

# THE VOICE

MAGAZINE

October 6, 2004  
Volume 12 Issue 39



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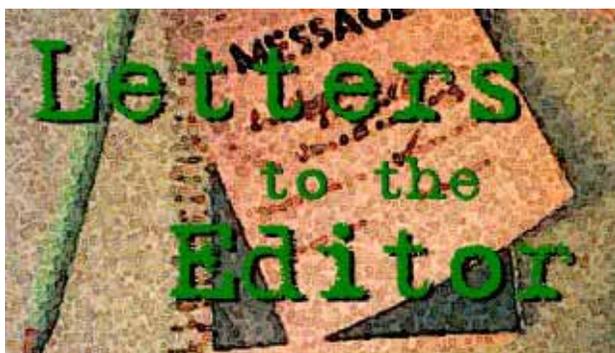
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We love to hear from you! Send your questions and comments to [voice@ausu.org](mailto:voice@ausu.org), and please indicate if we may publish your letter.

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## THE VOICE

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

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

Contact *The Voice* at:  
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Special thanks to Athabasca University's *The Insider* for its frequent contributions

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## **EDITORIAL PAGES**

### **MAKING THE MOST OF THE AU EXPERIENCE...**

#### **WRITING EXAMS OUTSIDE ALBERTA**

Recently, a prospective AU student asked me what it's like to write AU exams at invigilation centres. This is a common question, since all students who are unable to access an AU Learning Centre (these are located in Calgary and Edmonton) or the main campus must use the services of invigilators. Unfortunately, because all invigilation centres are different, it's impossible to give any concrete information on what the experience of writing with an invigilator will be like. However, there are some commonalities. The following information is based on interviews with a number of AU students who write exams at invigilation centres and who have agreed to share their experiences and advice with Voice readers.

#### **EXAM COSTS MUST BE FACTORED IN TO OVERALL TUITION**

Students who will be using invigilation centres should make certain to factor the cost of exams into their overall tuition needs. The cost of writing exams can vary dramatically, as can the number of invigilated exams per degree program.

Individual AU courses can have anywhere from zero to two invigilated exams each, and the length of these exams ranges from one to three hours, with a small number of courses having four-hour exams. The number of exams also tends to vary by subject area. For example, many women's studies and communications courses base grades on final projects or take-home exams in place of invigilated exams, while science courses almost always have invigilated exams or as many as two invigilated exams per three credit course.

Some invigilation centres charge per hour, so both the maximum length of the exam and the time you take to write it may affect the cost. Others centres charge a flat rate per exam. The current rates paid by AU students across Canada range from flat rates of \$20-\$50 per exam, and from \$10 to \$25 per hour. This means that the cost of exam can range from \$20-\$100 depending on the length of the exam and where you write. With such a wide range of costs, is well worth students' time to shop around. You should also find out if you have to pay ahead, or after the exam, and what payment methods the centre accepts. One student had to pay by 4 pm the day of the exam, but the exam would only begin at 6 pm. All centres are different, and independent of AU, so don't assume they have the same policies.

Students are not limited to the invigilation centres listed on AU's web site. In fact, you can generally use any college or university in your area. Call around for rates, and if you find a centre that charges lower rates than one listed on the AU web site, contact the AU exams apartment and find out if you can use the cheaper option. Some students have found centres that will allow them to write for free. Some will charge you for the full length of the exam whether you use the time or not, while others will only charge you for the time you use. If you tend to write quickly, you may want to find out if you will save money by completing quickly.

To illustrate how the cost of exam writing may affect your tuition, here are two cost examples based on the extreme higher and lower end of exam costs that you might encounter:

To use current figures, at \$578 per course in Alberta, the base tuition for a four-year degree is \$23,120.

Nick is lucky, and has found a centre that allows him to write exams for free. Regardless of how many exams he will write, his overall course costs remain at \$23,120 (assuming the miracle of a four year tuition freeze while he completes his degree!)

Now, let's assume Sandy is a Women's Studies major, and that over the course of her program, only about half of her courses require exams. Since most exams will fall into the two to three hour range, her average exam writing time--she's a fast writer--is about 2.5 hours. That's about 50 exam hours over her program. Her invigilation centre charges \$20 per exam, so the cost of exams over the course of her degree is \$1000, bringing her "real" tuition to: \$24,120.

Brent, on the other hand, is majoring in the sciences, and he's taking some courses with invigilated midterms as well. He will write 45 exams in total, at an average of three hours each. His invigilation centre charges closer to the high end of the scale--\$20 per hour. This makes Brent's exam cost \$2700 over his degree, and brings his "real" tuition to \$25,820.

These figures do not account for other fees associated with writing exams, which could include parking costs, travel costs, babysitting, or even the cost of food if you must travel for longer exams. Each student should try to anticipate these costs and plan for them prior to enrolling in a program.

Put another way, the real tuition for a course should include the tuition that you pay to Athabasca, and the amount you pay for exams. Therefore tuition ranges quite a bit, but you do have some control. However, exam costs may represent the only out-of-pocket costs for your degree, if you are using student financing to pay for your tuition, and in this case, these costs may be your greatest concern and it may be worth your while to shop around.

One AU student near Toronto is considering changing to another invigilation centre to save money: Right now he pays \$35.00, which is paid before the exam is written. He says, "this is my only real complaint. I think it is expensive for what we get. I have asked around and another student told me about a place about 45 min drive from here, which will do it for free. So I am thinking about that. 40 exams at \$35 per are \$1400 with a few mid terms ... [I] also need this service" and the cost may "approach \$2000. Spread over ten years it's not bad but full time it could be the straw that breaks the student's back."

Your invigilation centre might not tell you that you have to pay for parking, so ask ahead to avoid a nasty surprise. Even students who live near an AU Learning Centre should remember to factor in the cost of parking, as both learning centres are situated in downtown areas where parking costs are high. In fact, the Calgary learning Centre is surrounded by parking meters and have only a two-hour limit, making it impossible to write a three-hour exam without parking further away in a lot, or bringing someone with you to feed the meter.

It is not uncommon for students to obtain student loans funding for their living expenses and course expenses, but find themselves short of cash when it comes to writing exams. To avoid being placed in the very difficult situation of having completed your coursework, but being unable to afford your exam, make sure to plan ahead.

### **MAKE CERTAIN YOUR CENTRE IS AWARE OF YOUR NEEDS**

Just as students have to prepare ahead for the cost of writing exams, AU students would be wise to learn what their exams will require prior to enrolling in a course. The number of courses that require four-hour exams is very low, but students must keep in mind that may be more difficult to book a four-hour exam. The AU learning centres only accommodate these exams on certain days, and this may be true of other invigilation centres.

Additionally, some exams have special requirements. Some may require you to write the exam on a computer, and some (such as the popular music course) may require the use of a cassette player or other media. Find out if your invigilation centre will be able to provide these things, or if AU will be sending all needed materials for the exam.

## **CONTACTING THE INVIGILATION CENTRE**

Your first step in locating an invigilation centre should be to visit the InvigNet page on the AU website: <http://www.athabasca.ca/depts/registry/invignet.htm>

Here you may search for exams centres within your city or town. If more than one is listed, call them all and get prices. If you're not satisfied with the rates quoted, call your local colleges and universities and find out what they charge for the service. If you select an invigilation centre that is not on AU's list, be sure to check with AU that the centre you have chosen is acceptable. It's better to find out beforehand, than after your exam has been ordered. Some students have found libraries and embassies that invigilate exams, and which are not on the AU list. Also, ask people on the AUSU discussion forums what centres they use. Other students can be a great source of information and general exam tips.

Make certain to also find out how busy your invigilation centre is, and how far ahead you must book your exam. If you wait until too late at the end of your course contract date, you may have to purchase an extension to write your exam. Remember AU also has a deadline by which you can order your exam. Be aware of both of these deadlines. Some invigilation centres only allow you to write exams one day a week, or they may have a few set times. You may have to choose one invigilation centre over another if your schedule will only allow you to write exams on certain days. Many invigilation centres may have different hours during the "off season" from May through August.

One AU student reports that an invigilation centre in Kelowna only offers two regular exam days per month, and chooses the day for the student to write. This centre charges double to allow a student to pick their day.

Find out what methods you can use to book an appointment with your invigilation centre. Some must be phoned, but others have e-mail or Web access. Being aware of all this information before you write your first exam should make the process of booking exams very simple, which can help you avoid exam stress.

You should also find out if your invigilation centre will allow you to write in exam earlier than your booked time if they receive it early from AU. If you must reschedule to write your exam later than the requested date, remember that you have only five days in which to do this. After that time your invigilator must return the exam to AU and you will be charged a supplemental exam fee to order it again. Waiting until the last minute to order your exam is never a good idea, and it's always good to confirm your write date a few days after you set up the appointment, and ask your invigilator to call or email you when your exam arrives. Also, when your exam arrives at the centre, have them double check that it's the correct one. At least two non-Alberta AU students I spoke to have shown up at invigilation centres to write and found out the wrong exam was sent. There are also reports of this happening with the AU Learning Centres. Leave nothing to chance!

An overseas AU student offers this advice: "If it is my first time writing at a new centre ... I normally make sure I arrive early ... it saves not finding it and being late and lowers the stress or the unfamiliar that adds to the regular stress one already has on exam day."

## **WHAT DO YOU HAVE TO DO?**

Once you have selected your invigilator, not much! All you have to do is book your exam time, and show up on time to write it. Athabasca University will send your exam to the invigilator, who will usually contact you once they have it. When you're done writing the exam you will hand it in to the invigilator, who will send it back to the University. You must bring photo ID with you. If the invigilator cannot confirm your identity, you may not be permitted to write.

If you are able to use online booking, you may not have to speak with anyone at the exam centre until the day of writing, but getting to know someone at the invigilation centre can be helpful.

## WHAT IS IT LIKE TO WRITE AT AN INVIGILATION CENTRE?

This, too, will vary a great deal. You may write in a large room with many other students, or you may be alone in a small office. Ask ahead and visit the centre before your exam if you tend to get nervous and if your surroundings when writing are important to you. The invigilator might be very strict, or quite lax, as one AU student describes: At one exam, "the invigilator work[ed] at a community college. She parked me (with another AU student, who was writing a math exam) in her office while she went and got a roomful of 20 or so students started on something else, then moved us to the "full" room later. There were several opportunities for me to cheat or chat with the other student and nothing but our honour to keep us from doing so. (We were good anyway.)"

If you are the type who finds that surroundings at an exam centre are important to your performance, scope out a few locations or try writing exams at more than one location to find which one you like best. Visit the centre before your write date and get to know your way around. You may find one that's perfect for you. In fact, your writing environment may be better than it would be at an AU Learning Centre (the writing environment at the Calgary Learning Centre is quite poor, in my opinion. The exam room is tiny, the walls are paper thin, and for over a year, there was major construction of a massive condo complex going on right outside the exam room window. The neighbourhood is also kind of scary! Out of province students aren't missing out on much in this area.)

The experience of writing an exam may differ depending on the time of year you choose to write, as traditional colleges and universities are much busier from September through April. One AU student notes: "I often write my exams off the 'off season' ... that way I can pretty much go when I want." Writing in the off season may also mean there will be fewer people, and quieter surroundings.

Those surroundings may vary a great deal, as an AU student who has written exams in both an embassy in Switzerland and a college in BC describes: "It was a little nerve wracking to walk past armed guards at the embassy ... once inside they were super nice, as were the college and high school in BC. It is always surprising to see where they place me to write. I have been in a fancy pants board room with leather seats and a fireplace (unlit) while at the embassy, then a classroom all alone, I wrote in the secretary's office in one place, and in a library as well."

Another student wrote AU exams in Canada and at an Embassy in Germany and had quite a different experience: In Ottawa I wrote in a "classroom with desks arranged in a U shaped pattern with 3 to 8 other students writing. [The] supervisor [sat] at the front. At the Embassy I share an office with the supervisor who normally will go about catching up on paperwork while I write. I think she actually enjoys this since she can do stuff without getting bothered by other staff since I should not be interrupted."

