

THE VOICE

MAGAZINE

March 31, 2004
Volume 12 Issue 13



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A Voice review of Mel's obsession

Election Thoughts

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AUSU Council Meeting - March 23

Student coverage

Plus:

*From Where I Sit
From my Perspective
Dear Heather
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Primetime Update
Flicks & Folios
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THE VOICE

March 31, 2004

Volume 12, Issue 13

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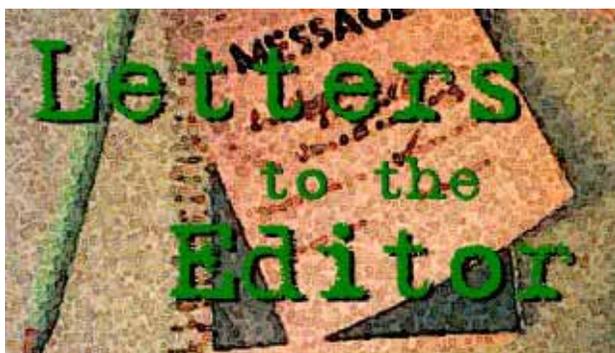
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FROM THE READERS

LETTERS TO THE EDITOR

CLASSIFIEDS!



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

Dear Ms. Editor

With just some 80 people out of a possible 33 000 students voting in this election a clear message has been sent to our Student Union! That message is "change must occur"! It is quite obvious that not enough students view AUSU as a viable organization that is reflective of their needs. So whatever AUSU's newly elected councillors had in mind must clearly be put on hold. A complete change in the AUSU organization must ring in every corridor, every Internet conduit and in every councillor's ears.

My first suggestion is that this council have only one goal and that goal is to vote the current structure of their own organization out of existence. My second suggestion is that AUSU realize that they are not like most Universities and begin to gear up to a new system where there is a single president and "regional" councillors. This would be reflected based on how many students AU has in each region of the country the year before and even a councillor representing overseas students. Thirdly, council must take a more aggressive position with AU. They must demand and assume complete management control of all course evaluations of AU and AU faculty. Course evaluations are the only single tool that students have as a voice of protest at AU. They unite students and allow for a vocal united student voice. Councillors must demand that this evaluations change as well. They must not simply be AU propaganda tools they must contain questions that are relevant to students. One question should be whether they thought tuition costs/increases were justified!

Whatever inventive idea any AUSU councillor has in mind they now must realize that they have no mandate for it. That the only mandate that students have given them is that of "change" and councillors should heed that call because we aren't talking about reform were talking about survival. With AUSU's new website the infrastructure is in place but they system is clearly broken!

**Arthur Setka
Peterborough, Ontario**

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frequent contributions

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Response to Debbie Jabbour's Counsellor Liability

March 24, 2004

<http://www.ausu.org/voice/articles/articledisplay.php?ART=2696>

Debbie Jabbour argues that a court ruling on counsellor liability has school counsellors worried, "with good reason". I don't disagree that they should be worried, but the tone of the article was that this was a bad thing. As near as I can tell from Debbie's article, Heather Crerar was given bad advice - and nobody disputed that. So somebody must be responsible.

The telling paragraph was "Crerar's lawyer, argued that her client had received a "string of bad advice" and that although she had filed an academic grievance with the college, her appeal failed, leading her to take the case to court." The whole issue here is not that counsellors are expected to be infallible, but that when they gave bad advice - no matter whose ultimate responsibility it was - the college fell back on procedure instead of making an attempt to solve the problem. If the college had taken an active interest in the case, they may well have convinced U Lethbridge that they'd made a mistake. Instead they told Ms. Crerar to take a running jump.

Further, the article states that Ms. Crerar's lawyer 'compared college counsellors to lawyers and accountants, who, ... "are responsible for their advice." This bothers me on several levels. I don't think I'll even touch the notion that lawyers and accountants take responsibility for their advice - I've not seen consistent evidence of that." That's a low blow of the sort that can only be leveled at lawyers and accountants. The statement actually said nothing about lawyers "taking" responsibility for their advice, but that they are "held" responsible. Which is entirely true. You can sue a lawyer or accountant for giving bad advice. As near as I can tell from this article, you still can't sue a school counsellor - only the school.

Derek Broughton

(B.S. CIS - maybe this year!)

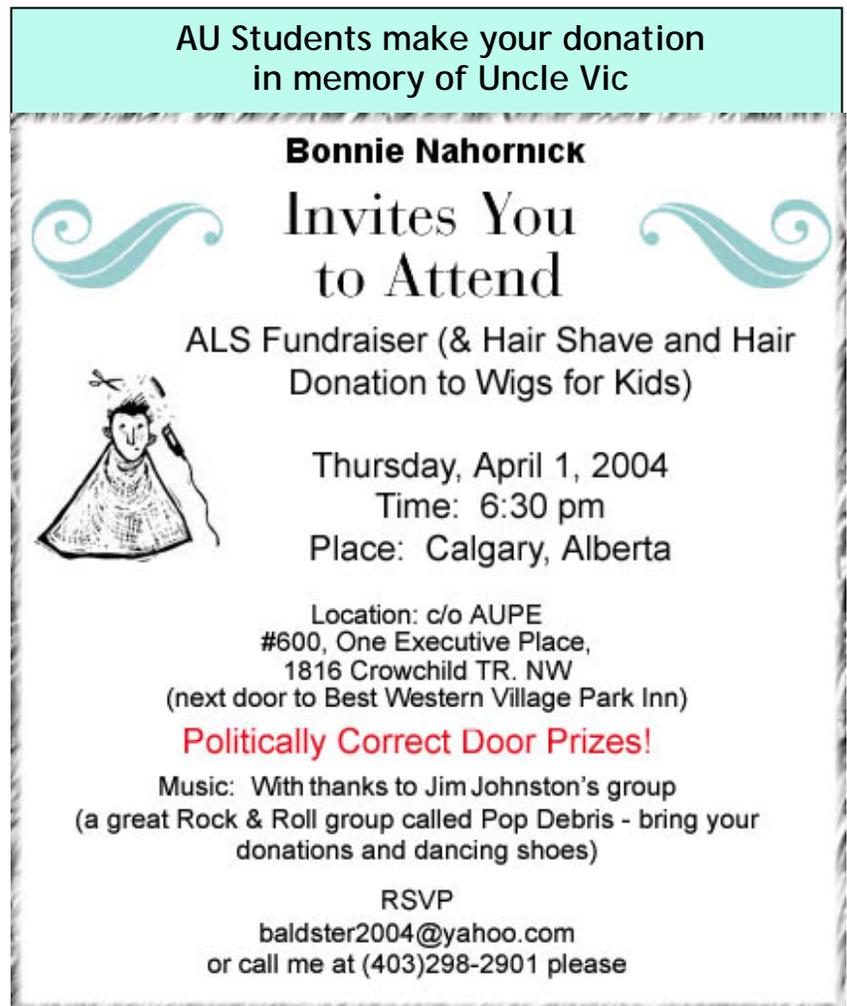
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when
People
need an ally ...

Your donation
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**AU Students make your donation
in memory of Uncle Vic**

Bonnie Nahornick
Invites You
to Attend

ALS Fundraiser (& Hair Shave and Hair
Donation to Wigs for Kids)



Thursday, April 1, 2004
Time: 6:30 pm
Place: Calgary, Alberta

Location: c/o AUPE
#600, One Executive Place,
1816 Crowchild TR. NW
(next door to Best Western Village Park Inn)

Politically Correct Door Prizes!

Music: With thanks to Jim Johnston's group
(a great Rock & Roll group called Pop Debris - bring your
donations and dancing shoes)

RSVP
baldster2004@yahoo.com
or call me at (403)298-2901 please

EDITORIAL PAGES

FINDING A TOPIC

Why is it so hard to find an essay topic, when we are given the opportunity to write about anything we choose?

What's the phrase? A-holes and opinions -- everybody's got one. True enough, and the evidence is abundant.

Take a look at any online forum or e-newspaper that allows readers to comment on articles (i.e. Slashdot). Stand near a Speakers' Corner video booth, or a downtown bus stop, coffee shops, or office water cooler. Or just lurk quietly in the background of any electronic chat room. You are certain to find at least a few people spouting their opinions on anything and everything, generating hundreds of sentences on everything from the topical to the obscure.

Those who have no insights to offer will flood airwaves and computer screen with redundant explorations of the mind-numbingly mundane (the weather being the cliché topic of choice). People love to express themselves, and if the opportunity does not present itself, they will most certainly invent one.

I'm no different - I have a lot to say about a lot of things, and I've never been shy about expressing myself, or looking for opportunities to do so (some might say my creative interests are an attempt to manufacture even more expressive outlets).

So why is it that when I'm given an assignment that asks me to write on anything I like, I'm at a total loss?

Writing essays is easy for me, after all. Once I get started, I can often complete up to a twenty page paper in a single day, assuming all of my research materials are handy. In fact, I find research papers to be the easiest of all.

But here I am, taking Intermediate Composition -- a sleeper course that I've chosen because it's a pre-req for many others -- and I'm stymied by an assignment that asks me to write a 750 word expository essay. Getting started is always the hardest part.

So what's so hard about expository essays? I've literally written hundreds of them. And 750 words? It's miniscule - a mere hour's work, at the most. I've written longer "to do" lists without hesitation. Often I have a very hard time keeping my essays short enough to remain within the word limits of my assignments. And yet I've spent two weeks mulling over the topic for this stupid little essay!

I can at least take solace in knowing that I'm not alone. My husband, who writes constantly on a variety of topics, took this same course two years ago. The other day, I asked him how he'd liked it. He replied, "I couldn't figure out what to write about."

Maybe the trouble is that writing is something that comes too easily, but when you put a label on it (expository essay, reflective essay, comparison and contrast), it sounds like something new, something really specific, and not like the writing we do day to day. Maybe I'm simply intimidated to know that this time, it's my writing that will be critiqued, not my research, or my ideas.

So far, I've completed one essay for the assignment, and promptly scrapped it. It was far too overworked, self-conscious in its precision, and oddly sentimental (odd for me). Now I'm working on second idea, which pivots on an extended metaphor about - ironically enough - knowing how to write.

So am I alone in this? I often hear from people who tell me that they find writing essays to be really hard, but now I wonder: is it the writing they find hard, or are they like me - grasping for that foundation idea to get them started?

Considering this makes me wonder - why are there no courses on how to generate ideas? Or on the stimulation of the creative process. After all, few great discoveries have been made without their origins in a truly creative idea. Why we're even teaching computers how to be creative by developing fuzzy logic systems which more closely emulate the more elastic decision-making processes of the human mind than traditional information processing models.

So if we are teaching computers how to think outside of their boxes, why do we put so little emphasis on doing the same for people. Human creativity is not a given, after all, but merely a potential. And with continued cuts to arts programs in schools from kindergarten to the post secondary level, this potential will surely become less and less realized. This trend is likely to continue given that graduates with technical degrees have been consistently shown to make more money (and people overlook that graduates with arts degrees consistently rate their degree satisfaction much higher).

Then again, maybe I'm in the minority when it comes to having difficulty coming up with assignment topics. Either way, I've just managed to write about 800 words on my inability to write. The irony is not lost...

Tamra Ross Low
Editor in Chief

WANTED: YOUR PROFILE IN *THE VOICE*

Are you an AU student who has not yet been featured in the Profiles column of the Voice? If so, contact voice@ausu.org for information on harnessing your 15 minutes of AU fame, and you'll receive a fabulous Voice coffee mug for participating.

Don't think you are interesting enough? Let us be the judge of that. No matter who you are, or what you do, there is another AU student just like you who wants to know more about you. Pictures are not required, but always appreciated.

CALGARY STUDENTS, COME OUT FOR A GOOD CAUSE

http://www.geocities.com/baldster2004/2004_ALS_Fundraiser.html

AU Students make your donation in memory of Uncle Vic.

Once again, AU student advisor Bonnie Nahornick will be shaving off her hair for a good cause. She's asking this time for donations to the ALS Society of Alberta, and her shorn locks will be donated to Wigs For Kids.

The event will take place April 1 at 6:30 PM, and AU students are encouraged to attend (RSVP to Bonnie, please). If the great cause is not enough for you, there will also be entertainment and a variety of door prizes, including a Voice fleece jacket, AUSU fleece vests, and Voice mugs. Visit the link above for more information.

AU Students make your donation in memory of Uncle Vic.

