

# THE VOICE

MAGAZINE

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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.

## ***ERROR CORRECTION***

In last week's issue, in the review of new AU course PHIL 350, we stated that the course was authored by AU philosophy tutor, Jill Hunter. However, it has come to our attention that Sharon Turner is in fact the author of this course. We apologize for the oversight.

## **THE VOICE**

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## *Interview with Dr. Frits Pannekoek - AU's new president*

*by Debbie Jabbour*



*Pictured: Dr. Frits Pannekoek and his wife Christine.*

On the morning before Convocation began, I had the opportunity to interview our new AU President, Dr. Frits Pannekoek. Although the university was a hub of activity, we managed to find a quiet spot inside the president's office. I had met him previously, but this was my first opportunity for a one-to-one conversation and to really get to know him. I found the experience very enjoyable.

I had seen Dr. Pannekoek in action the previous day when he chaired AU's Academic

Council, and I was impressed by his willingness to let people have their say in what could have been a potentially difficult situation. Although he initially comes across as a rather quiet, laid-back sort of person, I got the impression at AUAC that he is no pushover and will do whatever is necessary to get the job done right. I really liked what I had seen so far, and after our hour-long talk, my estimation of him and his collaborative management style has increased.

I've reproduced much of the conversation verbatim, in the hope that readers will get a sense of Frits' relaxed conversational style. Here's what he had to say:

*How did you end up at Athabasca University?*

Well, I've known about Athabasca for about 25 years, since I've been a tutor at the university, and I've developed one of the courses too, Native Studies 370. I've always been an admirer of Athabasca, and when the presidency came up it was a natural choice.

*Is there an interesting anecdote that stands out from your tutoring days?*

There's a student I had who used to come to the local grocery store in the country for her tutorial. She was a single mother, and I still remember one instance where she called me from the corner grocery store, with her kids all around her. I remember thinking, "my goodness -- the dedication of students is absolutely incredible!" I also had another student whose husband set up a study place for her in the granary, with a phone line and a light bulb, and that's where she was studying from. I thought, "Well! The dedication of these students for learning!" -- and then having Athabasca University there for them. These two incidents will always, always be with me.

I've also had really elderly students, one gentleman in a Western Canadian history course had lived through it all! So I really loved talking to him. He taught me!

*So it was a mutual learning experience?*

Yes, that's why I like the word "learning" rather than the word "teaching" because learning means it is an iterative process. You are learning from the students as they are learning from you and you always grow by listening. Teaching suggests "I know. You learn." I always say "we are all teachers and we are all learners"

*I like that. "You grow by listening"*

I do believe that. Of course my wife says she wishes I would listen more! (*laughter*) Especially in our society where we tend to place importance on the voice. It's hard to sit back and listen. In some societies silence is a learning opportunity.

*Do you plan to continue to tutor?*

Yes.

*Same subjects?*

Oh yeah. Until they complain that I'm not as available as I should be! (*laughs*)

*You come from a traditional background at the University of Calgary. How do you think that will translate into what you are doing here?*

No, I actually come from a VERY un-traditional background. I was at the U of C for six years, but before that I worked with government. So I think I'm very unconventional. I started my career with Parks Canada as Chief of Historical Resources, then going to the Head of the Department of Archives of the Province of Alberta, then to the Director of Information Resources at the Archives Library and University of Calgary Press, then moving to this [*see official bio and press release for more information*]. So it's not a traditional career path at all, I don't think.

*So you weren't at the University of Calgary all that long compared to what you did elsewhere?*

Well, six years there, and 1969-1998 (19 years) with the Government of Alberta. That was where I got to know... well I guess you could describe me in all those jobs as not a "bureaucrat" but a "culturecrat." The culture environment is what I'm keen on, understanding culture, managing cultural environments, helping them reach their potential.

*How do you think that aspect of it will play into your role here at AU? Do you have a special plan to use your interests?*

No. People have asked me a lot -- what is your vision for Athabasca University? That's presumptuous, because the vision is held by the institution as a whole, working together. So, I hope the skill that I bring is getting people to work together developing that common vision, working with the community, government, others at the university, to be the champion of the vision. If I can help the organization sharpen that vision, that's what my job is. And of course I'm interested in e-learning, online learning, the new digital environments and all that stuff.

*The cultural part -- do you think there is a role for your cultural background, expanding the offerings AU has?*

I'm interested in culture, native and indigenous studies, but I'm also interested in the sciences. They are all related. What I really like about AU is the interdisciplinary approach in so many areas. The way it's set up in various centres, they are really quite interesting in the way people work together.

*You don't have any strong leanings one way or another?*

No, I'm just as interested in the learning issues of science as I am in heritage and culture. There's my interests, and then there's the institution's interests.

*I'm interested... I know the university has been developing a fine arts program...?*

Yes, I'm strongly supportive of that. I think the university in the new learning age is incredibly well positioned to be more successful, hugely successful, and with the Middle States accreditation [watch for a story on AU's accreditation in the upcoming AUSU newsletter], we have huge opportunities ahead -- what those opportunities are we have yet to discover. Do we know how we are going to capitalize on them yet? Not entirely. It will mean a lot for American students who might want to enrol in Athabasca -- once you are accredited, you are validated by the American system.

*Do you think there will be any negative effects of accreditation to the students in this country?*

I can't think of any. It will open up access to a Canadian institution and educational system which is highly regarded everywhere in the world.

*The university has had an incredible amount of change at the executive level. Students probably aren't all that aware of that change, but I know it will have an impact within the university. I'm curious whether you have any thoughts on how students might be affected?*

It shouldn't impact students. We are all interested in building better programs, more meaningful programs and more meaningful relationships with students. All the people on the executive want that and are really committed to that. So I think if there is change, change at the university is gradual. Universities have been very robust institutions, among the longest-living institutions on the planet. That's because they are deliberate systems, based on people's cumulative knowledge and skills, experiences. You can't walk in and radically change a place. Each university has a culture of its own. As you probably noticed at Academic Council (*referring to the meeting the previous day*), you just don't walk in and say, "Well we are now changing this, we're presenting you with Robert's Rules of Order!" (*laughter*). That's a medieval word! You have to figure out that people want open discussion and value it. I certainly value it, and that's a good thing. Particularly from students -- I don't think we hear as much from students as I might want to.

*Do you think there's a way to improve that?*

That's an issue with the distance and open university. How do you manage to engage everyone? And some of the instruments of engagement -- i.e. email, tend to be... when you are talking, you get the energy and you can see facial expressions and all that stuff. With email, some of the words can be misconstrued, become harsh words when not intended as harsh. Some people think you just need to be a lot more skilled that way. Well, yeah... but it's not the same as face to face, so maybe we will need to get involved through the Internet in more virtual interactions, more visual.

I'd love to have a camera in my office so everyone could see and "meet" me! It's coming, within five years I believe we will have that kind of face-to-face virtual interaction, and I think that will make a HUGE difference.

*I agree, I've heard from students that they really like that -- when they can actually see their tutor.*

Yes, you can also look at them when they say this word, what they really mean, because their face has a different connotation. A lot of words in English can mean five or six different things, depending on how they are said.

I'll admit that in all the years I've been tutoring I've only met three or four of my students. But I would have really liked to have had more of that facial interaction, we would have had a better communication. Not to say things were bad, but the new environment will change.

*I'm not going to ask questions about the future of the university, because I don't think that's fair to you right now...*

(*smiles*) Well... I really believe... I believe in the collegial environment, I believe in the new technology, I believe that Athabasca is the most ideally-positioned university, probably in North America, to take advantage of the new technology. It's very influential; the way it deals with information and knowledge is absolutely outstanding. So can you shape the new university? Well, yeah you can. Can you say that shape is now predetermined? No, because it is being reshaped. The process of arriving, the voyage of discovery, is as important as getting there in the end (*laughs*). Building on the excitement of discovery -- which is what universities are all about!

*What about freedom of speech? How do you feel that plays in?*

I'm in favour of freedom of speech! Respectful freedom. Why wouldn't everyone believe in that?