A BC student also has experience with more than one invigilation centre: "In Kelowna we wrote exams in a board room with between 5 and 10 people ... this leads to more noise and more potential for an allergic reaction to someone's perfume ... I have bad allergies and I normally have to bring my inhaler into my exams in case I have an asthma attack.... it was a formal exam procedure with the rare occasion of chatting with others before the exam. The exams also started at 6 pm whether you were there or not.

In Penticton it is a smaller atmosphere and the invigilator is [always the same person]. She is very caring, ... shows concern for my schooling and even asks how my little one is doing. She allows the exams to start early if everyone is there and agrees to start ... There is still a chance that I will have an allergic reaction but it can be dealt with easier and being that there are many times that I write alone there is less chance of having to use my inhaler. If there is any problem in my life that has suddenly come up she offers the opportunity to write it on another date. Such as in my most recent exams my little one was in the hospital with a temp of 103.8F and I had

to write an exam the next morning. I showed up for the exam, tired and somewhat unprepared and she offered to change the date of it."

Like the BC student, many AU students have special needs and may need to do some research to find a center that is as accommodating as possible. The AU Learning Centers may also be quite helpful, as I found out when I showed up to write an exam with a throbbing migraine. The invigilator allowed me to sit in the open book room, which was quieter and rather empty on that day.

A quiet space is not always an option, however, and you may have to write in a large room, as a London, Ontario AU student has: "The classroom is usually large enough to accommodate 50 or more students. The room is quiet and sometimes is it full, but most times I find only about 20 students writing at the same time. You are handed an envelope with your exam, and told to sit where you want. When the envelope is handed to you, you are told how long you have to write and if any aids are provided."

In some cases you will write other students from the college or university you are writing at, but you may be surprised to find that you often will write alongside other AU students. Many students outside Alberta report having written exams with students from AU, in a wide variety of cities across Canada.

## **WRITING OUTSIDE OF CANADA**

For overseas students there may be options beyond using college or university facilities. The student who wrote exams in Switzerland was able to write at an embassy for free. Government agencies can often provide information on where you may write. It's difficult to provide precise information on writing overseas because the options may vary greatly from country to country. The best advice is to plan well ahead, and know where you will write long before you are ready to book your exam. The student in Switzerland notes that she had to book exams two months in advance. Remember, you don't have to be finished your course assignments before you book your exam!

## **FINAL WORDS**

The key to a great exam experience is simple: ask plenty of questions, be prepared well in advance, and leave nothing to chance. Scope out the exam location before an exam if you are nervous, and call ahead to confirm your write date and time. Have the centre call you to confirm receipt of your exam if they offer this service. Once you are set up to use an invigilation centre, the process is very simple and should not be a source of stress.

However, if you find writing exams in general to be a stressful experience, you may order a set of helpful guides to combating exam anxiety through your Students' Union (AUSU), courtesy AU Counselling services. See this link for information: <http://www.ausu.org/services/publications.php>

For more information on selecting an invigilator, also see the AUSU Student Help Centre page at this link: <http://www.ausu.org/helpcenter/index.php>

Good luck on your exams!

**Tamra Ross Low**  
**Editor in Chief**



# NATURE NOTES:

from the backyard to the biosphere

By Zoe Dalton

## A Closer Look at Fall

Well, it's time to admit that summer really has left us once again. Fall is officially and conspicuously here. Not only are the pumpkins and Halloween candy filling the grocery store shelves, but the air has taken on a crisp feel, and (depending on where you live) the leaves are showing clear signs of fall's arrival. That deep, vibrant green that so pleases the senses throughout spring and summer is now giving way to a host of other shades; fall is a time of richness, of heartwarming colour, and of that special feeling of abundance.

But what is going on in the behind-the-scenes plant world at this time of year? Why do the leaves magically change shade? While some of you may cringe at the thought of grade 10 science revisited, I thought it might be fun to briefly explore the reasons behind fall's spectacular colour show.

There are two primary things going on for plants at this point in the season: a change in pigment dominance, and a shift in the balance of hormones (sounds like pms for plants). In this article, let's talk pigments; the hormone topic would take us down the leaf abscission road (aka leaves falling off the tree road), which is a whole story on its own.

As far as pigments go, chlorophyll is *it* in the plant world. Along with proteins in the plant's leaf tissues, chlorophyll is what allows light energy from the sun to be converted to a form of chemical energy that the plant can use toward maintenance and growth.

Because chlorophyll is such a handy substance, plants typically have lots of these molecules around. Lots of chlorophyll molecules mean lots of green colour. However, at this time of year, as light levels and temperatures change, the relatively unstable chlorophyll molecules start to break down. Plants are beginning to shut down as they head into dormancy, so chlorophyll's importance is greatly diminished at this point.

What does this all mean to us? It means a change of visuals. In trees such as Poplar, other pigments that have been there all along, quietly going about their own business, finally get to strut their stuff. The pigments that now become visible are the yellow and orange carotenoids (get it – orange, carrots...?). So the brilliant yellows and oranges we see in the hills are all about the unmasking of carotenoids as chlorophyll molecules break down.

But, you in the front row may ask, what about all those striking reds? Interestingly, the red colour we see in some of the Maples, for instance, is formed from a completely different process. Whereas carotenoids are unveiled by the departure of the dominant chlorophyll, Maple leaves turn bold scarlet because of the appearance of a whole new pigment.

The anthocyanin pigment group is the one responsible for the blues, purples and reds we see in our veggie friends (think grapes or cherries). And this pigment actually develops in the fall during sunny, cool days. So the brighter and crisper the fall, the more brilliant the display of the season's colours. The reds, the yellows, the oranges, what could be a more beautiful transition from one season to another?

Carotenoids, anthocyanins – such intimidating-sounding terms for the basis of one of nature's most wonderful and seemingly magical artistic efforts. Go on, I know you want to say it, a-n-t-h-o-c-y-a-n-i-n; isn't it beautiful?



## THE SECOND ANNUAL VOICE MAGAZINE WRITING CONTEST!

\$800 in scholarships to be awarded  
\$400 each in the fiction and non-fiction  
categories

**Write for The Voice and win  
money for your education.**

The Voice is launching its second annual writing contest, with categories for  
both **fiction**, and **non fiction**.

**Non-Fiction:** In 2000 words or less, write about any issue affecting students in post-secondary education today. You may write from a broad, world perspective, or focus specifically on Athabasca University or another Canadian school. You may discuss issues of gender, race, age, returning students, new students, campus violence, distance learning, etc. or introduce an issue we may not be very aware of. Feel free to use research or statistics in your article [with proper citations], or write a creative opinion piece.

**Fiction:** Free form - write a 2000 word or less fiction submission in any genre or any format. Short stories, poetry, a scene from a play, even a comic. Be creative!

Please read the contest rules and regulations and submission guidelines very carefully to ensure you are not disqualified. It's free to enter. The length limits are firm. To make it fair for everyone, all submissions that are over length will be returned to the writer for editing. Good luck!

### **Rules and Regulations:**

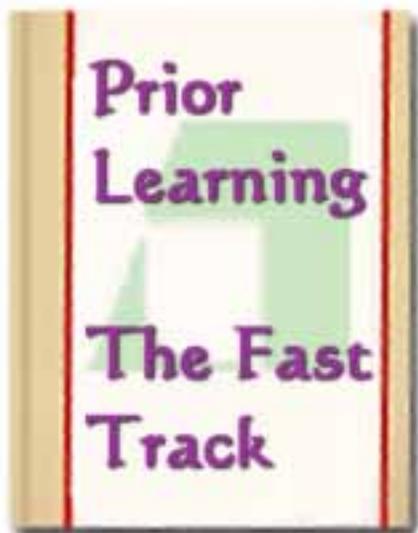
- Entrants must be students of Athabasca University. Student status will be confirmed with the AU registrar. Please ensure that the registrar has your current address and contact information.
- Winning entries will be published in an upcoming Voice issue. The Voice reserves the right to print non-winning entries at a rate of remuneration in accordance with current Voice freelance submission rates. The Voice may use portions of non winning non-fiction entries in a composite about students perspectives on post-secondary education today. No remuneration will be provided for such use.
- All decisions regarding this contest and the selection of winners remain with the judging panel and are final and binding.
- AU, AUSU, and Voice staff or council members are not eligible for the contest.
- Entries will be judged by a panel to be selected by the Voice Editor, and this panel may include: AU students, AU tutors, and/or AUSU council members. The panel will include at least 3 members.
- The Voice Editor will collect articles and oversee the judging, but will not be a judge.
- Entries must be original works which have not been printed or published elsewhere, and must not be course assignment papers or derivatives of.
- Entries must not contain any information that would make the identity of the author evident to judges. To insure fairness, all entries will be forwarded to the judging panel with a reference number attached, but no personally identifying information will be forwarded. The Voice Editor will keep the identity of the authors private until the contest closes. The Voice editor will keep a record of the authors of submissions, and will be the sole owner of this list.
- Entries will not be edited for grammar, spelling, or content, although The Voice Editor may black out any personally identifying information contained within the submission. Otherwise, entries will be forwarded to the judging panel, as is. All entries will be converted to use the same file format, font size and font style.

- **The deadline for submissions in both categories will be October 31, 2004. The winner will be announced by November 30, 2004. The Voice reserves the right to extend either deadline if necessary.**
- One grand prize winner will be selected in both the fiction and non-fiction categories. If no entries are received in one of the categories, the prize money will be returned to the Voice scholarship budget. Prizes will be awarded in the form of a cheque, payable in Canadian funds.
- The Voice reserves the right to add additional, secondary prizes.
- The Voice is not responsible for lost emails. The Voice editor will confirm receipt of all entries by email. Follow up if you do not receive a reply.
- All entrants agree to allow their name and city of residence to be printed, along with their submission, should it be selected as a winning entry. No further remuneration - beyond the contest prize - will be paid to the contest winner when their entry is printed.
- Entrants will be asked to sign a standard Release and Indemnity form; each prize winner agrees to release the Sponsor and its agents from any liability in connection with the prizes awarded in this contest.
- Any entrant found to be tampering with the contest results, or attempting to influence any of the judging members, or using any forums or other public communications media to advise others of which entry is theirs will be disqualified; or if The Voice editor determines, at her sole discretion, that any other form of tampering has been attempted, that entrant will be disqualified.
- No preference will be given to regular Voice writers. Entries will not identify the writer as a regular Voice contributor when sent to the judging panel.
- Where applicable, this contest is subject to all federal, provincial and municipal laws. Contest void where prohibited by law.

### **Submission Guidelines:**

- Your submission must be an electronic file, sent as an attachment to email. Submissions sent as the body of an email will not be accepted. Contact [voice@ausu.org](mailto:voice@ausu.org) if you require instructions on how to attach a file to an email.
- Submissions should be in Microsoft Word format [.doc], rich text format [.rtf] or plain text format [.txt]. If you use a Word Processor other than Word or work on a Mac computer, you can save a file in one of these alternate formats using the 'save as' function and selecting the desired format on the save menu. Contact The Voice editor if you require assistance in formatting your submission. Users of older Macs may have to send entries in HTML format.
- All entries must be under 2000 words, due to judging time constraints. Length will be determined by the Word Count feature in Microsoft Word. Your References and Citations section will not be included in the word count. References should be formatted consistently according to a standardized publishing style guide, such as the American Psychological Association (APA) or the MLA press style.
- Entries should not include unnecessary formatting such as drop caps, graphics [unless the graphic is integral to the work], or unusual fonts. Entries must be text - scans of hand written or typed documents will not be accepted.
- Submit your entry as an email attachment. The email should include the following information: Your full name, your AU student ID number, an email address and telephone number where we may contact you, your home address, the title of your entry, and whether you are submitting a fiction or non-fiction entry. Make sure non-fiction entries are based on the topic question detailed above. Fiction entries can be on any topic you like. Do not include your contact information within your article - but be sure to include a title.
- Entries will be judged on the following criteria:
  - Non Fiction entries: will be judged on originality, creativity, accuracy, and how well your support your assertions with data or argument. You will also be judged on the presentation of your article, including professionalism, proper spelling, grammar and syntax, and readability. You may write in journalistic style or essay format.
  - Fiction entries: will be judged on creativity, entertainment value, and the originality or your writing style. Regardless of the genre you choose, you will be judged on the effectiveness of your piece, and your technical writing skills.
- Contact [voice@ausu.org](mailto:voice@ausu.org) if you have any questions.

