

# THE VOICE

MAGAZINE

March 2, 2005  
Volume 13 Issue 9



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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.**

Hi Voice staff,

I would just like to commend you on a great issue of the Voice on February 23. The article on how tuition hikes will affect us students was very informative. I know that many of us do not have time to worry about these things, especially full-time students.

I would also like to say, I really enjoyed reading the winners of the writing contest, especially "Books for Crooks." It's amazing how we sometimes feel so hard done by, with our income from our jobs, and our student loans. Yet, we do not think about how others may be struggling for a fraction of what we take for granted. Thank you for sharing such a great article.

**Andrea Buck**

## THE VOICE

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# EDITORIAL PAGES

## *This week, a message from AUSU*

### New AUSU Executive Elected

Sooner than expected, AUSU has a new executive. The new President and VPs were elected at Monday's regular council meeting, just before the Special General Meeting, which was attended by several AUSU Members. AUSU had recently been working on a plan to re-elect the executive each year, which would address a number of issues. All elected AUSU Council members serve two-year terms, and the executive is elected by council at the first regular council meeting after a full election. This means that executives must commit to a two-year term, though the workload for executives is much higher than for regular council members. For some executives, the time requirement may be too significant. Also, new council members may be reluctant to run for the executive because they are not yet familiar with council, but after a year may be quite comfortable with taking on additional responsibility. Therefore, the idea of holding a yearly executive election has been supported by the majority of council.

As recently reported, VP External Teresa Neuman recently left AUSU to pursue other goals, so according to AUSU bylaws council had to elect a new VP on Monday. The yearly election of the executives was to take place on the first of April. However, President Mac McInnis decided to step down Monday morning, requiring council to also fill his position that night. Since two executives were being elected at the meeting, council decided it would be wiser to hold the full election last night. VP Finance Karl Low agreed to step down and put himself up for re-election to facilitate the plan, and Karl also chaired as the interim president (for a day). According to the rules of the midterm executive election, all current executives are free to run again for their current positions, and the executive could still serve for a full two-year term.

#### Your new executive is:

President: Lisa Priebe

Vice President External and Student Affairs: Lonita Fraser

Vice President Finance and Administration: Karl Low

Both Lisa and Lonita have been members of AUSU Council for nearly one year, and are very familiar with council procedures. Karl Low remains in the position he has held for the past 15 months. The changeover period is expected to be minimal, and council is proceeding with business as usual. Council would like to assure the membership that the recent departures have not been acrimonious. We wish Teresa all the best in her future endeavors, and will continue to enjoy working with Mac McInnis in his new position as a council member without portfolio.

## **Wanted: Reference Checker and Copy Editor, Part-time**

The Voice is seeking an AU student with a little free time each week to perform online reference and link checks and to pre-format articles. The successful applicant will have their own computer and reliable internet access and be experienced with searching the web for text and links, navigating complex websites, and formatting web links for the shortest possible route to a page. Strong writing and referencing skills are also a must. The applicant must also have a copy of a recent version of Microsoft Word and be very comfortable with formatting text in that program to set line spacing, margins, fonts, etc., and must be familiar with Word's reviewing tool.

Work must be completed on Monday of each week in your own home and is expected to take about five hours per week to start. Inquire with [voice@ausu.org](mailto:voice@ausu.org) for more information.

## FROM MY PERSPECTIVE Knitting isn't just for grandma!

*Debbie Jabbour*



A few months ago I took up a new hobby - knitting! It is not something I've ever done before in my life, even though I've done many other creative "craft" activities. A combination of circumstances got me started. First, I received a couple of lovely knitted gifts for my new grandson. I looked at these works of art and thought, "I'm an accomplished seamstress. Why couldn't I make something like this too?" Second, scraping the bottom of my financial barrel to pay my grad program fees meant I had no money to buy Christmas gifts this year - so I decided to make them all. Third, I was in the craft store down the street when I fell in love with a ball of yarn. No, literally - I had gone to the craft store to purchase some clip-on earring backs so I could convert some pierced earrings into clip-ons (I've always been too chicken to pierce my ears, but that's another story) when I spotted several balls of this beautiful sparkly grey & black yarn. I later learned it was called eyelash yarn, and the brand was what seasoned knitters called the "cadillac" of eyelash - Funny Lux-Pelsgarn. I was hooked. I picked up this yarn and turned it over and

over in my hand. The texture, the look, the feel, was so seductive. It wasn't cheap, but I had to have it! I purchased three skeins, then visited my local Walmart to buy some knitting needles.

I really had no clue what I was doing at first. Years ago my father had bought me a crochet needle but I never learned how to use it. My mother had knitted a sweater once, but I remember it turned out to be extremely large and even though she, too, was an accomplished seamstress who could work wonders with a sewing machine, after a few more attempts she gave up knitting. I always had it in my head that knitting was probably too hard or too time consuming for me. At one point I had learned how to cast on, and I knew the basic garter stitch, but that was it.

But I had this lovely yarn that I was determined to convert into something beautiful and useful. Finally, one afternoon I sat down and tried to remember how to cast on. After tying dozens of slip knots I gave up and logged on to the Internet in search of help. Sure enough, after wading through several sites that provided convoluted explanations of how to knit, my memory was jogged sufficiently to allow me to start my project. Of course, since I'd never knitted anything before, I didn't have a clue how many stitches to begin with. I decided to make a scarf, and cast on about 50 stitches. After knitting several rows, I realized I was going to have a completed piece of knitting that was way too wide for a scarf, but by this time I had gone too far and couldn't go back!

By now I had caught the bug. Every time I was in the store I perused the yarn section, finding more eyelash yarn that I could not resist. Even more exciting, I discovered a craft store that had hundreds of yarn varieties in every imaginable colour. I added to my yarn collection, bought some more knitting needles, and started another project. This time, however, I used the helpful patterns included on the back of the yarn package. I also spent many hours on the Internet, searching how-to-knit websites, trying to teach myself how to do other knitting basics - purl, cast off, add or increase stitches, adding fringe.

I started to knit with a real frenzy, eager to get all my gifts completed in time. I did several scarves, then tried a shawl. The first one didn't turn out that well, but I got better with the second. I did a couple of hats. Then I tried a fringed poncho. By the time I finished tying hundreds of yarn ends onto the fringe edge, I experienced an incomparable sense of satisfaction - I was amazed at my success.

My original knit project had been put aside, but every so often I would return to it and add a few more rows. It had morphed into a large piece of something, definitely not a scarf! Pretty soon I decided it would have to become a cozy fur-like throw, and each time I was in the store I would purchase another ball of yarn to add to the project.



I became interested in more complicated knit techniques, and eventually found an excellent website with instructional videos. Now I was in heaven! I could learn and practice virtually any knit technique. After casting on and testing out multiple stitches, I became quite competent at a wide variety of different stitches and methods. I learned how to knit with two yarns, how to cable stitch, how to join yarns. I never knew there were so many different ways to cast on and do basic knit stitches! Although, the first time I tried circular needles, I reversed my needles when I set them down, and unintentionally knitted the ends of my work together! I figured out where I went wrong, however, and managed to fix the mess I had made.

Soon I became confident enough to tackle a more complicated patterned baby blanket. Even though it is only a four-row pattern, I'm using multiple colours of yarn, so it took me a while to figure out the best way to join yarns. It has turned out well so far, and once I'm finished, I plan to attempt a large afghan that includes several yarn colours and a complex 12-row pattern.

I've gotten carried away, of course. But there are many things I really like about knitting. The main thing is that knitting is perfect for a multi-tasker like me. I feel horribly guilty if I ever sit down to do only one thing, so knitting alleviates that guilt. I can knit while I read my textbooks. I can knit while I watch TV. It's relaxing and it's creative. It's also fairly portable - you can take a project with you and knit while you wait, particularly if you are using circular needles.

If you are a beginner and want to learn to knit with minimum frustration, here's a few things I've learned. As beautiful and seductive as it may seem, eyelash yarn is not the easiest to start with, and there are several other "fancy" yarns that are difficult to work with as well. If you start with a difficult yarn, it is easy to become discouraged. You may be halfway finished a scarf with a beautiful piece of eyelash yarn, when suddenly a dozen stitches slip off the end of your needle! The fuzzy strands make it very hard to find and pick up lost stitches, so you face the choice of unravelling and starting over again, or finding some extremely creative way to hide the very large hole! I also had trouble with a funny twister yarn that left me with unattractive loose loops all over the place. Some of these fancy yarns are quite pricey, too, and you may end up with a very expensive, shapeless scarf full of holes that you are too embarrassed to wear! I would suggest that, before even attempting an actual useful piece, you practice your stitches on an ordinary medium-weight yarn. Second-hand stores and garage sales are good places to pick up surplus, cheap yarn and knitting needles, so you can practice without spending a lot of money. I also found



it easiest to work with larger needles, about a size 11 (8 mm), and it's helpful to have a darning needle and small crochet hook for finishing and tying up loose ends.

