from 4:30 p.m. to 6 p.m. in the Student Centre (Main Hall) of the University of Prince Edward Island. You can contact David Mossman at (250) 386-8500 or [mdave@womeninleadership.ca](mailto:mdave@womeninleadership.ca) for more information. <http://www.upei.ca/cgi-new/view.cgi?id=1487>

## FREDERICTON, NB

### George Elliott Clarke Reads *George and Rue*

On Friday, Feb 27 at 7 p.m., George Elliott Clarke will be reading from "George and Rue: A Novel in Blackened English" at the University of New Brunswick's (Fredericton) Ganong Hall Lecture Theatre. Free Admission.  
<http://www.unb.ca/news/event-details.cgi?id=822>

## TORONTO, ON

### Kodak Lectures

The Kodak Lectures is an ongoing international lecture series programmed by the School of Image Arts at Ryerson University in Toronto. Since 1975, a veritable who's who from the world of image making has graced the stage at Ryerson, including Dutch photographer and video artist Rineke Dijkstra, Canadian "cyborg" Steven Mann, German artists Bernd and Hilla Becher, and Oscar-nominated Canadian filmmaker Atom Egoyan. You may contact Robert Burley at (416) 979-5167 for more information. A list of the presenters can be found via their website.  
<http://www.ryerson.ca/news/events/imagesandideas/>

## BURNABY, BC

### Teaching in Japan

Simon Fraser University (Burnaby, B.C. campus) presents "Teaching in Japan", a three hour workshop providing an overview of teaching in Japan. Bring your questions and be better prepared for your upcoming experience, or come to explore. This event takes place February 7th, 2004 from 9:30 a.m. to 12:30 p.m. at the Harbour Centre Campus, 515 West Hastings St., Vancouver. Fees

for this workshop range from \$50 to \$120. Telephone 604-291-5117 or email [japanese@sfu.ca](mailto:japanese@sfu.ca) for more info.  
<https://my.sfu.ca/cgi-bin/WebObjects/mySFU.woa/3/wo/WYyTpus7WmcJEbi9kdPtt0/5.0.7.3.11>

## PETERBOROUGH, ON

### Rooke Lecture Series

The ROOKE Lecture Series presents Leonard Conolly, speaking on A Doll's House, at the Peterborough Public Library on January 29th, 2004. Leonard Conolly, Professor of English Literature at Trent University, is an expert on drama and a noted Shaw scholar. He has published numerous works on drama, including Bernard Shaw and Barry Jackson.

## LOS ANGELES, CA

### The Karma of Questioning: Buddhist Studies in the Form of Philosophy

Taking the Buddhist concept of karma as the exemplary issue, this talk will address the question of how critical philosophical questioning might be practiced within the context of Buddhist Studies. The presenter, Dale Wright, is a Professor of Religious Studies and Asian Studies at Occidental College. He teaches in the areas of Buddhist Studies, History of Religions, and Philosophy of Religion. The event, Sponsored by the Center for Buddhist Studies, Asia Institute, takes place Feb 27th, 2004 from 3 p.m. to 4:30 p.m. at UCLA (243 Royce Hall, Los Angeles, CA).  
<http://www.international.ucla.edu/buddhist/showevent.asp?eventid=1175>

To list events in your area, e-mail [voice@ausu.org](mailto:voice@ausu.org) with the word "events" in the subject line.

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# Scholarships and Awards

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High school category:	\$250

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Students may: Analyze research on trade and poverty; determine what the weight of research, particularly empirical research, shows about trade and poverty; and suggest specific reforms to the world trading system that would help reduce global poverty.

#### Application Rules:

1. Submissions will be considered from secondary and post-secondary (undergraduate and graduate) students in all disciplines. Secondary students will be considered in a separate category, with a cash prize of \$250. Outstanding high school submissions will not be excluded from winning the \$500 and \$1,000 post-secondary prizes.
2. Entry must include two clean copies of a typed essay of 1,000-1,500 words, and a cover sheet including the student's name, mailing address, phone number, e-mail address, and date of birth. High school students include school and grade. Post-secondary students, include school, major, and year of graduation.
3. Entries will be accepted in English and French.
4. Entries may be submitted by e-mail, as a single attachment only, not as text in the body of an e-mail message. Attachment must include cover page, and two copies of the essay, in one Microsoft Word document.
5. Failure to follow these rules may lead to disqualification from contest.
6. Entries will be judged on originality, expression of ideas, presentation, and understanding of competitive markets.
7. All entries become of the property of The Fraser Institute. In addition to receiving cash prizes, winners may have their essays published in Fraser Institute periodicals.
8. A resource guide for this topic is available [here](#).