For more information on the event, or how to RSVP:

http://www.geocities.com/baldster2004/2004_ALS_Fundraiser.html

AUSU COUNCIL MEETING

Student Coverage

March 23, 2004

Gitanjali Mitchell

A council meeting was held on March 23/2004. All members of the student council were in attendance, as were some members of the new student council and a couple of reporters for the Voice.

First on the agenda was the results from the recent student council elections which were held on-line between March 16th and 20th, 2004. The results were very close and the new council members are as follows:

Karl Low	Lisa Priebe
Shannon Maguire	Cynthia Stobbe
Mac McInnis	Lonita Fraser
Teresa Neuman	Stacey Steele
Joy Kryz	

The changeover will take place sometime in the month of April, 2004. The biggest challenge for our new council will be to find ways to deal effectively with AU's diverse student population.

Next on the agenda was web-hosting. There have been some problems with our current web-hosting company and possibility of switching to another was discussed. The new one has many advantages, the most important being the fact that it is one quarter of the price AUSU is currently being charged. The other advantages include more flexibility as far as the council web staff being able to set up and manage council mailboxes, more mailboxes, which AUSU needs, and more web space. All the way around, it is a much better deal for AUSU. The council will look into the possibility of making the change starting in April, 2004. **[ed. the change is well under way, and nearly complete at time of publication!]**

Another item of interest discussed was whether or not to post the minutes of the meetings on-line. The reason there needed to be a discussion about this is due to the new privacy laws recently enacted. Some things discussed at council meetings are sensitive and subject to the new privacy laws. However it was decided that that it would be stipulated at the beginning of the meetings whether or not the minutes would be posted on-line. Council has decided to post executive meeting reports beginning with the next meeting, with the feeling that reports are far more descriptive and informative than meeting minutes.

The job-ads that are posted in The Voice were also on the agenda. A few companies post jobs in the Voice that may be of interest to students. However as there has been more of an interest recently, the subject came up of charging the company posting the ad a minimal fee for an extended posting or if an AU student is hired. Until now, the postings have been free, but with the new interest, it is an opportunity for the Voice to make some money.

The meeting ended with a question period where a few more points about the items on the agenda were clarified.

Stephanie Antscherl

First on the agenda in this month's AUSU council meeting was the announcement of the newly elected student council, [whose names are currently available on the front page of the website.] Within a couple of weeks they will all be meeting, along with the old council, and the official changeover will be in effect.

Now, while the new AUSU council was elected by you, it wasn't elected by very many of you, and there is some concern over the lack of participation when it comes to polls posted on the AUSU website. These polls are not just random questions -- they can and have been used as anecdotal evidence for the council to bring to AU when it comes to student issues. Take for example the latest poll on the AUSU front page -- the question posed was about the quality of course materials. Only 75 votes were submitted - and out of those, only 43 people reported that they had received photocopied course materials. In a student body of over 30,000, forty-three is not exactly substantial representation! It literally only takes a second to vote, and I encourage you all to make your voices heard.

In other quick mentions, the council is looking into a few new options for the website -- mainly in the web hosting and advertising area. One popular idea was to improve the job posting board by working with companies to provide new job opportunities and internships specifically tailored to AU students. Currently, advertisers are receiving free advertising on the AUSU site. Again, there may be a poll asking students their opinion on any ideas like this -- if you have an opinion, give it!

Also on the website, executive reports on council meetings will be posted, instead of the current council minutes, so that you, the student, can be more extensively informed of new developments- something worth consideration, as the new council moves into position within the next month. (And with that, I wish them the very best!)

AU RECOGNIZED AT ICDE CONFERENCE



AU President Dominique Abrioux (left) accepts the ICDE Institutional Prize for Excellence.

The International Council for Open and Distance Education (ICDE) recognized the hard work of all Athabasca University staff in making the University one of the world's outstanding distance and open learning institutions.

At its 21st World Conference in Hong Kong, Feb. 18-21, ICDE awarded Athabasca University one of two Institutional Prizes for Excellence.

ICDE bestows The Institutional Prize to "...educational organizations, governments and companies for outstanding contributions to the field (of distance education), particularly in terms of innovation, quality and leadership. These achievements should have made very significant contributions, across cultural and linguistic barriers, to the international community of distance and virtual learning during the last five years."

About 15 AU family members were on hand to witness President Dominique Abrioux accept the weighty statue that accompanies the prestige of the award. Many of the staff and faculty members there also presented papers at the conference.

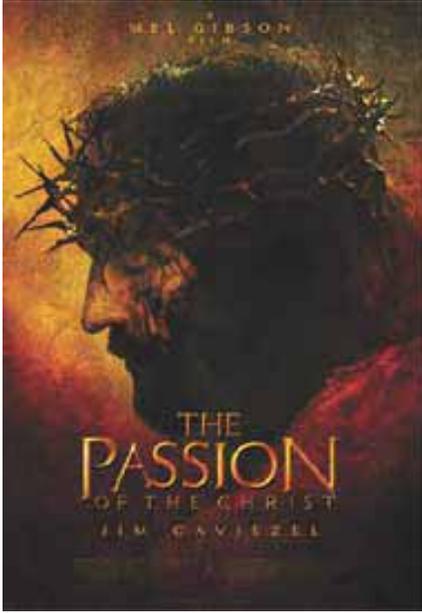
"We are delighted that our colleagues around the world recognize the achievements of the students and staff of the University in this way," Abrioux noted. "It is a strong reflection of the commitment to growth, excellence and service that is at the heart of Athabasca University's work.

"And it weighs a ton," he added.

For more information on ICDE, the world conference, papers presented, or to view conference highlights, go to <http://www.icde.org>

MEL GIBSON'S *THE PASSION OF THE CHRIST*

A Film Review by John Buhler



Mel Gibson's film, *The Passion of the Christ* is marketed as a Gospel-based account of the last twelve hours before Jesus' death. What Gibson delivers is a gore-fest that has more in common with his *Mad Max* and *Lethal Weapon* legacy and the pre-Reformation church than it does with contemporary Christian theology or an understanding of first century Palestine.

The film's most salient features are the blood-soaked images that, from my background as a former Roman Catholic, I recognized as a peculiar brand of Medieval Catholicism. In that mind-set, blood, flesh, body parts, and clothing take on special significance or even power. The (non-Biblical) scene in which Mary and Mary Magdalene use white towels to soak up Jesus' blood from the ground makes no sense, except in the context of a religion that raises the veneration of religious relics to the level of idolatry.

Scenes of women mopping up blood, Satan talking to Jesus in the Garden of Gethsemane, or a crow pecking out a thief's eyes are certainly not found in the Gospels, and underline the fact that the film is not what it claims to be.

Rather than an authentic rendering of the Gospel story, it is Mel Gibson's story, and it is a troubling one. Although the Gospels give only the briefest account of Jesus being scourged by Roman soldiers, Gibson turns it into a protracted and gratuitous display of sadism.

There is little to be learned about Christ or God from Gibson's pathological depiction of Jesus being beaten like a helpless animal. What we do learn about is Gibson's fixation on blood and flying chunks of flesh.

By concentrating upon the suffering and death of Jesus, Christ's message and mission are almost entirely left out of the picture. I attended the screening with a Sikh and I am certain that to a non-Christian, Gibson's figurative and literal butchery of Jesus' life would not be inspiring or give any indication of what Jesus was about or why people chose to follow him. These bloody scenes certainly failed to inspire me.

While *The Passion of the Christ* is not a Biblical portrayal of Jesus, it also falls short of being a historical portrait. While the image of nails being driven through the hands of the Jesus has a visceral impact upon the viewer, it is generally accepted that there is not enough bone structure within the hand to support the weight of the crucified person. More than likely, nails would have been driven through the forearms just below the wrists. It is also unlikely that Jesus and Pilot would have a conversation in Latin at a time when Greek was the lingua franca of the Eastern Mediterranean.

More significant is the depiction of Jesus, still wearing his loincloth, as he languishes on the cross. As crucifixion was meant to be the ultimate humiliation for its victims, Jesus would have been stripped naked. Ironically, Gibson has no problem showing Jesus gratuitously beaten into a bloodied pulp, but loses his nerve when it comes to portraying the naked Christ.

According to Peter De Rosa, a former Catholic priest, artistic representations of the crucified Christ in a loincloth have actually allowed Christians to ignore the fact that Jesus was a circumcised Jew. In *Vicars of Christ: The Dark Side of the Papacy*, he writes that ". . . without that piece of cloth, it would have stared everyone in the face that what took place at Calvary was also Jewicide" (p.5). By following this convention, rather than historical fact, Gibson, downplays Jesus' Jewishness.

Moreover, *The Passion* presents a Jesus who looks thoroughly European. Apparently a Semitic Christ does not seem to fit Gibson's "authentic" vision. In contrast to the non-Semitic Jesus, the Jewish leadership is, along with the sexually depraved and decadent Herod, stereotypically hook-nosed and conspiratorial – images that were common currency in Hitler's Third Reich. Furthermore, Satan walks among the Jews, and Jewish children drive Judas to his death. It is not surprising then, that *The Passion* has been criticized for its anti-Semitic overtones.

Gibson, following a timeworn (scriptural but ahistorical) tradition, depicts the Jewish leadership coercing Pilate to crucify Jesus. From the first century Jewish historian Josephus, we know that Pilate was not a pushover, and would not have hesitated to use brutality in order to impose his will upon the Jewish population. The New Testament accounts, written during and after the Jewish War with Rome, nevertheless, reflect the rift that was growing between orthodox Judaism and the emerging Christian sect.

In the aftermath of the Jewish War, Christians sought to distance themselves from Judaism, and gain the acceptance of the Roman authorities. This situation influenced the Gospel accounts that place the responsibility for Christ's execution almost completely upon the Jewish religious leaders, rather than Pilate. Obviously, historical circumstances have no impact upon Gibson's "authentic" portrayal of events.

Based on the Gospel accounts many Christian churches had considered Jews to be "the Christ-killers." The Catholic church only confronted its anti-Semitism after the Holocaust. In 1959, Pope John XXIII removed the phrase "perfidious Jews" from the Good Friday liturgy. The Second Vatican Council under John XXIII worked to improve Catholicism's relationship with Judaism. While there is much to admire in contemporary Catholicism, Mel Gibson, nevertheless, is a member of a traditionalist Catholic sect that rejects the reforms of John XXIII. Gibson's connection to this regressive sect is cause for alarm.

Almost as alarming as Gibson's theology is the film's official website. By clicking on "Marketing" shoppers inspired by the spilling of Jesus' blood can purchase "Official licensed products" and the "Official shirts." (One almost expects to find indulgences for sale). Here, Gibson cashes-in on Jesus' torture and death.

Christians should be offended by the marketing of items, such as *Passion* coffee mugs, that trivialize Christ's crucifixion. Given the existence of this tasteless website, Gibson's *The Passion of the Christ* appears to be a crass merchandising tool.

As the film only recounts the last hours of Jesus' life, it does not include the episode in which he drove the moneychangers from the temple. Sadly, this appears to be just one more Gospel event that Mel Gibson seems to know little about.

RELATED WEBSITES:

www.rottentomatoes.com/m/ThePassionoftheChrist-1129941

www.msnbc.msn.com/id/4224452

www.thepassionofthechrist.com



Sally's Story

Stephen Murgatroyd

She did not really know why she was there. She told herself it was because she had more work to do, but she did not believe her own explanation. She had run out of tasks, out of clearing the desk, out of ideas. She was simply there avoiding going home.

'Home' was an important concept, at least for Sally. She had never before been afraid of going home, since home represented everything safe about life. Home was where the comfort lay awaiting even the most fraught days; it was where apple pie was made like no one else could make it; it was where smiles were translated into layers of language and where hope was manufactured. Home was not a place to be scared of. But now she was.

She was not really sure how she had arrived at the point when she did not want to face home. There had been times before when she did not want to face her father, such as the time she had 'borrowed' the car against his expressed command and then had promptly wrapped it around a tree; or the time she had put vinegar in a beer bottle and placed the top back on in the hope that it would discourage his occasional drinking, which it did but also brought other consequences for her. She had once been afraid to return home and meet with mother - she had taken money from her purse without her permission and she was sure that she would be angry with her. But families recover from these things. But this felt different.

Sally slowly picked up her things and placed them in the leather briefcase her older sister Margaret had given her on the day of her appointment as a Professor at the law school. It was made in Australia and was ideal for an academic lawyer with a complex set of files for complex cases or moots, lectures and research. She loved the case - the feel, the smell of leather it always exuded, the neat little compartments for pens, business cards, paper clips, diskettes and all the other paraphernalia a modern business woman had to carry with her - symbols of the corporate samurai. She took her time, making sure that everything was in the right place and that nothing was missing. Her week-end work was all there.