I began practice by casting on about 20 stitches (enough so you can see what you have stitched, not so many that you have too long a row to work with), then I would stitch several rows in each stitch - that way I could see what a garter stitch looks like, how a knit/purl alternate row creates a stretch, what happens when you join or drop stitches, how different sizes of needles will alter the weave, and of course, how to cast off. I tried out many different kinds of stitches, tested several ways of casting on, and tried both the "continental" and "english" styles of knitting, until I found stitches that were comfortable for me. If I wanted to try a pattern, I tested out every stitch and every set of rows to ensure I was doing it right. I also tested measurements to see how long a piece of yarn I would need to knit each row (nothing worse than running out of yarn when casting off!) Once I felt confident enough, I switched back to

one of the fancy yarns. Second hand stores and garage sales are good places to pick up surplus, cheap yarn and knitting needles, so you can practice without spending a lot of money. I even knitted some wild & crazy slippers out of practice squares.

Of course, too much practice and getting into fancy yarns, complicated stitches and complex patterns defeats much of the purpose of knitting for me. As much as I want to create beautiful things, it's too hard to knit a pattern while multitasking - I need to be able to read my course text while I knit! It's also easy to get carried away with a project, distracted when I have too many other things to do.

On the whole, however, I've been pleasantly surprised and happy with what I've created. My family, on the other hand, may soon get tired of all the scarves, shawls and afghans!

#### **A couple of great sites for knitting help:**

Lots of videos & excellent explanations:

<http://www.knittinghelp.com/>

Free patterns & more by the Bernat yarn company:

<http://www.bernat.com/>

Good stitch resource:

<http://www.stitchguide.com/>

funny lux pelsgarn:

<http://www.wooltrends.ca/wool/agora.cgi?page=funnylux.html>

## MY HERO CLINT

*Busby LeClair*



It was great seeing my hero Clint Eastwood accept the Oscars for Best Picture and Best Director the other night. I have been an enormous fan of his work since the days of *Hang 'Em High* and *The Good, the Bad and the Ugly*.

Thinking about this, I realize that this idol worship is perhaps a bit strange, because I'm not a big movie fan and have never been known as an especially macho, testosterone-driven sort of guy. I've never possessed the sort of virtues - such as bravery and strength of character - that are the hallmark of the imaginary characters Clint portrays.

Quite the contrary, I tend to weep rather too easily when presented with emergency situations, like when somebody has pinched the last chocolate truffle from the box I'd hidden behind the couch, or my favourite Italian restaurant has sold out of vintage Barolo. One time, when a propane tank at one of those outdoor hot dog stalls began to rupture and throw flames in the air, my initial reaction was to grab a senior citizen who was passing by and use her as a human shield. Although I must say she displayed very little sense of humour, she did escape practically unharmed.

A few years ago, after my wife had convinced me to take her to that horror film *The Blair Witch Project*, I was so frightened by the experience that I refused to go to sleep that night without the bedroom light on, and I haven't been camping since. As far as self-discipline goes, though, I do sometimes defer the moment of orgasm by visualizing Jean Chretien in a thong, so I suppose that is something.

Nevertheless, like a great many men of my generation, I have been known to stand in front of a mirror from time to time and practice my steely-eyed gaze. I tuck my General Electric hair dryer in the sash of my plush purple bathrobe, and say things like "Go ahead, make my day." In deference to my wife's somewhat unreasonable sensitivity to social norms, I have now agreed to only do this sort of thing in the privacy of our own home.

There is something about Clint that appeals to the primal alpha male buried deep inside of me, in a way that Steven Segal, Vin Diesel or Tommy Lee never could. Perhaps it's the fact that he was man enough to share the screen with a monkey. Whatever the case - good on ya, Clint. You the man.

# volunteer venture: the toronto coffee group diaries

antonia cruz



September 2003

I was browsing through the AUSU website and I could not help but notice a webpage about AUSU Coffee Groups. "What were these coffee groups all about?", I wondered, and I contacted a member of the AUSU student council to obtain further information. In response, I found out that coffee groups are informal meetings where AU students can get together in-person at local coffee shops to discuss issues regarding studying at Athabasca University. To my surprise, I also found out that there was no group set up in Toronto, where I am currently residing.

Being new to Athabasca University, and given the isolating nature of distance education, I decided that coordinating a coffee group in Toronto would be the perfect opportunity for me to meet other AU students, so I volunteered to be the contact for a Toronto group. I figured that later on I could probably meet some new students who would be able to help each other by sharing their distance learning experiences.

At this point there were only about five coordinator contact names. A short time later, there it was! My name was listed as one of the two contacts in Ontario. Yikes!

October 2003

I had just finished sending out e-mail questionnaires for the AU students who were interested in participating in the Toronto Coffee Group asking questions such as, "What part of the city are you located in." I was surprised that so many people decided to reply. I never knew there were so many students studying at AU out here in Toronto!

November 29, 2003 (Meeting #1)

There I was, on a cold rainy Saturday in Toronto, sitting alone at a table in a local coffee shop waiting patiently for four complete strangers to arrive. "What have I gotten myself into?", I wondered, and before I knew it, three complete strangers sat in front of me. Shivering from the cold outside, we introduced ourselves as we ordered coffee.

Anxiously taking another sip from my cup, I nodded and listening to the students speak. The first questions were things like: "What program are you in?", and "Why did you choose Athabasca University?" Interestingly, we found out we are all from different programs (from arts to business to education programs, at both undergraduate and graduate levels), were at different places in our programs (from a first year student like me, to a student who only had one more year to finishing their program), and were studying at Athabasca University for different reasons (from increasing job qualifications, to learning part-time to have more time with family, to learning for interest). Yet, despite our differences, we all had one goal in common: we were all determined to complete our educational pursuits through Athabasca University.

"Did I tell you about the tutor who...?", continued a student, relating her positive and negative experiences with past tutors. "I guess it all depends on which tutor you are compatible with and

your learning style," I thought, finding some of her experiences to be quite funny. Other topics discussed that day included the dependency on frequent e-mail and phone communication, concerns with text and library loan materials, variations within examination locations and examination fees, previous post-secondary learning experiences, transfer credits and prior learning assessments, study hints/tips and study schedules, etc.

Finding that we all had common issues, I slowly began to feel more comfortable around the group. "Maybe being a part of the coffee group is not so bad after all," I thought. Likewise, everyone else was feeling comfortable talking to each other, too, wondering where we would have been if it were not for the coordination of AUSU and its website. Talking about the different aspects of the AU and AUSU websites, we learned that there are many sections offering services you might not expect from a distance learning university. For example, we found sections for: purchasing of study-related merchandise, for courses and program descriptions, sections where students could voice concerns about their courses and tutors, and sections where students could update their registration information. "Wow, I didn't know that," said one student, in awe upon hearing what the university had to offer.

Just for fun, we also spoke about other issues that were not related to academics. I let out a small chuckle, as we began to talk about garbage disposal and composting in the city. "You never know what you can find in the garbage these days," commented one of the students. As well, we talked about the city life of Toronto, riding the Toronto transit system (TTC), holiday shopping (since the holidays were around the corner), balancing work and family, possible coffee group field trips within Toronto and future meetings within our coffee group.

Before we knew it, time had passed and it had been two hours. As everyone was getting ready to leave, we all hoped to meet again soon. "Thank you for the Mocha Thingies," one of the students said as she was leaving to pay her bill. It was a "mocha-riffic" day, indeed!", I thought as I paid my bill, preparing to leave the warming atmosphere of the café to reenter the cold Toronto winter night.

## January 24, 2004 (Meeting #2)

So far, so good. The first meeting was a success. With the holiday season now over, I thought that it was time for another meeting and set one up. On Saturday afternoon, out of breath from running down the street, I entered the same coffee shop and looked around for the students who were at the last meeting.

"H...e...lll...o, I haa...vvv...eee a tt...aaa..bbb...llll...eee att...ttt...hhh...rreee," I chattered breathlessly said to the waiter at the door, looking around and recognizing some familiar faces, and some new ones at our table as well.

Once again, we discussed issues related to studying at Athabasca University, such as: tutor comments and complaints, examination locations and fees, programs and courses, study tips and schedules, previous educational experiences, aspects of the student union's website (for example, message boards, student clubs/programs, student mentors, student council and student council elections), etc. Continuing from where we left off the last time, getting reacquainted with the people seemed easy for everyone. As well, the people that were new to the group fit in quickly. I could see that everyone seemed more cheerful as they drank their coffee.