# Prior Learning Assessment and Portfolio Development



I recently completed an undergrad course that was one of the most interesting and challenging courses I've done. It was also difficult and very time consuming - something I certainly did not expect. The course? Psyc205, Portfolio Development.

I took the course for two reasons. First, it comprises part of my Career Counselling certificate program. Second, I felt it would enhance my ability to assist other students with the portfolio development process. When I enrolled in the course, over a year ago, I was still heavily involved with the students' union as the president, and in my role as student representative, I sat on the Prior Learning Assessment Steering Committee.

Prior to that time I was unaware that AU provided this type of service, at least in this particular format. When I first enrolled at AU in 1996, I had submitted two courses taken at NAIT (Northern Alberta Institute of Technology) for assessment for credit (at \$50 each). The courses were part of a computer programming diploma, and very similar in content to several of the courses currently taught at AU, such as Comp200/210 Intro to Computing and Information Systems; or Comp314 Computer Organization. To my disappointment, the credits were denied, and I subsequently completed all 120 of my degree credits the "hard" way - by taking individual AU courses 3-credits at a time.

Of course, the assessment process has improved greatly since that time, and I learned from my participation on the PLAR Steering Committee that there are many other ways to achieve university credit at AU. In referring to completing my 120 credits the "hard way," I'm speaking somewhat facetiously of course. I do believe students who earn university credits by actually completing all the individual courses have really accomplished something, since this is a difficult and challenging (and expensive) way to complete your university degree -- particularly if you earn all of those credits at a distance. Credits earned in other ways seem "easier" because we earn them through life experience, or by taking post-secondary education in other formats. They are no less valid, however, and an important indicator of AU's status as a progressive, open university, is AU's comprehensive prior learning assessment for credit process.

There are critics of the prior learning assessment for credit process. Some feel that the accrediting of prior experiential learning that is based on life, work, community or volunteer experience, is not a particularly valid way to award university credit. It goes against traditional notions of ownership of knowledge, where universities are the sole possessors of knowledge, maintaining quality control by dispensing it in regulated segments under the supervision of professors, supported by institutional research. A shift in thinking is required, where experiential or vocational learning is placed on an equal weighting with academic, classroom-based learning.

To accept the PLAR process, one must see life long learning as belonging to the individual, where each of us learns to recognize, manage and assess our own experiential learning process. Many critics of prior learning accreditation believe that it is too difficult to properly evaluate learning that occurs outside of the formal structure, and that without a careful, comprehensive, systematic assessment process, credit may be awarded injudiciously. They see awarding significant quantities of prior learning credits as diminishing the value of a hard-earned university degree.

Having just completed my own portfolio in accordance with AU's PLAR requirements, I've learned first-hand that these criticisms are unfounded. At Athabasca University, at least, the process for portfolio submission is a rigorous one, and any credits awarded are merited.

Psyc205 is an important aid in explaining the portfolio process. The first assignment in the course was the most interesting. It involved creating a timeline of my life, beginning with high school. I had to list every significant event that I had learned something important from, usually something lasting at least three months. It was an incredible trip back in time, and I found I had to revisit the assignment many times, since I would remember more and more as the weeks went by.

Along with the timeline, a short description of what was learned through the experience had to be written. As I worked through this, I was amazed at how many diverse and interesting experiences I've been through, and at the wealth of knowledge I had gained. Right from the time when I was 13 years old and teaching piano, I was operating my own business, learning important principles of management, organization and marketing.

Subsequent exercises made it even more clear just how much experiential prior learning I possessed. Next units involved identifying career goals and objectives, and what would specifically be needed to achieve these. Researching the degree program major was done at length, with a detailed listing of each course in the major. Courses were then broken down into learning clusters, the elements that comprised the course, the things you expect to know once the course is completed. This information provides the basis for your portfolio, since you have to prove that the things you've learned through experience are equivalent to university coursework.

At each step of the way, I found myself having to go back to the things I had learned experientially, comparing them to what the courses taught and thinking about how they could be described in learning terms. Because I have already graduated with my undergrad degree in a program, I prepared my portfolio without any intention of submitting it for assessment - simply doing it as part of my Career Development Certificate. But for purposes of the assignment, I chose a degree program that I might be interested in pursuing one day, that of health administration.

By the time I reached the actual part where I had to put my portfolio together, I had spent far more time on the course than I ever expected. The assembly of the portfolio took even more time - taking each experience from my past, describing what I had learned, translating it into a learning statement, and identifying individuals who would be able to write a letter of support to the university. I couldn't believe how many things I was able to find that were highly relevant to the program. My work as a musician that had given me the ability to market and promote a service. My temporary office assignments that taught me multiple administrative functions. My ability to organize and complete a project, learned from doing extensive home renovations. My volunteer work with the Spanish association, where I worked with the board team to plan, organize and manage the distribution of meals for hundreds of thousands of people at Edmonton's Heritage Days Festival, supervising the music and dance for an ethnic performance, acting as treasurer and completing financial statements once the event was done. Who knew at the time that this enjoyable activity would be the equivalent of a course in Administration, Organizational Behaviour or Finance?

For me, this was the most interesting part of the process, learning how to translate all these diverse life activities into tangible learning statements that fit specific university courses.

No credit is awarded for a portfolio without proof, whether it be documentation or letters of recommendation, and I eventually gathered a list of almost 30 individuals who I would need to approach if I were to have my statements verified, along with a detailed list for each that included the learning statements they would be qualified to speak about. The university requires that these individuals write directly to the PLAR department in a specific format, otherwise the references are discarded. Fortunately I did not have to actually go through the time and effort of approaching all these individuals and asking for letters, since I was not submitting my portfolio for assessment, because this part in itself would be incredibly time consuming. Digging up all my

previous coursework also took some time and effort, since some of my computer courses date back many years - and it was highly satisfying to finally get all my paperwork together in one place!

As much as I enjoyed the whole process, I felt a huge sense of relief when I finally had my portfolio (all 50 plus pages!) printed and ready to go.

Although there is detailed information on the PLAR website describing how to go about preparing a portfolio, it's far from a simple process, and I'm not sure I would recommend attempting it without taking Psyc205. On the other hand, at \$578 for the course, plus a portfolio submission fee of \$250, the combined expense is way too much for most students to do it this way.

When I participated on the PLAR Steering Committee, I recommended that students be given another alternative. I suggested a day-long seminar could be offered, perhaps in collaboration with AUSU, to help orient students to the portfolio process at a reduced cost. Including the portfolio assessment fee in the course cost would be another way of making it more manageable. The university argues that it is well worth the total cost of \$800 plus, since the potential credits earned with a portfolio would cost significantly less than taking individual courses for credit. This may be true, but because the portfolio process is such an unknown and so overwhelming, most students may be unwilling to take the risk. The university also argues that you do get 3 credits for Psyc205, although these are junior credits and are not acceptable for many of the programs.

It's a highly valuable process, however, and it would be nice if there were a more efficient way to do it. Not only are students given the opportunity to earn prior learning credits, I found the course invaluable as a learning experience in itself. I now look at every activity in a very different way, appreciating the experiential learning it affords. I've also gained a greater appreciation for the many things I've done in life. In some of my more negative moments I have been critical of the choices I've made, thinking that I could have had a better career or life path, wishing I had gone to university right out of high school.

Going through the portfolio preparation process in this course has made me realize that all my experiences and choices have provided me with a highly valuable education, one that I might not have gained had my life taken another direction. I'd strongly encourage every AU student to look into the portfolio process and take advantage of the life experience credits you may be entitled to. At the very least, you will find it to be an educational, insightful process that will enhance your personal growth.

**[ed. for further reading on the PLAR process, see Teresa Neuman's Prior Learning and Assessment in the Voice, v11 i52: <http://www.ausu.org/voice/search/searchdisplay.php?ART=2428>]**

AU Prior Learning Assessment and Recognition:

<http://prior-learning.athabascau.ca/PLA/html/overview.html>

Psyc205: <http://www.athabascau.ca/html/syllabi/psyc/psyc205.htm>

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

# COURSE INTRODUCTION

*Katie Patrick*

## *Gender, Culture, and Technology (WMST 446)*

Why are there fewer women in technology-based environments than men? Is this the result of inborn preferences that make some positions or careers more appealing, depending on your gender? What about cultural gender bias -- how does this come into play?

If you're interested in exploring the fascinating gender issue, you'll be interested in Athabasca University's new course: Gender, Culture, and Technology (WMST 446). A 3-credit course in the social sciences, WMST 446 has no pre-requisite, meaning that all you need to enroll is an interest in issues related to women and technology, and a love of learning!

Gender, Culture, and Technology (WMST 446) is divided into three parts, each of which explores a set of complex issues. The first section, which includes units 1 and 2, acts as a springboard off which the rest of the course hinges. You'll be introduced to the concept of gender, as well as gender bias; and you'll also have the opportunity to explore the non-physical differences between women and men, and how this relates to the pervasive technology of this time, in addition to our Canadian culture. You'll wrestle interesting problems such as why some positions seem to be male- or female- dominated, and where the lines cross...

Once you've completed the first section of WMST 446, you'll delve into the history of women and technology. Throughout the centuries, how have women had an impact on technology? And in turn, how has technology influenced women, and their career development? You'll explore possible answers to the question of gender differences and preferences -- are women better at performing some technologically-related or career-related tasks than men, or vice versa? In addition, our society has been infiltrated with many ideologies and stereotypical presentations of women and technology; Gender, Culture and Technology (WMST 446) will help you sift the truth from all of these, and form your own ideas.

The third and final section of Gender, Culture, and Technology (WMST 446) opens with a discussion on issues related to women's place in technology and the working force. It also shows how we view gender, from both a social and human standpoint. You'll delve into the puzzling fact that fewer women choose careers in computing and information technology-based workplaces than their male counterparts---and why this might be the case. The last unit wraps up the course with an interesting discussion on potential solutions to this curious fact.

Your mark in Gender, Culture, and Technology (WMST 446) is based on two assignments and one final exam. The first two course assignments, each worth 35%, are research-project style, and consist of your research on a particular course-related topic in 7 to 10 page (double-spaced) report. WMST 446's final exam is a take-home, open book exam delivered at the end of the course, and is worth 30% of your course mark.

If you're interested in taking Gender, Culture, and Technology (WMST 446), you might be interested in knowing a little more about Athabasca University's Associate Prof in Women's Studies: Dr Cathy Cavanaugh. Dr. Cavanaugh, a native of Alberta, received her undergraduate (B.A.), master's (M.A.) and PhD from the University of Alberta. A member of AU's team since 1986, she teaches several AU courses -- mainly in the Women's Studies faculty. An avid writer, Dr Cavanaugh has several publications behind her name, as well, she recently edited several books dealing with early women's contributions to Canadian history. In addition, she is currently writing a biography centering around Irene Parlby, an influential woman in Albertan politics during the early 20th century.

Make Gender, Culture, and Technology (WMST 446) your next course choice! Visit the course syllabus at: <http://www.athabascau.ca/html/syllabi/wmst/wmst446.htm> , or visit the Centre for Work and Community Studies' homepage at: <http://www.athabascau.ca/wcs>

## Commission delivers 411 on 9/11

*Matteo Calla*  
**The Silhouette (McMaster University)**

HAMILTON (CUP) -- By now, nearly every bespectacled misanthrope who spent high school in the sole company of comic books, Star Trek and potato chips has invented a theory to explain the events of September 11, 2001. Whether it be a Bush-sponsored excuse for war, property insurance scam, first step in a worldwide economic takeover by extraterrestrial robotic ninja bankers (that's this bespectacled misanthrope's theory), nearly anything you can think of has been proposed as an explanation.

