

# THE VOICE

MAGAZINE

September 9, 2005  
Volume 13 Issue 35



## ***The School of Life***

*Reflections on the Good Life*

*Fedwatch!*

*Everything new in education legislation*

*Dear Barb*

*Mothers-in-Law*

*Plus:*  
*Lost & Found*  
*Dear Barb*  
*Women You Should Know*  
*From Where I Sit*  
*The Good Life*  
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*Taking Notes*

*and much more...*

# THE VOICE MAGAZINE

September 9, 2005 - Volume 13, Issue 35

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

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## THE VOICE

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## Turing the Pages...

*Elizabeth Cousar*

*This week, I've managed to read a biography! This hardly ever happens, unless someone suggests a good one.*

deprivation later in his life.

This particular autobiography was written twenty years ago, but it's worth a read. Richard P. Feynman (1918-1988) was a famous physicist who lived a very interesting life. The autobiography is full of anecdotes about his life, from making radios (and fixing them by thinking, which apparently impressed the neighbours) when he was eleven or twelve, to his experiences with sensory

Feynman was quite a character. He dabbled in picking locks--many of them intended to restrict classified information. He learned to draw to share his love of the aesthetic beauty of mathematics and physical phenomena with the layperson (it didn't hurt that he got to draw nudes!). Feynman's stories are all told from his own point of view in a personal, funny style that draws the reader in to his experiences. He tells many stories about his musings, from wondering what consciousness is, to observations of insect behaviour.

Everything is covered in his autobiography, from his 4-F deferment from the army for being psychologically unfit, to how he got coded messages past the censors when he worked at Los Alamos. He writes about his embarrassing moment in the student library. He was taking a biology course and looking for the map of the cat. The librarian, horrified, informed him that what he wanted was a zoological chart. He also discusses his experience in learning Portuguese. It turned out to be both harder and easier than he'd thought. He was also frustrated with the Japanese language, although he found Japan fascinating upon visiting the country. Many of his stories end with his surprise that people thought he was smart. In his opinion, many of his 'impressive feats' were actually accidents or luck. All in all, the book is a great read. It provides insight into the life of a great physicist. *Surely You're Joking, Mr. Feynman!* is definitely worth checking out.

My fun read for the week was *Seven Up* by Janet Evanovich.

I love Evanovich's Stephanie Plum series. Stephanie is a bounty hunter, but think of her as Lucille Ball going after the bad guys. All of the books in this series are hilarious and silly. They feature one screw-up after another. Stephanie, herself, commits most of the screw-ups. In this seventh book of the eleven book series, Stephanie has to bring in her grandmother's boyfriend, Eddie, who has smuggled a load of cigarettes. Unfortunately, finding him isn't easy.

Stephanie's parents are longsuffering. Her ex-husband is a creep. Her arch-enemy is a new bounty hunter cramping her style. Her love life includes relations with Morelli, a very hot cop, and Ranger, an even hotter ex-special-forces elite bounty hunter who operates on the shady side of legal. Stephanie's life is a mess, and her bounty hunting techniques are slapstick in style. If anything can go wrong for Stephanie, it will, from her perfect Meg Ryan clone sister moving back home, to mud wrestling in pursuit of a suspect.

Evanovich's novels are hilarious and involve enough of a mystery to keep the reader guessing about what's really going on. Stephanie Plum novels are part mystery and part Keystone Cops film.

Can you understand a woman afraid of commitment? A person who will do nearly anything for pineapple upside-down cake? A person who lives in fear of a bad hair day? If yes, then these books are for you. If you are the kind of person who can imagine such a woman working as a bounty hunter, but keeping her gun empty of ammunition and hidden in the cookie jar, then you'll really enjoy the books. I enjoy them. They're a hoot. You should check them out.

*Got a suggestion for a book that should appear here? We're glad to read 'em!*

Evanovich, J. (2002). *Seven Up*. New York: St. Martin's Press.