This time we introduced some new topics into the discussion. "Did you know that there are benefits of being an Athabasca University student?", asked one of the students. She explained how

she found the student union (AUSU) to be helpful. "Yes, I found the 'survival packs' handy", replied another student as she showed the rest of the group her new agenda and highlighter. "I found the articles in *The Voice* to be well written", said another student. "I got my student card recently and used it for discounts," yet another replied. "Oh and let's not forget about our coffee group, that was set in place thanks to the union," I quipped.

We also spoke about: assertiveness in dealing with tutors, marks/grades in coursework, information for income tax receipts, online versus individualized study courses, online versus in-person coffee group interactions, graduate students' representation, and the resources and annoyances of studying in public libraries. "I can not believe we have so many things to talk about ", I thought.

AU topics aside, we also talked about non-academic topics such as: politics in the city, the high rental costs in Toronto, grocery shopping versus online grocery shopping, Toronto transit, equal rights in the workplace, and again, future possible coffee group field trips within Toronto and future meetings within our coffee group.

As I finished the last of my cup of coffee, I looked out the window. I could see the sky quickly darkening, as the sun set on the cold winter day. "I hope to see all of you again," said one member as she got up to leave after our two hours were up. We all knew it was time to follow her and pay our coffee bills. Despite the cold weather, I was impressed at the turnout of the people for this meeting. After all, what better thing to warm the minds of the five AU students on a cold winter day than an informative warm cup of "Mocca Thingies"?

#### February 2004-March 2004

As much as I tried, I could not get everyone to meet in-person together. Some students wanted to meet on weekends, while other students wanted to meet during the week. Not knowing what to do, I decided to search the internet for an answer. At that point, I thought of perhaps having an online meeting in between our in-person meetings, for everyone in the group to still keep in contact with each other, despite scheduling differences. I hoped to have an online meeting. I realized that I missed a meeting for February, as I was continuously swamped with schoolwork (oh, that's the life of being an AU student!). "Oh, I don't know, maybe I'll have an in-person meeting sometime later this month," I thought. But then again, maybe I'll just make a cup of "virtual coffee" for everyone ;).

#### February 2005

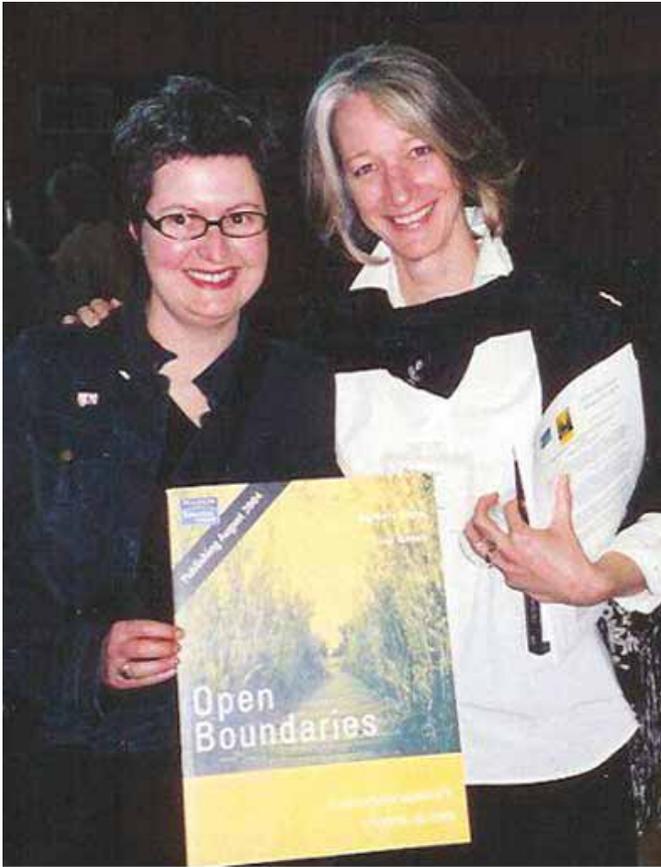
It has been a year since my last contact with the coffee group. Needless to say, due to the hectic schedule of being an AU student, I have decided to pass on the "Toronto Coffee Group coordination cup" to another AU student. Yet, I still continue to look forward to another day at a coffee shop somewhere in Toronto when I shall meet again in-person with other AU students.

Whenever I close my eyes, I can still smell the cup of coffee and think of such unforgettable wonderful memories I have shared with AU students. I have learned the lesson of the coffee cup, indeed: "Distance education is not such a lonely pursuit after all..."

## PATH OF A PROGRESSIVE DISCIPLINE

Professor Barbara Crow on the achievements of women's studies in Canada

Stephen Hui - CUP National Bureau Chief



*Professors Lise Gotell and Barbara Crow are the editors of Open Boundaries: A Canadian Women's Studies Reader.*

*(Courtesy Barbara Crow/Canadian University Press)*

TORONTO (CUP) -- "Students still always wonder whether or not I'm a lesbian or not," Barbara Crow says. "Who cares?"

Although such stereotypes concerning the "F-word" - feminism - persist, she notes, women's studies has come a long way in Canada.

As an associate professor of communication studies at York University in Toronto, Crow is cross-appointed to the school's graduate program in women's studies. She's also the past president of the Canadian Women's Studies Association, having headed up the organization from 2002 to 2004.

Crow and her colleague Lise Gotell, an associate professor of women's studies at the University of Alberta, put together two editions of *Open Boundaries: A Canadian Women's Studies Reader*, so students could become more familiar with the writings of Canadian feminists.

We spoke by phone two weeks before International Women's Day.

**Stephen Hui:** How did you get into women's studies?

**Barbara Crow:** It's a long story. The bottom line is when I was in university I was studying Canadian politics, and a friend suggested that I take a women in politics course. I said, "You've gotta be kidding me? I'm gonna study women?" Because in political science, women, power -- they weren't together.

I took the course, and it was unbelievable. It was the first time ever I had been the subject of intellectual inquiry, and that was it. After that, I became one of the first double major graduates in political science and women's studies from York University in 1984.

**Hui:** So, what about women's studies has changed since then?

**Crow:** It's changed dramatically. I'll tell you what is most interesting to me is that we've begun to see the institution be institutionalized, and there's a level of professionalization that has come with women's studies. I would still say, though, the students who take the courses are quite different from the regular student body. . . . I teach other classes where students think this is gonna fill a requirement or get them a job, where the women's studies students are taking it because it's giving them information, content, intellectual ways to query or know the world that makes them a subject that they don't get in their other courses.

**Hui:** Have women's studies departments changed their universities and the programs they offer?

**Crow:** I think that women's studies programs have certainly raised or been a site for changes in policy at the university -- for example, equity policies. I don't know any women's studies colleagues that don't sit on some committee on gender or race, or lesbian, bi, gay committee at any university in Canada. Almost all of my colleagues participate in some kind of capacity, representing women or feminism on campus.

**Hui:** Could you tell me a bit about your recently published article *Antifeminism Inside the Women's Classroom*?

**Crow:** That piece was about, really, a reflection on feminist pedagogy. That some of the values, some of the goals of feminist pedagogy -- or ways about teaching from a feminist perspective -- are not always supported by the university, our workplace. That when we do confront resistance in our classroom that is anti-intellectual, which is quite different from being antifeminist, there are ways of dealing with that within the bureaucracy or within the classroom. Antifeminist -- that's a political position, and it's difficult to discuss or find ways in the university to resolve those kinds of conflicts that happen in the classroom.

So, what we found in that particular piece -- my colleague Lise Gotell had a student come into class on a regular basis who made claims that women liked being raped, that all women want to be dominated, on a persistent and consistent basis. The feminist classroom is supposed to be a place where people feel comfortable and can say what they want. This is kind of the feminist pedagogy - part of the position of feminist pedagogy. So, how do you deal with that kind of tension in the classroom, when clearly there were people in the room who had been raped or people who were afraid of that kind of position and that kind of talk?

**Hui:** Now, how do you deal with that?

**Crow:** It's very difficult. First, I think what's most important about a women's studies classroom is that people are subjects in the classroom. So, how do you tend to that? At the same time, I'm not a psychologist. I have had encounters with students where they needed somebody else to help facilitate what was happening in the classroom.

But generally I try to find a space and ask the student what evidence do they have for that, what empirical evidence do they have for that, what kind of research do they have to support their position. That's the first way I deal with it: what kind of evidence do you have to make that kind of claim?

**Hui:** From your perspective, how have attitudes towards feminism and women's studies outside the field changed in recent years?

**Crow:** I think that there is way more acceptance of feminism. Some people have described the current climate as a post-feminist one. I don't like describing our current state as post-feminist. I think there are still inequities in salaries, inequities in where and what kind of space women can still occupy. Many of my students are still afraid to come on campus at night to go to the library. I would have thought that would have changed from 20 years ago, when I was an undergraduate student.