It was yesterday that she had made her decision to tell her parents. She had hinted at it before, but had never openly said to them that she was sure she was gay and that she had been having a flirtatious, but not physical, relationship with Angela Jackson from the Seattle branch of the FBI with whom she had been working on a fraud investigation about one of her former law firm's customers. She had not been explicit, just hints. Neither her mother or father, who were now retired and spent their time reading, watching television and cooking gourmet meals for each other, seemed to pay any attention. Even when she had commented that Sandra Bally, an actress they all admired in a television drama, had the 'most kissable lips and was someone she would like to cuddle up to' her mother just agreed.

But now she had decided it was time to live out her life to the full and to explore a lesbian relationship if that is where her relationship with Angela went. She wanted to be upfront about it. To be clear. To be understood. When she really thought about it, she wanted her parents to give their permission for her to be someone other than they thought she was. To be different from their image of her and what she would become.

She also wanted to stop them pestering her and nagging her about finding the right man and settling down. At least once a week either her mother or father, usually mother, would talk to her about men, relationships, marriage, family, the family name, having children, settling down... there were all sorts of ways in which the topic could be broached. But broached it always was. Once she thought she had made it from Friday through to Sunday without it being raised, but just before she was going to bed on the Sunday night her mother looked at her wistfully and said 'you know, you could be cuddling up in bed with a young man who was your husband right about now..'. So persistent were her parents that she thought they must have been taught by a Jewish mother anxious about the last daughter to be married from the household. She remembered the joke her father used to tell.

"There was this Jewish woman at the opera - *Carmen* - and at the end of the first act she stands up and shouts very loudly 'Is there a doctor in the house? Is there a doctor in the house ?!' and a man replies 'Yes, I am a doctor...' The woman looks at him very carefully and then says 'Have I got a daughter for you...'"

Her father tells this story once a month, and he and mother then laugh for a few minutes before her mother asks if she would like to go to the opera with her next week, which causes them both to start laughing again. The monthly joke is now a ritual statement to Sally that she should think about getting a man and settling down.

The other conversation that took place regularly was about work. About compulsion, stress, blind ambition, excessive expectations. They knew that being a 'big shot academic lawyer' was a tough job, but when you come home you should leave the work behind you and enjoy life - food, wine, music, literature, friendships, travel, art, landscapes, stars, people, doing nothing - "you cannot work all the time, it makes for a boring retirement and an early grave" according to her father.

He was right. She worked hard, not because she had to but because it stopped her dealing with life. Her life had been about avoiding a basic truth. The academic life suited her well. She could explore other people's truths, cases, histories, concerns, theories. It provided a means of burying "self" in "other" in a kind of allocentric way. Now that she had chosen to confront and accept her own basic truth - "I am gay" - she now had something else to avoid. "Home".

She left her crammed-full University office and began to walk the six blocks to the family home in downtown Seattle. It was a large house, an old sea merchants' mansion which father had bought for a low price in the early 1950's and had restored. The furniture was eighteenth century, by and large. Though her bedroom and study had some more modern furniture, the desk she used and the bed she slept in came from a sea captain's house and were both made around 1874. She loved the feel of the wood, the shine of the polish and the craftsmanship of furniture. Just thinking about the rooms she had spent most of her life in made her feel better - there were spaces at home to which she could retreat and feel comfortable.

On the way home, she bought a bottle of Champagne and a cheesecake that she knew both her mother and father really liked from the Italian shop in Pike Street market. Peace offerings, she asked herself, or celebratory gifts? After all, she was making a decision about who she was and who she would become.

She arrived home at 8.15pm. Mother smiled as she came through the door and hung her coat and scarf on the rack that had held coats and hats for over one hundred years. She put the cheesecake on the table and went to fetch the Champaign flutes that were normally used for births, marriages or deaths ("hatches", "hitches" and "heavings" her father called them). Father said "hi" as she passed

through the music room into the formal dining room with its French polished table for ten that her father had found and bought for \$25 in 1958 and lovingly restored and polished himself.

When all the glasses were assembled, Sally drew a breath and made a statement.

"I have something to tell you and it's very important," she began. Father put down his book and turned down the stereo, though the sounds of Handel's opera *Alcina* could be heard gently in the background.

"I know you both want me to settle down and marry and have children and be like Margaret with her beautiful twins, but I have to tell you that it's not likely to happen... in fact, well, it's pretty well impossible..."

"You mean... is it something physical, my dear?", asked her mother, who knew full well that the only time Sally had been to the doctors since she was seven was for an injection when she went to India for a project for the University.

"No mother, it's not a medical thing... it's more a personal thing... it's about me. Who I am..." By now both parents were standing, looking puzzled and perturbed.

"It's not bad," Sally continued, "it's just, well, just that I think I am different from the image you each have of me." They still looked puzzled. "Look, can we sit down for a minute while I explain?" They did so, silently and without taking their eyes off her face. She blushed and held her left hand to her right cheek in a way she had always done since she could first remember blushing.

"I have been out with boys and with men and I like them for company. I like the way they act before they think; the way they can be very sensitive but pretend to be very strong; the way they can be tough as nails one minute and shy and retiring the next - I like these and other things about men. But over the last two or three years, I have noticed that all of the people I care about - feel passionate about, want to be with, want to have relationships with are women... I like women and prefer their company to that of men. I don't have a relationship right now with either a man or a woman, but I am sure in my own mind that when I do find the right person it is certainly going to be Ms. Right rather than Mr. Right, if you know what I mean."

Sally looked to her mother for encouragement, but instead found a face that was caught between sadness and fear - a face she had never seen before. When she turned to her father she saw sadness and shyness, a coyness and a tear that took her breath away, at least for a moment.

"What I am saying is that I am pretty sure that I am gay and that I have been suppressing this for a long time.. I think it's time I did something about it."

"Are you sure, Sally, I mean this sounds like a big thing for you, like it's a mission or a ... oh, I don't know, a giant step... it's all so sudden, so direct, so determined, so shocking..." said her mother.

"I am sure, mother, and I am telling you this because I am sure."

"Sally, I don't know about Mum, but you know me, I can't hide my feelings any more... I am too old to try keep them in... I am proud of everything you have done and I will always be proud of you as my daughter. I don't know whether you are gay or straight, and I don't think you do either, but if you are telling me that you have to find out, then go and find out and make sure you know for certain what it is that you are doing. For me, I don't want to get involved in crusades and campaigns, I just want you to be happy, to be yourself. If you say you need to find out what this means, then that's

fine with me... after all, you are twenty six now and you have a good job and your own life to lead... all I ask is that you ask for help when you need it and you talk when you need to talk... I..." and then he stopped speaking in mid sentence and just looked wistfully at Sally, and then went to her and hugged her.

Sally was overwhelmed. She had not really known what to expect from her parents when she presented her new self to them. She had always been straight with them, but she knew that this was difficult for them to understand, after all, there had been no real relationship where they could have developed an idea that she was gay - she just knew that she was.

"I am not at all sure what is really going on Sally," said her mother, suddenly stronger, "but I'll tell you this... women are harder work than men and are meaner, more vindictive and more difficult to please than men... I know, I worked mainly with women all my life and the men were much easier to handle... so you'd better be careful... I don't know, Sally, I really don't understand at all, but if you say that this is how it is... what can I say?" She left the room and went upstairs to her bedroom.

It had been much easier than she thought, at least for now. They had not rejected, challenged, fought, harangued or indeed done anything other than support her. It was almost as if they had known all along.

The next morning at breakfast father asked a simple question. "Will any of this affect your position at the University, not that it should?"

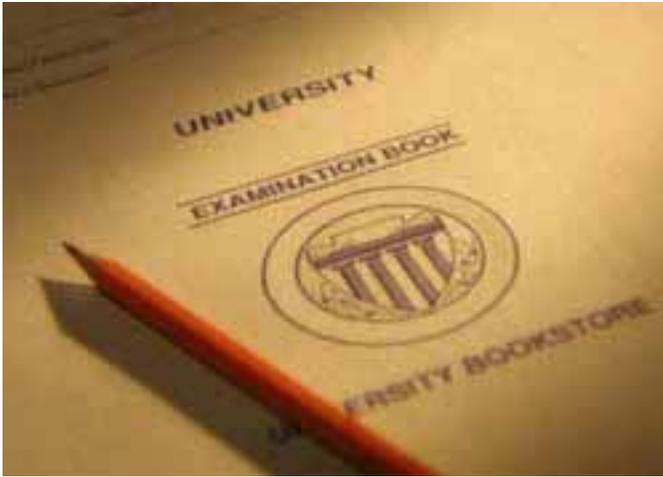
"Oh no, father. I am in a University where at least a quarter of the Faculty of Arts are openly gay and the gay society is one of the largest in the Student Union... I don't think that's a problem at all father... anyway, all the cases I know of sexual harassment are of men harassing women... I don't know of a single case of women harassing other women..."

"Well, that's all right then," said her father with an air of finality about the conversation.

After this exchange, and a brief conversation with her mother about how difficult sorting out sex was ("all that fuss and fumbling"), the subject was never mentioned again. What had appeared as a challenge - revealing her real identity to her parents - had turned out to be not at all difficult.

But she was wrong about one thing. Eight months after her breakfast interchange with her father, a female Professor was suspended for making advances and "stalking" a female student. The Professor, a member of the politics department, admitted that she had become "excessively infatuated" with the woman and had become so obsessive that she could think of almost nothing else. When confronted, she admitted the harassment and was suspended and subsequently dismissed. During her disciplinary hearing, it was revealed that she had maintained a daily diary of her contacts with the student, had taken illicit photographs and had worked in every possible way to invade the woman's privacy.

The campus community was horrified. But for Sally, the case made her think about her own interest in women. Since revealing her understanding of her own sexuality to her parents, she had done nothing to pursue anyone, let alone a student. What is more, having said out loud what it was she felt inside, she felt no longer a hunger or a quest for her "self". Work became less important - a part of her life, but not the whole of it. As she began to realise that life was about more than work, she received more compliments for her work, more opportunities to do interesting things within the University and more opportunities to meet more people. As she did so, she realised just how much of her life had been taken by waiting to decide who she was. Now that she felt she knew, life was waiting for her.



with a respectable final mark.

April is the month of exams for post-secondary students across regions and academic disciplines. As a distance student of Athabasca University (AU) I have written numerous invigilated exams, but I wrote them whenever I was ready for them—April had no special exam-related significance to me. Further, the courses that I have taken, and continue to take, through AU are evaluated through the completion of several assignments. Many courses required no final exam at all, and very few demanded a mid-term exam in addition to a final. There are obvious benefits to the student of spreading out course credit evaluation over numerous assignments—if you do poorly on one assignment you can still pass the course, possibly

Distributed-weighting of course credit evaluation is not a luxury enjoyed by students of law. Many law schools require the writing of final exams weighted 100% of the course—the mark you get on your final is the one you are stuck with for the entire course. As readers will recall, in addition to my part-time studies through AU, I am a fulltime law student at the University of Saskatchewan. I can assure you that I am looking at April in an entirely different light this year; the mere word is enough to send stress-related tremors twitching across my face.

Before law school I used to wonder what exams would be like in different disciplines—law, medicine, master's programs, etc. My other undergraduate studies largely entail a process of memorization and exam-time regurgitation of the recalled material. The learning and evaluation process of law is far removed from my other post-secondary experiences, or any of my prior life experiences for that matter. What follows is a condensed version of my first-year experiences learning the law over the past seven months.

From the very first day of classes, we were assigned copious amounts of readings in each of five courses. One course (Constitutional Law: Division of Powers) was a single-term 3-credit course, while the four others (Property Law, Contracts Law, Tort Law, & Criminal Law) were full-year 6-credit courses. The readings mainly consisted of hundreds of court decisions (cases); some dating from as far back as the 1600s, and arising from various English common law-based jurisdictions—Canada, USA, Australia, etc. From these cases we were to extract certain "legal rules". The students were given this task without any practical instruction on how this was supposed to be accomplished—sink or swim, basically. In addition to this momentous task, additional mandatory pass/fail requirements were integrated into the program: a legal research & writing program requiring successful completion of four assignments (writing of a closed memo, an open memo and a factum, plus the delivery of an oral argument before a moot court); an alternate dispute resolution program (class-integrated components plus participation in a mock criminal sentencing circle). Our class of 110 students lost 6 during the first term.