*Surprisingly, at many universities - they say they allow it, but a lot of times students don't get the sense that they are allowed to actually say what they believe...*

Well students can say what they believe but then they also have to be prepared to engage in a discourse of criticism. And that works both ways as well. If someone writes, for example, a very emotional, unfounded discourse on a subject which needs a lot more evidence, you say "well, that's really interesting and I don't disagree with your perspective, but this particular subject needs hard evidence to support it." Maybe tempered language would be more appropriate for this person. So, yeah, I believe students can say what they want, but just like everybody, say what you want in a respectful way. Everyone in the university has to say things in a respectful way and ask, "what can I learn from this exchange?" -- that includes students, tutors, administrators, and so on.

*Can you tell me a little bit about your family?*

*(laughs)* Well, I have a wife and two boys. The boys are independent, living in Vancouver.

*Are you all settled in now in the "big house" (referring to University House)?*

No, no, I'm living out at a lake nearby. The house is getting fixed so we won't be moving there until October. We will be homeless for a while! *(laughs)*.

*What was the first thing you did when you walked into this (the president's) office and said, "this is my office!"*

Well, I'd say it's not "my" office, it's everyone's office! *(laughs)*. It's nice, I just have custody of it for a while. The first thing I did, actually, is put some paintings up. I didn't want to take anything that other people were passionate about, why would you want to take away someone's inspiration? I really love that one *(gesturing)* and I really love this one, and I put that one up -- it was... put a little art into my life!

*What other interests do you have that you think students might find intriguing about you?*

Well! My family just gave me a canoe, going up North, so I intend to put on my "Pierre Trudeau jacket" and go canoeing across the lake! *(hearty chuckle)*. I'm interested in outdoor activities, though I don't do as much as I ought to. I'm really interested in aboriginal peoples, involved in all kinds of research projects with aboriginal communities, and I will continue to do that -- I guess it sounds like I should get a life! *(laughs)*.

*You had a fair amount of involvement with Head-Smashed-In Buffalo Jump project? (see website)*

Yes.

*As students we learn to express ourselves in a clear and concise manner. Can you describe yourself in three words?*

*(hearty laugh)*. No! I'll leave that to others! *(more laughter)*.

People will assess other people, having people describe themselves is not entirely fair. I'd rather have people come to their own assessment of me.

*Something about yourself no one would ever guess by just looking at you?*

*(laughter)*. Ah... Well... I can't paint worth a darn, I can't sing worth a darn. I'm the world's rottenest driver... I do have a sense of humour, although that may not come across all the time... I've had some say to me "you look rather dour" at times when I'm thinking... but I really do like teasing people, but in a kind way; and I really do like interacting with people, and that's something I enjoy about this job.

I want to make sure that we share with as many people as possible, bring people together, students, faculty, community, people from other universities.

*(At this point the President's executive assistant, Ferne Kvill, entered to give us each a glass of lemonade -- it was getting very warm inside!)*

See that's one of the great joys about having wonderful people like Ferne, Carol, David -- I mean all the people I've met have been extremely confident and warm, supportive.

I know that being the president is very difficult. You can't keep everyone happy all of the time. Some people will be unhappy, some people will be really happy. But we hope in the end that everybody will get a lot of input into decisions, collectively and collaboratively, and we move ahead. I hope that at Academic Council there was some evidence of that (*laughs*).

*I really did admire how you handled that -- I've been through enough of these meetings to see the underlying things and I'm interested in the psychology of it -- people needed to state their position on things and I think you managed it very well...*

Well, I knew it was going to happen, I knew you had to be respectful, people needed catharsis. One thing I was afraid of was that if you just follow Roberts Rules of Order absolutely strictly; then in theory, the chair is never supposed to get involved, and that is really restrictive... what I really wanted to do was make sure everyone had a voice... and that people felt they were heard... and I hope everyone felt that. Not everyone is happy all the time...

I feel like, if you have an issue, talk about it. Clear up misunderstandings. That's the way you deal with it. You should never, never, on a point, attack a person. You can attack the issue, but never, never attack the person.

*You aren't a strict rules and regulations sort of guy?*

No... rules are fine, but if they give you a rule and a law saying "you are heading north", sometimes you might have to go a little bit west to get where you want to go. The adage I use is that "through indirections, sometimes you will get directions." And in the academy, maybe that's OK. Sometimes you have to explore alternatives that people put in front of you.

*Is there anything else you would like students to know about yourself?*

Well, I hope that they will find me approachable! That being said, if all 35,000 students who are enrolled all decided they wanted to talk to me - they wouldn't get through! (*chuckle*). I do want to be approachable and talk to people. I will walk, I tend to wander around, although this is rather difficult in a virtual university. You can phone people up, but if you initiate it all the time, they may feel you are "checking up on me!" You know, if you were phoning students out of the blue and say, "Hi, I'm the president, do you want to chat?", they would say, "OK, what's the agenda here, what have I done wrong!" (*laughter*). I might do that some day!

But you need to be respectful of tutors, be respectful of faculty. Open up communication but be respectful.

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Although we could have continued this comfortable, enjoyable chat for quite a while, I knew that there was much to do before Convocation started, and the buzz from outside the office was starting to take on an impatient tone. So I thanked Frits for his time and concluded the interview, taking a moment to catch a picture of him and his wife.

I left the office feeling that I knew our new president just a little bit better, and that I had taken the first step toward forging a new collegial friendship. I had a real sense that he is very pleased to be part of our university and excited about what lies ahead. Only time will tell, of course, but I got the impression that our new president will be one who truly cares about students and will be willing to listen. I, for one, plan to take Frits at his word, and will certainly be approaching him with student concerns!

**[editor's note: for those who are wondering, Dr. Pannekoek's staff tell me that his surname is properly pronounced panna-kook, with the accent on the second syllable.]**

More about Dr. Frits Pannekoek:

Official bio: [http://www.athabascau.ca/media/05/president\\_bio.php](http://www.athabascau.ca/media/05/president_bio.php)

AU Media release: <http://www.athabascau.ca/presoff/staff/fritsp.htm>

Get cited (publications): <http://www.getcited.org/mbrx/PT/2/MBR/10792301/>

Research collection: <https://dspace.ucalgary.ca/handle/1880/1659>

Head Smashed In Buffalo Jump website: <http://www.head-smashed-in.com/>



Last week Peter Tretter's guest editorial addressed the issue of tutor vacations. While recognizing that tutors have a right to time off, and that with open enrolment it's impossible to ensure that tutor leaves do not coincide with course end dates, it was suggested that when a tutor is away for even a period as short as two weeks, a replacement tutor must be supplied. I asked students to respond to this issue, and what follows are the responses I've received so far. If I receive more responses over the coming week, I will run another edition of this column -- feel free to comment on this issue in 250 words or less by sending an email to [voice@ausu.org](mailto:voice@ausu.org).

Peter Tretter recently wrote an article about the anger he had toward the University's policy on tutor vacations. I feel his pain -- to, if possible, a much larger degree. My situation is quite different. In the last 2 weeks of my course my tutor has gone on vacation, and Athabasca University has told me over the phone several times they DO NOT assign alternate tutors for 2 week periods as it "is not in their policy."

I was not given a policy in the course package I received after paying nearly \$1000 for this course. The credit this course would have produced was required by my home University as a pre-requisite for a course I will most probably not be able to take this fall, as Athabasca University doesn't mark exams until tutors mark the final assignments, but my tutor will NOT mark my assignments unless I can somehow finish all of them and get them to him under a specific deadline. The University should most definitely create alternate arrangements for the absence of tutors, and furthermore should include somewhere in the course packages they send out that tutors will be on vacation for a PRE-DETERMINED period of time, instead of merely writing at the bottom of a letter, "Please note these changes and update your records accordingly."

I am not sure what records they were referring to, unless they mean the credit records I will probably not be able to redeem as a result of this situation.