So, I think things have changed. You see in a lot of the curriculum you see gender and race mentioned. You see better integration of some feminist scholarship into the curriculum. So, I see those kinds of changes that are dramatically different than from when I was an undergraduate.

What is challenging right now is that I think we have a lot of the rhetoric of equality but not the practice. Whenever we do engage or raise issues about discrimination or differences between men and women, it falls back on the logic that it's up to the individual: women can be whatever they want now, and it's up to us to make it happen. I think that takes away from the fundamental kind of social and political and economic practices that still are in place that make some group of people benefit more than others.

**Hui:** Now, how does the field deal with the continually evolving and increasingly fluid concept of gender that's being advanced?

**Crow:** I think that's been one of the things that's been most exciting about being in women's studies. When my colleagues ask me why . . . one of the reasons I am in women's studies is because I think it is a dynamic theoretical framework and practice. I don't know any other discipline that's been taking up these questions of gender in any other way. I don't know any other discipline that's taken up lesbian and gay studies. Lesbian and gay studies started and transsexual studies started as an affiliation with the Canadian Women's Studies Association. So, I think it's what makes feminism a really exciting theory and practice.

**Hui:** Are there any areas of research in women's studies that are particularly exciting to you right now?

**Crow:** Absolutely the transgender. I think that there has been really interesting work going on still around the relations of unpaid and paid work. I think we've seen incredible advances around violence against women, and I would argue the current debates on having national childcare is great evidence of women organizing in feminist politics.

**Hui:** Now, do you see growth and transformation in the future of Canadian women's studies?

**Crow:** I do. Like any discipline -- if you look at the history of other disciplines, we are following a similar trajectory -- once you become part of the university and become institutionalized, certain things come with that. What I've noticed is . . . many female graduate students who've come through the university do feminist research, and they're being hired in sociology, political science, English, chemistry.

So, feminism is coming through the disciplines, as opposed to women's studies used to be the place where that was done. We're seeing it diffused across the curriculum and in the disciplines. So I think that has made some of the claims that some programs have made for more hires more difficult because we can put together a curriculum by the different offerings of different feminist scholars in different departments. So, that's been a challenge for us.

I also think that every generation brings a whole set of concerns and context to the questions that they ask. So, certainly for me in the last five years of being a professor in women's studies I've found students way more interested in cultural intervention and anti-globalization in a way my generation wasn't interested in. So, I think that these are really important -- how students bring certain concerns that they have and the places they're active in political and social movements to the curriculum and raise really important questions for women's studies.



# NATURE NOTES:

from the backyard to the biosphere

By Zoe Dalton

## Getting Out With Gadgets

You can fairly smell spring now, it's so close to popping into our lives. But let's face it - those last weeks of (dare I say the word?) winter often feel the longest of all. The calendar may say one thing, but every other sense tells us that this season isn't yet ready to release its grip on our bodies and souls.

Still, as the inhabitants of the true north, we are nothing if not strong and adventurous, and whatever old man winter throws our way, by golly, we will rise to meet it. Or something like that, anyway. But getting outside, traipsing around in the wilds (even if the local wilderness is nothing more than the park down the street) really is essential to maintaining our collective sanity at this stage of the game. That time in the sunlight can do wonders for the winter-weary mind, and fresh air - even when it's *really* fresh - just feels so darn invigorating.

But convincing oneself to get up the gumph and propel oneself out the door is another story. Here's a fun idea to help those who are, let's say, under-motivated, to muster up the courage, pile on the winter wear and head outside: Geocaching may be just the energiser you need.

Luckily for the modernist, and anathema to the Luddite, this unique activity will have you gadget-lovers finally giving yourself permission to purchase that GPS you've been dying to get your hands on. All right: if you're a true gadget-lover, then you've probably already got a GPS. But just think - this will give you the perfect justification for why you bought it in the first place.

Geocachers are the grown-up version of those kids who couldn't get enough of hide-and-seek. Only when you're first starting out in geocaching, the order is reversed: you begin by seeking, and get into the hiding part a little later. The point of this game is...well, you know - what's the point of any game? But in this case you can use words like "exercise", "geography", "education", and "nature" to explain to others the rationale behind what may well become your newest passion.

Start out by going to the geocachers' website at [www.geocaching.com](http://www.geocaching.com) (you can even get on their e-mail list - I know, because my hubby's on it), find the clues to something hidden in your area, use your GPS to get yourself to the right coordinates, and get yourself ready to discover something weird and wacky.

Most of what you actually find in little baggies or containers once you've arrived at the correct coordinates and done some good old-fashioned searching on your hands and knees is pretty meaningless - toys, odds and ends - pretty much what you might call junk. But the great thing is, this is completely irrelevant. Why? Because the mystique behind these little

thingies is the fact that they are travellers: they've been places - sometimes lots of places.

Geocaching has gotten huge, and the strange little squeeze toy you find in Brandon, Manitoba may well have originated from somewhere no less exotic than, say, Japan. Right now there's a pair of sunglasses and a bottle of vodka waiting for the adventurer in Lebanon. In fact, hidden in 200 countries around the world, odd little bits of whatever are getting people really worked up.

The fun of it all is that geocaching is so off-beat. You find out where something is hidden - either something in your general area, or in an area you'd like to visit. Then you go out for a walk, ski, bike, boat ride, drive or even flight, and you come back having found something bizarre, read about its travels in a log book, and added your own tale to its history. You may take the item(s) along with you to wherever you are headed and create a hiding spot of your own for the next seeker. Or, if you prefer, you can leave nothing more than a note in the logbook, and know you've enjoyed the experience for the pure beauty of the search alone.

So go for it; catch the geocaching fever and get out - to the local woods, across the lake, to the neighbourhood park, to Jamaica - wherever. You're sure to discover places you never knew existed, and to rediscover the forgotten joy of childhood's hide-and-seek mania. Happy hunting!

## **BILL 1 EXCEEDS STUDENT EXPECTATIONS**

Edmonton, AB - Yesterday's introduction of Bill 1 by the Government of Alberta established a \$3 billion post-secondary education endowment, an amount that surpassed students' expectations. In August 2004, the Council of Alberta University Students (CAUS) presented the idea of establishing a \$1 billion endowment to the government. The extent of the government's commitment to post-secondary education, both in Bill 1 and in yesterday's Speech from the Throne, was very well received.

"This is fantastic news," said CAUS Executive Director Duncan Wojtaszek. "Naturally the devil is in the details, and much of those details are being worked out with government, students and stakeholders, but this is a great step towards making Alberta's post secondary system absolutely world-class."

In addition to establishing the Access to the Future Fund, the Access to the Future Act will increase the amounts endowed in the Alberta Heritage Scholarship Fund and the Alberta Ingenuity Fund, representing an investment in Alberta's future of \$4.5 billion and commits the government, in law, to some ambitious goals aimed at making Alberta's universities and colleges affordable, accessible and of the highest quality. Students have also been heard with the government's commitment to including students on the Access Advisory Council which will advise on the use of the fund to government.

"With the commitments made by the government to higher education, we have seen some important pieces of puzzle being put in place," added Wojtaszek. "The missing pieces are a new affordability policy expected by September 2006 and an increase in base operating funding."

The Council of Alberta University Students (CAUS) represents the interests of over 80,000 Alberta university students across Alberta. AUSU is a member of CAUS.

# TRAGEDY TURNING POINT IN STRUGGLE FOR WOMEN'S RIGHTS

By Chelsea McLaughlin-Butler

The Baron (University of New Brunswick, Saint John)

SAINT JOHN, N.B. (CUP) -- The turn of the 20th century was a time of both rapid industrialization and rapid societal change.

The concept of an international women's day began to take shape throughout the United States and the industrialized world in the 1850's as women (mostly young immigrants) were being exploited in sweatshops -- forced to work 14 to 18 hour days while enduring unsafe conditions and unreasonable pay.

The first formal protest was held by garment workers in New York City on Mar. 8, 1857, but was quickly quelled by police. Shortly afterwards the first Ladies' Garment Workers' Union was formed.

Mar. 8 continued to be recognized by some as an international day of protest for female sweatshop workers. Extremely poor working conditions continued however and the movement did not begin to pick up speed until a pivotal protest in New York City in 1908, when 15 thousand women hit the streets demanding shorter hours, higher pay, and voting rights. The first official International Women's Day was held on Feb. 28 the following year.

Although the movement was now in full force, real change in working conditions would not be seen until tragedy struck.