In December we were given our first evaluations consisting of a 100% final exam in Constitutional Law: Division of Powers and 20% mid-term exams in three of the four 6-credit courses (the legal research & writing program was integrated into one of the 6-credit courses amounting to 40% of the final mark in that course). In order to write law exams, students are expected to make study-notes from the hundreds of cases that they read and take them into the exam-room. The exam consists of a fictitious fact scenario and the student must apply the legal rules from their study notes (hoping that the correct rules were extracted from the cases) to the facts given and arrive at the likely legal result if the case were to go before a judge. The exam is strictly timed and the students rush to spew forth as much law as possible in the time allotted—many, if not most, run out of time.

The answers are much like: "If this, then that. But if that, then this. So it is most likely that bla bla bla... Maybe that..."

The results of the exams largely determine ones level of success in law school and the stress they impose is immense. There are rumors of law students falling ill or fainting during exams. I can certainly imagine the stories to be true, as I have suffered stress like never before over the last seven months—nightmares, insomnia, fatigue, panic attacks, non-clinical depression, etc. In less than two weeks my final law exams begin. Over a period of 15 days, I will write three 80% finals, one 60% final, and a 100% final in Constitutional Law: The Charter of Rights and Freedoms. It's safe to say that April 2004 and the weeks leading up to it will be the most stressful period that I've ever faced in my life (and that is saying a lot). I am very much looking forward to taking a few AU courses over the summer. After this experience, I'm pretty sure they will seem a bit of a rest.

To view law exams from previous years see: <http://www.usask.ca/law/files/index.php?id=160>

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 AU. 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

AU INDICATORS

AU Students Coming Back for More

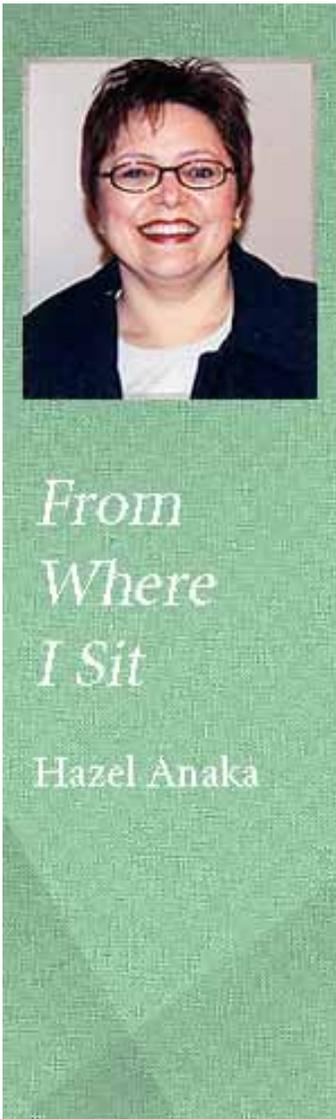
And the survey says ...

... Athabasca University students come back for more.

While 55 per cent of AU's students to the end of February 2004 have taken one course, a growing number of students take two or more courses. Some students take many more courses. The current breakdown is as follows:

Number of students who have taken one course - 104,109 (55%)
Number of students who have taken two courses - 36,312 (19%)
Number of students who have taken three to five courses - 30,689 (16%)
Number of students who have taken six to ten courses - 12,145 - (6%)
Number of students who have taken 11-20 courses - 5,392 - (3%)
Number of students who have taken 21-30 courses - 1,328 - (1%)
Number of students who have taken 31-40 courses - 455 - (0.2%)
Number of students who have taken 40+ courses - 138 - (0.1%)

Contributed by *The Insider*



DOING LIFE'S LAUNDRY

As I sit in front of my laptop in my favorite chair in my favorite room, I'm struck by the 'piles' that regularly sprout up around me.

You've probably got some too wherever you're sitting.

In my case the piles are stacks of books---textbooks and study guides from Athabasca University or current novels that I hope to get to or vintage and secondhand books from flea markets or thrift shops. Other piles represent ongoing 'paper' projects in various stages of completion.

I've also got books in the studio, bedroom, kitchen, bathroom. I've got books in bookcases, on tables, and of course in piles on the floor. Not an uncommon condition among writers, I understand.

Today there is a movement afoot on TV and in print media to get all of us to declutter. Though my problem with books and paper is nowhere near the state of those featured on these programs it's gotten me thinking about what I've got and why.

BBC's "The Life Laundry" seeks to find the reason we hang onto things. Dawna Walter has spent the past 10 years helping people organize their lives and sort through the chaos. She makes us aware of the burden that hanging onto excess furniture, clothing, and ephemera brings to our lives. By asking some pointed questions about mementos and memories and motivation, Walter helps participants see that it's possible to deal with illness, divorce, retirement, death, children and everyday issues without losing control of their environment.

The purging of decades worth of stuff can rekindle buried emotions arising out of either very painful or even very happy events. A divorcee was forced to deal with her downsized circumstances. A retired teacher breast cancer survivor had to part with 35 year old papers and 15 years worth of clothes that no longer fit.

A mother of 4 learned that photos of her children wearing special outfits are easier to keep than the clothes themselves. Her husband learned that letting go of some of the trophies and medals he won as a long jumper does not diminish the achievement.

We are reminded that in order "to breathe again" we must honor the things we value by either displaying or using them. Everything else goes to charity, to the garbage or off to a sale. Losing things in chaos and filth dishonors bequests from the significant people in our lives.

"Clean Sweep" is TLC's version while HGTV has something called "Mission Organization." In each case professional organizers, designers and carpenters make use of built-ins, baskets, boxes, bookcases, storage benches and specialized equipment to house or display the items that remain after the purge. There's something to learn from each episode.

As for my books, experts recommend removing one old one for every new one coming in. As soon as my three new bookcases are installed I'll be taking a long, hard look at each book. It's just another step towards breathing easier, from where I sit.

**Reprinted with permission*

FROM MY PERSPECTIVE Election Thoughts

By Debbie Jabbour



A considerable amount of my time and energy has been spent since December ensuring that the AUSU election process ran smoothly and in accordance with policy. This was no small task. Although I had been through the election process before, this time was significantly different, for two reasons. First, the last election two years ago ended in an election by acclamation. Election notices had already gone out and a CRO hired, but a few weeks before ballots were to be cast, a candidate dropped out, leaving only nine candidates for nine positions. The second reason was that, for the first time in AUSU history, this election was held electronically, with voters casting online ballots instead of mail-in ones. To voters, the system may have seemed simple and streamlined - but a significant amount of work went on behind the scenes to make that happen. The system had to be designed and tested, policies were adjusted accordingly, and students were notified of the new process. For the first time, opportunities were arranged to have "live" candidate chats, and each candidate was provided their own webpage where they could post their platform. During the weeks leading up to the online ballot, we repeatedly reviewed and tested every aspect of the system to ensure that it was tamper-proof and secure. The online voting project was in the works for a long time, and we were very pleased with how smoothly it all went.

After receiving the results of the election from this year's CRO, however, I was struck by the notion that fewer than 90 students had elected the new Council of nine. Some were elected to a Council position with as few as 48 votes, out of a student body of more than 30,000 (32,108 as of March 1, 2004) members!

As one of those on Council who ran for the 2002 election, it has always bothered me to hear individuals falsely imply that we were not democratically elected by the student body ([Voice, Letters to the Editor, January 14/04](#)). In fact, democracy refers to a system whereby government operates by the will of the people. In the 2002 election, the democratic process was followed, just as it was in the 2004 election. In the 2002 election, however, the nine members were democratically elected by acclamation, while in the 2004 election, the nine members were democratically elected by 87 student voters. Its interesting to note the dictionary definition of acclamation: "1. A loud eager expression of approval, praise or assent. 2. an overwhelming affirmative vote by cheers, shouts, or applause, rather than by ballot" (Merriam-Websters College Dictionary, 1998).

Where I believe the process of democracy could potentially fall short with AUSU is in the system of appointing replacement Councillors part way through term. It is still a democratic process, since it is done according to policy, and enacted by elected councillors; and to the best of my knowledge, replacement Council members have always been added responsibly by AUSU. But it is a process that could be open to manipulation; unlike the vote system. AUSU currently does not have a procedure for by-elections, and this is something that is being considered for upcoming years. Something to think about, however, is - if so few students vote for the election itself, is it meaningful to go through a time-consuming and expensive process of by-elections to fill a few empty positions on Council? Or is it better to continue to rely on the judgement of the elected Councillors to fill the positions mid-term on an as-needed basis?

This brings me to what is probably the whole point of this article - the notion of reliance on the judgement of elected Councillors, and how this relates to the low election turnout. I'll get to that in a minute. But first - one of my pet projects on Council has been the writing of a history of AUSU. As projects go, this one has remained rather low priority, and I haven't made a lot of progress. But its an interesting one. Since its development in 1992, AUSU has had seven elections, and in every case, the new group of elected councillors has not remained intact for more than a year, necessitating the addition of new members partway through. Most student unions run yearly terms. AUSU, because of its very different nature, and for very valid reasons, chose to make terms two years in length. This may be something future Councillors will want to change, and in fact the newly-

approved bylaws now allow for an early election to be called. This means that if Council ever again loses a significant number of members, a new election can be held before the two years are up.

The reality of AUSU is that people often do find it impossible to complete their terms. It's a lot more work than most expect it to be, and finding time in our busy lives is challenging enough already. I have great admiration for those students who put their names forward for nomination, since I know very well what a huge commitment and sacrifice it requires.

My name was not among the 2004 nominees for two reasons. First, the elections were called under our old bylaws, so I (along with VP Shirley Barg) was not eligible to run again, having completed one full and one partial term. The new bylaws place no term limits, but even though the bylaws were approved at an AGM last May, Alberta Corporate Registries required several revisions, necessitating two more special general meetings. The bylaws were finally approved by Corporate Registries a few weeks after the election deadline for nomination had passed (as a side note, we no longer have to go through this process, since the new regulations surrounding Bill 43 remove AUSU from incorporation as a society).

However, even had the new bylaws been approved in time, my name would not have been among the candidates. It was not just because I've moved into graduate studies - since I am still taking some undergrad courses and could have remained involved. It was also not just because I was finding that my responsibilities as AUSU president have been exhausting, and discouraging at times. The positives have outweighed the negatives. It was because I feel there is a time when you need to move on. I'm very pleased and satisfied with what I've managed to accomplish during my time on Council, but I feel I can do far more for students by moving forward, taking on new and different projects, and passing on the "torch" of AUSU to a new group of students.

At the most recent meeting of the Athabasca University Governing Council, AU President Dominique Abrioux commented on the AUSU report that I, as president, submit regularly to AUGC. The report contained the election results, and Dominique said that he had been with the university since the inception and development of AUSU in 1992 - and he could confidently state that never before in the history of AUSU had the student union been handed over to a newly-elected group in such a well-run, stable, and powerful condition. He publicly thanked me for my leadership role in making the union what it is today, adding that the university benefits immeasurably from having a strong student union. I was very pleased to receive such an accolade, and I give credit to not only my colleagues on AUSU who have worked so hard over these past few years to make the organization the strong entity it has finally become, but also to those students who struggled at the beginning to create a student union in the first place.

So this brings me back to the topic of the low election turnout. As Editor Tamra Ross Low commented last week, this could be attributed to several things. Not knowing enough about the candidates is one - this is common to any election, and is a very valid reason to not cast a ballot. The nature of our student body is another, and I'll comment on that in a moment. Ross Low also suggested that low voter turnout could mean people are happy with the services the student union has been providing, since "people who are angry are often people who vote," seeking a change in a government they dislike (I can hardly wait to see how this plays out with the Federal Liberal party!)

In the process of researching the AUSU history, I came across a file with some letters to the AUSU Communications Coordinator. These were written in response to the elections of 1998, and an article written by then-editor Karen Mizeri, entitled "Apathy Wins." The article apparently inspired some passionate responses from students who were quite angry at being blamed for what some of them termed "AUSU organizational problems." One made the comment that they were "less than pleased" to hear students being accused of lethargy and apathy, adding that as a student working full time, bringing up two children, and studying for a degree - they were not exactly apathetic or lethargic. Others reminded the editor that she needed to remember that Athabasca University is by "NO stretch of the imagination a conventional university" and that this should be kept in mind when attempting to "reduce apathy and raise interest." Another berated AUSU for "taking the

easy way out" by saying students don't care. One letter was outstanding in its use of irony and sarcasm. The writer stated that, "even as I write this letter, I wonder if it is worth my time." She goes on to list assignments to finish, business plans on the go, income tax returns to complete by April 30th, and a busy family life, as reasons why she did not take time to return her mail-in ballot. This same student makes an important observation about student feedback and the university, commenting that AU should never assume tacit approval just because they do not hear an opinion - adding that for every opinion stated, at least 100 individuals likely support it (something to consider when looking at the validity of the AUSU online polls).