But of all the inquiries into the tragic events of 9/11, the most revealing is the one conducted by the commission assigned to the task: the National Commission on Terrorist Attacks Upon the United States. The bipartisan, 10-member panel (five Democrats, five Republicans) recently completed their final report on the tragedy. More than merely elucidating the failures of American national security that led to the tragedy, the report criticizes America's foreign and defence policies on a broader scale by essentially making the following points:

- War is not an effective means to defeat terrorism.
- All terrorists involved in 9/11 were Muslim, but this does not mean all Muslims are terrorists.
- America's national security measures have remained basically the same since the cold-war era, remaining geared towards large-scale conflicts. These measures do little to defend against terrorism.

The panel then criticizes the Bush administration for its failing relationship with the Muslim world. On Afghanistan, the panel criticizes Bush for leaving the country too soon, leaving it in a tumultuous and potentially disastrous political and social state. As for Iraq, Bush's claim that it is the planet's terrorist capital is briskly refuted. Most importantly, the commission's report states that America must rethink its relationship with the Muslim world, where its chop-suey approach to foreign policy and resource acquisition is sowing resentment and anger that is quickly growing into terrorism.

The commission falls short, however. Though it rightly criticizes America's relationship with the Middle East as contributing to the rise of terrorism, it fails to push this assessment to its logical conclusion.

In *The Fog of War*, the Academy Award-winning documentary about Robert McNamara, the U.S. secretary of defence during the Cuban Missile Crisis and Vietnam War, the point is made that you cannot possibly attempt to defeat an enemy if you can't understand their cause. In the Vietnam War, the Americans mistakenly viewed the conflict solely on a broader scale: They perceived it as a communist threat to the region or even the entire world. They missed the point; to the Vietnamese it was a civil war, and they were willing to fight on at any cost.

A similar situation exists today with the American war on terrorism. The larger point must be made that you cannot possibly hope to comprehend the intelligence gathered on a group if you don't attempt to understand their motivations, or even their culture and language. To illustrate this point, simply look at the disastrous situation in post-invasion Iraq and Afghanistan -- a prime example of America's lack of cultural understanding in action.

Despite its shortcomings, the report on 9/11 is a revealing document. It's available at bookstores, or online at [www.9-11commission.gov](http://www.9-11commission.gov). I promise you, there's no mention of alien robot ninjas.

## **AIDS ACTIVISTS FEAR APATHY**

***Participation down at AIDS walks; organizers blame desensitization***

***Kelly Ebbels  
The McGill Daily***

MONTRÉAL (CUP) -- While thousands of Canadians took to the streets last month for the Walk for Life, a nationwide event that raises funds for the fight against HIV and AIDS, their numbers were much lower than years past. Participation in Montréal's annual AIDS walk was down to 15,000 people, compared to 25,000 in 1999. In Vancouver, registration was down by 25 per cent.

Mark Wainberg, director of the McGill AIDS Centre, said he believes the decline in numbers is a result of a widespread desensitization that corresponds with a decrease in disease mortality rates. "People think that we've cured AIDS and we haven't," Wainberg said. "In some ways, we're all victims of the success we've had with the drugs. Just because they have lengthened lifespan doesn't mean we don't have to be vigilant in our fight."

Wainberg said while AIDS deaths may be down, the number of AIDS cases is on the rise, especially among heterosexual young women. Still, AIDS walk organizers remain optimistic the fight will continue to gain support.

Darren Fisher, national events coordinator for the Canadian AIDS Society, said the decreased numbers of walkers in the larger cities are not a good measure of the overall success of the event, which actually brought out increased participation and funds in smaller communities.

"For a lot of cities, this is the only fundraiser or outreach opportunity," said Fisher.

Until this year, AIDS walks across the country were organized separately in each city. This year marked the first collaborative event, in which regional organizers banded together in hopes of generating more awareness and sponsorship.

Louis-Michel Taillefer, spokesperson for the Farha Foundation, an AIDS fundraising group in Montréal, suggested the decrease in urban participation at the events is the result of increased competition between different charity walks scheduled for the same time of year, such as the Terry Fox Run and Run for the Cure, which benefit cancer research.

"It is always difficult for us to recruit people. People are torn between all these different causes," said Taillefer. This year's Terry Fox Run in Québec garnered a 30 per cent increase in participation and 18 per cent increase in funds. The run was held at 60 locations across Québec and at thousands of sites nationally and internationally. Taillefer also attributed the decline in AIDS walk participation to the taboo nature of the disease.

"Because it's a transmissible disease, unlike cancer, there seems to be this general attitude of, 'If you've got it, then you deserve it. You did something wrong,'" he said. "That makes it much more difficult for us to attract people."

Danny Wright, Queer McGill librarian, said he worries the rising desensitization to the disease could hinder the vast amount of research that still needs to be done to find a cure.

"There's kind of a complacency about it now. There's less of an effort to support it. People feel it's dwindling down when it's just as present," he said.

Queer McGill sent 10 people to the walk, and has so far raised \$400 to be donated to AIDS Community Care Montréal.

***Incest***

*A continual pain  
Tugs at the soul  
Begging to be recognized  
Begging to be healed.*

***Divorce***

*I watch their innocent eyes  
Filled with confusion.  
How could I break their hearts  
And mend them again?  
Should I give them hope  
Or give them truth?  
Should I tell them he loved them  
But couldn't cope?  
Should I tell them the truth  
And hurt them again?  
Would they accept truth  
Or endless hope?*

***Lost Love***

*As I looked into his eyes  
I could feel the tears  
Of long good-byes  
And forgotten years.*

*Knowing I could never capture  
With all my tears  
That endless rapture  
Those forgotten years.*



**Dear Barb:**

***My sister has a four-year-old son who is severely overweight. I am concerned about my nephew's health, but whenever I even hint that he may have a weight problem my sister becomes defensive. She says it's only baby fat and he'll outgrow it. Am I overreacting? Do obese children usually outgrow a weight problem or do they become obese adults? Is there anything I can do to help my nephew?***

**Judith in Toronto, Ontario**

You are in a very sensitive position Judith, as most parents find it difficult to accept anything even approaching criticism of their children. However you are right in being concerned about this young boy's health. A recent study of obese children indicates they are at a higher risk of developing heart disease and diabetes and these health risks increase with the level of obesity. The frightening fact is that these conditions, generally associated with middle age, are now showing up in children.

Your sister may be more receptive if you offer suggestions as opposed to what she perceives as criticism. Perhaps you can suggest activities that will promote a more active and healthy lifestyle, not only for your nephew, but

also for his whole family. To make this really work you may have to include yourself in some of these activities, which is an added benefit for you.

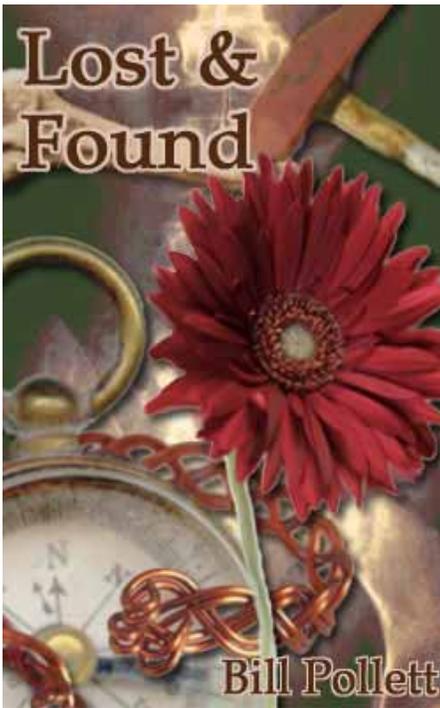
Assuming you live near your sister you can suggest walking together as a family. If you have children, you can make it a fun outing for everyone. Develop a routine. For example every evening after dinner walk for thirty minutes and include a visit to a nearby park where the children can play for half an hour. Between the walk and playing in the park, this one hour a day of physical activity could offer many health benefits for your nephew. He may lose weight and more importantly learn to enjoy physical activity and hopefully want to make it an ongoing part of his daily life.

In addition, you could recommend your sister involve your nephew in organized sports, such as soccer, baseball or hockey, just to name a few. As your nephew masters these sports he will also gain confidence in his abilities and receive the added benefit of improved self-esteem. Eventually your sister will see that her son is not only healthier, but also happier.

Of course the other aspect to consider in becoming healthier is dietary choices. Again, you don't want to criticize what your sister is preparing for meals, but rather present alternatives. Perhaps when your nephew is visiting your home you could offer him healthy snacks that also taste good, such as fruit, or fresh vegetables. Hopefully your sister will see that her son enjoys these snacks, as an alternative to high sugar, high fat snacks. Another source of mega calories, than many parents are not aware of, is fruit juice. I don't know if your sister provides these drinks for her son, but many parents believe fruit juices are equivalent to fresh fruit as far as nutritional value, but this is not so. Try offering your nephew water as an alternative to fruit juices, or diluting his juice with part water, thus cutting his intake of calories and sugars.

I know this may sound like a huge undertaking for you Judith, but it is well worth the effort. Remember being a good role model is the best teacher.

*E-mail your questions to [advice.voice@ausu.org](mailto:advice.voice@ausu.org). Some submissions may be edited for length or to protect confidentiality: your real name and location will never be printed. This column is for entertainment only. The author is not a professional counsellor and this column is not intended to take the place of professional advice.*



## SMELLING A RAT

Saturday is the day for chores. Cleaning out the garage, I find the cause of the foul smell that's been wafting into our living space for the past couple of weeks. There's a dead rat wedged in a narrow space between two crumbling cardboard boxes filled with old baby clothes and record albums.

When I go out into the garden to collect a spade and a potato sack, my wife tells me that she has just got a phone call from a neighbour. The man three doors down has lost his job on the stock exchange.

Apparently there's an investigation pending, something to do with insider trading or falsified investor information. I do my best to appear concerned and surprised. Secretly, though, I'm delighted. I have always known that the man was a crook, have always disliked his smug smile, his limp handshake, his family's matching thousand-dollar track suits, his yappy little designer dog, his ostentatious silver SUV.

Heading back to the garage, though, I feel guilty for my gloating. Perhaps not guilt so much, if true be known, as a vague worried sense -- childish superstition or the sour, metallic aftertaste of a faith that I long ago spat out - that my enjoyment of somebody else's misfortunes may bring down bad luck on my own head. I'm over forty now. There are prostate exams. There is that nagging bronchial rattle.

The decomposing carcass must have been there for quite some time, because it's dried out and stiff. Amazed by how light it is, balanced on the blade of the shovel like that, I look at it for a few moments. It's lying on its back, eyes closed, one sharp tooth sticking out, no heavier than a ball of frayed yarn or a dried and withered onion bulb.

Walking out toward the back alley garbage can, sack in hand, I pass my daughter. She's standing on a step ladder plucking pears from the tree. She asks me what I'm carrying. *Just some garbage*, I tell her. She's seven years old and believes that her father wouldn't hurt a fly.

Hypocrite that I am, I help her to rescue drowning wasps from mud puddles, transport banana slugs safely across sidewalks. I don't want her to know about all the spiders crushed by the soles of my elementary school shoes, all the ants incinerated by my magnifying glasses or dissolved in my chemistry set solutions. I don't want her to know about the small plastic pouches of sweet yellow poison scattered about the attic and garage. One of which is now ripped open.



### A Change of Pace

I know, I know, I normally complain about everything in these columns. I moan about too much this, too little that, a lack of vision, an abundance of short-sightedness, politicians saying one thing and government doing the opposite. What can I say, truly good news seems rare, and it's rarely interesting in any event.

Sometimes you need to break out of the rut, though.

A report was on CBC late last night about the variety of firsts that are occurring in our Parliament this session. We have our first quadriplegic MP, Steven Fletcher (who, incidentally, has his own [blog](#). Although looking at it, it's more of a personal press release vehicle), our first

female Sikh MP, [Dr. Ruby Dhalla](#), our first African member, [Maka Kotto](#), our first married couple both serving as MPs in [Nina and Gurmant Grewal](#), and our first Muslim woman member, [Yasmin Ratansi](#). In addition to that, we've also had two more Supreme Court Justices appointed, both of them women, bringing the total number of women on the Supreme court to 4 out of 9, almost achieving parity with our population.