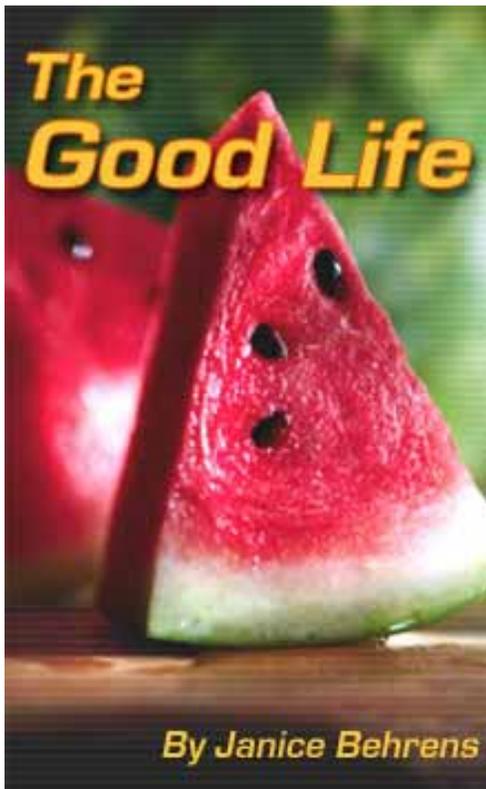
On Mar. 25, 1911, 149 women died when a fire broke out on the eighth floor of the Triangle Shirtwaist Company in New York City. Although two of the three floors occupied by the company were successfully evacuated, news of the blaze reached the workers of the ninth floor too late.

The stairwell, which served as the principal exit point for the workers, had already filled with suffocating smoke and heat and the alternate exit had been locked in order to reduce the risk of theft by the company's employees.

By today's standards, both the cause and effect of the blaze could be attributed to gross negligence on the part of the owners, Max Blanck and Isaac Harris. However, in 1911, many safety standards had yet to be established within the country and the conditions under which these women worked were not considered unusual or unreasonable.

This tragic event marked not only a major turning point in the way in which unions viewed the importance of safety standards within factories, but a turning point within the women's rights movement as well.

Although this event did not mark the first International Women's Day, the Triangle Factory fire has lived in the hearts of many as a symbol illustrating the need for women's rights everywhere. These 149 women of the Triangle Shirtwaist Company, known internationally as martyrs, did not die in vain, but shall live forever in strength and solidarity through those continuing to fight for this cause today.



## Good News About Chocolate

Finally, some really welcome news about food from the scientific community. Something that doesn't involve the splicing of fish genes into fruit. Timely, too, considering that Easter is close upon us, and it's time to once again consider the mysterious connection between Christianity, rabbits, eggs and chocolate. I am talking about the latest health research findings that seem to confirm what so many of us have always intuitively known - CHOCOLATE IS GOOD FOR YOU. Well, DUH! How could something that is so emotionally and physically fulfilling possibly *not* be good for you.

These findings have been causing quite a stir in the media lately. One of the most succinct summaries I could find related to the history and health benefits of the dark delicacy was, strangely enough, on a website devoted to a discussion of the medicinal properties of Chinese foods: <http://chinesefood.about.com>. According to this website, for those of us who don't know, the fruit of the cacao tree has a long and illustrious history. It had been a staple of the Aztec diet for millennia, and was passed to the Spanish conqueror

Cortez by Montezuma. Once they got their hands on the bitter-tasting beverage, the Spanish made some refinements by leaving out the chili pepper flavouring and adding sugar, cinnamon and vanilla. Eventually, this beverage evolved into the solid candy format that we are familiar with today.

So much for the brief history lesson. Time to consider just what it is that makes this particular drug so alluring. Part of the answer lies in several chemical reactions that it causes within the body. One of these is the secretion of endorphins, a group of proteins that induce a pleasant sensation of well-being, similar to those created by activities such as exercise and SCUBA diving. As well, chocolate contains trace amounts of serotonin, a potent neurotransmitter that acts as an anti-depressant. In addition, chocolate apparently contains over three hundred other chemicals, a mysterious cocktail of substances that somehow add up to a general sense of, well, just feeling good.

Despite all of the good stuff, though, chocolate has somehow developed a bit of a negative reputation, being associated with tooth decay, weight gain and pimples. Much of this bad press comes from the proliferation of inferior chocolate products filled with way too much sugar and crammed full of additives and preservatives. In its purest form, chocolate in fact has very little downside. According to the above website, while "both cocoa and chocolate contain sugar, they also have properties that work against sugar's tendency to produce the oral bacteria that eventually leads to dental decay." What it boils down to is, chocolate is one of the treat foods "that is least likely to contribute to tooth decay."

In addition, chocolate is packed full of magnesium and potassium, and provides a good dose of vitamins B1, B2, D and E. Also, when enjoyed in moderation, chocolate is nowhere near as high in calories as potato chips, so it's okay to occasionally indulge those cravings, even when on a diet (obviously, if there are special concerns, a physician should be consulted).

What this all means, according to another website ([www.aphrodite-chocolates.co.uk](http://www.aphrodite-chocolates.co.uk)), is that eating a couple of ounces (approx. 50 grams) a day of dark chocolate (the kind with the least additives) can be a boon to your overall health. Like a moderate amount of red wine, it can help to reduce high blood pressure and help protect against heart disease.

But, let's face it, if chocolate tasted and smelled like cod liver oil, all of this nutritional information would be relatively meaningless. What is truly important is the aesthetic appreciation of this gift from the gods. For some insight into chocolate's special appeal to the senses, I consulted the website ([www.chocolatearts.com](http://www.chocolatearts.com)) of my very favourite chocolaterie, located in Vancouver's Kitsilano neighbourhood. Here, I discovered how to discern good chocolate from mediocre or bad. It's important to "watch for perfumed or sugary scents" that betray the use of unnecessary additives. At its best, chocolate should be "velvety smooth" as it melts on the tongue, displaying no trace of "graininess." Most importantly, when its taste hits the palate, it should deliver an "intense, yet very refined, roasted chocolate flavour."

Aaaaaah, I can taste it now. All I have to wait for now is the good news about french fries that I'm certain will one day arrive.

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## CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

*By Karl Low*



### Human Capital over Infrastructure

Statistics Canada has recently released a report that just backs up what I've been saying for a long time. Investing in human capital, that is, investing in improving the knowledge, skill-sets, and education of the populace, is far more beneficial for the economy as a whole than investing in physical capital, which is things like machinery and equipment. Or as I like to say it, building universities isn't building an education.

In fact, the report says that an investment in human capital is "three times as important to economic growth over the long run as investment in physical capital," and also says that it isn't just the percentage of people with high literacy skills that matter. The report indicates that the average skill level is a far better indicator of future growth. Or in other words, we need to make sure to bring up the people who are at the bottom.

Of course, while Canada has a department of Infrastructure, there's no corresponding department for education. No, education falls under the department of Human Resources and Skills Development. The same department that handles Employment Insurance, the Homelessness initiative, and Aboriginal relations.

Given the difficulties with Employment Insurance over the past few years, I think it's safe to say that our education, and hence our economic growth, might not be in the best of hands.

Maybe it's time concerned citizens started writing to the federal government about this to let them know what their own statistics department is saying with respect to education. It's time the federal government created a department to just concentrate on education, the way they have one that concentrates on infrastructure. After

all, if human capital is three times as important, it stands to reason that such a department is three times the investment.

## Ontario Roasts Federal Government over Budget

In a bit of a strange twist, the harshest words for the recently released liberal federal budget come not from the conservative west, but rather from the liberal province of Ontario, the province most typically thought of as the home of the liberal party, at least out here in Alberta

The Ontario Finance Minister, Greg Sorbara, has taken the federal government to task for a budget that "does not address key Ontario priorities such as spending on post-secondary education ..."

Before being too proud, however, it should be remembered that this is also the province where the government took the Rae report, and pulled from it the idea that universities should be given more lee-way in setting their own tuition, while completely ignoring the portion that specifically said tuition should not be allowed to rise until there had been a significant overhaul of student finance and grants for low income students put in place.

On the bright side, if enough pressure can be put on the federal government to make them change, it might make it easier for the provincial governments to do their part as well.

## Alberta Takes another Look at Post-Secondary

Finally, after several years of surplus budgets, Premier Klein is looking at the idea of starting to help the post-secondary system back up from the brutal knee-capping he gave it several terms ago. The province has announced the creation of a three billion dollar endowment fund to support post-secondary education. When fully funded it will provide 135 million per year, devoted strictly to post-secondary education. In addition to this, 1.5 billion will be used to expand current endowments and scholarships.

In the most recent throne speech, the government promised to "develop Canada's most innovative, entrepreneurial and affordable tuition policy by the start of the 2006 school year." I have to wonder what is meant by an "entrepreneurial" tuition policy, however. Is that another word for more of the same idea of people putting aside money for when they can to take education later? The same idea that ignores that the people who would most benefit from a post-secondary education are often those forced to live from pay-check to pay-check and who have no money to save?

Well, we can hope not.

In fact, for those at Athabasca University, the hope may be a little brighter even, as one of the ideas delivered in the throne speech is to "explore increased use of alternate delivery training mechanisms, such as distance learning and mobile delivery." Finally, it seems AU's model is becoming important enough to be explored for increased use. With luck, that might translate into more dollars to encourage that use by lowering tuition, or at the very least, keeping AU from raising it by the maximum legally allowable.