What I found most interesting, however, was a concluding comment by one student who stated that "regardless of the number of votes with which our executive was elected, it still represents the entire AU student body." This is a concept that some on AUSU Council struggle with, and a few members take it to the extreme, feeling that unless they have a referendum on every issue, they cannot act for students. This is nonsense, in my opinion. As an elected representative - our job is to act for students in the best way we possibly can. To "represent," according to Webster's Dictionary, is to "serve in a legislative body by delegated authority usually resulting from election," "to act in the place of or for another person by legal right." We are here to represent AU students, to act and make decisions on their behalf. Certainly we want to attempt to get student feedback on matters to ensure that we are always "in touch," but ultimately we have been elected because students want us to do the job of representation for them.

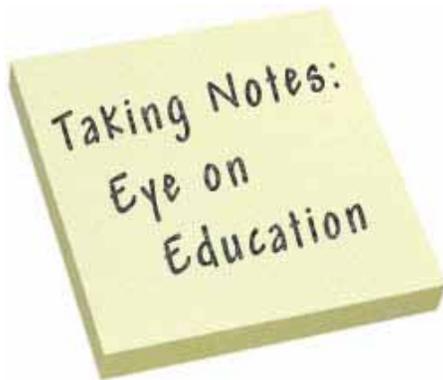
I've always stated that AU students are not apathetic, they are busy. I've always believed that the majority care about what AUSU is doing, but they are happy to have us do the work for them on their behalf. I think the election results bear that out. More students tested the system than those who voted. This shows an interest in ensuring that the election would be run correctly, but also a confidence that it would do so without needing individual student input.

For me, an important lesson learned in this election process was that students really are paying attention and are aware of what is going on. If, as a body, they felt their student fees were being wasted, they would have turned out in droves to remove incumbents on Council. Instead every one was re-elected, with the two longest-term Councillors among those receiving the highest number of votes.

AUSU Council is poised on the threshold of many new ventures. I've tried to encourage forward-looking thinking during my term. Rather than looking at what other student unions do, I'd like to see AUSU forge the way. We are different, we are students with life experience and knowledge, students who see things in a very different way than those on campus who are fresh out of high school. We may share their student experience in many ways, but we are the ones who should be taking the lead in improving that experience, since we speak not only for ourselves but for our children (and grandchildren!). We are the taxpayers who exercise our vote, and we are the ones who have the power to make a difference.

I congratulate the nine who have been newly-elected to council, and I look forward to seeing the direction they take AUSU Council. For the first time in history we have a strong Eastern Canada representation, and this is wonderful to see, since non-Alberta students comprise the majority of our membership. Perhaps this will allow a greater focus to be placed on Federal lobbying, so that Canada's Open University does not have to rely solely on the Alberta government who have shown a glaring lack of support for post secondary education.

In conclusion, I'd like to thank those who put their name forward for nomination. I'd also like to thank the students who did vote. And I would like to thank the students who have given AUSU council their tacit approval and confidence in our ability to represent them; students who will speak up when they see something they don't like, but who do not try and make our job even more difficult and time-consuming by harassing us with negative personal agendas that hamper our ability to work effectively on behalf of students. Being an AUSU Councillor is extremely hard work, and I have nothing but the utmost respect for the nine people who have taken this task on.



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 suggest a topic or a course alert for Taking Notes, contact djabbour@ausu.org

FAKE DEGREES

Debbie Jabbour

The Gwinnett County Public School board in Lawrenceville, Georgia is looking at demanding re-payment of pay raises received by several teachers, following the discovery that these teachers obtained fake degrees from an online university in Liberia. Five teachers received yearly raises based on these advanced degrees, ranging from \$2500 (Master's degree) to \$4000 (Doctorate). The degrees were "earned" from St. Regis University at a cost of \$995 U.S. for a Master's and \$1500 U.S. for a Doctorate.

St. Regis University claims to be nationally accredited and recognized by the Liberian government, and offers a wide range of online degrees. They state on their website that "you can quickly earn a Nationally Accredited Bachelor, Master or Doctorate Degree" through what they call their "unique Accelerated Degree Program" based on an assessment of your knowledge and life experience. A free analysis will determine whether you qualify for a degree, and this can be "fast tracked" for an extra \$99.

In the U.S., a body called the Professional Standards Commission certifies teachers and then assesses pay based on level of education achieved. The degree earned at St. Regis is considered a foreign degree and must follow an evaluation process from a credential agency that determines grade equivalency to a U.S. degree. The Gwinnett County School commission has laid blame on the Professional Standards Commission for choosing the "wrong credential agency."

Such diploma mills continue to harm the credibility of open universities such as Athabasca University, feeding the notion that online learning is less than valid and damaging the concept of earned credits for prior learning assessment.

One reporter investigated St. Regis and earned a Master's degree by email in 24 hours. That these false doctorate degrees purchased on the basis of "life experience" could then be approved by a U.S. accrediting process, sheds doubt on the integrity of the whole educational system.

A university degree is quickly becoming the minimum job requirement, and pressure to earn advanced degrees is increasing. With the prohibitive cost an individual faces to obtain these degrees by actually attending university, we may well see a surge in this type of fraudulent degree-purchasing activity.

St. Regis University:
<http://saintregis.edu.lr/>

Gwinnett Daily Online: Teachers buy degrees, hike pay:
<http://www.gwinnettdailyonline.com/GDP/archive/article1EAD021E98F44B8298589C6A8159C402.asp>

Lawrenceville Colleges and Universities
<http://lawrenceville.areaconnect.com/city-colleges.htm>

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CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

By Karl Low



Federal Budget – Business As Usual

For those who follow this kind of thing, there are already a lot of comments out there about what the new federal budget does for post-secondary education, so I'll be brief and give just a quick list.

On the good side, students born after 2003 will get a small education bond of what will work out to be a couple of courses worth of tuition by the time they hit college.

The government is also increasing the amount of student loans available per week, increasing the debt reduction available to those who need it, and increasing the income threshold under which students qualify for income relief.

On the mediocre side, they are also enhancing the Canada Education Savings Program, the one that rewards families for putting money away for education. This program matches parents' savings, hoping that Statistics Canada is wrong when they say people who don't save for their children's education generally don't enough money to do so. Perhaps they think that what Statistics Canada means is that people who don't save for their children's education simply don't care about it.

On the bad side, no relief for tuition. No acknowledgement of the coming professor shortage. No tying student loan limits to the CPI. No realization that student debt is a significant deterrence to post-secondary education. No adjustment for heavy capital expenditures that students have to make these days (like computers), and in short, no new ideas.

Then again, did anybody really expect any from Paul Martin et al?

Provincial Budget – Business As Usual

Under all the hoopla surrounding the federal budget, the provincial government of Alberta also released its own 2004 Budget. Its descriptions of what it is going to do are much more nebulous, but we'll try to stick with the same format.

On the good side, post-secondary funding will see an increase in the base operating grants of 4% this year, actually beating inflation this time. Scholarships, bursaries, and grants will increase by almost 11%

On the mediocre side, the Alberta Centennial Education Savings Plan is going ahead full force. It is a project expected to cost over 20 million a year, that only benefits parents of children who are born next year, and does nothing for those of us currently using the system.

On the bad side, everything bad in the federal budget, plus an increase of 4.4 million to private schools for total funding of 121 million dollars. Will somebody please tell me why public funds are going to support private schools? The last time I looked, private was not a synonym for public.

I have nothing against parents who want to send their children to private schools for a better education, or a more specialized learning focus, but I do not see why the public at large should have any responsibility for their decision, especially when those resources could be used to better fund the public systems.

Newfoundland Passes the Buck.. err.. Bill.. for Student Loans

The Provincial Government of Newfoundland has just announced that student loans will now be handled through an arms-length agency called the "Student Loan Corporation of Newfoundland and Labrador".

This new corporation "will become the sole owner, dispenser, and collector of all provincial student loans." For those of us on Student Loans who have the pleasure of dealing with CIBC's National Student Loan Centre and Edulinx in Alberta, we're all well aware of just what that means.

As a corporation, their end goal is to establish profits, or at least minimize losses. Since the amount of money that they get and dispense is legislated, this leaves only one area where they can make adjustments – the level of service.

So for those of you in Newfoundland, my sympathies.

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.

MAP QUEST

Lonita Fraser

Sometimes we forget that notetaking and outlining don't just have to be a matter of making lists or writing out paragraphs, they can also include something called "mapping". Mapping is more like it sounds than you might think; reject the ideas of outlines and paragraphs, and think in terms of representative key words and symbols.

To create your map you'll need any of the following: a pencil and a large sheet of unlined paper, a blackboard and (coloured) chalk, or post-it notes with an applicably sized surface. If you find other materials more useful, use them.

To begin with, write the key concept in the centre of the page and circle it. And this is where the fun begins! When brainstorming for an essay, write your ideas around that centre concept, draw a line from the circles around those ideas to the one in the centre - this aids in keeping things organised. If those secondary concepts trigger ideas, write them down too, and so on, making sure to draw lines from the inspiring concept to what it inspired. Keep going until you've exhausted your thoughts. If you're taking notes for a course, note other key concepts outside of the centre circle, and show their relationships the same way as above, by drawing lines between related items.

You can help to better organise your notes by using different colours of ink or chalk, or even different colours of post-it notes. You could also make excellent use of highlighters here, by using them to note relations between different items, even multiple colours per item if that's called for, to show its relation to multiple other items. Using post-it notes is actually somewhat more convenient in this case, because if items need to be moved or reorganised, you simply have to move a piece of paper, rather than erasing and rewriting something elsewhere.

Continue to work outwards from the centre, noting brainstormed ideas and key concepts, and combine ideas to expand your map. Don't be afraid to break some boundaries as you work!

Budgets fail post-secondary students: critics

Ottawa increases loan limits, Alberta creates 2,000 more spaces

Kristine Owram
Alberta Bureau

EDMONTON (CUP) – Last week was the most important time of the year for observers of post-secondary education in Canada and Alberta. The federal budget, released Tuesday, and the province's budget, released Wednesday, received more criticism than praise from student groups hoping for increased spending on grants and scholarships.

The federal budget, which promises more support for students of low-income families, an increase in weekly student loan allowances, an increase in the maximum amount of debt reduction for students facing financial difficulty, and an increase of \$20 million to offset the indirect costs of research, failed to impress the University of Alberta student council.

"Merely increasing the loan limits isn't really going to help that many people," said Mat Brechtel, student council president. "Putting yourself in further debt when you're in dire need anyway is not going to put you in a better position after you graduate. That's very much a double-edged sword."

Vice-president Chris Samuel was similarly negative about the federal budget. "It disappoints me in a lot of ways," he said. "One of the main things that we were advocating and that students across the country have been advocating is increased funding to the institutions on the federal level, and there have been opportunities for that. We would have liked to see, bottom line, more dollars going to the institutions."

Rick Telfer, Ontario representative for the Canadian Federation of Students, agreed. "What we would have preferred to see, and what we've been calling for pretty much since this organization was founded in 1981, is funding that should come in the way of a separate envelope of money for post-secondary education," he said.

"Right now, the more you let students borrow, the more of an incentive you offer to institutions to raise the cost of post-secondary education," he said.

The U of A administration was more positive about the federal budget, particularly over the \$90-million increase in the amount of funding allocated to the three large post-secondary granting councils: the Canadian Institute of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council.

"This is important to us for many reasons; as we renew the professoriate, we have an increased demand on funding from the three granting councils for basic research expenses and, most importantly, this is a very important source of funding in graduate student packages," said U of A Provost Carl Amrhein.

"All in all, the federal government had some good news for us, and the provincial government, our primary source of income revenues, had even more good news for us," he said.

The highlights of the provincial budget for post-secondary institutions include an increase in funding for Alberta institutions of 7.5 per cent, or \$85 million, the creation of 2,000 new spaces for students in the province, and an increase in funding for scholarships, bursaries, and grants of \$6.2 million. "I always hope for more, but all in all, we are pleased with the budget and we hope to see more in the future," said Amrhein.