When you stop to think about it, it seems that Canadians are slowly embracing the idea of multiculturalism and gender equality, and are putting it into practice with our choices at the voting booth. Yes, the majority of our government is still comprised of old white men, but we're getting better.

I'm feeling rather proud of being a Canadian today. We have a minority government that looks like it's going to do its best to work together, if only for a while. We have a parliament that is becoming more racially and culturally diverse. We have a Supreme Court that is nearly gender equal. When you compare all of this with the nastiness and rhetoric that is spewing up from the elections down south, I think as Canadians we have a right to be proud.

Okay, so we can't keep a fire from breaking out underwater, but at least we're not afraid to call for help when it does. We've maintained a budget surplus at the federal level and a positive balance of trade for quite a while now, and we're looked on as role-models when it comes to peace-keeping and negotiations.

That's not a bad legacy.

### Have your Say for Post-Secondary in Ontario

Bob Rae is running a series of town hall meetings to help him get a handle on what Ontario thinks should be done about post-secondary education. If you've got ideas (and since you're probably a post-secondary student, I expect that you do) this would be a great time to get them to a place where they can make a difference.

This would be a great time for AU students in Ontario to share your experiences and how distance education works for you. If Ontario students could convince the Ontario government to pay for the provincial fee differential, or even provide cheaper access to exam invigilation, that would be a definite win for all Ontario students.

And who knows, maybe you'll even meet another AU student while you're there.

# Primetime Update

Week of October 3, 2004

Amanda Lyn Baldwin

## WHAT'S NEW ON PRIMETIME?

### THE APPRENTICE 2 Thursday, Sept. 9th, 2004

Last week Apex went to the boardroom for being over budget on the Procter and Gamble Toothpaste task. However, once in the room, Trump found out about Stacey's behavior on the first task and fired her on the basis of her questioned sanity. This week, following Stacey's departure, Elizabeth is attacked for her lack of leadership on the toothpaste task. As well, we find out that Trump's accomplice George was unavailable for this task and last Season's apprentice, Bill, would be assisting.

**THE TASK:** Transform an empty space into a restaurant. The team who scores the highest on the Zagat Survey (food, service, décor), as filled out by their customers, is the winner.

**APEX:** Project Manager is Jennifer C. Cuisine is Asian fusion. Jen C is immediately criticized for her lack of planning, especially when she fails to hire someone to clean the space and keeps the women's team up all night to clean it their selves. Elizabeth breaks down crying instead of working. Jen C and Stacie argue over every petty little thing that comes up, including Stacie's choice of work attire. Sandy, the bridal store owner, created the décor for the restaurant

**MOSAIC:** Project Manager is Raj. Chris has extensive experience in public relations, and is put in charge of customer service. While the girls were working their butts off, John spent some time making abstract paintings to hang on the wall. The guys had quite an experience with a quartet of gay guys who came in and continually critiqued everything about the restaurant. Strategically, they send in John, the best looking guy of the bunch, and literally use sex to "fix" the problem.

**THE SCORES:** Apex: Food 22, Décor 16, and Service 19, for a total of 57. Mosaic: Food 22, Décor 18, Service 21, and Total 61. Mosaic takes another win. As a reward Mosaic gets to meet former mayor of New York, Rudy Guliani, who tells them that the most important principle of leadership is knowing what you believe.

**BOARDROOM:** Jennifer's leadership skills were completely bashed. Carolyn criticized the girls for their decision to create a fancy restaurant in a poorer neighborhood. Carolyn then questions why the women can't get along. Jen continuously interrupts Carolyn and seems to irritate everyone. Jen chooses to hold Stacie and Elizabeth partially responsible for the team's failure. However, Jen is criticized for her lack of leading by example and her decision to make the boardroom a personal thing. Jennifer C. is fired.

**NEXT WEEK:** The girls gain Pamela back, and a task involving entertainment and Anna Kournikova.

### **Mosaic**

Andy (23) - Recent Harvard Graduate (nationally ranked debater)

Chris (30) - Stockbroker

John (24) - Marketing Director

Kelly (37) - Software Executive

Kevin (29) - Law Student

Pamela (32) - Investment Firm Partner

Raj (28) - Real Estate Developer (guy in red pants)

Wes (28) - Private Wealth Manager

## **Apex Corp.**

Elizabeth (31) - Consulting Firm Owner  
Ivana (28) - Venture Capitalist  
Jennifer M (30) - Attorney  
Maria (31) - Marketing Executive  
Sandy (28) - Bridal Salon Owner  
Stacy R (26) – Attorney

## **You're Fired!**

Rob (32) - Corporate Branding Salesman (Crustacean Nation)  
Bradford (33) - Attorney  
Stacie J (35) - Restaurateur  
Jennifer C (31) - Real Estate Agent

## **SURVIVOR:VANUATU - Thursdays - 9pm on CBS**

Last week both the men and the women were split along lines of age and Dolly's decision, or more indecision, to waver between the two alliances got her the boot as the girls voted her out of the game. This week Eliza admits that she went against the alliance to vote out Dolly and as a result the other girls question whether she can be trusted. Twila and Mia have it out verbally about the workload and who does more work than whom.

While the men are building their shelter, Rory goes off and finds some mandarin oranges, which he hesitates to share with the rest of the tribe. When he returns from his hike, Sarge expresses his disapproval and in return Rory expresses his independence and right to freedom.

**Combined REWARD & IMMUNITY CHALLENGE:** Both tribes will vote out a person -- The challenge has two parts: First, it's tribe vs. tribe for a reward. They must cross three walls, by untying planks to create a doorway, retrieving keys, and untying poles. The winning tribe gets a fishing kit and they move on to an individual challenge where one person will be granted immunity. Lopevi wins this first part of the challenge.

In the second part of the challenge, the men must each dig up seven rungs for a ladder and assemble the ladder to win individual immunity. Chad, the guy with the artificial leg, is the first person to gather all his rungs, however John overtakes him in putting the ladder together and secures immunity. In the spirit of Survivor twists, however, John must join Yasur's tribe for the rest of they day. At tribal council, after one of the men of Lopevi is voted out, John must give immunity to one of the women. Afterwards he will return to Lopevi.

**TRIBAL COUNCIL:** The men vote 5 to 3 in favor of John P's departure (over Rory's). John K, however, gives his immunity to Amy because she was not at risk of being voted out. As a result the women's vote is five to three for Mia (over Twila).

**NEXT WEEK:** Brady tries his hand at fishing, and on Yasur, old allies become new enemies

## **LOPEVI**

Travis	33	Loss Prevention
Brady	33	FBI Agent/Ex Military
Chad	35	Teacher (Artificial leg)
Lea	40	Drill Sergeant
Rory	35	Housing Case Manager
John	31	Sales Manager
John K	22	Model/Mechanical Bull Operator
Chris	33	Highway Construction

## **YASUR**

Scout	59	Rancher/Entrepreneur (artificial knee)
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Eliza	21	Pre-Law Student
Ami	31	Barista/Model
Julie	23	Youth Mentor
Lisa	44	Real Estate Agent
Twila	41	Highway Repair
Mia	30	Finance Manager
Leann	35	Research Assistant

### VOTED OUT

1. Brook 27 - Project Manager
2. Dolly 25 - Sheep Farmer
3. John P 31 - Sales Manager
4. Mia 30 - Finance Manager

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

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](mailto:djabbour@ausu.org)



### THE HIGH COST OF UNIVERSITY TEXTBOOKS *Debbie Jabbour*

Last week, this column discussed the issue of students turning to pirated university texts in an effort to cope with high textbook costs. A California public Interest Research Group (CALPIRG) has recently released a report entitled, "Rip Off 101." In a 2003 survey of the most widely assigned textbooks in 10 public colleges and universities in California, researchers looked at some of the facts and figures and reasons why textbooks are getting even more expensive.

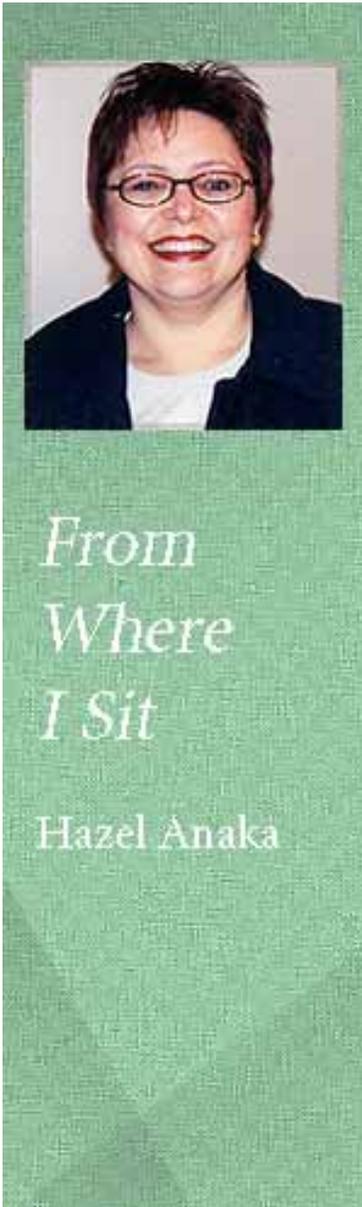
According to CALPIRG, students will spend an average of \$898 per year on textbooks in 2003-04, an amount that represents almost 20 percent of tuition at the institutions surveyed, and an increase of about 40% over the past 7 years. Half of all textbooks are now bundled with additional instructional materials such as CD-ROMS or workbooks that drive up the price but are seldom used by faculty.

The release of frequent new editions is another method used to drive up prices. These new editions often have minimal or non-essential content changes. Seventy-six percent of the faculty surveyed reported that the new editions were not justified. New textbooks averaged about \$100, which was 58% more expensive than the average used textbook - that is if you could even find a used textbook. Sixty percent of students reported being unable to find any used texts at all.

What was interesting about the report was that it suggested more and more students are turning to online book swaps, leading CALPIRG to state that online textbooks "hold promise for dramatically lowering the cost of textbooks"

The association concluded that the production and pricing of college textbooks is having a negative effect on the affordability of higher education. They identified the primary culprit in the rising costs as the continual production of new editions that, in spite of containing very little updated information, force older editions off the market.

CALPIRG (2004). Rip Off 101: How the current practices of the textbook industry drive up the cost of college textbooks. <http://calpirg.org/CA.asp?id2=11987&id3=CA&>



## THE ULTIMATE RIGHT TO CHOOSE

Several months ago as I struggled to understand the apparently sudden death of a family acquaintance, the age-old question of living and dying with grace was again front and centre.

It was only after the obituary appeared that I learned that the most dreaded news: "you have cancer" had been delivered to him a couple of months earlier. I gather it was the patient's choice to keep the diagnosis a secret.

That diagnosis doesn't have to mean a death sentence. In most cases the medical community has something to offer -- surgery, chemotherapy, radiation or some combination thereof. Where the prognosis is particularly grim, the patient can become a guinea pig where one hopeless thing after another is tried. Of course it is a matter of personal choice -- tough, heart-breaking choice -- as to what the patient will agree to try. Factors like personality, pain threshold, faith, optimism, support and confidence in the caregiver's motivation and advice all come into play. Odds are that one day we will all be faced with these very questions either for ourselves or for someone we love. There is no right answer. There is only the answer that works for you.

As always, I sought to understand why this man had made that choice. I wondered what I would have done under similar circumstances.

By sharing the news the circle of potential prayers and support widens. But so does the curiosity, discomfiture, pity, and pain. How do friends, family, colleagues react to such news? How would their attitude and behaviour change? Would I want to protect myself and them from this altered relationship? What about the pity and thank-God-it's-not-me thinking? Would I crumble or be strong? How would I prepare for the end, get closure with everyone who matters, say goodbye?

By sharing the bad news, resources and support multiply exponentially. But so does the loss of privacy and dignity. How much precious energy is wasted trying to "be on" for the masses?