It's not perfect, but it's a start.

# AUSU THIS MONTH



## AUSU's Website Has a New Look

The AUSU website has a new look and navigation. Please stop by to take a look and let us know what you think. It's possible that a few links may not be working as we go through and ensure the new menu system is updated, so please write [webmaster@ausu.org](mailto:webmaster@ausu.org) if you notice any problems or have a comment.

## New Social Groups Section Created in AUSU's Discussion Forum

There is a new section in the AUSU Discussion Forum called **Social Group Forums**. Stemming from the coffee groups idea, these forums will provide easier communication and access to coffee group members, as well as anyone who might wish to talk with others in their area, but who may not want to, or be able to, meet up in person. Don't forget to visit the Coffee Groups page on the AUSU website. New coffee groups are being started all the time. For more information about this new forum and/or coffee groups please visit the forum at <http://www.ausu.org/phpBB2/index2.php> where you will find the new forums listed at the bottom of the page. You can also send an e-mail to the Chair of AUSU's Groups and Clubs Committee, Lonita Fraser, at [lfraser@ausu.org](mailto:lfraser@ausu.org).

## Dear Prime Minister...

In the December 2004 *AUSU News*, AUSU asked students to write to the Prime Minister in support of improved funding for education. The need for such letters is still high. The voice of Canadian students, in support of the provinces' requests for more education dollars, could be a factor in deciding how the Feds fulfill these requests. If you would like to write to the government in support of educational funding, you could use our [model letter](#) in AUSU News as a starting point. You may also review some written by AUSU members in response to our call. You can find them in our Advocacy section, [here](#).

## AUSU Helps Sponsor the Alberta Services for Students Conference

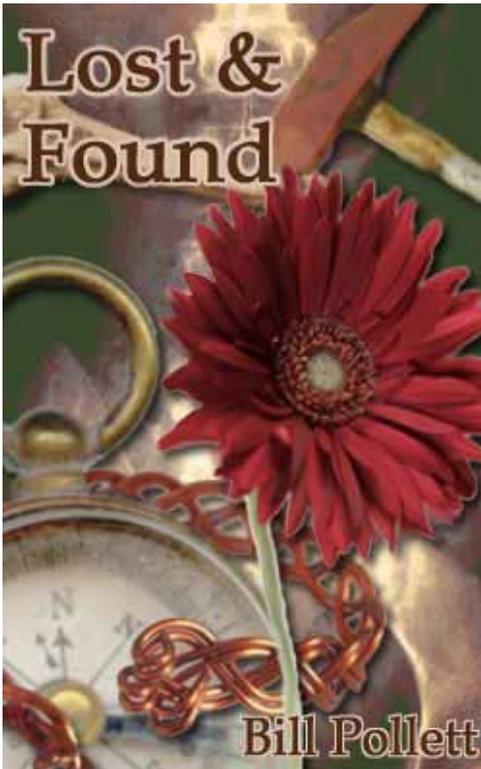
The Alberta Services for Students Conference will be held this May at Mount Royal College and AUSU councillor Lisa Priebe will be in attendance to meet with students and answer questions. AUSU has donated \$500 to provide students with snacks and coffee during the conference. Students can attend the conference for \$110. For more details on this conference and how to attend please contact the AUSU Office at [ausu@ausu.org](mailto:ausu@ausu.org) or toll free at 1-800-788-9041 ext 3413.

## AUSU Needs Volunteer Mentors

AUSU is in need of more volunteer mentors to help our new students adjust to AU and distance education. If you're an experienced AU student and interested in being matched to a new student, please email [ausu@ausu.org](mailto:ausu@ausu.org) for an application form. The mentor program is designed to aid new students in their adjustment to distance learning. If you're a new student and would like to be matched to one of our mentors please fill out the application form at this address: <http://www.ausu.org/services/mentorsforms.php>

## The AUSU Office is Moving this May

This May the AUSU Office and the AU Edmonton Learning Centre will be moving to the 12th floor of the Peace Hills Trust building located on 10011-109 Street in downtown Edmonton. The new location is only two blocks away from our current location. Our office will be closed for a few days while we carry out this move. Keep watching this column and the AUSU website for more details.



## 37

*At the age of thirty-seven  
She realized she'd never ride  
Through Paris in a sports car  
With the warm wind in her hair*

-From *The Ballad of Lucy Jordan*,  
Marianne Faithful

### *I - Thirty-seven*

*Trapped. Slowly, inevitably the understanding creeps in: I will never be able to afford a house in this city; this crappy job is the one I'll probably be doing for the rest of my life; I will never find the lover who will give me time and respect, who will listen to my fears; I'm too old to change. Better not to fight it and just accept.*

In her mind's eye she arranges and rearranges the images of her failures and disappointments, like photographs on a table. The failed, angry marriage. The stillbirth. The repossessed car, estranged children, failed college courses, broken promises, betrayals, accidents, pills, booze, weakness. At least there are *Seinfeld* reruns on television, and enough money for a bottle of white wine or a new pair of shoes to dull the ache.

### *II - Forty-one*

*Too little, too late. No point, really. So long out of school, probably won't even be able to finish it. Just another thing to add to the list of half-completed projects, unread books, well-begun but abandoned stories. Still, the night school course looks interesting. She can imagine the smell of furniture polish in the library, the young fresh faces of her fellow students sitting in rows. But God - four, five, six years to get a degree. And then what? Forty-seven years old. No real direction in mind. Children almost out of their teens. Still, what will I be doing in six years from now if I don't try? At least it'll broaden my horizons, maybe be a chance to meet somebody new.*

### *III- Fifty-six*

Slowly, inevitably the four-year-old granddaughter makes her way up from the tideline clutching an orange plastic bucket filled with wet sand. She dumps it at her grandmother's feet. Today is a p.d. day at the school the grandmother teaches at, so they're at Spanish Banks discovering the magical anemones, lifting up rocks looking for crabs and tiny squirming eels. Later on, they'll take the bus to Broadway and buy an ice cream cone and maybe see what's playing at the Hollywood. She should really be at home working on the paper for her Master's course. But time enough for that. After you get enough life under your belt, you realize that everything that you are *meant* to accomplish in this life will eventually get done, even if it's ever so slowly.



*Dear Barb;*

*My husband and I and our two children have just moved from a rural area into the city. My son is 12 and in grade seven. He has always done well in school. However since moving to the city he is having a lot of problems. The other kids are teasing him about his weight. I do not feel my son is overweight, but possibly a bit chubby. This teasing is getting to the point where my son does not want to go to school, and his grades are slipping. Is there anything I can do as a parent to stop this abuse or to help my son deal with it?*

*Candice in Kamloops*

Hi Candice. My immediate response to your question is that you do not need to help your son deal with this abuse, because he should not have to. Your son has a right to go to school and feel safe and secure.

It sounds like this has gone beyond teasing and has escalated into "bullying" behavior. Children who bully tend to seek out other children who may be different in some way. As you say, your son may be a bit chubby. Well, for some children this slight difference can be enough to provoke bullying behavior. Your son may not have experienced this at his previous school

because he probably went to school with the same group of kids since kindergarten. Therefore he would have been accepted by his peers and seen as one of the group from early on. Entering a new school would cause him to be the "new kid" and make him the center of attention. As a result his chubbiness could be seen as a focus of attention and trigger a reaction in other students. The fact that your son does not want to go to school and that his grades are slipping are classic predictors that he is a victim of bullying.

In answer to the first part of your question, yes there are things you can do to get this behavior to stop. First of all you need to go to the school and discuss this with your son's teacher, the principal and any parent group affiliated with the school. If not already in place, together you need to establish guidelines that the school can use in dealing with these kinds of problems. These guidelines must be presented to all teachers, parents and students.

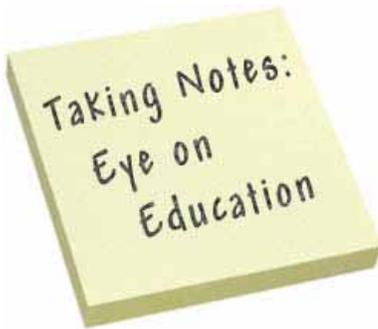
Teachers should initiate discussions with their students about bullying behavior. This has to be brought out in the open so the victims no longer feel isolated. Each child has to be made to feel that they have a role in stopping this abusive behavior, rather than just standing around watching another child being bullied. Likewise, through these open discussions, the children who bully will realize someone may tell on them, thus taking away their feeling of power over others.

To truly stop bullying, changes have to begin within the home. We have to teach our children to treat all people with dignity and respect, no matter what they look like, dress like, or the color of their skin. The best way we can achieve this as parents is to treat our children in the same way that we expect them to treat others.