According to Alberta Learning spokesperson Josepha Vanderstoop, this year's budget illustrates the provincial government's "strong commitment towards the learning system."

"This is just a continuation of the government's commitment to ensuring that students have access to an excellent post-secondary system here in Alberta," she said.



Dear Heather,

Last fall, I married a wonderful man. Things are great right now, and I want to make sure they stay that way. I see other couples who have been married for a long time and have grown apart, and I don't want that to happen to my husband and I. How can we make sure that our love stays strong over the years to come?

Pam, Calgary AB

Hi Pam:

Congratulations! Finding the right person to marry is half the battle; if he's as committed to the relationship as you are, then you've got a great foundation to work from. The rest is just a matter of a little effort and attention.

Foremost, both of you need to respect each other. So many of us find ourselves treating strangers with more courtesy than we show our loved ones. An occasional dig or critical remark can quickly become a habit, and it's easy to forget to thank a spouse for cooking dinner or picking up your dry cleaning.

Don't let that sort of habit become established in yourself, and don't let him do it either. It's also important, if you argue, to fight fair: the rules about respecting each other don't go out the window just because you're angry. If you realize you're about to say something just because you know it'll wound him, don't say it -- that sort of thing can hurt for years, and can never be taken back.

Right now, valuing and appreciating your husband comes naturally, because you can still remember what your life was like before you found him. But it's easy to take someone for granted if they're always there for you, and after you've been together for a long time it may require a conscious effort to remember how important he is to you. That's why now is a good time to get in the habit of periodically reminding yourself, and him, of how much his presence adds to your life. Just staying mindful of the fact that you're fortunate to have each other will go a long way to ensuring that you both remain committed.

One mistake a lot of people make when they get married or move in together is that they stop dating. This is especially true if you have children, demanding careers, or other major demands competing for your time and attention. Don't forget to spend some time with your husband, at least once or twice a week, just to talk and have fun together. Keep doing the things you used to do before you got married -- dancing, weekends away, long walks, candlelit dinners, or whatever. Even when life gets really busy, it's important to do this -- these small ongoing investments in your marriage will help keep it strong. It's very sad to be married for a few years and suddenly realize that you have completely stopped doing all the things you used to love to do together.

As harmful as never doing anything together, is never doing anything apart. Make sure you both retain your own interests and activities. This way, you won't get tired of each other, and you'll always have a lot to talk about over dinner! Respecting each other is a lot easier if you both have your own goals and interests, in addition to the ones you share. Having time alone and with your own friends is also important to your sense of self, which is essential to a good marriage.

If a problem does arise, even if one of you just seems a little distant, make sure you deal with it right away, before it becomes a pattern and before the problems start to pile up and become insurmountable. It's a lot easier to fix these things while they're still small and manageable, rather than waiting until they become an established part of how you relate.

In a nutshell, the key is for both of you to continue appreciating each other, devoting time and attention to each other regularly as well as spending time apart, treating each other with courtesy and respect, and dealing with problems as they come up. Most importantly, don't forget why you married one another, and show your appreciation in little ways on a regular basis. A strong and healthy marriage can be a wonderful place to live, and if you both nurture the relationship, there's no reason it can't last forever. I wish you all the best!

Heather

E-mail your questions to Heather at 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.

Standing up to depression

"Hi, my name is Phebe and I have bipolar disorder"

Kaela Stradiotto
The Brunswickan



FREDERICTON (CUP) -- "You look out the window, you watch the world go by; you see all these seemingly happy, normal people and you're stuck in this confined world of the 'other people', the 'crazy people.'"

At 20, PhebeAnn Wolframe's life is going pretty well. She's active and healthy, back in school, living on her own, and taking her meds. But it hasn't always been that way.

She was 16 when the doctors finally told her. After years of misunderstandings and misdiagnosis, the feelings of euphoria and invincibility that slipped into attempts at suicide finally had a name: bipolar disorder. Also known as manic depression, bipolar is one of three basic types of depression: major or unipolar depression, the most common; dysthymia, a chronic depression; and bipolar, characterized by extreme mood swings.

In the depressive phase, the symptoms are the same as with other types of depression: feelings of worthlessness, changes in sleep patterns and appetite, loss of interest in activities previously enjoyed, decreased sex drive, loss of energy, avoiding other people, difficulty with concentration and thoughts of death.

In the manic phase, the symptoms include being in an excessively elated mood, unreasonable optimism or poor judgment, hyperactivity, rapid speech, incoherency, decreased sleep, irritability and a short attention span.

Everyone gets happy and sad, but with depression, including bipolar, the feelings don't go away. A person's thinking, behaviour and functioning are all affected. Depression affects 121 million people worldwide, women twice as much as men, and is among the leading causes of disability.

Phebe was hospitalized before her diagnosis because of the extremity of her situation.

"I was slashing my wrists at that time and attempting suicide," says Phebe. "I was very rude and sarcastic. All the time I was either very up or very down, so they put me in the hospital and kept me under surveillance." Because of her age, sixteen, she was put in a regular hospital in the psychiatric ward. She says the doctors didn't seem to know what they were doing, and there was only one psychiatrist. More importantly, there was nothing for young people.

"The system that they have for dealing with youth and mental disorders is not good at all. Psychiatry is not an exact science... It's not like they can give you a blood test and say, 'Oh, you have bipolar.' It's a pattern of behaviour, partly personality, partly chemicals in your brain." Phebe pauses and laughs wearily. "Their idea of therapy was colouring little people that said, 'I feel sad, it's ok to feel sad,' and I was like, 'Way to go, insult my intelligence.'"

Although she was scared, Phebe refers to her transfer to the psychiatric hospital as a blessing. "I spent my sixteenth birthday in the hospital. I got to see a real psychiatrist, who diagnosed me and put me on medication. It did get better for a little while. Everything is taken care of for you there, you're not allowed off the floor. So I didn't go outside for the two weeks I was there, it was very strange. People would ask me 'what are you in for?' Like it was jail or something.

Phebe says that once she was labeled, she got the more specific help that she needed. But being labeled, the label became who she was. "If I went to the hospital to get stitches for a cut, they would assume that I had done

it myself, because I had a history. I kind of defined myself, if someone asked me who I was I'd say, 'Hi, I'm Phebe, I have bipolar disorder.'"

She says the label kind of took her over.

"I'm a lot more stable now with a lot less medication, and it's hard to let that label go. What I've come to learn though, and what I think is important for anyone with a psychiatric disorder to learn is that the label shouldn't rule you, it shouldn't be an excuse or a definition. They only use the label to try to medicate you or give you the right therapy, but it's not really that important."

Karen McGrath, president for the national board of directors of the Canadian Mental Health Association, is also worried about the labeling and stigma that people such as Phebe have to deal with. She wrote a letter to Prime Minister Paul Martin on January 20, 2004.

"Any person with depression, schizophrenia, severe anxiety, bipolar disorder or any other mental illness should be free to deal with their issues as openly as persons suffering from cardiovascular disease, diabetes or any other chronic illness or condition," wrote McGrath. "Research demonstrates that stigma all too often results in people not seeking treatment and support in a timely fashion. People with mental health problems are often stigmatized and discriminated against due to lack of knowledge, misinformation and fear on the part of the public."

This is exactly why we need to inform ourselves. Phebe knows this all too well. "People will say to you, so why are you depressed? Sometimes you don't know. I didn't know. I'd think, I have a great life, people who love me, enough food... My grandparents said, 'Oh you just have to buckle down and smile even though it hurts.' They came from a generation that understood things differently."

According to the National Network for Mental Health, depression is caused by an equal combination of biological, social, and psychological factors such as stressful life events, biochemical imbalances in the brain, or having a family history of depression. Treatment should address all these factors for success. It seems to be a common understanding, however, that there is no one cause, and that this is a very complex disorder with no quick or easy fix.

These factors ring true for Phebe. Her involvement in her mother's struggle with cancer, she died when Phebe was 17, took its toll. She ended up dropping out of school, gaining weight, and losing contact with friends. "I basically dropped out of life for two years," Phebe explained.

After trying just about everything— at one point she was on 15 different medications, and she's gone through 10 different antidepressants in the past six years alone— it was finding the right person to talk to that helped. "Counseling has been my saving grace. It's difficult sometimes to find the right person that seems to understand you and genuinely wants to help you through your problems. I had a really good counselor, but it took me four others before I got to her. It's a perseverance thing."

Counseling helped Phebe work through her thought patterns and deal with what she refers to as "baggage." As humans, states the Canadian Psychiatric Association (CPA), we tend to see things as "all or nothing," over-generalizing and laying blame. Being aware of how often and why these thoughts occur throughout the day is the first step to leaving them behind.

Phebe still struggles with her depression, and is currently taking an antidepressant commonly referred to as Remeron, as well as receiving counseling. She makes sure to emphasize the importance of developing a better system for dealing with youth and mental disorders in the years to come. "I think [mental disorders] are becoming a lot more common, and there isn't a good system in place to deal with it."

Her other wish for the future is simple, something we take for granted.

"More than anything, I wish for happiness. You don't realize, unless you've gone through depression, how much leading a normal, relatively happy life means. I don't care about becoming rich or successful in any normal societal sense, I just want to be happy."

The World Health Organization (WHO) wants to help that wish come true for a lot more people, and has recently launched an initiative on depression in public health. The overall objective is to reduce the impact of depression by closing the substantial "treatment gap" (fewer than 25 per cent of those affected have access to effective treatment) between available cost-effective treatments and the large number of people not receiving them, worldwide.

The ongoing research of this subject has brought up a few new ideas.

In July of 2003, National Institute of Mental Health (NIMH) researchers Dr. Avshalom Caspi and Dr. Terri Moffitt found a gene that more than doubles the risk of depression following life stresses. One version of the gene is the "long" or protective version. The second is the "short" or stress-sensitive version. You receive one of these genes from each of your parents.

Another recent study is being conducted by the NIMH and will span four years. The study is setting out to determine the safety and effectiveness of St. John's Wort, a common herbal supplement used to fight depression, and the standard anti-depressant citalopram, better known by the brand name Celexa.

"There is high public interest in herbal remedies for depression," according to Stephen E. Straus, M.D., NCCAM Director. "Our intent is to study St. John's Wort for the spectrum of depressive conditions for which the public considers its use. This new study is of considerable public health significance," he said.

Therapy is often a necessary component of treatment.

As for medication, there are different types of anti-depressants: Selective serotonin re-uptake inhibitors (SSRIs) are the most common. You probably would recognize these better as Prozac, Paxil, Zoloft and Luvox. The concern with these medications is that the FDA approved them after study trials that lasted only eight to twelve weeks. There are few studies that prove safety or effectiveness for more than a few months at a time, and, according to the American Psychological Association, doctors are often bribed by drug companies to sell their products.

The Canadian Psychiatric Association has found that dropout rates are 10 per cent for psychological therapies, and 25 to 30 per cent in drug therapy. Drugs tend to help short-term, to give that kick-start, but the psychological aspect seems to be essential for any long-term success.

There are lots of things one can do to keep afloat. Get out of bed, turn on some lights, talk with someone, limit caffeine and sugar, maintain a high-fiber diet, change routines, get up and move, listen to music and seek out humour.

Nancy Buzzell, PhD, a psychologist at University of New Brunswick Counseling Services gives similar advice. Buzzell found patterns emerging in the concerns of the students she was counseling, and decided it was time to do something about it.

"Depression was a big concern. It's something that happens, but it's not all that you are, it's not a lifelong sentence. You are more than depression, you are bigger than depression, and that's where the name for the workshop, Standing up to Depression, came from. It creates an image," said Buzzell emphatically.

Depression can affect anyone, but coming to university, being in residence for the first time, being away from home for the first time, and the general need to adapt can be triggers to situational depression.

Anger, Buzzell warned, can also be a mask for depression.

"Anger and depression for women is often linked. This is not to say it isn't for men, but typically, if you want to generalize, when men are having a hard time they may internalize [the anger], but they will often act out. With women, because society often discourages their being angry, they don't have that outlet, so they internalize and become depressed. So I do a piece on anger, which is a healthy, normal emotion, it's not violence. It all depends how you act on it."

The big thing is not to ignore the feelings.

"How the first [depressive episode] is handled is very important. We also have students coming in who have been depressed for quite some time. Some are on medication, some aren't," explained Buzzell. "I think it's completely individual [in terms of treatment]. Whatever works."