#### FOR MORE INFORMATION, VISIT THE CONTEST WEBSITE AT:

<http://www.fraserinstitute.ca/studentcentre/essay.asp?tnav=1&scnav=4>



## **ACADEMIC CONFERENCE ON LEGISLATIVE DEMOCRACY COMMISSION ON LEGISLATIVE DEMOCRACY**

**Feb 5-6**

The Commission on Legislative Democracy will hold an Academic Conference on Legislative Democracy, Feb. 5 - 6. The conference will be held in partnership with the Centre for Canadian Studies and take place at Mount Allison University in Sackville, N.B.

Jean-Pierre Kingsley, Canada's Chief Electoral Officer, will be guest speaker, and the conference will attract leading political science academics from New Brunswick, Canada and the United States. Confirmed participants in the conference are Dr. André Blais, Université de Montréal; Dr. Joanna Everitt, University of New Brunswick-Saint-John; Dr. Alan Siaroff, University of Lethbridge; Dr. Munroe Eagles, University of Buffalo; Dr. Cheldy Belkhodja, Université de Moncton; Dr. Paul Howe, University of New Brunswick; and Dr. Bill Cross, Mount Allison University.

Topics of discussion will include: Types of electoral systems; Issues relating to group representation (such as women and minorities) and electoral boundaries in various electoral systems; Outcomes of electoral reform; The New Brunswick and Canadian experiences with direct democracy, and; Citizen engagement and participation in Canadian and New Brunswick democracy.

MEDIA CONTACT: Marie-Josée Groulx, director of consultations, Commission on Legislative Democracy, 506-457-6770 or 506-470-6522.

<http://www.gnb.ca/cnb/news/ld/2004e0018ld.htm>

## **ATLANTIC UNDERGRADUATE UNIVERSITIES BIOLOGY CONFERENCE AND AQUACULTURE CONFERENCE**

**Mar 5-7**

The annual Atlantic Undergraduate Universities Biology Conference and Aquaculture Conference is being hosted by the University College of Cape Breton (UCCB), in Sydney, Cape Breton on March 5 - 7, 2004.

The AUUBC conference gives undergraduate students from the Atlantic Provinces the opportunity to meet and exchange ideas while experiencing a traditional academic environment. Students present the results of their research before their colleagues probably for the first time. This conference covers all of the disciplines that comprise the biological sciences. As well, the AUUBC conference is also held in conjunction with the Aquaculture conference. Aquaculture presentations and posters are held at the same time as the AUUBC conference, allowing individuals to attend either aquaculture or AUUBC sessions.

If you are interested in attending this conference, contact your local APICS biology committee representative. Follow the links on the website to get more information about registration, abstracts, instruction for presenters, schedule of events, accommodations, UCCB and who to contact if you need more information. Watch for posters in January, that will provide further details on the conference.

Deadlines: All abstracts must be submitted by February 9, 2004 and registration closes February 23, 2004.

<http://discovery.uccb.ns.ca/auubc2004/>

## **INTERNATIONAL CELTIC CONFERENCE**

**Oct 14-17**

From October 14-17th, 2004, the University College of Cape Breton will host the International Celtic Conference, Forging a Future for Celtic Languages and Cultures, under the direction of Robert Morgan, Laurent Lavoie, Hector MacNeil and Pierre Siguret.

During the 20th century, in America and Australia a significant number of languages have disappeared, the inescapable consequence of the assimilation since the seventies. The same has happened with the Celtic languages. Our conference is organized by four professors who wish to promote a genuine interest in Celtic languages. Professor Hector MacNeil teaches Gaelic language, Professor Robert Morgan is an historian, specialist of Cape Breton History, Professor Laurent Lavoie favours the maintenance of minority languages and teaches French and Professor Pierre Siguret is a scholar in French with an intense interest in Breton.

Call for papers: We are asking for papers from scholars from everywhere. The organizing committee will invite participants with the best proposals. Different applied methodologies will be presented around the question from psycho-linguistics, social linguistics, theories of language acquisition, community development and cultural promotion. Specialists of Celtic languages will be invited together with scholars on such threatened languages as Maorie and Mi'kmaq.

Entertainment: Each night there will be live entertainment: Celtic music, songs and poetry perpetuating the formidable Gàidhlig heritage still surviving in Cape Breton and in the various Celtic countries of the world.