Finally Candice, I know this may seem like a huge undertaking, but someone has to start the ball rolling. Since your son is experiencing this behavior, it seems you are the perfect candidate to initiate changes within your school. You may find the following website helpful in providing addition information about bullying: <http://www.bullybeware.com>.

*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.*

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)



## **RISING DISSENT LEADS TO NO-PROTEST ZONES ON CAMPUS**

*Debbie Jabbour*

In a move to quell university unrest, university administrators across Canada are cracking down, creating no-protest zones on campus, a situation many consider unjustified oppression against legitimate student dissent. Student activists at Carleton University in Ottawa are fighting what they term an "excessively meddlesome administration" that hurts student organizing.

At York University in Toronto, three campus battles between students and police have erupted in the space of only a few weeks. In Vancouver, MBA students and their lawyers argued breach of contract when the school quadrupled tuition to \$28,000 after students had accepted admissions offers. This led to an increasingly acrimonious tuition dispute that found its way to the B.C. court of appeal. The university tried to shut down the appeal until one of the students had paid his tuition bill owing the university, a move students called legal bullying to exert financial pressure.

In January, students had planned an organized demonstration inside Osgoode Law School, in conjunction with visit of U.S. Ambassador Paul Cellucci. Campus security, in consultation with the RCMP, kept the protestors outside the school, leading one law student to argue that students are prepared to study freedoms but not allowed to practise them.

Some wonder whether students are becoming more aggressive and litigious. Others view campus crackdowns and the enforcement of no-protest zones at universities as evidence that society is moving in a much more repressive direction.

Schmidt, Sarah. Campus clashes on rise across country: Universities blamed for cracking down on dissent. *Edmonton Journal*, February 10, 2005. Canada.com news:  
<http://www.canada.com/edmonton/edmontonjournal/news/story.html?id=3a2f07bf-f7bb-4a03-9b52-b30024c6cb3a>

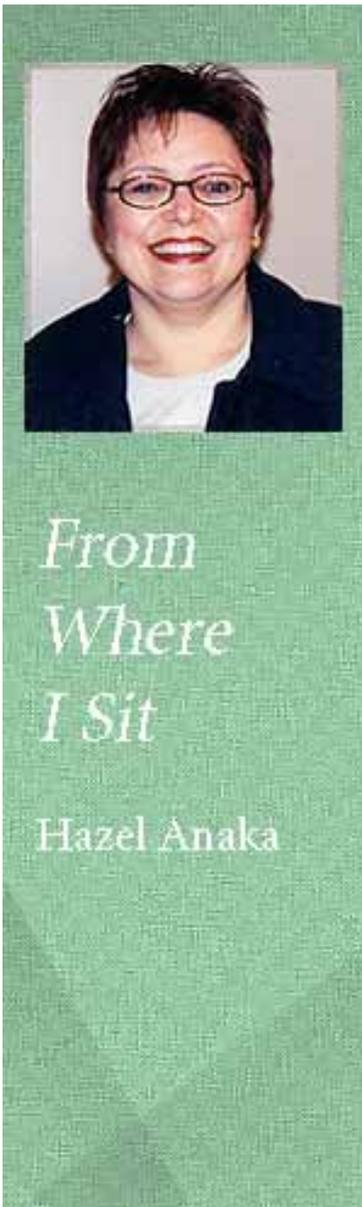
## ***Women you should know***

*Compiled by Barbara Godin*

### ***Grace Marie Bareis - 1875-1962***

Grace Marie Bareis was born in Canal Winchester, Ohio on December 19, 1875. Bareis received her A.B. (first honors) from Heidelberg College and went on to become a graduate student at Bryn Mawr College from 1897-1899. She taught mathematics and science at Miss Roney's School in Philadelphia PA from 1902 - 1906. In 1909 Bareis became the first person to receive a PhD in mathematics at Ohio State University, where she accepted a position as assistant professor of mathematics. In addition, Grace Bareis played a part in establishing *The Mathematical Association of America* and was also a member of *The American Mathematical Society*. After her retirement, Bareis donated \$2000 to the Ohio State University to be used to develop an ongoing award for math students. Subsequently the "*Grace M. Bareis Mathematical Prize*" was established and has been awarded yearly since. Grace Bareis died June 16, 1962 at her home, which she had shared with a female friend for 26 years.

Read more about her at: <http://www.math.ohio-state.edu/history/biographies/bareis/>



## Take Time to Think

We've been hammered with a rash of extreme weather conditions lately. We've experienced minus 35 degree temperatures, dangerous wind chill, freezing rain, fog and even plus temperatures. These fluctuations play havoc with road conditions even for those of us who've been driving a long time.

The news media brings us information on road conditions and weather forecasts. We watch interviews with auto mechanics who give advice on car maintenance. We hear horror stories about the wait for a tow truck. Police spokesmen implore us to slow down, stay home, be careful because they see the horror of things gone wrong. We watch rescue squads extricate victims from car wrecks. We recall Dr. Louis Francescutti, an injury prevention and emergency room physician talking about the preventable carnage we seem to tolerate in this province.

Many of us seem to be glibly sliding through life thinking and acting like we're immortal. Some people routinely run stop signs, especially in rural intersections, especially when they think they can get away with it. I know this is learned behaviour because I've seen three generations in one family doing it.

Other people still don't get the seatbelt thing or the drinking and driving thing. We see news reports, candlelight vigils by Mothers Against Drunk Drivers, teddy bear and flower shrines at the scene of fatalities. We read obituaries, attend funerals, visit people in hospital. Yet some still don't get it.

As I drove to work at speeds between 60 and 80 kilometers an hour and had fools passing me during whiteouts and black ice I wondered what, if anything, they were thinking. What the hell is the big hurry?

It occurs to me that if you don't have the time to stop at stop signs or drive according to road conditions you probably don't have time to wait for a tow truck or ambulance or hearse either. If you can't figure out that you need to leave earlier to get there how will you plan for the physiotherapy appointments? If you don't understand the dangers of tailgating and passing while unsafe will you understand the concept of lost productivity when you're off work getting estimates for body work, borrowing a vehicle, visiting doctors and medicentres. If you can't follow the commonsense stuff like driving sober with a seat belt on, how can we trust you to understand the cost of your actions - the cost of property damage, pain and suffering, fines and court appearances, increased insurance rates? Or the sucking up of precious health resources like emergency room space, x-rays and other diagnostics, blood products, chiropractic, physio, and other rehab. Or the deployment of emergency response people like police, ambulance and firefighters to the scene of your error in judgment.

It seems to me that there are better ways to spend your days and your dollars than in reaction to some unwise driving decisions. Take time to think, it's the only smart thing to do, from where I sit.



## Searching for Internships

**Lonita Fraser**

### Zink - Magazine INTERN - Job Location: New York, NY, United States

**Job Description:** Zink magazine is looking for interns in many facets of the industry. Fashion, advertising, editorial, and event interns to assist the with phones, appointments, and other magazine related tasks. Zink is a very busy place and we need people who are self starters, good on the phone, have some knowledge about how the industry works. If you are interested in the fashion position we need someone who has worked and who at least knows the procedure for calling in items for shoots, wants to write and has some knowledge about fashion designers and magazines. Please send all resumes to [intern@zinkmag.com](mailto:intern@zinkmag.com), ok to mention ED, not ok to call. Please state in email which area of the business you are interested in. This is an UNPAID Internship but a great way to get your foot in the door in such a competitive industry.

**Job Requirements:** excellent self starter; great on the phones and with people; knowledge of magazine industry a plus; expertise in fashion a plus; flexible schedule

**How To Apply:** Please send all inquiries and resumes to [intern@zinkmag.com](mailto:intern@zinkmag.com). PLEASE NO PHONE CALLS. Also, state which area of the publishing industry you are interested in the email.

**Contact Information:** Denise Dandeneau, Zink, 304 Park Ave So., 12th Floor, USA, NY, United States 10010  
Phone: 646 792 2333 Email: [intern@zinkmag.com](mailto:intern@zinkmag.com) WWW: <http://www.zinkmag.com>

### Placements Impact Canada Ltd.- International Trade and Export Consultants. - Location: Toronto, ON

**Job Description:** We are presently looking for many motivated candidates for our North-American Corporate clients in Export area (Entry-Level and Paid Internships Positions available in 2004-2005): International Business and Export Consultants. Attractive salaries and packages (including life insurance, paid vacation, etc.). We will provide the work placement/work permit (Visa) with our Corporate clients.