**Matthew Wong-Fung**

Mr. Tretter hit the nail on the head. While tutors should be allowed to take holidays and personal time, I agree that substitutes should be provided. When students are at critical points in their courses, having no tutor for two weeks can be significant. Since individualised means students progress at different paces by definition, any tutor leave can occur at a critical time for some of that tutor's students.

Providing substitute tutors means more work for the university, but it will pay off for students. The AUSU forums contain numerous threads on this very issue. In at least one case, a tutor was unavailable for a month and the substitute also became unavailable, so a student had to write her midterm (booked three weeks in advance, remember) without the assignments upon which that midterm was based being marked and returned to her. She had submitted them before receiving the "Tutor Unavailable" letter.

A tutor in one of my current courses is unavailable for the first two weeks. I usually use this time to get a jumpstart on the course, and contact the tutor to take her measure and ask questions about course timelines, etc. I cannot do that with this, the most challenging course I've registered for so far. It's worse when a tutor is unavailable for the last two weeks of a contract, when students may be studying for exams and have last-minute questions. AU has to take some responsibility for providing the services we pay for. I

doubt that in their grouped study classes at bricks-and-mortar campuses, teaching staff are not replaced during brief hiatuses. Just my \$.02.

**Elizabeth Cousar**

I agree that having course tutors away for two weeks with no named replacement is inconvenient and seems a waste of tuition. This has happened to me on two occasions this year. I have noticed, however, that tutor absence notices tend arrive in plenty of time for students to be organized. There are a number of options Mr. Tretter could pursue:

Look ahead at course work planned during the tutor's absence and call the tutor to ask pressing questions. Call AU's call centre or tutor services to register a complaint. Call tutor services and the department or centre to ask who could answer a question during the tutor's absence. Call the AU library to speak to a librarian or search the AU library catalogue. Consult AU's online journal database for editorials and peer reviews of the author or subject. Conduct Internet research for articles, columns, critical reviews, or works by the same or similar authors. Post a message to AUSU or AU's forums asking for help. Request an AUSU Study Buddy. Go to the local library and consult with the librarian.

Ultimately, I disagree with Mr. Tretter's conclusion that the onus is only on the university to provide all the answers. As students, we must investigate and question throughout our coursework. It seems to me that an absent tutor provides the perfect opportunity to put organizational and research skills to the test.

**Teresa Neuman**  
Ottawa, ON

I completely understand and respect the need for everyone to have vacation when they want, however, it is necessary for the university to provide students with an alternate during their tutor's absence. In a recent personal case, both my tutor and the course coordinator were on vacation/leave and I was having some course issues. Luckily for me, I was able to get the help I needed from another student, (thanks, Jane!), but that is the exception, not the norm. That particular course is the only one I'm taking where I'm in contact with other students. It simply isn't acceptable for the university to expect students to be able to foresee any problems they may run into - we need to be given someone else to turn to.

Thanks to Tamra and the rest of the AUSU staff for giving us this opportunity to speak out.

**Emily King**

Thank you for including the article "Tutor Unavailable". I have recently had my tutor take leave for one whole month, with no replacement! AU did offer one month free extension for the course, however this is not acceptable to those of us who are on student loans, or who are starting other courses and need to finish by a certain date. I agree that at other universities, this would not be acceptable, so why does AU feel that it is okay to do this to their students? I am a full-time AU student with small children at home, and I take my education very seriously. I hope this article will open some eyes and prompt a change at AU. Keep the great articles coming!

**Andrea Buck**

**If you would like to comment on this issue, there is still time. Send your thoughts -- in 250 words or less -- to [voice@ausu.org](mailto:voice@ausu.org).**



# NATURE NOTES:

from the backyard to the biosphere

*By Zoe Dalton*

## Nature in Our Midst: Finding the Local Green

Incredibly, summer's end has already become a topic of conversation. But I know that for myself, the nature bug that bit so many of us earlier in the season continues to demand my attention. Spending time indoors feels like a crime, and those blue lakes and rocky shores seem to beckon to me like sirens from tales of yore. But as a generally car-spurning type, the question for me becomes: how to reconcile a yen for green with a distaste for arriving in the lovely wilds surrounded by a choking cloud of greenhouse gases?

I am no environmental angel, and the car does play a larger-than-I'd-like-to-admit role in my need-to-get-out-of-the-city summer yearnings. But, despite my urban abode, I have been able to find a surprising degree of green within a distance that does not require a car at all. Looking for and finding nature close to home, even when home is in Canada's largest city, is less difficult than one might first imagine.

Hanging out in the mini-forests of the larger parks, bug-watching in little overgrown abandoned lots, even following garbage-strewn pathways along abused urban waterways are high on my list of green journeys worth pursuing. They offer bits of solitude and tranquility, as well as that contact with living, breathing ecological entities so refreshing to the concrete-weary senses.

So many green city nooks have become important to me that it is hard to rank them in order of personal preference. However, some of my favourite memories of urban green chasing are times spent hiking the railroad tracks in my old neighbourhood.

Every day a couple of summers ago, my partner, our dog and I walked the tracks in this neglected -- albeit gradually gentrifying -- corner of the city. What began as a way to give our canine companion some afternoon exercise soon became as much a passion of ours as it was of his. As the weeks passed, the dominant vegetation changed, the ever-evolving floral display shared with us lucky passers-by a new and varied sweetness, the grass grew up to hide whatever unsightliness may have lain beneath, and the newly-feathered fledgling birds hopped around, just getting the hang of the whole avian thing.

Throughout the season, the sun-warmed vegetation flourished, and in the later weeks of the summer gave off a scent you could only hope to find in a well-tended herb garden. When we moved to our current location at the end of the summer, the thing I was sorriest to leave behind from our Parkdale neighbourhood experience was our odd little natural paradise.

I know that what I crave most from out of town adventures is that feeling of freedom, of being able to walk around unconcerned, tousled and far from everyday cares. We certainly met some people on our walks who had achieved such a state along our lonely route, some of them shockingly so. But we too, with our bounding dog alongside, downtown skyline in full view and a surprising richness of green around us, found an unexpected peace, freedom and contentment along the Parkdale tracks.

I still crave those isolated islands, pristine lakes and wild rocky shores that feed the nature-hungry soul so fully. But I have been happily surprised by the joy and loveliness that has come from exploring my local green.

# The Power of One

El-ahrairah Jones



It's the power of the smallest candle in the darkness of a cave.

It's the power of recognizing a lie for what it is, no matter how many people repeat it, or how often, or how loudly.

It's the power of whistling in the graveyard, of laughter when you're lost in the woods, of singing when you're most afraid.

It's the power of being reasonable when everyone else is losing their temper or losing their minds.

It's the power of treating a child with respect.

It's the power of treating yourself with respect.

It's the power of standing naked in the middle of a thunderstorm, feeling the winds batter your body, and allowing yourself to be healed and cleansed.

It's the power of knowing when to let go and how to do so.

It's the power of going without, of knowing when to stop, when to say "no".

It's the power of opening your mind to new ideas, creative inspiration, new people, sacred ways of knowing, and the possibility you have been wrong.

It's the power of feeling the anger fall away from your muscles and bones.

It's the power of withholding a judgement or a comment.

It's the power offering your hand to another.

It's the power of one quiet person, listening, dignified and still, in the middle of a room full of argumentative and competing voices.

It's the power of daydreaming, of playing, of putting aside goals and agendas, of resting without guilt.

It's the power of letting the present moment unfold before your eyes.

It's the power of understanding that change is the essential nature of the universe.

It's the power of understanding what wealth really is.

It's the power of learning from the past, but never allowing what has gone before to limit what is possible in the future.

It's the power of sex, music, folktales, flowers, and food.

It's the power of keeping your senses open to wonder and delight.

It's the power of never losing hope.

It's the power of understanding that the monster you think is going to swallow you alive is really only a dust mite in diameter.

It's the power of people talking to each other and saying, "yes, it was like that for me, too."

It's the power of knowing the next small thing that is the right thing to do, and then doing it.

It's the only power people have to change things for the better.