Feynman, R. P., Leighton, R., & Hutchings, E. (Ed.) (1997). *"Surely You're Joking Mr. Feynman!": Adventures of a Curious Character*. New York: W. W. Norton & Company.

This column focuses on issues affecting post-secondary students. Readers are encouraged to submit suggestions for topics they are concerned about, or personal experiences with courses or university situations other students should know about. Contact [voice@ausu.org](mailto:voice@ausu.org), attn: Debbie Jabbour



## UNIVERSITY TEACHING QUALITY CRITICIZED

Debbie Jabbour

A Canadian authority on teaching and learning claims that universities tend to "approach undergraduate teaching in an amateur fashion," using "trivial and inauthentic methods" (Schmidt, 2005). Christopher Knapper, professor emeritus of psychology at Queen's University in Toronto and past president of the Society for Teaching and Learning in Higher Education, made these charges at the recent Canadian Summit on the Integration of Teaching and Research hosted by the University of Alberta. Knapper challenged university administrators and professors to respond to the need for urgent change, stating that "university teaching is one of the very few professions where practitioners receive almost no formal preparation for their work, where there is no process for accreditation of minimum competence, and where involvement in continuing professional education is uncommon" (Ibid.).

In response to negative student feedback regarding poor quality of the learning experience, many Canadian universities have already taken steps to revamp undergraduate programs. Teaching resource offices are opening on some campuses to conduct research on instructional practices and provide support for professors. Teaching workshops are being offered and several universities have set up research institutes and projects designed to enhance teaching and learning. Knapper, however, contends "there is a great deal about university teaching that remains problematic" (Ibid.). He points to "overwhelmingly didactic teaching; over-reliance on traditional lectures; trivial and inauthentic assessment methods; curriculum development that relies far too much in disciplinary tradition and faculty interests rather than student and societal needs and often superficial evaluation of teaching effectiveness and learning outcomes" (Ibid.).

Schmidt, S. (2005, August 5). Universities teaching in 'amateur fashion': Ontario prof issues challenge for 'urgent change'. *Edmonton Journal*. <http://www.canada.com/edmonton/edmontonjournal/news/story.html?id=6f02b106-8d00-41f7-9887-f80312156c16>

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## AUSU THIS MONTH



### "A Learning Alberta"

Recently, the Alberta Government announced a comprehensive review of the Alberta post-secondary education system. Many discussion documents were placed online, and all stakeholders were invited to respond and make suggestions on how the post-secondary system can be improved. The students of the four universities of Alberta have responded through a document drafted by CAUS -- the Council of Alberta University Students --, which represents the students' unions of all four institutions. Additionally, AUSU has drafted its own response, specifically addressing the needs of

the diverse AU student body. You can read our response by downloading the PDF file from the link on the front page of the AUSU web site

### 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>

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Every once in awhile life presents you with some thorny and apparently unresolvable dilemma. Last night, for instance, I sitting in front of my television set watching Friday Night Without Borders and wondering whether I should do a little reading for some English course I'm taking in order to keep qualifying for student loans, or whether my time would be better spent forging income tax receipts for one of my little business ventures. On the one hand, as any university student knows, it can be exhausting writing three thousand word essays about books that you haven't actually read. With this in mind, it seemed wise to at least scan the dust jacket of *Jane Eyre*. On the other hand, I didn't like the threatening tone of the latest letter from Revenue Canada. What to do?