Self-help groups, as mentioned before, are one of the things that Buzzell advocates. You can address a larger number of people, and the students get a lot from each other that they wouldn't necessarily get from a counselor. Each session is an hour and a half, for four weeks. There will be a check-in and homework assignments. Students talk about what they've discovered, what they've learned, what they did well, and then there's an activity that focuses on one aspect of depression, for example, negative thinking. "Negative thinking is like having this blanket, covering you, and everything looks gray," explained Buzzell. "So we tackle that feeling of hopelessness, and what to do when you feel yourself sliding into it. We want to look at the solutions rather than the problem. When you're in a bad mood and nothing seems to be going well, you begin looking for evidence to support that conclusion. Just imagine you have, on your bedside, two pairs of glasses. One pair is the depression glasses, and through these, everything looks bad. The other you put on and you can see maybe even just a few things that are good in your day, the alternative story. You can start training your mind to pay attention to when things are better.

"People with depression know everything there is to know about how bad it is. We want to focus on the solution," Buzzell said.

Some solutions are better than others. Take self-medicating for example. Drinking more, doing drugs, and being promiscuous can all be used by people suffering from depression to try to improve mood, or at least to make themselves numb to the pain.

"It's funny because some of these people will resist going on medication, but they're taking all kinds of other drugs," laughed Buzzell.

She sees depression as the opposite of expression.

When people in the group are encouraged to express themselves, emotionally, physically, spiritually, they can redefine your connection with something, something that is bigger than them. For some people it's church, or synagogue, or nature, the point is to access those resources that they've maybe cut off."



SPACEBALLS

Kid's Film Review

By Laura Seymour

Mel Brooks has a truly hilarious project here. This 1987 PG rated film is far less "mature" than most of Brooks' campy fare. It begins with the classic Star Wars formula and then branches out into wacky nonsense throughout.

Stars include Bill Pullman as romantic lead Lone Starr (pilot of the flying Winnebago). His sidekick is the late great Canadian funnyman, John Candy (playing Barf the half man/half dog). Lone's love interest is pretty Daphne Zuniga as the Druish Princess, Vespa. Vespa's robot assistant is a female with the voice of Joan Rivers. The chief Star Wars take-off character is Pizza the Hutt with the voice of Dom DeLuise, and the wise man, Yogurt, played very convincingly by Mel Brooks. And of course there is champion funnyman, also Canadian, Rick Moranis as Dark Helmet.



The plot goes like this: Dark Helmet steals Princess Vespa after she takes off in her personal spacecraft to avoid being married to the only eligible prince her father can find. She is a spoiled little brat and wants nothing to do with him. Dark Helmet tractor beams her into his craft and then the King of Druidia (played by Dick Van Patten) contacts Lone Starr and Barf and bribes them into reclaiming his daughter. Since they are in deep to Pizza the Hutt, they have to accept the terms or Pizza will have them for dinner!

Along the way there are many hilarious—though very tame gags. The kids will LOVE the installment in Dark Helmet's ship when they go the equivalent of Warp Speed and then have to stop. Brooks' has inserted a hilarious set of gags to make the scene work to the umpteenth degree.

The film is a complete take-off on the Star Wars characters, so it is easy to recognize the plot and therefore the gags are funnier. Special effects are paced well and although some are decidedly low tech (like the "comb the desert" scene,) they still work. Other effects that take off on the Star Wars space moves are still good enough to entertain.

To succeed, the crew must use the magical power of "the Schwartz" to bring peace to the galaxy and settle the problems with Vespa and the evil Dark Helmet. Along the way there is a love interest. No sex is implied or shown – not even a juicy kiss! No worries. There are no scenes of blistering violence or evil creatures that are frightening – Pizza is just hilarious!

Mel has had incredible reviews for this – one of his most respected and best loved films. The Los Angeles Times called it, "Screamingly funny!" Gene Shalit on NBC TV said, "eight trillion on the laugh-meter". Neither of these reviews is wrong. Every time this film pops up on TV my husband and I wait for certain key scenes and giggle repeatedly. The jokes become loved and quoted. The kids will probably want a copy of this one –so be prepared for repetitions!

In the end they all live happily ever after and the film is a bouncy happy one. I think you'll like this one too -- providing you haven't lost your best friend or been given a fatal dose of the glooms!

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. (Psyc).

Primetime Update

Week of March 26, 2004

Amanda Lyn Baldwin

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

Friends

No new episode this week.

The last episode of Friends, ever, will air on May 6th.

Survivor - ALL STARS

It was a clip show this week...not worth anyone's time (unless you missed the first eight episodes).

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 Mariano -	28 years old, 10th place in Marquesas (Boston Rob)
Tom Buchanan -	48 years old, 4th place in Africa (Pig farmer)
Rupert Boneham -	40 years old, 8th place in Pearl Islands (2nd Juror)
Jenna Lewis -	26 years old, 8th place in Pulau Tiga (2nd Juror)

MOGO-MOGO

Jerri Manthey	33, 8th place, Australian Outback (2nd Juror)
Lex Van Den Berghe -	40 years old, 3rd place in Africa
Kathy Vavrick-O'Brien -	50 years old, 3rd place in Marquesas
Shii Ann Huang -	30 years old, 10th place in Thailand

CASTAWAYS GONE

Mogo-Mogo	Ethan Zohn	30, SOLE SURVIVOR, Africa (soccer player)	GONE 8TH
Mogo-Mogo	Colby Donaldson	29, 2nd place, Australian Outback	GONE 7TH
Chapera	Susan Hawk	42, 4th place, Pulau Tiga (Big Mouth)	GONE 6TH , (took herself out)
Mogo-Mogo	Richard Hatch	42, SOLE SURVIVOR, Pulau Tiga (big naked gay guy)	GONE 5TH
Chapera	Rob Cesternino	25, 3rd place, Amazon	GONE 4TH
Mogo-Mogo	Jenna Morasca	22, SOLE SURVIVOR, Amazon	GONE 3RD (took herself out)
Saboga	Rudy Boesch	76, 3rd place, Pulau Tiga (retired navy man)	GONE 2ND
Saboga	Tina Wesson	42, SOLE SURVIVOR, Australian Outback	GONE 1ST

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

The Bachelor

The new season of the Bachelor will premiere April 7th.

The Apprentice

Last week we saw Heidi, the mouthy saleswoman, get fired after not stepping up in the rickshaw challenge.

This week Troy and Kwame (The only members of Protégé left) choose to steal Bill, whose business style is directly opposite the other two, from the other team. The teams are sent to Atlantic City where they'll run a promotion at the Trump Taj Mahal for twelve hours. The team whose registered gamblers spend the most money win the challenge. Project Managers: Kwame for Protégé and Amy for Versacorp. On the way to Atlantic City, the guys spend the whole trip on their cell phones making appointments to help out in their strategy. The girls (and Nick) are sleeping.

On Versacorp, Katrina brings up great ideas for entertaining the patrons, while Amy makes the final decision to give away a three hundred dollar luxury car rental. Katrina and Amy disagree on negotiating tactics: Amy is all business and Katrina attempts to turn on the charm. Later, Amy turns her charm on Nick in the discussion of what beds the three members of Versacorp will be sleeping in. And, on the actual playing field, Versacorp attempt to steal Protégé's customers and promotional ideas.

Protégé sets up a spin-to-win wheel, which immediately attracts a large amount of people. They also locks down a deal to secure the props (lions and tigers) from the casino magic show -- the only condition being that Troy go see the Ferco Brothers' show. Kwame tags along with him and Bill becomes upset that two people, when one was sufficient, decided to waste almost three hours of time. Bill snags the priority to checking in the high rollers and VIPs, and escorting them back to their own table, to swipe their registration cards. Later, Bill realizes that bringing out a Tiger for everyone to stare at takes people away from gambling.

Donald Trump comes to Taj Mahal to observe the teams, and to announce the winner of the task. Both teams did really well. Versacorp secured 1337 gamblers for a total amount of \$105,362.00. Protégé secured only 776 gamblers, but since they were major VIPs, the amount spent was \$123,159.00. As a reward, Trump gives the guys three grand to gamble with and allows them to spend the night in the Napoleon Suite, which is the nicest luxury suite ever.

Versacorp (Amy, Katrina, and Nick) go to the boardroom where it eventually comes down to Amy (project manager) and Katrina since Amy wouldn't dare go up against, as Trump says, her "boyfriend." As this is Amy's first time in the boardroom, she's prepared major notes which have no effect as Trump, criticizes her concept of the car rental give-away but Amy refuses to accept responsibility for this decision. Trump's advisors tell him that Katrina didn't do much in this task and that Amy has been doing wonderful in the past, but made large mistakes on this task. Trump tells Katrina that she should have tackled Amy for her chance to shine. In the end, Amy's past successes prevail and Katrina is fired.

Next week: we don't know what's going to happen, since they didn't show us.

The Apprentice airs on NBC, Wednesday evenings at 10:00 pm 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!

COMPANION SITES

Lonita Fraser

Sometimes it's like Christmas Day when you get a course package; all those shiny, new books just waiting for you to dig in to them.

But did you know that many of the course texts used by AU courses also have companion websites that include study guides and materials, links to other pertinent sites, course synopses and outlines, essay tips and questions, etc.?

To find out if your course textbook has a companion site, look at the website of the publisher - it's usually printed either on the back cover of the book at the bottom, or in the section where copyright and publishing information is related. It might take a little digging to find text related companion sites, but it can be worth it in the long run.

Also, don't forget to see if the AU course you're taking has its own site. Sometimes those sites have useful study information, as well as other valuable resources.

AUSU THIS MONTH



MEET YOUR NEW AUSU COUNCIL

Laura Seymour, AUSU Chief Returning Officer for 2004, and AUSU President Debbie Jabbour, are pleased to announce the results of the 2004 AUSU election:

Candidate	Votes	%vote
Karl Low	65	75 %
Shannon Maguire	56	64 %
Mac McInnis	55	63 %
Teresa Neuman	55	63 %
Joy Krys	49	56 %
Lisa Priebe	49	56 %
Cynthia Stobbe	49	56 %
Lonita Fraser	48	55 %
Stacey Steele	48	55 %
Melanie Gray	45	52 %
Zil-E-Huma Lodhi	43	49 %
Simon Davenport	39	45 %

The top nine candidates will comprise your new AUSU council, and will assume their new positions after a changeover period which will end by April 30th.

Thanks to everyone who ran for AUSU council!

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 LONITA at lfraser@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. You will need an AUSU web site account.] **Times are MST**

Mondays at 8:00 PM Councillor Karl Low

Voice Events Listings

On and off campus events worldwide

To list events in your area, e-mail voice@ausu.org with the word "events" in the subject line.

british columbia

Manufacturing Mod: Metal Tunics to Paper Dresses

Sponsored by the Morris and Helen Belkin Art Gallery, curator Jamila Dunn examines the use of non-traditional materials such as paper, plastic, and metal, and other experimental forms that challenged the limits of sartorial possibility. Innovative garments by Paco Rabanne, Pierre Cardin, Andre Courreges and others will be featured along with related media images that suggest broader social and historical contexts for situating the clothing. The free exhibition dates are: April 3 - 15, 2004. Satellite Hours: Wednesday - Sunday, 12 - 5 pm. Opening: Friday, April 2, 2004, 8 - 10 pm. Belkin Satellite is located at 555 Hamilton St. (downtown Vancouver, btwn Pender St. and Dunsmuir St.) You can contact Monika Sczewczyk at belkin2@interchange.ubc.ca or 604-822-2759.

<http://www.liveat.ubc.ca/liveatubc/events/eventDetails.eventos?eventId=5494>

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TGIF Seminar Series, an ongoing event

The seminars, sponsored by the Centre for Molecular Medicine and Therapeutics, are held on Fridays at 4:00 p.m. in the Chan Auditorium (950 W. 28th.) They will feature invited external scientists and representatives from each lab. Refreshments will be available after the seminar. You can contact Dora Surname Pak at dora@cmmt.ubc.ca or (604) 875-3841 for more information on this free event. Check the website for future dates.

<http://www.liveat.ubc.ca/liveatubc/events/eventDetails.eventos?eventId=4670>

ontario

MISSISSAUGA

Mission Nutrition Show

International Centre

6900 Airport Rd. Mississauga, ON

9:00 am Friday, May 14, 2004

9:00 am Saturday, May 15, 2004

9:00 am Sunday, May 16, 2004

\$10 - For more information call (905) 761-0580

<http://www.missionnutritionshow.com>

Mission Nutrition Show focuses on the importance of healthy lifestyle initiatives in a unique, fun, festive, interactive and sophisticated environment. This Nutrition-Health Show breaks the conventional wave by introducing a show that appeals to people of all ages and walks of life! So far the list of keynote speakers includes: Dr. Earl Mindell, Dini Petty, Body Break, Dr. David Hill, MC Flipside, Caroline Dupont, Erika Wolff and many more to be confirmed.