## The Missing Articles

You might be wondering where Fed-Watch has been the last couple of weeks. Here at home, my computer finally gave up after six years of hard service. Along with stricter deadlines being imposed by our editor (I'm always notoriously late with these things) this means that I simply haven't been able to get the articles in on time. To make up for that, I'm going to run through a few of the highlights of the last couple of weeks and try to get ahead for the next week. We'll see how well this approach works out.

## Alberta Students get Real-Time Loan Information

A couple of weeks ago, the Alberta Government announced that Alberta Students' Finance applicants could now apply online and get back a result instantly telling them how much they'll be receiving through student loans. The process has taken over 11 million dollars and four years to put into place. Of course, this still doesn't address the problems with getting the paperwork to the right office, getting it processed there and getting into your course, but at least it's a start.

Reference: Alberta Advanced Education (2005, July 18). Real-time, post-secondary student loan information only a click away: Students can now see immediate results of their funding applications. Retrieved from <http://www.gov.ab.ca/acn/200507/1844468FB3150-FEEB-4F84-A7BC1B7E5D2CC606.html>

## Third Way for Alberta Health Care

The Alberta Government has also announced it is in the planning stages of developing its "Third Way" for tackling health care. Most of the ideas in its current development seem reasonable to me, except for the one where people can decide to pay extra for "extra" medical benefits beyond what is medically necessary. The trick here is that this really does open the way for a two-tiered health care system because it all rests on what is defined as medically necessary. After all, once the way is opened, it could just as easily be decided that all that's "medically necessary" to treat a bad knee is a peg-leg. For those that want to pay extra, however, their options might include the "special" knee surgery.

Not that I'm suggesting that's what will happen, but any type of system that differentiates between the best care possible and the minimum care required runs that type of risk.

Reference: Alberta Health and Wellness (2005, July 28). Getting on with better health care. Retrieved from <http://www.health.gov.ab.ca/about/reform/getting.html>

## \$6 Million for Low Income Nova Scotia Students

In conjunction with the Millenium Scholarship Foundation, Nova Scotia is offering six million dollars to low-income Nova Scotia students. This money comes in the form of scholarships ranging from \$500 to \$2,500 to address students needs when financial aid does not meet their total required expenses for school. As well, eligible students will receive \$1,000 to be applied against their student loan debt.

Reference: Nova Scotia Education (2005, July 19). \$6 Million for low-income Nova Scotia students. Retrieved from <http://www.gov.ns.ca/news/details.asp?id=20050719003>

## Ontario Consumers Get New Protections

The Ontario government has introduced some significant new consumer protection laws. These laws make it easier for consumers buying things that typically use high-pressure sales techniques (such as fitness clubs, time-shares, etc.) to cancel their purchase after the fact. It also enforces reasonably accurate estimates by

home renovation companies, a protection sorely needed because once a person's house is torn apart, it's easy for a renovation company to force the owner to pay significantly higher costs than the amount that was first agreed on. After all, a person can not leave their house partially taken apart for very long. Another notable protection is that of negative option billing, where customers who receive goods or services that they did not request can not be made to pay for them. I have to wonder what effect this particular protection will have with respect to satellite television signals.

The final aspect of these new protections is that they are applicable to business done online, as well as by more traditional means. Personally, I am not really sure why the distinction needs to be made. In my mind, a contract is a contract, regardless of whether it was sent by mail or e-mail. Simply because something is done on the Internet does not make it significantly different from being done in other mediums.

Reference: Ontario Government Services (2005, July 20). McGuinty government strengthens consumer protection: Sweeping legislation creates new rights for consumers. Retrieved from [http://ogov.newswire.ca/ontario/GPOE/2005/07/20/c3031.html?lmatch=&lang=\\_e.html](http://ogov.newswire.ca/ontario/GPOE/2005/07/20/c3031.html?lmatch=&lang=_e.html)

### September 1st is Alberta's Birthday Bash

With publically sponsored parties going on simultaneously in ten locations across the province, the Alberta government wants to make sure the Centennial celebration doesn't just die out with a whimper. Some of the highlights include simultaneous firework displays across the province, a live broadcast on Canadian Learning Television and Access for the evening performances, live feed over the Internet all day, free food in a number of the locations, as well as local Alberta entertainment including Jann Arden, Paul Brandt, Kurt Browning, and a selection of other semi-celebrities. Surprisingly, the little band from Hanna, Nickleback, notable for showing up in nearly anything that will have them, is not on the list.

Other things that might be of interest are the re-opening of the Jubilee Auditoriums in both Edmonton and Calgary for a gala celebration. Closed for over a year now for extensive renovations, a limited number of free tickets to the gala will be available on a first-come, first-served basis from Ticketmaster starting on August 17th.

For the basic information, check out the [news release](#). For more detailed information, you can go to the Alberta Centennial Website at <http://www.albertacentennial.ca>.

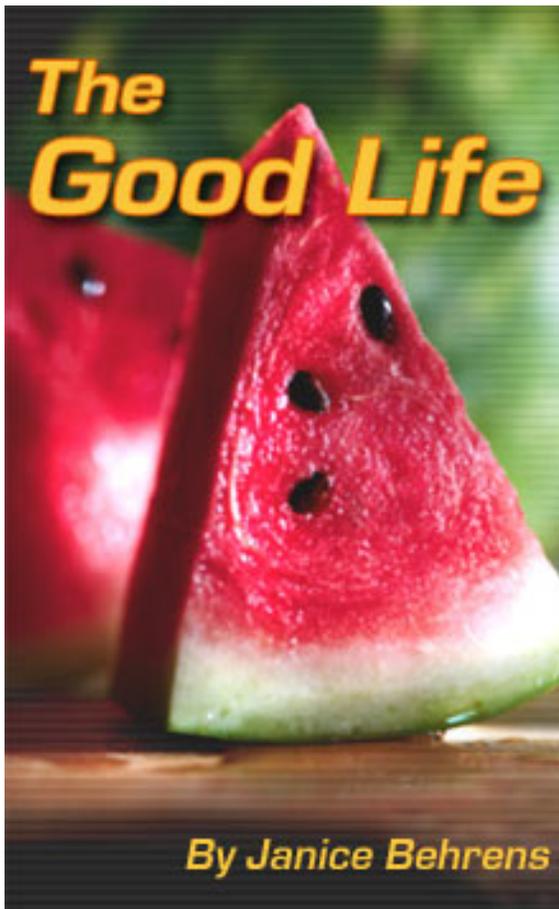
Reference: Alberta 2005 Centennial Initiative (2005, July 28). Get ready for the party of the century! Alberta's 100th birthday celebrations heat up for September 1<sup>st</sup>. Retrieved on <http://www.gov.ab.ca/acn/200507/18504D3206D3B-6AD2-4987-8DD7B3DB5D82EAB0.html>

### Ontario Gives Bursaries for Northern Health Students

Healthcare is always a difficult issue, especially for remote and rural areas of Canada. There's simply fewer people interested in living outside of the major cities, a perspective common to all professions. However, that doesn't mean that the need for certain professions diminishes. In Ontario, they're hoping to address the shortage of northern and rural health care workers by offering bursaries applicable only to those who live in those remote areas and study at northern universities.

"Studies have shown", [they say](#), "that students who come from and train in rural settings are more likely to become rural physicians." Maybe it's the Albertan in me, but I prefer things be addressed a little more directly. While more bursaries certainly are welcome, if the government wants to make this an assured win-win scenario, they should instead ask the students they're helping to agree to work in a rural community for a period of time following graduation. That way, students could complete their studies while utilizing the best facilities, or in the manner that worked the best for them (say by distance education). With this scenario, the government would be assured of gaining its rural doctors following their graduation.