Likewise, how much life energy is expended living a lie, keeping a secret, being on guard? Several years ago a young salesman who called on our business began having health issues, he couldn't shake the simplest bug. I still can't adequately describe the sorrow that washed over me one night as I read the newspapers that had piled up in my absence. There on the obituary pages was the notice of Clinton's death, aged 30-something. Reading between the lines I knew that AIDS had taken his life. To his dying day he kept his homosexuality a secret. Why didn't he trust anyone -- family or friends -- enough to tell the truth? It saddens me to think of him dying with a secret. Could there be anything lonelier?

If faced with this issue I think I'd share the diagnosis and let the power of prayer and concern and love help fight the diagnosis into submission or at the very least improve the quality of the time remaining: the ultimate choice for me, from where I sit.



King Kong vs. Godzilla  
(1963)  
Film Review

By Laura Seymour

### Monster Mania!

Hello to all monster buffs. This is the kind of film you want to watch when you are in a goofy mood. This Japanese/American production is easily the bottom of the list of Godzilla films!

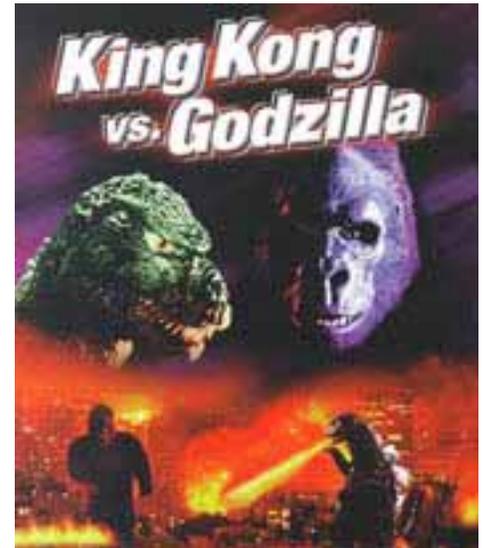
Ok this is the terrible plot line: King Kong is found on a remote island where some scientists quake about the beast's appearance. The islanders are more than used to the great beast. The big furry guy lives behind a large gate they have constructed to keep their people safe (much like the original King Kong film). The islanders bring large amounts of native drinks to the beast that are made out of narcotic red berries found on the island and are "non habit forming". Except somehow King Kong is addicted to these berries... huh?!

Meanwhile, Godzilla has broken free from an iceberg sitting in the ocean, and begins wreaking havoc whilst on his way to -- I know you'll never guess -- Tokyo. The scientists have found fossils of Zilla-like creatures there, so they figure he must be going back.. So essentially, Godzilla is a pigeon! We get tossed from sub-plot to sub-plot, one involving a TV guy who wants a giant monster for ratings (umm could that be King Kong?) and one with a girl who's boyfriend's plane crashes. She heads to the town it crashed in, only to find it torn apart by Godzilla, just before the boyfriend shows up to save her.

King Kong is "kidnapped" while under the influence of too much berry juice, and tied to a barge for transport back to Tokyo. Of course the beast eventually escapes his captors, and goes on a rampage through the city, eventually encountering the giant lizard.

King Kong was 100 feet high in the original movie, and was killed by bullets. Godzilla is 30 stories high, and has atomic breath. You'd think these guys would be different heights wouldn't you? But somehow Kong is the same height as Zilla, and unaffected by his fire breath. This film doesn't have any of the lowbrow charm of the other Godzilla movies.

This film is nothing but major talk until the rousing finale where the big creatures finally fight. How they fight is hilarious. I won't talk about how one is dropped from a helicopter to fight the other. For 1963 the film is actually ok as far as special effects go but the finale fight is just terrible. King Kong looks just horrible with a face only a proud, blind mask-maker could love!



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

# AUSU THIS MONTH



## AUSU Scholarships

AUSU is pleased to announce new scholarships and awards for Fall 2004! These include Academic Achievement Scholarships, Financial Assistance Bursaries, Student Service Awards, Convocation Awards and Emergency Funding. The October 1st 2004 deadline is being extended to December 1st 2004 to give students time to learn about the revised program.

For detailed information and application forms please visit the AUSU website at: <http://www.ausu.org/services/scholarships.php>

## Student Discounts

AUSU will be the newest distributor of the Student Price Card in the very near future. The Student Price Card gives students discounts at numerous stores like *A&W*, *Esprit*, *Foot Locker*, *Sterling Shoes* and many more across Canada. All profits made from the sale of the cards will also go back into the students' union so we can continue to bring you more student programs and services. AUSU will also be implementing a new payment system to allow students to purchase the cards using Visa, MasterCard or American Express. In the meantime students in the Edmonton area can get a Cruise the Core Card courtesy the Edmonton City Centre Customer Service or the Downtown Business Association which will give them student discounts at participating Edmonton businesses. The cards can be obtained through the Edmonton AUSU office. For more information on the Cruise the Core Card visit <http://www.edmontondowntown.com/live/display.php?id=corecrew>. Keep watching the AUSU website for the Student Price Card to go on sale.

## Information About AUSU Committees will be Online Soon

AUSU has numerous committees comprised of councillors and students that carry out many of the projects and ongoing work of the students' union. In order to let students know more about the operation of the students' union and to inform them of opportunities to get involved with AUSU, council has decided to place a list of AUSU committees and their descriptions online for all to see. Keep watching the AUSU website for more details.

## AUSU Discussion Forum

If you want to talk to other students, then come visit the AUSU discussion forum accessible through the AUSU website. The discussion forum is a place where you can meet other students and discuss your education, interests, news, recent events, etc. Whether you are looking for conversation, information or fun, the discussion forum is the perfect place to find it all 24 hours a day.

## Attend AUSU Council Meetings From Your Home at No Charge

Did you know that any student may attend AUSU council meetings for free? Now that you know, make sure to attend the next meeting on October 25, 2004. The meetings are held via teleconference so you all you need is a telephone. Here's how you can attend a student council meeting:

- 1) Find out when the next meeting is being held. The meeting times are always listed on the AUSU website front page calendar and under the upcoming events section on the right-hand side of the page.
- 2) Send an e-mail to [ausu@ausu.org](mailto:ausu@ausu.org) or phone 1-800-788-9041 ext 3413 to let us know that you would like to attend the meeting.

Attending AUSU council meetings is a good way to get to know your council, become involved in council activities and to keep yourself up to date on what your council is doing for you.

# SCHOLARSHIPS & AWARDS

## ECKE FAMILY SCHOLARSHIP

Award Amount: n/s

Deadline: n/s

Administrator: Floriculture Industry Research and Scholarship Trust (FIRST)

Notes: This scholarship goes to undergraduate students pursuing a career in production floriculture.

### Contact Information:

FIRST - Floriculture Industry Research and Scholarship Trust

Executive Director

PO Box 280

East Lansing, Michigan 48826-0280

Phone: (517) 333-4617

Web Site: <http://www.firstinfloriculture.org>

## EDULINX EDUCATION AWARD

Award Amount: \$500

Deadline: See below

Notes: To enter, go to Web site to correctly answer the survey questions and complete the contest registration form. 2004 draw dates are: February 4th, May 3rd, August 2nd and November 1st.

### Contact Information:

EduLinx

2 Robert Speck Parkway, Suite 1600

Mississauga, Ontario L4Z 1H8

Web Site: <http://www.edulinx.ca/en/contest.html>

## 2004-05 DALE E. FRIDELL MEMORIAL SCHOLARSHIP

Award Amount: \$500.00

Deadline: October 15

Notes: Please see the Web site for more information.

### Contact Information:

Christina Barsch

PO Box 2560

Rapid City, South Dakota 57701

Web Site: <http://www.straightforwardmedia.com/scholarship.html>

E-mail: [scholarship@straightforwardmedia.com](mailto:scholarship@straightforwardmedia.com)

Application Address: [http://www.straightforwardmedia.com/scholarship\\_2004.html](http://www.straightforwardmedia.com/scholarship_2004.html)

# Searching for Internships

*Shannon Maguire*

## Monkeysuit.ca and Export Edge Internships

Monkeysuit.ca: <http://www.monkeysuit.ca>

Export Edge: <http://www.exportedge.net/english-welcome.html>

Monkeysuit.ca is a Canadian job search site for students, recent graduates and future executives. You can search the site for student jobs across Canada. Export Edge is an internship program sponsored by the Canadian Federal Government that uses monkeysuit.ca to collect applications. The information that follows is for the Export Edge Internship Program.

**Position Description:** The program matches recent graduates with companies that need assistance with export oriented projects.

**Pay:** Yes. \$2000/month.

**Time and length:** The internship is 6 months long.

**Eligibility requirements:** You must be out of school, a Canadian Citizen or Landed Immigrant between 15-30 years old.

**How to apply:** Apply online at the monkeysuit.ca website mentioned above.

## Jobpostings.ca

Website: <http://www.jobpostings.ca/>

A student job center to search for jobs, summers jobs, internships and volunteer positions. The site also has tons of resources for students including company profiles, articles, networking advice, resume and cover letter centre, recommendation letter centre, interview workshop, first job guide and much more. They also have an internship centre at [http://www.jobpostings.ca/resources/internship\\_default.cfm](http://www.jobpostings.ca/resources/internship_default.cfm) where you can find info on internships.

## Microsoft Internships

Website: [http://www.microsoft.com/college/ip\\_overview.msp](http://www.microsoft.com/college/ip_overview.msp)

**Position description:** Internships are available as Program Managers, Software Design Engineers, Software Design Engineers in Test, and Software Test Engineers.

**Pay:** Yes.

**Time and length:** Internships are a minimum of 12 weeks long and are only offered in Redmond, Washington and the Silicon Valley.

**Eligibility requirements:** You do not necessarily have to be a computer science major but you must demonstrate that you possess technical skills and abilities. You must be attending a college or university in North America.

**How to Apply:** You can submit your resume in person at one of their recruiting events listed on their website or you can submit your resume online.

## Monster.ca

Website: <http://launch.monster.ca/>

The student job search in monster.ca lets you search for student and entry level jobs. The site also lets you research companies and provides job searching resources.

## Lucas Film Ltd. Internships

Website: <http://www.lucasfilm.com/employment/intern/>

**Position description:** Internships are available in Marketing, Finance/Accounting, Human Resources, Information Technology and Services, Ranch Operations (Facilities, Fire/Safety/Security, Organic Garden), Internet, Archives, Library/Research, Business Affairs (Legal), Guest Services, Food Services, and Corporate Fitness. Lucas Licensing also has positions from time to time in Domestic Licensing, International Licensing, Merchandising and Publishing.

**Pay:** \$10/hour.

**Time and length:** Internships are only offered in the summer.

**Eligibility requirements:** You must be enrolled in a post-secondary institution as a junior (at least two years completed), senior or graduate level student. You also must be planning to return to full time studies upon completion of the internship. Majors of past interns have included Electrical Engineering, Business Administration, Architecture, Hotel Management, Law, Communications, Fire Science, Computer Science, Accounting, Library Science, Human Resources, Film, Graphic Design, English, Audio Engineering, Hospitality, Environmental Sciences, Industrial Design, Museum Studies, International Relations, and Economics.

**How to apply:** You can apply online at the website listed above.

# Voice Events Listings

On and off campus events worldwide

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

## alberta

### JUST CHRISTMAS 2004!

A Global Craft Fair Trade Marketplace Nov. 26-27

@ The Prince of Wales Armouries, 10440 - 108A Avenue

Infoline: 474-6058 / 995-6819

E-mail: [leocamposa@aol.com](mailto:leocamposa@aol.com)

Friday November 26 6:00 p.m. - 9:30 p.m.

Saturday November 27 9:30 a.m. - 5:00 p.m.

Wheelchair Accessible / Admission is by donation (thank you)

**About Just Christmas:** From 'justice at Christmas' this progressive - annual fair trade event is an alternative global marketplace for quality crafts and other goods. Marketplace participants are not-for-profit organizations whose mandate is to foster global awareness and to support international development projects in Asia, Africa and Latin America. Join us!