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Sportscard and Memorabilia Expo

International Centre

6900 Airport Rd.

April 30: 1 p.m. - 10 p.m.

May 1: 10 a.m. - 6 p.m.

May 2: 10 a.m. - 6 p.m.

\$10 adults; \$3 children (6-12)

For more information contact

alsinclair@sportcardexpo.com.

Buy, sell or swap your old cards at one of North America's largest sports card events. Autograph sessions with hockey legends are scheduled for each day. Then there's the 900 tables of memorabilia, including signed equipment and rare cards.

NIAGARA-ON-THE-LAKE

Shaw Festival

Begins April 2004

<http://www.shawfest.com/index.php>

This year's season includes productions of:

Pygmalion (George Bernard Shaw)

Ah, Wilderness! (Eugene O'Neill)

Man and Superman (George Bernard Shaw)

The Importance of Being Earnest (Oscar Wilde)

Rutherford and Son (Githa Sowerby)

Nothing Sacred (George F. Walker)

Three Men on a Horse (Holm & Abbott)

Waiting for the Parade (John Murrell)

Harlequinade (Terence Rattigan)

Pal Joey (Music by Richard Rogers, Lyrics by Lorenz Hart, Book by John O'Hara)

The Tinker's Wedding (J. M. Synge)
Floyd Collins (Music and lyrics by Adam Guettel,
Book by Tina Landau)

TORONTO

International School for Interdisciplinary Studies

5-7 p.m. - ISIS-Canada studio
66 Gerrard St. E., 3rd Floor, at the NW corner of
Church St. and Gerrard St. E. in Toronto.

Admission is Free

Tel: (416) 539-9728

Fax: (416) 531-8236

Email: admin@isis-canada.org

<http://www.isis-canada.org/>

Information session for prospective students: April
18th, 2004

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Harbourfront Reading Series

For a full events listing, including locations and fees:

<http://www.readings.org/>

The Harbourfront Reading Series is one of the oldest and most admired public reading programmes in the world. Since its inception, over 3,500 of the world's most distinguished authors have read at Harbourfront Centre, including a dozen Nobel laureates. The Series is designed to introduce the Canadian public to the finest international novelists, poets, playwrights, short story writers and biographers, while simultaneously providing Canadian writers with an internationally recognized forum in which to present their work.

Upcoming reading events include:

- Robert Hough, Mark Sinnett - Mar 10
- Guy Gavriel Kay in conversation w Mark Askwith - Mar 17
- George Pelecanos, Peter Robinson - Mar24
- Marilyn Bowering, Edwidge Danticat, Genichiro Takahashi - Mar31
- David Helwig, Souvankham Thammavongsa, David Yezzi - Apr7
- Heather Birrell, Annabel Lyon, Lisa Moore - Apr14
- Natalee Caple, Russell Smith, Michael Turner - Apr 21
- Susan Goyette, Steven Heighton, Michael Holmes,
- August Kleinzahler - Apr28

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Signatures Spring Craft Show

Metro Toronto Convention Centre

255 Front St. W. (North Bldg.)

222 Bremner Blvd. (South Bldg.)

Wednesday, Apr. 7, 2004 - Sunday, Apr. 11, 2004

Discover some of Canada's most talented artisans, artists and designers. The show welcomes the arrival of spring with unique gifts for Easter, Mother's Day, Father's Day, weddings or for those shopping for themselves. The spring event is ripe with handmade offerings in wood, glass, clay, leather, metal and fine art with a focus on fashions for the season with the latest designs in jewellery and clothing for the entire family.

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The Clothing Show

Automotive Building - Exhibition Place

11:00 am - 7 pm Saturday, May 15, 2004

11:00 am - 6 pm Sunday, May 16, 2004

\$8. For more information call (416) 516-9859

To see a list of who is exhibiting please check out
<http://www.theclothingshow.com>

The Clothing Show is a bi-annual shopping extravaganza held at the Automotive Building at the CNE. Featuring the best from independent Toronto clothing and jewellery designers, clothing stores and wholesalers with savings up to 80 per cent off retail. The show also hosts the best selection of vintage and retro clothing, along with accessories from across Ontario. More than 200 vendors will participate in the show.

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The National Job Fair

Metro Toronto Convention Centre

255 Front St. W. (North Bldg.)

222 Bremner Blvd. (South Bldg.)

10:00 am - 8 pm Wednesday, Apr. 14, 2004

10:00 am - 8 pm Thursday, Apr. 15, 2004

\$3.50 - For more info call (450) 448-5375

<http://www.thenationaljobfair.com>

The National Job Fair might have just what you are searching for. Between 50 and 100 exhibitors are expected to attend the Fair. Companies will be looking to fill a variety of positions, as well as answer all your questions. Approximately 15,000 to 20,000 job seekers are expected to attend. The job fair includes: a multitude of private and public companies looking for professional and/or technical personnel and students, employment agencies, public organizations and government services, professional and specialized training centres and colleges.

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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/>

saskatchewan

SUNTEP Proudly Presents "WALKING ART", Fashion Show & Reception

Clothing from Jeff Chief will be available to purchase. This will be a fun filled evening on April 2, 2004 from 7:00 - 9:00 p.m. at the Multipurpose Room, Riddell Centre, University of Regina. Admission is \$3.00. Tickets can be purchased at College West, room 227 or at the door. For further information contact Cathy Wheaton at 585-5627.

international

ALEXANDRIA, VA - USA

In2Words: Numbers & Words

June 10-July 18 and July 24-August 22

DEADLINES for both exhibitions: FRIDAY, APRIL 2.

\$25 for slides of up to 3 works.

Call 703.838.4565 x 4

Email: targetgallery@torpedofactory.org

Send SASE to:

In2Words, 105 N Union St, Alexandria VA, 22314

An exhibition in two parts exploring the use of numbers and words in art. Part One:Numbers, juried by Sarah Tanguy, Independent Curator, Washington, DC, exhibit dates: June 10-July 18. Part Two:Words, juried by Krystyna Wasserman, National Museum of Women in the Arts, Washington,

DC, exhibit dates: July 24-August 22. All artists/all media. Broad interpretations encouraged. Artists can apply to either or both exhibits. Awards up to \$650.

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The Unconventional Convention on Starting and Operating a Visual Art Center

May 21-22, 2004

Torpedo Factory Art Center, Alexandria, VA

Registration fee by March 1: \$300, \$350 thereafter. Organizations may pay registration for 2 attendees and send up to 5 representatives.

Contact AACVAC at: conference@torpedofactory.org

Call 703-838-4565 x 6.

<http://www.torpedofactory.org/conference/>

A convention focusing on how to start and operate visual arts centers for the benefit of both artists and the public. The exciting program will feature five panel sessions with experts and representatives from the following fields: Cultural Tourism; Visual Art Center Prototypes; Architectural Renovations and Occupational Health Considerations; Community Outreach and Support; and Self-Governance. One of the main goals of the conference is to examine the economic and cultural advantages of public visual art centers.

The panels will allow groups planning such centers to learn from established organizations and will provide existing centers an opportunity to compare experiences. The two-day program will include a closing night celebration that coincides with the Torpedo Factory Art Center's 30th Anniversary.

The Torpedo Factory is one of the oldest and most successful public visual art centers in the United States. Sponsored by The Alliance for the Advancement of Community Art Centers. Associate sponsors include Partners for Livable Communities, Americans for the Arts, National League of Cities, the Friends of the Torpedo Factory Art Center, and Home & Design Magazine.

To list events in your area, e-mail voice@ausu.org with "events" in the subject line.

SCHOLARSHIPS & AWARDS

HAROLD BETTINGER MEMORIAL SCHOLARSHIP

Value: \$3000

Deadline: May 1, 2004

Administrator: Floriculture Industry Research and Scholarship Trust (FIRST)

Notes: Harold Bettinger was a partner in Bettinger Farms of Swanton, Ohio. In the mid-50's, he was one of the first progressive growers to convert his bedding plant production from wooden to plastic flats. His scholarship goes to students with a major or minor in business and/or marketing with the intent to apply it to a horticulture-related business.

Scholarship Criteria: Major or minor in business and/or marketing with the intent to apply it to a horticulture-related business. Contact for more information.

Contact Information:

FIRST - Floriculture Industry Research and Scholarship Trust
Executive Director
PO Box 280
East Lansing, Michigan
United States 48826-0280

Phone: (517) 333-4617

http://www.firstinfloriculture.org/schl_req_app.htm#scholarships

2004 DALE E. FRIDELL MEMORIAL SCHOLARSHIP

Value: \$500

Deadline: April 1, 2004

Administrator: MesoScholarship

Notes: The 2004 Dale E. Fridell Memorial Scholarship is open to anyone aspiring to attend a university, college, trade school, technical institute, vocational training or other post-secondary education program in the 2004-2005 academic year. In addition, eligible students may not have already been receiving or awarded a full-tuition scholarship or waiver from another source. International students are welcome to apply.

Contact Information:

Christina Barsch
PO Box 2560
Rapid City, South Dakota
United States 57701

http://www.straightforwardmedia.com/scholarship_2004.html



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

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/>

ideaCity

Jun 16-18

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 include...

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)

... and many more.

"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 jenniferm@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*

- **Real World LINUX 2004** - April 13-15 - Toronto, ON - Real World Linux Conference and Expo is Canada's only national comprehensive event focusing on Linux, Open Source and Embedded solutions targeting technology professionals working in industry sectors including Business, Education and Government users, resellers and developers. <http://www.realworldlinux.com/>
- **MIEF 2004** - April 30-May 2 - Putra World Trade Centre, Kuala Lumpur, Malaysia - Malaysia International Education Fair - The Malaysian education market remains one of the most important to overseas institutions, providing a high number of full-fee paying students to countries like the U.S., U.K., Australia, New Zealand, and Canada. Being one of the most important market share for overseas recruitment for many years, Malaysia should definitely be a target in your marketing and recruitment strategy. Details: <http://www.mief2004.com/>
- **Online Educa Madrid 2004** - May 12-14 - Madrid, Spain - The meeting point for European and Latin American E-Learning Professionals. Meeting the networking needs of the international e-learning and distance education industry, the annual Online Educa Madrid conference is the key networking venue for strategists and practitioners from Europe and Latin America. Details: <http://www.online-educa-madrid.com/english/index.htm>
- **AMTEC 2004** - May 25 - 28 - Laurentian University, Sudbury, Ontario - In Touch with Technology - Come and learn more about newest learning technologies and techniques. Meet leading developers and distributor of quality educational products. Details: <http://www.amtec.ca/site/conferences/conferences.shtml>.
- **CADE 2004** - May 30-June 2 - Keele Campus of York University, Toronto, ON - Planning is underway for the CADE and This is I.T. 2004 Conference: Pioneers in a New Age. The Conference is hosted by the Canadian Association for Distance Education, Education Technology Committee of the Association of Colleges of Applied Arts of Ontario, and the Atkinson Faculty of Liberal and Professional Studies in collaboration with Glendon College, York University. Details: <http://www.pioneers2004.yorku.ca/>
- **InfraEDUCA 2004** - June 25 - 27 - Pragati Maidan, New Delhi - The exhibition will be synergetic platform showcasing recent developments in Basic & Primary Education, Higher Education, Coaching Institutes, Specialised Courses, Vocational Training & Career Prospects, Distant Learning Systems, International Universities and Programmes, E-Learning Tools and Educational Kits, Computer Education, Government Schemes and Programmes etc. Details: <http://www.friendzexhibitions.com/infraeduca2004/index.htm>.
- **N.A.Web 2004** - Oct. 16-19 - Fredericton, NB, Canada - The Tenth Annual International Web-Based Teaching and Learning Conference - Details: <http://naweb.unb.ca>

Know of a conference that is not on this list? Contact 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 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**

AU SPORTS CLUB, NOW ONLINE!

The AU Student Sports Club is now online at <http://www.ausu.org/clubs/ausc> . If you are an AU student who is interested in sports, or in getting to know others who are, check out our new site and fill out a membership form if you like that you see. It's free to join!

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.

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

THE VOICE

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800.788.9041 ext. 3413

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