Reference: Ontario Northern Development and Mines (2005, July 26). McGuinty government helps northwestern students attend school of medicine. Retrieved from [http://ogov.newswire.ca/ontario/GPOE/2005/07/26/c4214.html?lmatch=&lang=\\_e.html](http://ogov.newswire.ca/ontario/GPOE/2005/07/26/c4214.html?lmatch=&lang=_e.html)



## Are We There Yet? The Joy of Road Trips

Summertime has perennially been the season of road trip vacations for me. When I was a young girl, this meant sitting sardined in the back of the station wagon with my brothers and sisters, all of us tormenting each other as soon as we became bored with playing license plate bingo and seeing who could hold their breath the longest. This point usually came about a mile past the end of our driveway. For the next several hours, my mother would threaten about every twenty minutes to order my father to turn the car around and head straight back home if we didn't start behaving ourselves. About every hour or so, my father would reach back and try to cuff whichever of the troublemakers in the backseat was within arm's reach.

About twenty years ago, road trips with my husband, in the halcyon living-in-sin days before child, involved loading up on cigarettes, sunflower seeds and mixed cassette tapes filled with good driving music, and heading into the unknown in our ancient Subaru with astronomical mileage, one working windshield wiper, and no air conditioning. We would head out of town with only the vaguest notion of a final destination in mind: the Grand Canyon maybe, or Chicago or San Francisco. Road trips, like life, are all about the journey, all the unplanned things that happen en route. Seeing, for instance, a spectacular display of northern lights above Hyder, Alaska. Or having the car break down in the desert en route to Santa Fe,

directly across the road from a restaurant with a telephone and the world's best green chili stew.

One of my favourite things about road trips is reading. In our family, it is the unspoken duty of the passenger on long trips to read aloud. When you're in the car for up to ten hours a day on cross-country jaunts, this is an amazing way to pass the time. So far, all of the books in the *Harry Potter* series have been enjoyed whilst eating up great stretches of highway, and the *Half Blood Prince* (Rowling, 2005) is sitting on our bookshelf waiting for a trip to visit my parents later this month. Lately, our eight-year-old has begun to take a regular reading shift with us -- a real milestone! She's been entertaining us with Roald Dahl's *The BFG*, and doing a great job in providing a variety of voices, as well.

A relatively recent discovery we've made along these lines has come in the form of books on compact disk (CD), which we've started borrowing from the local library. This spring and summer we've saved some wear and tear on our vocal cords by alternating our own reading from books with recorded versions of Brian Jacques' *Mattimeo*, (from his Redwall series - very entertaining, but a bit bloodthirsty at times), *Bunnacula: A Rabbit-Tale of Mystery*, by Deborah and James Howe, *Eragon* by Christopher Paolini. As all of these readings are unabridged, some of the packages come with as many as twelve or fourteen CDs, which makes for a whole lot of free entertainment. After all, who doesn't love to hear a good story being told by a master storyteller? It sure beats holding your breath or counting the number of yellow Volkswagens that go past.

### References

- Dahl, R. (1998). *The BFG*. Illustrated by Quentin Blake. Puffin Books.
- Howe, J. and D. (1979). *Bunnacula: A Rabbit Tale of Mystery*. Illustrated by Alan Daniel. Atheneum.
- Jacques, B. (2003). *Mattimeo*. Illustrated by Gary Chalk. Redwall, Book 3. Puffin.
- Paolini, C. (2003). *Eragon*. Inheritance, Book 1. Knopf Books for Young Readers.
- Rowling, J.K. (2005). *Harry Potter and the Half-Blood Prince*. Illustrated by Mary GrandPré. Scholastic, Inc.



*Readers, this is a follow up to last week's question from Jeremy.*

*Dear Barb,*

*my girlfriend and I are avid campers and have been camping for years. However, in the past few years we have been hearing a lot about Lyme disease and West Nile Virus. What precautions can we take to prevent exposure? If we are exposed, how serious are these conditions? I realize you are not a doctor, but perhaps you can suggest general things we can do to protect ourselves. Thanks, I'll be watching your column for a reply.*

*Jeremy in Sudbury*

Hi Jeremy, as promised last week, here is some information on Lyme disease.

Lyme disease is caused by a bacterium named *Borrelia burgdorferi*, which is found in deer ticks. It was discovered in the 1970s after a group of children, living near an area of Lyme, Connecticut, all developed arthritis.

Lyme disease is spread by the bite of an infected deer tick. After being bitten by an infected tick, the individual develops a distinctive rash that resembles a bull's eye. The rash is often confused with poison ivy or spider bites and because of its appearance is often misdiagnosed as ringworm. Along with the bull's eye rash, the individual may experience a sore throat, headache, muscle aches, joint pain and fever. These symptoms resemble those of West Nile Virus, although symptoms associated with the virus do not include the characteristic bull's eye rash of Lyme disease.

Lyme disease is more prevalent in certain parts of the country. Individuals living in these areas are at higher risk. As I suggested last week, the web site of the Centers for Disease Control (CDC) is worth checking out ([www.cdc.gov](http://www.cdc.gov)). You can also phone the CDC's public hotline at 1-888-246-2675.

Fortunately, there are things you can do to lessen your risk of exposure to Lyme disease. Wear long sleeved clothing, particularly if you live near a woodland or bush area. Tuck your pants into your socks or boots. If you have spent a lot of time in a wooded area make sure you investigate your body for ticks and shower or bathe thoroughly. Check for anything unusual on your body, especially a rash with concentric rings. If you find anything suspicious, go to your doctor immediately.

Unlike West Nile Virus, there is an antibiotic treatment available to treat those individuals exposed to Lyme disease. When treatment is received in the early stages the chances of complete recovery are improved. Without treatment, individuals may develop reoccurring episodes of arthritis, even years after the initial exposure.

Again Jeremy, thank you for bringing to the forefront a very important and timely issue.

*E-mail your questions to [dearbarb.voice@ausu.org](mailto:dearbarb.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.*

## AUSU THIS MONTH



### AUSU Course Evaluations

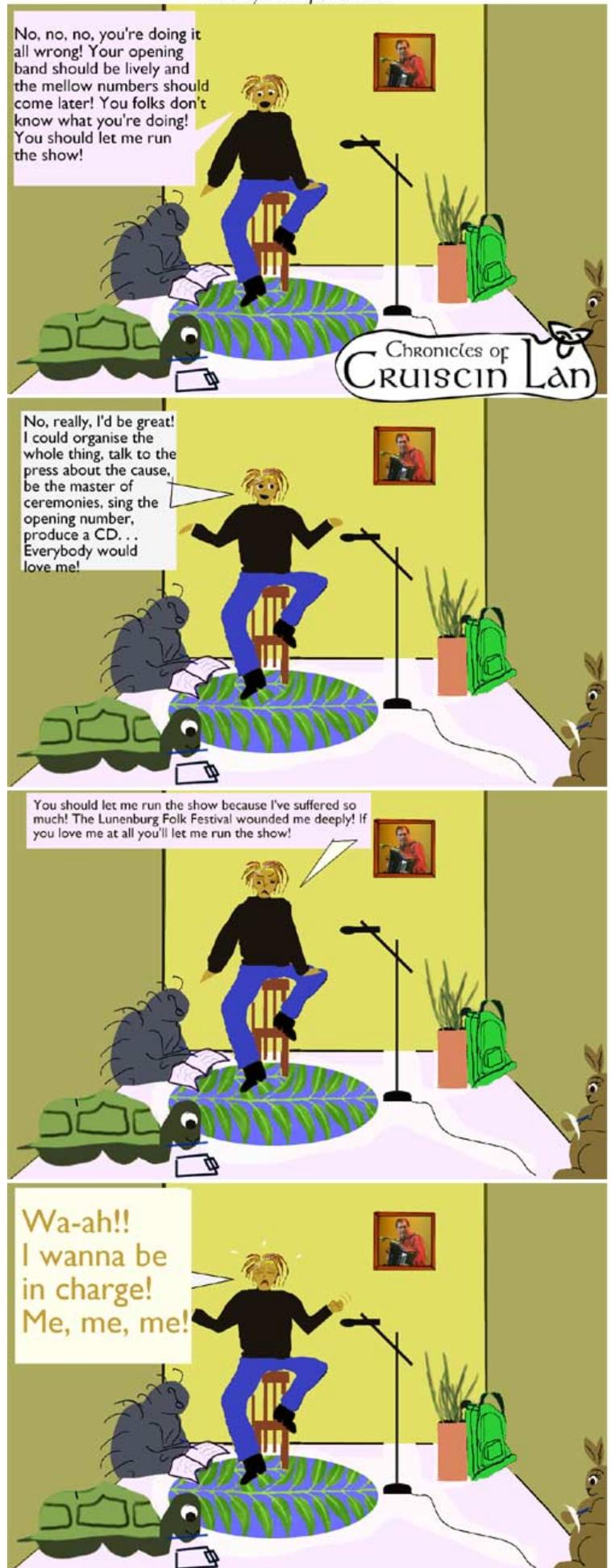
Would you like to know what your fellow students have thought of an AU course? If so, you are not alone. Many students find the input of their peers invaluable when selecting courses or a program of study. AU students may not have cafeterias and hallways in which to share this knowledge, but AUSU has provided an alternative: AUSU Course and Program Evaluation surveys. Accessible through the "Course Evaluations" link on the right side of the top bar of AUSU.org, these surveys ask a series of questions about AUSU courses and programs. Each student may rate each course or program only once, to ensure the validity of the results, so you must be logged in to access a survey form. Anyone, however, may view the results. If you haven't already, please rate some courses you have taken so that others may benefit from your experience. Note: these surveys are not the same as the ones that AU distributes with their course manuals. No AU staff or faculty member has access to the AUSU website, nor can they determine who has filled out a survey. Your anonymity is assured.