**Exhibitors:** CEBES - Change for Children - Guatemala Solidarity Committee - Latin Craft - LINGAP - Romero House - Sombrilla - 10.000 Villages - UNICEF - KAIROS - Amnesty International - Changing Together - P.E.T. Project - Ghana Friendship Association - Filipino Canadian Women's Association - CSS Host Program - Peruvian Rett Syndrome Association - WUSC - Guatemalan Canadian Society - Canada Tibet Committee - Doctors Without Borders - Habitat for Humanity - Rainbow of Hope for Children - SAEF - Engineers Without Borders - Spirit of Our Land ...

### EDMONTON INTERNATIONAL FILM FESTIVAL 2004

10/14/2004 to 10/19/2004

Old Strathcona

The Edmonton International Film Festival is a unique event on the Canadian film festival circuit. EIFF is truly a celebration of films, and the people who make them - a place where filmmakers share their stories with appreciative audiences and like-minded creators.

For six intense days the historic Old Strathcona district in Edmonton presents life at 24 frames per second - from engaging conversations, to screenings and parties - EIFF is a festival that celebrates the spirit of independent cinema. At the heart of the festival are the films, feature length and shorts representing every genre that un-spool day and night. In addition to the screenings, the

festival focuses on topical issues related to making films through its morning seminars, and each night cineastes are serenaded to sleep with a spectacular northern skyline.

### CELEBRATING 100 YEARS EDMONTON 2004

10/8/2004 - 10/11/2004

Hours: Various

Location: Churchill Square

Address: Downtown

City: Edmonton

Contact: Edmonton 2004 Office

Phone: (780) 408-2004

Website: [www.edmonton2004.com](http://www.edmonton2004.com)

Description: Edmonton celebrates its 100th Birthday on October 8, 2004 and we're planning a party!

The Edmonton 2004 Major Event Committee is organizing a day-long and evening event to take place October 8, 2004 in and around Sir Winston Churchill Square.

Citizens of all ages will gather at Edmonton's Birthday Party to enjoy entertainment, storytelling, song and dance, parades, birthday cake, a multitude of drums and fireworks, and much more. The Birthday Party will be a celebration of Edmonton's rich past, vibrant present and promising future and will kick off the Edmonton Homecoming weekend.

- Eddy the Beaver: A symbol of History
- Edmontonians of the Century
- Donate a Square
- Community Outreach: Get Involved
- Edmonton Stamp
- Edmonton: A City Called Home
- Celebrating a Special Occasion
- October 8, 2004: Rhythm of the City
- Homecoming Weekend: October 9-11, 2004
- Tracing Your Roots
- Edmonton's Firsts - A Tribute to Alex Mair

## british columbia

### VANCOUVER INTERNATIONAL COMEDY FESTIVAL

Vancouver, BC

19-23 October 2004

The annual Vancouver International Comedy Festival, which takes over Granville Island in the heart of the city each summer, is one of the most important in North America.

Two daily outdoor stages feature the best street performances by artists from around the globe. Evening shows (performed in an intimate cabaret-style theatre) offer huge comic diversity - stand-up, musical, theatrical, improv and sketch comedy. The Opening and Closing Galas feature the Best of the West and Beyond. Expect international comics of a high calibre, as well as the best of home-grown Canadian talent.

Location: Granville Island

Directions: Take the Skytrain to Science World Station, then catch a False Creek Ferry to Granville Island. Ferries also leave from the Aquatic Centre on Pacific Blvd downtown, Maritime Museum in Kitsilano's Vanier Park and Stamp's Landing, near the south end of the Cambie Street Bridge.

Information: 604 683 0883  
[will@destinationfunny.com](mailto:will@destinationfunny.com)

### **VANCOUVER HEALTH SHOW** Vancouver, BC 16-17 October 2004

Sat 10am-6pm; Sun 11am-6pm  
C\$9 per day (including all seminars); seniors C\$8

Vancouver Convention & Exhibition Centre  
200-999 Canada Place  
Vancouver, British Columbia V6C 3C1  
Tel +1 604 689 8232 - Fax +1 604 647 7232

The annual health show at Vancouver Convention and Exhibition Centre offers scores of exhibits displaying tempting health products, as well as workshops and seminars covering all aspects of a healthy lifestyle.

## saskatchewan

### **Government House Historical Society Victorian Tea - REGINA. SK** Tel: 306-787-5363; Fax: 306-787-5714

Enjoy a traditional Victorian Tea in Saskatchewan's unique and elegant Government House Ballroom. Tea served 1 - 4pm. 2004 dates: Mar 13 - 14, April 3 - 4, May 1 - 2, June 12 - 13, July 3 - 4, Aug 7 - 8, Sept 11 - 12, Oct 2 - 3, Nov 6 - 7, Dec 4 - 5 (reservations required for Dec dates only). Government House tours available. Groups of 8 or more, please call ahead. Due to construction, please call to confirm times. Mar 13, 2004 to Dec 6, 2004

## ontario

### **OUTDOOR SCULPTURE TOURS - WEDNESDAYS**

### **Toronto, Ontario** Until Oct 31, 2004

The AGYU offers free guided tours of York's outdoor sculpture collection every Wednesday at 12pm, from June to October. Please meet in front of Vari Hall.

Highlights of the tour include sculpture by influential artists from the 1960s such as Alexander Calder, Anthony Caro, and Mark Di Suvero, as well as more recent acquisitions by celebrated contemporary artists including Jocelyne Alloucherie, Enzo Cucchi, Susan Schelle and Liz Magor.

For more information or to register your individual or group tour at a different time, please call Allyson Adley at 416-736-5169 or e-mail [aadley@yorku.ca](mailto:aadley@yorku.ca)

## quebec

### **BLACK & BLUE FESTIVAL** 6-12 October 2004 Montreal, Quebec VIP passes C\$425-C\$650

For information: 514 875 7026 ext 201  
[information@bbcm.org](mailto:information@bbcm.org)

Montreal's Black and Blue Festival has grown from a small party in 1991 into one of the biggest gay festivals in the northern hemisphere. The week-long event celebrates gay culture through social, cultural and sports events as well as parties and brings together 80,000 people from all over the world.

Held on the joint holiday weekend of Canadian Thanksgiving and the American Columbus Day, Montreal explodes with reasons to party and community spirit that raises money for good causes. The main event is on Sunday night (10 October) at the Montreal Convention Centre. Other dates for your diary include the Leather Ball at Medley (8 October), Military Ball at Metropolis (9 October) and the Recovery Party at Club Soda (11 October). The week also features a variety of cocktail parties and tea dances.

## nova scotia

### **Histoires de la Baie** Belliveau Cove, Nova Scotia

Histoires de la Baie. Guided interpretive walks in three coastal parks in the Municipality of Clare; Parc Joseph et Marie, Smuggler's Cove and Mavillette Beach Park. Highlights Acadian culture, folklore, natural history and local ecology (tides, marsh, clams, etc). Tours available in English and French. Regular tours offered weekly June to October, see website for detailed schedule. Special tours available upon request. Admission: \$5 adults, special rates for groups. May 1, 2004 to October 1, 2004

Admission: \$5 adults, special rates for groups.  
<http://www.clarenovascotia.com>

**Soiree Acadienne / Acadian Music**  
**Pubnico, Nova Scotia**

Soirée Acadienne / Acadian Music. Musée Acadien, West Pubnico. Music by local artists with singsong of Acadian songs. Bring your musical instrument. Everybody welcome! Taste traditional food. First Wednesday of each month. May 5 - Nov 3, 2004  
Admission: \$4.00 - <http://www.museeacadien.ca>

**Farmer's Market**  
**Belliveau Cove, Nova Scotia**

Farmer's Market. Belliveau Cove Wharf. A quality merchandise market open in the Parc Joseph et Marie Dugas at the Belliveau Cove Wharf beside the tourist bureau. Products available include meats, produce, prepared foods, herbs, plants, art, craft & much more. Open Saturday mornings from 9 am to 2 pm.  
May 15 - Oct 9 - Free - <http://www.clarenovascotia.com>

**Stone Soup Festival**  
**Moser River, Nova Scotia**  
**May 15 - Oct 31 - <http://bay-of-islands.org/festival/>**

For event & ticket information:  
Telephone: (902) 347-2602 Fax: (902) 347-2602  
E-mail: [gail@bay-of-islands.org](mailto:gail@bay-of-islands.org)

Originating in 2002, Stone Soup Festival is a gathering place for musicians, songwriters, storytellers and variety performers to see and be seen. Hosted Eastern Shore Talent Showcase in 2003 offering exposure to new talent. Studio on site at the Bay of Islands Centre and ongoing events all summer long.

Themed festival based on the experience of bringing a skill or talent to 'add to the pot'. Stone Soup 2004 features open mic, outdoor camping venues, including writers, storytellers, theatre and sustainable living events from May 15 to Oct 31. The Eastern Shore in Concert is featured on the Jul 30 - Aug 1st long weekend, 2004.

## international

**NATIONAL STORYTELLING FESTIVAL**  
**Jonesborough, Tennessee, USA**  
**October 01 - October 03, 2004**

Fri & Sat 10:00 am - 10:00 pm  
Sun 10:00 am - 4:30 pm  
<http://www.storytellingcenter.net/festival/about-fest.htm>  
Telephone: 8009528392  
Email: [info@storytellingcenter.net](mailto:info@storytellingcenter.net)

Six different circus-size tents located around Jonesborough are filled with Native American myths, contemporary urban legends, tales from the country's

heartland and African-American lore all spark the imaginations of adults and children alike at the largest, most prestigious storytelling festival in the world.

The 32st Anniversary celebration will feature performances from America's best-loved storytellers as well as Ghost Stories and Youthful Voices concerts.

Admission & Parking:  
Weekend and one-day admissions available. Ghost Story and Midnight Cabaret concerts require additional tickets and may be purchased without buying a weekend or one-day ticket.

**RED RIVER REVEL ARTS FESTIVAL**  
**October 02 - October 09, 2004**  
**Shreveport, Louisiana, USA**

Festival Plaza at the Shreveport Riverfront in Downtown  
<http://www.redriverrevel.com/>  
Telephone: 318-424-4000  
Email: [rrr@redriverrevel.com](mailto:rrr@redriverrevel.com)

This 8-day celebration of the arts brings the finest in visual and performing arts to the Shreveport riverfront every year. And don't forget the food-26 booths to be exact!

Whether you're out to shop, or just to enjoy the view, you'll be impressed by the variety of quality art-from oil paintings to jewellery, pottery to sculptures-brought to The Revel by more than 100 visual artists from across the country.

Headline entertainers, as well as all the local favourites, perform live each year on our four outdoor stages. Check out our Web site ([www.redriverrevel.com](http://www.redriverrevel.com)) to see who's slated for Revel.03. Kids build and create their own works of art in an area exclusively designed for them! Arts education for children has always been the center of The Revel. The children's area also brings street performers, parades and world-renowned children's entertainers to keep the kids busy and excited.

Admission & Parking:  
Shreveport's downtown riverfront.  
Individual Daily Pass:  
Saturdays: 10 a.m. to 10 p.m. - \$3  
Sunday: 11 a.m. to 9 p.m. - \$3  
Monday: 11 a.m. to 9 p.m. - Free  
Tuesday - Friday: 11 a.m. to 5:30 p.m. - Free  
Tuesday - Thursday: 5:30 to 9 p.m. - \$3  
Friday: 5:30 p.m. to 10 p.m. - \$3  
Three day pass: \$5.

**LAKE EDEN ARTS FESTIVAL**  
**October 15 - October 17, 2004**  
**Black Mtn, North Carolina, USA**

<http://www.theleaf.com/>  
Telephone: 828/686-8742  
Email: [info@theLEAF.com](mailto:info@theLEAF.com)

Music, dancing, poetry, workshops, healing arts, camping, hiking, swimming, kids stuff, crafts, workshops, drum circles - the Lake Eden Arts Festival is all this and more! At LEAF, experience an array of music rooted in cultures and traditions: African, Latin, Celtic, blues, zydeco, bluegrass, French, Appalachian, Russian and others that keep you swingin'. The music you hear can also be experienced in a workshop or by getting to know the performers. LEAF always has great surprises, traditions you can count on, and it is sure to be a magical weekend here amidst the Blue Ridge Mountains.