**Job Requirements:** You will be joining a dynamic team of seasoned sales professionals working with top multinational corporations. You will be calling on North American prospects who need to know about international markets. You may, however, have some opportunities to travel to meet face-to-face with your prospects and clients in the course of your work. Multilingual and strong multi-cultural management style are important. Strong process orientation to sales and sales management is critical. Export customer service and/or shipping experience helpful. Commercial courses and courses in export shipping and documentation helpful. Interacting as required with International Sales management team to insure their needs are met. Exposure to international credit and collections. Ability to manage multiple priorities and consistently deliver results Must have good Word and Excel skills .

**How To Apply:** If you are interested by a position in International Trade or Export area, please, send us a resume thru email, mail or fax.

**Contact Information:** Mr Peter hamond, MBA, Associate and HR Manager, Placements Impact Canada Ltd., 1250 University Street (B.1073), Montreal, Quebec, Canada H3B3K5  
Phone: (514) 4092017 FAX: (450) 6567116 Email: [Placement\\_ca@look.ca](mailto:Placement_ca@look.ca)

# SCHOLARSHIPS & AWARDS

*Contributed by Zil-E-Huma Lodhi*

## FRANK L. GREATHOUSE GOVERNMENT ACCOUNTING SCHOLARSHIP

The Government Finance Officers Association's Frank L. Greathouse Government Accounting Scholarship of \$3,500 is available for award to one or more senior undergraduate students enrolled in full-time study preparing for a career in state and local government finance. The winner of the Government Accounting Scholarship is invited, as our guest, to attend the Government Finance Officers Association's annual conference, where the award will be presented.

Completed applications and other correspondence about the scholarship programs can be sent to:

Scholarship Committee  
Government Finance Officers Association  
203 N. LaSalle St., Suite 2700  
Chicago, IL 60601-1210  
(312/977-9700)

Eligibility: Full-time student in an undergraduate or graduate accounting program who is preparing for a career in state and local government finance. Undergraduate students must be in the process of completing at least their junior year by the time the scholarship is awarded. Citizen or permanent resident of the United States or Canada.

Recommendation by student's academic advisor or the chair of the accounting program. Students who are past winners of a scholarship administered by the Government Finance Officers Association of the United States and Canada are not eligible to apply.

Web site: <http://www.gfoa.org/services/scholarships.shtml>

## DANIEL B. GOLDBERG SCHOLARSHIP

Amount: \$10,000

Deadline: n/s

1)The Daniel B. Goldberg Scholarship of \$10,000 is available for award to a graduate student who is enrolled in full-time master's study preparing for a career in state and local government finance. This scholarship is funded by the Girard Miller Foundation. The winner of the scholarship is invited, as our guest, to attend the Government Finance Officers Association's annual conference, where the award is presented. Completed applications and other correspondence about the scholarship programs can be sent to:

Scholarship Committee, Government Finance Officers Association  
203 N. LaSalle St., Suite 2700, Chicago, IL 60601-1210, (312/977-9700)

Eligibility:

Currently a full-time student in a graduate program that prepares students for careers in state and local government finance and expecting to be enrolled in the spring semester of the year for which the scholarship is awarded (including graduates of that spring semester).

Baccalaureate degree or its equivalent.

Citizen or permanent resident of the United States or Canada.

Recommendation from student's academic advisor or dean of the graduate program.

Student has not been a past winner of a scholarship administered by the Government Finance Officers Association of the United States and Canada are not eligible to apply.

Web site: <http://www.gfoa.org/services/scholarships.shtml>



*Provided by Lonita Fraser*

**ROMANCE SLAM JAM 2005**  
**Dallas, Texas USA**

**March 10 - 13 2005**

Contact: Cindi Louis - 972.623.2537; Emma Rodgers - 800.272.5027 - P.O. box 530326, Grand Prairie, TX, 75053  
[romanceslamjam2005@yahoo.com](mailto:romanceslamjam2005@yahoo.com) - <http://www.romanceslamjam.com/>

The four-day conference unites readers and writers of Black romance for an exciting fun-filled extended weekend of literary activities, entertainment, and awards presentations. Over 300 authors, readers, and industry professionals are expected to attend. Theme: Rolling Out the Red Carpet for the Readers

**Key activities include:**

- Literary activities - writer's workshops, editor and agent presentations, book signings, and aspiring writer's contest
- Keynote luncheon featuring best-selling author Jacquelin Thomas
- EMMA awards banquet acknowledging the top books in ten tempting categories.
- Readers participation and tributes in all major functions
- Fun activities like shopping and sightseeing in Dallas, a trip to Black Images Book Bazaar, tastes of Dallas, welcome reception, Sunday morning worship, skits, games, and prizes.

The per person registration fee is: Until Jan 15, 2005 - \$ 165.00 per person; Jan 15 - Mar 13, 2005 - \$200.00 per person. Bookclubs or writing groups submitting five or more registrations at one time will receive \$15 off the per person registration fee. (Price - \$150.00 per person) All five registrations and payment must be sent together.

**PerEL Workshop on Pervasive eLearning**  
**Kauai Island, Hawaii, United States**

**8 to 12 March 2005**

<http://www.ra.informatik.uni-rostock.de/perel2005> - PerEL Organization Team - [perel05@informatik.uni-rostock.de](mailto:perel05@informatik.uni-rostock.de)  
Held in conjunction with the IEEE Int. Conference on Pervasive Computing and Communications (PerCom 05). It wants to bring together researchers and developers from different technical and educational disciplines.

**4th Annual Race and Place Conference: Borderlands and Boundaries**  
**Tuscaloosa, Alabama, United States**

**10 March 2005**

<http://www.ua.edu/academic/colleges/raceandplace/> - E-mail: [gdorr@bama.ua.edu](mailto:gdorr@bama.ua.edu)

**Second International Conference on Positive Behavior Support**  
**Tampa, FL, United States**

**10 to 12 March 2005**

<http://www.apbs.org> - Contact name: Tim Knoster - E-mail: [tknoster@bloomu.edu](mailto:tknoster@bloomu.edu) - Positive Behavior Support involves the assessment and engineering of environments so that people with problem behaviors can increase social, personal and professional quality in their lives.

**International Dark-Sky Association 16th Annual Meeting**  
**Tucson, Arizona, United States**

**10 March 2005**

Website: <http://www.darksky.org/index.html> - Contact name: Bob Gent - E-mail: [RLGent1@aol.com](mailto:RLGent1@aol.com)

**Children's Literature**  
**Rochester, New York, United States**

**19 March 2005**

Contact name: Laurie Ousley - E-mail: [lousley@monroecc.edu](mailto:lousley@monroecc.edu) - We welcome abstracts on any aspect of children's literature, contemporary, classic, obscure or popular. Papers might focus on illustration, drama, poetry, the picture book, the historical novel, fantasy, science fiction, realism, fairy tale. Organized by: Monroe Community College

**Conference on Southern Literature  
Chattanooga, Tennessee, United States**

**31 Mar - 2 April 2005**

<http://www.artscouncil.org/csl/cslit.html> - Contact: Susan Robinson - [info@artscouncil.org](mailto:info@artscouncil.org) - Nearly 40 writers convene for panel discussions, readings, lectures, book signings, and more. 2005 theme is The South: A Community of Outsiders. Keynote by Reynolds Price. Registration starts in January. Organized by: Arts & Education Council

**American Society for Eighteenth-Century Studies Thirty-sixth Annual Meeting  
Las Vegas, Nevada, United States**

**31 March 2005**

<http://asecs.press.jhu.edu/2005annualmtg.htm> - E-mail: [asecs@wfu.edu](mailto:asecs@wfu.edu)

**Northeast Conference on the Teaching of Foreign Languages (NECTFL)  
New York, New York, United States**

**31 March 2005**

<http://www.dickinson.edu/nectfl> - E-mail: [nectfl@dickinson.edu](mailto:nectfl@dickinson.edu)

**MEPHISTOS**

**March 5-6, 2005**

**Providence, Rhode Island USA**

<http://www.brown.edu/Students/Mephistos/> - Mephistos is an international graduate student conference in the History, Philosophy, and Sociology of Science, Technology and Medicine. The purpose of the conference is to stimulate open discussion among graduate students. The graduate community at Brown University, in association with the Committee on Science & Technology Studies, is proud to host the twenty-third annual edition of the event.

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

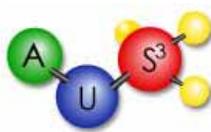
- **iCORE (Informatics Circle of Research Excellence) Summit - Aug. 2005 -Banff.**  
The second annual iCORE Banff Informatics Summit will bring together leading information and communications technology (ICT) researchers for three days. The field of informatics encompasses computer science, electrical 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/>

**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

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

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



**AU SCIENCE STUDENTS' SOCIETY (AUS3) ONLINE!** The AU Science Students' Society is online at <http://www.ausu.org/clubs/ausss/index.php>. If you are an AU science student or a student with an interest in science, this club is for you! Contact [aus3@ausu.org](mailto:aus3@ausu.org) for more information. It's free to join!

## THE VOICE

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

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