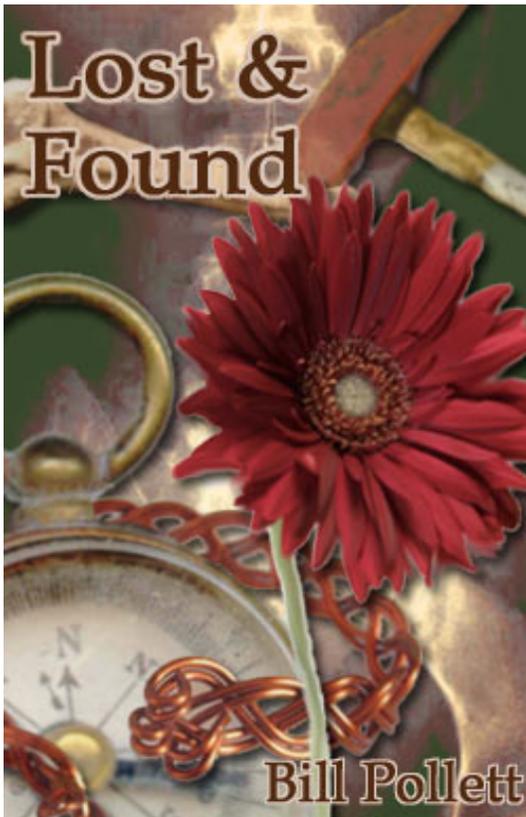
### AUSU Discussion Forums and Chat

Looking for a way to interact with fellow students? Check out the AUSU discussion forums and chatroom, accessible through the top menu bar of AUSU.org. The forums contain many sections to address a wide variety of student interests. You'll find the most students in the General Student Chat section, but you may also wish to use one of the province or city-specific forums to speak with AU students in your local area.

### AUSU Needs Volunteer Mentors

AUSU needs volunteer mentors to help new students adjust to AU and distance education. If you're an experienced AU student 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 help new students succeed with 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>





## American Model

*All memory is convulsed in an upheaval of violence. There is a fire burning over the Earth, taking with it plants and animals, cultures, languages, ancient skills and visionary wisdom. Quelling this flame and reinventing the poetry of diversity is the most important challenge of our time.* (Wade Davis, 1999, p. 279)

When I woke up this morning, I notice that an anthology of William Blake's poetry is burning on my bookshelf. Strangely, the small electric blue flame doesn't give off any heat. I go to take it off of the shelf with my bare hand and it just turns into ashes. Suddenly, other books burst into flames as well: *Great Expectations*, *Tao Te Ching*, *The Cinnamon Peeler*, and *Arabian Nights*. Curiously, my computer books, self-help books, business strategy books, and technical reference manuals are all left unscathed.

Little fires have broken out in scattered locations throughout my house. Writing paper, family photographs, journals, sheet music, bone china cups, beeswax candles, and dried herbs all turn into ashes and dust before my eyes. The television set, laptop, DVD player, microwave, and iPod are all unharmed.

I step out into the street, and see that the Victorian heritage house next door is going up in smoke. So are its antique rose bushes in the walled garden. In a daze, I wander through the streets of the town. The woman's shelter, hospital, and elementary school are all ablaze. The library, church, museum, used bookshop, and family owned Hungarian restaurant are gone without a trace. But Walmart, Starbucks, Rogers Video, and the Chamber of Commerce are still standing; their doors are wide open for business.

In the window of an appliance store, there is a big screen television broadcasting a news program. There is video footage of what they're calling the "Great Conflagration" all over the world. A village is hidden behind a wall of fire. A female environmentalist is wreathed in flames. A tiger, its fur crackling with electrical fire, is leaping into a burning river. The surfaces of the world's oceans are lit from beneath, in breathtaking beauty, as the flesh is being burnt from the bones of enormous and graceful beasts.

Lying in the doorway, there's a homeless woman asking me if I have an extra cigarette. I reach into my pocket and go to hand her one, but she suddenly flares up before my eyes, and then she's gone. In the storefront, the news program is over and it is followed by America's Top Model. I can't help watching to see who will be eliminated today.

### References

- Davis, W. (1999). *Shadows in the Sun: Travels to Landscapes of Spirit and Desire*. Broadway.  
Dickens, C. (2001). *Great Expectations*. Dover Publications.  
Haddawy, H. (ed.) (1992). *Arabian Nights*. Translated by Muhsin Mahdi. Everyman's Library.  
Ondaatje, M. (1997). *The Cinnamon Peeler: Selected Poems*. Vintage.  
Tzu, Lao (1988). *Tao Te Ching*. Translated by Stephen Mitchell. 1<sup>st</sup> ed. HarperCollins.

# Click On This

Lonita Fraser

## Snapshot

We humans are fascinated by the visual. We like to preserve the oddest things -- even things we shouldn't. We capture candid moments, stages of a person's life, the unimaginable and unbelievable, the poignant, and much more. We seem to use photographs, at times, to prevent the ravages of loss of memory, the wages of forgetfulness. The following are sites sharing photographs of the memorable and the forgotten.

**Square America** - <http://www.squareamerica.com/index.htm> "A gallery of vintage snapshots & vernacular photography." Frequently updated (daily they say). They don't lie when they say some of these images are a little weird. It's sometimes a little bizarre what people choose to photograph.

**Modern Ruins Photographic Essays** - <http://oboylephoto.com/ruins/index.htm> Equally as bizarre, at times, as what we will keep, are the things we abandon. "Ruins are a window into human histories, they tell the tales of the past through the architecture and objects left behind. Ruins capture the imagination with their ability to tell stories, the rich language of architecture opens a window to the past, a poetry of architectural spaces, structures and found objects capture past events and offers them to the keen observer."

**Deserted Farms** - <http://www.islandia.is/~nokkvi/page1.htm> With his emphasis on the abandoned farms of his native Iceland, Nökkvi Elíasson also shows us some wonderful images of people and natural spaces.

**Malls of America** - <http://mallsofamerica.blogspot.com/> Our fascination with the past, and desire to capture it, is just as keen with places as it is with people. Here are a selection of photographs of shopping malls from the 60s 70s. My, how architecture has changed.

**EarthCam - Webcam Network** - <http://www.earthcam.com/> The most amazing thing about the Internet is its ability to make the world a very small, and connected, place. Webcams are only one way in which we do that, and this site provides pointers to hundreds of webcams around the world, sorted by subject.

**World Photo Locations** - <http://www.worldphotolocations.com/home.phtml> "Knowing where to go, and when to be there, is the key to successful photography. This site aims to share information and images from the world's best photo locations to help you plan your photographic trip and save you having to search for the best viewpoints."