For further information or contributions to enhance the intellectual and economic success of the conference, you may visit our website at <http://www.uccb.ca/index1.htm> or email [celtic.world@uccb.ca](mailto:celtic.world@uccb.ca)

## **JOURNEYMEN 2004 SYMPOSIUM**

**Jan 16-17**

On January 16-17 2004, the University of Guelph will host the JourneyMen 2004 Symposium. The Department of Family Relations and Applied Nutrition and Counselling Services hosts this two-day symposium focusing on "Exploring Paths of Masculinity." For more information on the symposium, or to register, call 824-4120, Ext. 53244 or send e-mail to <mailto:mmensprog@uoguelph.ca>. For a brochure about the symposium and an application form, visit <http://www.counselling.uoguelph.ca/counselling/update/smalljourneymenbrochure.pdf>

## **TRANSPORTABLE ENVIRONMENTS 2004: 3rd International Conference on Portable Architecture and Design**

**April**

Ryerson University in Toronto, will host the international academic conference; Transportable Environments. This will be the third in a series of conferences concerning portable architecture, buildings, landscape and design. It is being organized and co-chaired by Associate Professor Filiz Klassen of the School of Interior Design, Ryerson University and Professor Robert Kronenburg of the University of Liverpool, School of Architecture and Building Engineering, UK. The event takes place during April 2004, at the Eaton Auditorium, Rogers Communications Centre on 80 Gould. Contact Filiz Klassen at (416) 979-5000, ext. 6937 for more information.

<http://www.ryerson.ca/portable/>

## **NARRATIVE MATTERS 2004**

**May 20-May 23**

Organized by faculty and students from St. Thomas University and the University of New Brunswick, and featuring an array of keynote addresses and pre-conference workshops, Narrative Matters 2004 will take place from May 20 to May 23, 2004, at the Sheraton Hotel in Fredericton, New Brunswick, Canada. The conference is a unique experience in which theorists and practitioners, researchers and students from a variety of backgrounds and disciplines will have the opportunity to enjoy conversation and together explore the importance of narrative - or story - in countless aspects of human life. <http://www.stu.ca/conf/narrative/>

## **CUTC 2004 (Canadian Undergraduate Technology Conference) Delta Toronto East Hotel**

**Jan 22-24**

The Canadian Undergraduate Technology Conference (CUTC) is about technology, innovative ideas, and the people who turn these ideas into reality. The Canadian Undergraduate Technology Conference was started in 2000 by a few visionary students from the University of Waterloo, and is now in its fifth year and continues to be organized exclusively by university students from across Canada.

The last four conferences sold out, each bringing together approximately 500 students from 20 universities across Canada from every aspect of technology. The three-day conference features hands-on workshops and seminars featuring leading speakers from industry and academia. Filled with events such as ThinkTank, TechExpo, CareerExpo, TechPanel, TechShops and TechTours, all of this is made possible by the generous support of our past sponsors, including Bell Canada, Redknee, Microsoft Canada and IBM Canada Ltd.

We are excited to announce that Glenn Edens, Vice President of Research and Director of Sun Labs, will be a keynote speaker. Other speakers include David Kirk, Chief Scientist and VP of Architecture at NVIDIA, who will give a glimpse of future graphics technologies and explore the factors that make inventors out of engineers, and Ray Mowling, past president of Monsanto and currently the Executive Director for the Council for Biotechnology Information, who will be speaking about genetically modified foods.

**For more information, visit our website at <http://www.cutc.ca> or contact [info@cutc.ca](mailto:info@cutc.ca).**

ideaCity, a "meeting of minds", is an annual conference held in Toronto, Ontario. It brings together some of the most interesting and fascinating personalities of our time, for three days of stimulating conversation, performances, thought-provoking ideas, and other social events.

The conference is not centred around any one discipline or industry, and there are no keynote or panel discussions. In fact, scripted speeches are forbidden; as the website states: "Everyone is in on the common narrative." Rather than the usual Q&A sessions after a speaker has completed their talk or performance, the conference has adopted the practice of long breaks between sessions (and nightly parties) that invite conversation between speakers, performers, and attendees.