**Admission & Parking:**

Full Weekend tickets with camping or lodging \$70-\$100. Day Tickets \$20-40. Little kids Free. Special Youth prices (must be with parent).

**CHICAGO INTERNATIONAL CHILDREN'S FILM FESTIVAL**

**October 21 - October 31, 2004**

**Chicago, Illinois, USA**

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

Telephone: 773-281-9075

Email: [KidsFest@Facets.org](mailto:KidsFest@Facets.org)

Welcome to the one film festival where kids are the critics and the menu of films covers all categories and styles. Fun is the order of the day at the Chicago International Children's Film Festival!

This is the largest competitive festival of children's films in the United States, with more than 250 films from 40 countries. Hailed as the Cannes for Kids, the festival presents the very best in non-violent multicultural films for children ages 3 to 13. In its 19th year, the kids' voice really does count! At every screening, kids cast their votes for the Best of the Fest Award and a special children's jury made up of 70 kids screens and awards prizes to the best of the best!

**Admission & Parking:** \$6 for children and adults and a ProPass for media professionals also available.

**BIKETOBERFEST**

**October 21 - October 24, 2004**

**Daytona Beach, Florida, USA**

**Admission & Parking:** Most events are free. For racing events call the Daytona International Speedway at 386-255-2453

<http://www.biketoberfest.org>

Telephone: toll free 866-296-8970

Email: [jkersey@daytonabeachcvb.org](mailto:jkersey@daytonabeachcvb.org)

Annually, motorcycle enthusiasts and visitors alike from around the world come to the Daytona Beach area to enjoy the fun, friendship and festivities of this autumn

motorcycle festival. Held each October, Biketoberfest® features a variety of activities such as:

- \* Motorcycle Racing at Daytona International Speedway
- \* World Famous Main Street & Beach Street rally events and entertainment
- \* Shopping and food area-wide from unique collector and event items, to turkey legs and fresh seafood
- \* Charity rides and fundraisers with celebrity participants
- \* Bike shows of all types for novices or experts alike
- \* Concerts, swap meets, expo, demo rides and a wide variety of spectator events for all ages

You do not have to be a biker to enjoy Biketoberfest®. Many people attend just to observe the fun, colorful, eclectic collection of bikes and people. The Daytona Beach area is also home to some of the biggest names in motorcycling including the Daytona International Speedway, Carl's Speed Shop, Corbin Saddles and Arlen Ness that are great locations to visit anytime. Add to that some of the most famous saloons in the world like Boothill, Iron Horse, Broken Spoke, Froggy's, Dirty Harry's, Pub 44, Cabbage Patch and more.

**FANTASY ARCHITECTURE: 1500AD-2036AD**

**1 October - 21 November 2004 (not Mon)**

**Tue-Sat 10am-5pm - Sun 12pm-5pm**

**Walsall, West Midlands, England**

New Art Gallery

Gallery Square

Walsall, West Midlands

WS2 8LG England

Tel +44 (0) 1922 654 400

Fax +44 (0) 1922 654 401

Email [info@artatwalsall.org.uk](mailto:info@artatwalsall.org.uk)

Imagined buildings, structures and schemes, from Renaissance set designs to 21st-century masterplans, are the focus of this touring exhibition visiting the New Art Gallery in Walsall.

Featuring the work of visionary figures as diverse as Inigo Jones, Joseph Paxton, Robert Adam, Sir John Soane, Sir Edwin Lutyens, Archigram and Foreign Office Architects, the exhibition includes a wealth of historical and contemporary drawings. In addition, there are paintings, models, collage, film and computer renderings of designs for buildings that might have, or could still, radically change the face of our cities forever.

The exhibition is organised in collaboration with the Hayward Gallery, London, the Arts Council of England and the Royal Institute of British Architects.

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



**GROWING SEEDS OF PEACE**  
**2nd Annual Alberta Peace Education Conference**  
**in Athabasca, Alberta**

**Oct 22, 23, 24**

Keynote Speaker: Former Senator Doug Roche  
Roundtable with members of Edmonton Interfaith Centre  
Choose from over 25 workshops and two concerts.

Registration form and detailed info at <http://www.peace.ca> or phone 780-675-2341  
Sponsored by Centre for Global and Social Analysis at Athabasca University & The Athabasca Peace Initiative

We gather as learners, teachers, and advocates to explore the various aspects of a vision of a "just peace" and a "culture of peace", and how we might build peace through education wherever we are.

**WLICSMB'2004 - HANGZHOU CHINA**

**Oct 30 - Nov 1**

**The Sixth West Lake International Conference on Small & Medium Business**

The WLICSMB is an important international conference on small businesses. Its basic objectives are to promote mutual relationships and provide business opportunities by developing communication linkages and networks among participating representatives from governments, academic communities, business & trade organizations, financial institutions and small businesses. The first WLICSMB took place in Hangzhou in October 1999. More than one hundred delegates from 16 countries participated in the conference. Since then, the conference has grown significantly.

**MAIN CONFERENCE TOPIC - SMB and Knowledge Management**

**WLICSMB'2004 and ICKMR&DO'2004 SECRETARIAT**

General Secretary: Mr. Renyong Chi  
Secretariat: Zhejiang Provincial Institute of Small and Mid-sized Business  
Address: Zhejiang Provincial Institute of Small and Mid-sized Business,  
Zhejiang University of Technology,  
Chaohui Xinchun, Hangzhou, P. R. China, 310032  
Phone: +86-571-88320618 , +86-571-85967115 -- Fax: +86-571-88320618 -- E-mail: [zjsmbi@mail.hz.zj.cn](mailto:zjsmbi@mail.hz.zj.cn)

**BETTER PATHWAYS TO VOCATIONAL AND TECHNICAL EDUCATION**  
**New online forum to discuss education and training issues**

**Ongoing**

The Organisation for Economic Cooperation and Development (OECD) believes that Canadian secondary schools are so focussed on preparing people for the academic stream that they are not providing preparation for a vocational pathway. The topic "Pathways to Vocational and Technical Education" addressing the questions above will be the first issue tackled on a new Online Forum launched by members of the Canadian Alliance of Education and Training Organizations (CAETO). Further topics will be announced every four to six weeks.

The Online Forum (<http://www.caeto.ca/forum>) is intended to be an exchange of ideas on national issues in education and training. Members intend it will act as a focal point to highlight exemplary practices and propose innovative approaches to a range of long-standing and emerging concerns. An external moderator will review contributions and summarize the discussion. Those summaries will be posted on the CAETO website. CAETO will undertake to bring the results of the discussions to the attention of relevant public or private sector organizations/agencies to move issues forward.

This project is funded by the Government of Canada's Human Resources Partnerships Directorate. For information, contact: Gail Larose, Secretary-General, CAETO, Tel (613) 235-8570, Fax (613) 235-7420, E-mail [admin@caeto.ca](mailto:admin@caeto.ca)

**4TH ANNUAL NATIONAL PEER SUPPORT CONFERENCE**

**Jan 14th-16th/2005**

Details to follow...

## 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.

Each night there will be live entertainment. For further information or contributions to enhance the intellectual and economic success of the conference, visit <http://www.uccb.ca/index1.htm> or email [celtic.world@uccb.ca](mailto:celtic.world@uccb.ca)

*Provided by Lonita Fraser*

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

- **N.A. Web 2004 - Oct. 16-19 - Fredericton, NB.**  
The Tenth Annual International Web-Based Teaching and Learning Conference. For details: <http://naweb.unb.ca/>.
- **The Provincial Literacy Conference - Nov. 4-6 - Calgary.**  
For anyone with an interest in promoting a culture celebrating literacy. Humourist Susan Sneath and A-Channel's Dave Kelly will be the keynote speakers. At the Coast Plaza Hotel. Literacy problems cost Canadian employers an estimated \$4 billion every year and the country \$10 billion annually. (403) 410-6990, [www.literacy-alberta.ca/events.htm](http://www.literacy-alberta.ca/events.htm).
- **Educating for Human Rights & Global Citizenship Conference - Nov. 11-13 - Edmonton**  
Join local, national and international academics, researchers, pre-service and in-service teachers and community educators to explore issues and possibilities for human rights education and global citizenship. Topics include women's rights, the rights of indigenous peoples, human rights advocacy and education. Conference organizers are currently calling for proposals for paper sessions, working groups and multi-media and poster sessions. Organized by the Departments of Educational Policy Studies and Secondary Education. For information [www.ualberta.ca/~hre04](http://www.ualberta.ca/~hre04) or email [hre04@ualberta.ca](mailto:hre04@ualberta.ca).
- **iCORE (Informatics Circle of Research Excellence) Summit - Aug. 2005 -Banff.**  
The second annual iCORE Banff Informatics Summit will bring together leading information and communications technology (ICT) researchers for three days. The field of informatics encompasses computer science, electrical and computer engineering, physics and mathematics. (403) 210-5335. <http://www.icore.ca/>.
- **Sheldon Chumir Foundation for Ethics in Leadership Symposium - Oct. or Nov. 2005, Calgary.**  
The Chumir Foundation promotes an active, involved citizenry and principled leadership. (403) 244-6666. <http://www.chumirethicsfoundation.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, Specialized Courses, Vocational Training & Career Prospects, Distance Learning Systems, International Universities and Programs, E-Learning Tools and Educational Kits, Computer Education, Government Schemes and Programs etc. Details: <http://www.friendzexhibitions.com/infraeduca2004/index.htm>.
- **PISTA '04 - July 21-25 - Orlando, Florida -** Information and Communication Technologies (ICT) are transforming our societies, therefore papers about research results, solutions and problems of the applications of ICT in Politics and Society are highly encouraged. Details: <http://www.confinf.org/Pista04/website/default.asp>
- **EDUTEX Bangladesh 2004 - July 28 - 30 - Dhaka, Bangladesh.** EDUTEX Bangladesh 2004 is the platform for you to promote your Institutions and services and to recruit students in Bangladesh. Details: <http://www.expam.com/bangladesh/>
- **Learning Services Conference - Oct. 1-2 - Edmonton, AB.**  
AU's annual Learning Services Conference returns to the Crown Plaza Chateau Lacombe in downtown Edmonton October 1 and 2, 2004. Please mark your calendar. We anticipate a great conference this year, and welcome your participation. TO REGISTER: please use the online form at [http://www.athabascau.ca/collab/lsconf\\_reg\\_form.html](http://www.athabascau.ca/collab/lsconf_reg_form.html) Just fill in the blanks and click "Submit." If the 2003 form appears, click on your refresh/reload button and it will revert to the 2004 form. TO RESERVE A ROOM at the hotel: please call 1-800-661-8801 and mention "AU conference" to qualify for the negotiated conference rate.
- **N.A.Web 2004 - Oct. 16-19 - Fredericton, NB -** 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](mailto:voice@ausu.org) with the details and we'll list it in Conference Connections.**

# classifieds

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

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**AU BUSINESS STUDENTS' ASSOCIATION (AUBSA) NOW ONLINE!** The AU Business Students' Association website is now online at <http://www.ausu.org/clubs/aubsa/index.php>. If you are an AU business student, or a student with an interest in business, this club is for you! Contact [aubsa@ausu.org](mailto:aubsa@ausu.org) for more information. It's free to join!

Are you interested in sharing the AU student experience? Want to get together with other AU students for a coffee, to share stories of being a student, or just for fun? Then one of our coffee groups may be just the thing! Scattered wherever AU students are living and studying, groups of students are getting together to do just that. Check out the Coffee Groups page on the AUSU website to see if there's a group already meeting in your area. If there isn't, why not consider starting one up yourself? Enjoy a fuller student experience and join a coffee group today!

## THE VOICE

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

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

Contact *The Voice* at: [VOICE@AUSU.ORG](mailto:VOICE@AUSU.ORG)

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

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