**Time & Life Pictures** - [http://www.timelifepictures.com/ms\\_timepix/source/home/home.aspx?pg=1](http://www.timelifepictures.com/ms_timepix/source/home/home.aspx?pg=1) Magazines like National Geographic and Time have been delighting us with some of the most memorable photography the world's ever seen. This site allows you to sift through Time/Life's collection of memorable imagery.

## Women You Should Know

Compiled by Barbara Godin

Margaret Mead (1901-1978), a world-renowned anthropologist, was born in Philadelphia to a Quaker family. She studied anthropology at Barnard University and received her degree in 1923. She continued her studies, receiving her Ph.D. from Columbia University in 1929. At 23 years of age, Margaret went to Samoa in the South Pacific where she studied the natives of the area. In 1922, her findings were published in a book titled *Coming of Age In Samoa*. This book remains a best seller today. Margaret was an innovator in her field, as she combined psychological sciences with anthropological field studies. Mead was the first to put a female slant on anthropological studies, by examining child-rearing practices. Margaret's findings resulted in a theory about the way children learn. "Learning Through Imprinting," was a groundbreaking theory that is still being investigated. Margaret's interests were expansive and included speaking on such issues as human rights, women's issues, child development and education. Mead was a prolific writer having wrote 44 books and more than a thousand articles on a variety of topics. She worked as a curator for the Museum of Natural History and held a position as Professor of Anthropology at Columbia University. She received many honours throughout her life, including being inducted into the National Women's Hall of Fame in 1976, two years before her death.

Source for additional information - Anthropology Biography Web: Margaret Mead  
[http://www.mnsu.edu/emuseum/information/biography/klmno/mead\\_margaret.html](http://www.mnsu.edu/emuseum/information/biography/klmno/mead_margaret.html)

Reference - Mead, M. (1961). *Coming of age in Samoa; a psychological study of primitive youth for Western civilization*. New York: Morrow.

## Buddy, Part 2



From  
Where  
I Sit  
Hazel Anaka

Why is it that after publicly sharing my grief at the loss of a family pet I feel compelled to further explain? Readers may recall that recently my family's twelve-year-old pooch named Buddy passed away after a very brief illness.

I previously shared my perspective on end-of-life-issues, pain, suffering, and grief. The gamut of thoughts and emotions one goes through is remarkably similar to those experienced by those grieving a human death.

Between us, Roy and I have lost three parents, so grief is not something new to us. We know about the shock of receiving "the call" advising us of a death. And no matter how expected death eventually becomes in relation to the sick and the elderly, it's still a shock. And no matter that death eventually becomes a welcome release from earthly cares and unrelenting pain for the deceased, it causes new pain for the survivors.

There are decisions to make -- autopsy or not, which funeral home, take Buddy home or not, etc. Deciding who and how to notify people is the next job. Retelling the details of the end becomes second nature, tearful but perhaps cathartic too. Being touched by some people and sadly disappointed by others is another eye-opener and lesson in human behaviour. Just how much grief can you express before you begin to wonder about the reaction of others? You quickly learn who is capable of and comfortable with feeling your sorrow and who thinks you should be snapping out of it by now.

Logically you know there are always cases more tragic than your own. As we mourned Buddy's death, family and friends mourned the death of Liana White and other individuals mourned the death of the victims of the London bombings or the death of countless others. Only someone who has loved and lost a pet can understand the very real sense of sadness and loss. I've been struggling to "put things in perspective" because after all, "he was only a dog."

Maybe the single biggest difference between losing a pet and losing a human being is that there is no muddying of emotions with the pet. Buddy loved us unconditionally. He didn't judge us or hold a grudge. We didn't have a fight followed by not speaking for days or years, as humans are wont to do. We didn't exchange harsh words or say something hurtful. We didn't have regrets about things done or not, said or not. There is no guilt associated with Buddy's death.

Anyone grieving knows of the difficulty with disposing of personal effects, handling certain significant days, or being knocked down with grief at sensory reminders like the smell of a person's shirt or the sound of a voice on an answering machine. So too with a pet's death. As we come across another toy under the sofa or a trio of dog sweaters put away for the summer, memories come flooding back and with them sorrow.

Oh, sure we talk about the good times, we rationalize the end of pain, we thank God for the gift of his presence, but for now at least, we still hurt. It's a helluva thing, from where I sit.

*\*Reprinted with permission*

# 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

### FRINGE A-GO-GO

Edmonton, Alberta - 18-28 August 2005  
For information: 780 448 9000  
[fta@fringetheatreadventures.ca](mailto:fta@fringetheatreadventures.ca)  
<http://www.fringetheatreadventures.ca/index.php/fta>

### BANFF SUMMER ARTS FESTIVAL

Banff, Alberta - On now until August 26 2005  
For information: 403 762 6100  
[box\\_office@banffcentre.ca](mailto:box_office@banffcentre.ca)  
<http://www.banffcentre.ca/>

## saskatchewan

### SASKATOON INTERNATIONAL FRINGE FESTIVAL

Saskatoon, Saskatchewan - 4-14 August 2005  
<http://www.25thstreettheatre.org/>

## manitoba

### FOLKLORAMA

Winnipeg, Manitoba - 7-13 August  
For information: 204 982 6210  
<http://www.folklorama.ca/folklorama.php>

## ontario

### BLUEBERRY FESTIVAL

Sioux Lookout, Ontario - Jul 29 to Aug 07, 2005  
Telephone: (807) 737-3227 Fax: (807) 737-1778  
E-mail: [blueberry@siouxlookout.com](mailto:blueberry@siouxlookout.com)  
Website: [www.siouxlookout.com/bluefest](http://www.siouxlookout.com/bluefest)

### OSHAWA JAZZ AND BLUES FESTIVAL

Oshawa, Ontario - 8-13 August 2005  
For information: 905 986 0666  
<http://jazzandblues.eclipseconcerts.com/>

## quebec

### LES FRANCOFOLIES DE MONTRÉAL

Montréal, Quebec - Jul 28 to Aug 06, 2005

Telephone: 888-444-9114 Fax: (514) 525-8033  
E-mail: [julie.desmarais@equipespectra.ca](mailto:julie.desmarais@equipespectra.ca)  
Website: [www.francofolies.com](http://www.francofolies.com)

### INTERNATIONAL BALLOON FESTIVAL OF SAINT-JEAN-SUR-RICHELIEU

Saint-Jean-sur-Richelieu, Quebec - Aug 13-21  
For information: 450 347 9555  
[festival@ballooncanada.com](mailto:festival@ballooncanada.com)  
<http://www.montgolfieres.com/>

## maritimes

### ATLANTIC SEAFOOD FESTIVAL

Moncton, New Brunswick - August 18-21  
For information: 506 384 8585  
<http://www.atlanticseafoodfestival.com/>

### ATLANTIC THEATRE FESTIVAL

Wolfville, Nova Scotia - 27 June - 1 Sept 2005  
For information: 902 542 4242  
<http://www.atf.ns.ca/>

## international

### NISEI WEEK JAPANESE FESTIVAL

13-21 August 2005 - Los Angeles, California, USA  
For information: 213 687 7193  
[niseiweek@niseiweek.org](mailto:niseiweek@niseiweek.org) - <http://www.niseiweek.org/>

### KITSAP DESTRUCTION DERBY

Now until 10 Sept 2005 - Bremerton, Washington  
For information: 360 337 4595  
<http://www.kitsapdestructionderby.com/>

### TWIN PEAKS FESTIVAL

15-17 August 2005 - North Bend, Washington, USA  
For information: 360 753 5601  
<http://www.twinpeaksfestival.com/festival/>

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



# Searching for Internships

*Lonita Fraser*

## INTERNSHIP

**Schools Without Borders - 3490 Aylmer Montreal, QC Canada**

internship types: Accounting, Social Work, Theater, Drama, Dance, Urban & Regional Planning

Qualifications / skills needed: To be eligible to participate in a SWB seminar; - Applicants must be within the required age range (Kenya: 14-20 & Brazil: 15-20) at the time of the seminar, hold a valid passport; Be in good physical health.