#### This year's presenters are:

**Michael Adams** - (President and CEO, Environics, Author, Sex in the Snow)  
**Henry Aubin** - (Investigative Journalist, Author, The Rescue of Jerusalem)  
**Robert Bateman** - (Artist, Naturalist)  
**Jane Bunnett** - (Modern Jazz Musician)  
**Ken Finkleman** - (Writer, Director, Producer; The Newsroom)  
**Richard Greenblatt and Ted Dykstra** - (2 Pianos, 4 Hands.)  
**Derek Hatfield** - (Sailor, "Around the World Alone" yacht race)  
**John Ince** - (Lawyer, Advocate for a more sexually 'healthy' culture)  
**Robert Kennedy Jr.** - (Defender of the Environment, Lawyer, Author)  
**Laura Kipnis** - (Cultural Theorist and Author Against Love: A Polemic)  
**Anita Kunz** - (Editorial Cartoonist, Rolling Stone, The New Yorker)  
**Mers Kutt** - (Inventor of the world's first personal computer)  
**Sook-Yin Lee** - (Musician, Actor, Filmmaker)  
**James Lockyer** - (Lawyer; Association in Defence of the Wrongly Convicted)  
**Joseph MacInnis** - (Physician, Scientist, Businessman, Deep-sea diver, Author, Environmentalist)  
**Lewis MacKenzie** - (Commander, UN Peacekeeping Mission to 'Sector Sarajevo'; Author)  
**Gabor Mate** - (Physician, Author, When the Body Says No: The Cost of Hidden Stress)  
**Jaymie Matthews** - (Astrophysicist, Mission Scientist, The MOST project)  
**Paul Moller** - (Founder, Moller International; inventor of the Skycar)  
**Terry Mosher** - (Political Cartoonist, The Montreal Gazette; Cartoon Editor, Maclean's)  
**Robert Munsch** - (International Best-Selling Children's Author)  
**Cleo Paskal** - (Travel Writer, The National Post; Producer, Channel 4; Contributor, The Independent)  
**Irene Pepperberg** - (MIT Media Lab; Expert, Animal-Human Communications (Grey Parrots))  
**Lola Rasminsky** - (Avenue Road Arts School Founder; Advocate for Arts Education)  
**George Rizsanyi** - (Guitar Craftsmen to the Stars)  
**Harry Rosen** - (Founder, Harry Rosen Inc.)  
**Eva Vertes** - (Scientist, Researcher, student at Princeton; made a significant Alzheimer's discovery at the age of 15.)  
**Paul Wells** - (National Affairs Columnist (and 'Back Page' occupant), Maclean's).

"In an age that seems to swing wildly between wide-eyed optimism and dire pessimism, perhaps our greatest challenge is to sustain a capacity for idealism. ideaCity is one small effort to establish a forum for the high ground of ideas and idealism." (ideaCity website)

This year's conference takes place from June 16th to the 18th in Toronto, Ontario. For more information regarding the conference, contact [jennifer@citytv.com](mailto:jennifer@citytv.com) or call 416 591 7400 x2475, or visit the conference website at <http://www.ideacityonline.com/>

*Provided by Lonita Fraser*

#### Contributed By AU's *The Insider*

- **LEARNTEC 2004** - Feb. 10 - 13 - Karlsruhe, Germany - 12th European Conference and Specialist Trade Fair for Educational and Informational Technology.  
Details: <http://www.learntec.de>
- **ICDE 2004** - Feb. 18 - 21 - Hong Kong - 21st ICDE World Conference on Open Learning and Distance Education. Details: <http://www.ouhk.edu.hk/hk2004/>

Know of a conference that is not on this list? Contact [voice@ausu.org](mailto:voice@ausu.org) with the details and we'll list it in Conference Connections.

# classifieds

Classifieds are free for AU students! Contact [voice@ausu.org](mailto:voice@ausu.org) for more information.

**TEACH ENGLISH Overseas:** Jobs \$\$ Guaranteed-Great Pay. TESOL Certified 5 days in-class, on-line or by correspondence. **FREE** Information Seminar. **FREE** Infopack: **1-888-270-2941** or [globaltesol.com](http://globaltesol.com)

## AUSU GROUPS AND CLUBS COMMITTEE

The AUSU Clubs Committee is looking for student members who can commit just a few hours a month to answer email, and be part of a group committed to fostering and promoting student clubs and coffee groups at AU. Anyone interested in finding out more about this committee can email the chair, Lonita Fraser, at [lfraser@ausu.org](mailto:lfraser@ausu.org).

## RED DEER COFFEE GROUPS

Red Deer Athabasca University students meet at the Chapter's Starbucks on the last Thursday of every month. From 8 pm to 9 pm, the goal is to share ideas that will help us all be successful AU students and collectively resolve our specific issues. Contact Ryan, [lowrystcol@hotmail.com](mailto:lowrystcol@hotmail.com)

## THE VOICE

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**THE VOICE ONLINE: [WWW.AUSU.ORG/VOICE](http://WWW.AUSU.ORG/VOICE)**

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*The Voice* is funded by the Athabasca University Students' Union, for the students of Athabasca University  
*The Voice* is published every Wednesday in html and pdf format

Contact *The Voice* at: **VOICE@AUSU.ORG**

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Special thanks to Athabasca University's *The Insider* for its contributions

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