If you would like to apply to participate in a SWB seminar, please complete the online application form.

Description: Canadians place great importance on learning, and have developed a first-rate education system with high standards. The country spends more on education. For nine consecutive years (1994-2002), a United Nations survey found Canada to be among the top three places in the world to live. Conducted every year, the survey evaluates quality of life in 174 countries, using over 200 performance indicators. Canada earned particularly high marks for its access to education, high life expectancy (due to universal health care system); and low crime and violence rates. In addition, Canada's largest cities -- Vancouver, Toronto and Montreal -- have been recognized as world class cities in which to live and work, for their cleanliness and safety and for their cultural activities and attractive lifestyles.

Almost all of the world's ethnic groups are represented in Canada. As a result, most ethnic foods and recreational activities associated with specific cultures are available in Canada. Clubs, informal clubs and associations representing a multitude of ethnic backgrounds are also easily accessible. International student advisors at schools can help students get in touch with such groups. All major urban centres have a variety of shopping malls, restaurants, theatres, art galleries and museums. Canadian cities provide numerous parks, gardens and beaches for public use, as well as excellent sports and recreation facilities.

## VOLUNTEER OPPORTUNITY

**Work in a Mobile Dental Clinic in Nepal - Central Nepal (Bagmati): Kathmandu**

<http://www.humanitarian-tours.com/>

Durations of Program: 1-2 weeks and 2-4 weeks - Work in a mobile dental clinic in the Himalayan Kingdom of Nepal. Group volunteer dental projects focus on providing first time dental care to orphans, monks and children in need. Projects combine the opportunity to volunteer in a stationary or mobile dental clinic, with an opportunity to trek along the Everest trail up to the village of Khumjung at 13,000ft. The project includes 7 days working in a dental clinic followed by 7 days trekking, plus travel time. In addition to setting up and managing a fully operational dental clinic, volunteers have the opportunity to provide oral hygiene education to children visiting the clinic. In a period of seven days, our dental clinic treats more than 500 children. Over the past three years, our dental clinics have provided first time care to more than 8,000 children in Nepal and surrounding countries. Come and change a child's life!

Qualifications:

- \* You do not need to be a Dentist or Dental professional to volunteer
- \* Dentists, Dental Hygienists and non-medical volunteers are accepted on this project
- \* Willingness to offer your skills and interests to a community requesting help; Flexible and open-minded attitude
- \* Ability to accept direction from Global Humanitarian Expeditions program leaders and local staff leaders
- \* Ability to work as a team member and place the interest of the team ahead of your personal interests
- \* Ability to acclimate to unfamiliar settings and unknown circumstances
- \* Interest in new cultures and unfamiliar lifestyles

Cost in US\$: \$3500 - includes round-trip air from LAX to Kathmandu via Bangkok. Two meals per day during the clinic and all meals during trek around the Everest Region; other days, breakfast only. 3-star hotels (except while trekking / Tea House Accommodation); all air tickets within Nepal; all transfers and sightseeing as listed in detailed project itinerary. Salary / Pay: GHE provides a fundraising kit to help guide volunteers in raising money to pay for their project fee. Contact us to receive a fundraising kit.

This Program Is Open to Families and Couples. Participants Travel to Nepal Independently Or in Groups. Typically Participants Work in Groups of 10-12

## SCHOLARSHIPS & AWARDS

*Contributed by Zil-E-Huma Lodhi*

### Jimmie Condon Athletic Scholarships

Funds for these awards are sponsored by Alberta Lottery Fund and administered by Alberta Scholarship Programs. The scholarship was established in honour of Jimmie Condon.

Value: \$1,800

Applicants must be Alberta residents and be enrolled full-time in an undergraduate, professional or graduate program at a university, college or technical institute in Alberta. Students in upgrading programs may qualify after completing one semester of upgrading. A nominee must be a member of a designated sports team or a member of Provincial Disabled Athletic Team recognized by the Alberta Athlete Development Program.

Selection: Students must be maintaining a practice or training program acceptable to their coach. Applicants must have maintained a minimum average of 65% in their previous semester. Students entering the first semester of post-secondary study do not have to meet this requirement.

Application: Individual coaches nominate students.

Deadline: November 1

Disbursement: Two disbursements of \$900 each. The first one in December, the second in March.

Web site: <http://www.alis.gov.ab.ca/scholarships/info.asp?EK=30>

### Fellowships for Full-time Studies in French

This program is funded by the federal department of Canadian Heritage and administered by Alberta Scholarship Programs.

Purpose: To assist Albertans in pursuing post-secondary studies taught in French.

Value: \$500 per semester

Applicants must be Alberta residents, Canadian Citizens or Landed Immigrants, and plan to register full-time in a post-secondary program of at least one semester in length. In addition, applicants must be enrolled in a minimum of three courses per semester which have French as the language of instruction.

Application forms are also available from Alberta Scholarship Programs, and from the Student Awards Office at Alberta post-secondary institutions that offer programs taught in French.

Deadline: November 15

Web site: <http://www.alis.gov.ab.ca/pdf/scholarships/StudiesFrench.pdf>



### **WIPCE 2005**

Nov 27-Dec 1, 2005 - Hamilton, New Zealand  
<http://www.wipce2005.com/>

Te Wananga o Aotearoa is dedicated to promoting inspirational ideas and practices from Indigenous communities that can be applied on an international scale. It is pleased to host this world renowned gathering of indigenous educators, researchers and students. The 2005 conference is an opportunity for honouring all previous hui (gatherings.) It also creates an occasion for bringing interesting and innovative ideas that evoke inspiration and pride as indigenous peoples.

### **Cultures of eBay**

August 24-25, 2005 - Colchester, England  
<http://www.essex.ac.uk/chimera/culturesofebay.html>

### **2005 Government & Health Technologies Forum**

August 30-31, 2005 - Ottawa, ON  
<http://gov.wowgao.com>

### **The IASTED Conference on Computer Graphics and Imaging CGIM 2005**

August 15 to 17, 2005 - Honolulu, USA  
<http://www.iasted.org/conferences/2005/hawaii/c478.htm>

### **Wooden O Symposium**

August 1 to 4, 2005 - Cedar City, Utah, USA  
<http://www.woodenosymposium.org/>  
The Wooden O Symposium is a cross disciplinary conference exploring Medieval, Renaissance, and Early Modern Studies, through the text and performance of Shakespeare's plays.

### **3rd Annual Generic Biopharmaceuticals Global Summit**

August 2 to 3, 2005 - Washington, DC, USA  
<http://srinstitute.com/cs306>

### **Technical Scientific Workshop Series: Principles and Techniques for Basic and Applied Research**

August 9 to 11, 2005 - Boston, MA, USA  
<http://www.scientificworkshops.com/>

### **Nanocomposites 2005**

August 22 to 24, 2005 - San Francisco, CA, USA  
<http://executive-conference.com/>

### **4th Annual Executive Assistants Forum:**

Maximizing Your Performance and Productivity for Professional Success  
August 16 to 17, 2005 - Toronto, Ont.  
<http://www.insightinfo.com/>

### **Cultures of eBay**

August 24 to 25, 2005 - Colchester, Essex, England  
<http://www.essex.ac.uk/chimera/culturesofebay.html>

### **Infectious Disease Review**

August 6 to 13/05 - Cruise sails from Vancouver, BC  
<http://www.continuingeducation.net/>

### **2005 Government & Health Technologies Forum**

August 30 to 31, 2005 - Ottawa, Ont.  
<http://gov.wowgao.com/>

### **National Student Government Summit**

September 8 to 11, 2005 - Washington, DC, USA  
<http://www.asgaonline.com/conferences/national>

## **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/>.

**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.

**AU SPORTS CLUB SEEKS NEW EXECUTIVE** The AU Sports Club is looking for AU students who are interested in serving on the AUSC executive. All that is required is a few hours a week to respond to emails, add new members to the discussion forum, and locate information to update the website or forum sections. Being on a club executive is a great way to meet other AU students!

## THE VOICE

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

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