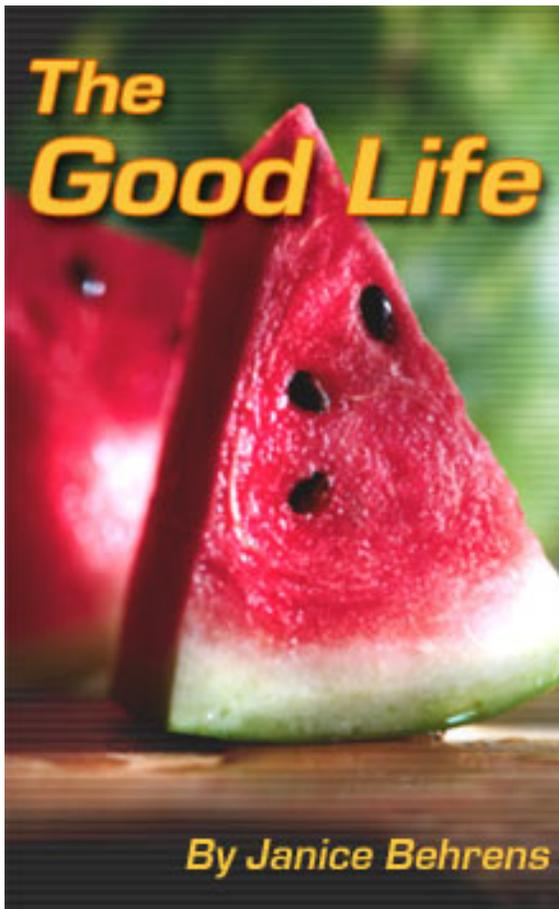
Fortunately, I was spared from having to make this decision by virtue of the fact that the fascists at the power company finally followed through on their disconnection threats, leaving me with only the glow of the ashes in the bowl of my hash pipe for warmth and light. Clearly, there was nothing else for it but to head out for a night of drunken gambling at the cock fights.

Unfortunately, due to the fact that my adult peep show/ultrasound clinic hadn't turned out to be the cash cow my "audited" financial statement and investment prospectus may have suggested that it would be, I was in the awkward position of having to avoid certain unreasonable and violently disposed investors. For this reason, I have spent the last few months entering and exiting my residence by means of leaping from one rooftop to the next, and crawling in and out of my attic window.

It was at the very moment, last night, when one careless footfall caused me to come plummeting through the skylight of my cretinous neighbour, Cedric Idris Idris Jones, landing face down on his kitchen table and incurring deep lacerations to my face, hands and torso, that I began to ponder whether I might benefit from taking a good gander at the choices I tend to make in life, with a view to perhaps tweaking them in a slightly more socially responsible direction. Lying there, semi-consciousness and bleeding profusely, it seemed to come to me in a burst of enlightenment, that much of my life had been...well, a fiasco. As if in a vision bestowed on me from above, I saw the pain and suffering that my irresponsible actions and nefarious ways had visited upon others, and I felt a great sense of shame and anguish. I formed a resolution, then and there, to devote the rest of my life to something worthwhile. For too long, I had simply taken up valuable space on our planet. From this moment on, things would change.

Thank Christ that this morbid sentiment, these bizarre delusions (no doubt triggered by shock and loss of plasma) quickly faded after I came to my senses in the ICU.

Still, though, this close call with the Grim Reaper has had a lingering effect on me. Perhaps, by way of earning myself a "Get Out of Hell Free Card" to keep up my sleeve, I'll send a little of the cash settlement I get from suing Idris Idris Jones to an orphanage or a rehabilitation centre. Assuming that there's anything left over after all the hookers and tequila.



## The School of Life

I'm writing this column minutes after finishing wrapping a cheese sandwich and some oatmeal raisin cookies in preparation for my daughter's first day of grade three. As I wrote in last week's column, there is something about the prospect of autumn rapidly coming upon us that seems to put a charge of energy and excitement in the air. I think a big part of this has to do with the ritual of children going back to school. I also think there is a symbol or metaphor in this well-established cycle for each of us. Whether we are attending an academic institution, fulfilling the role of parent and/or partner, or out slaying dragons in the work force to provide for our families, each of us is, in some sense, a student of life. Every day of our lives we attempt to decipher the mysterious curriculum that allows us to better understand others and ourselves.

For many of us, unfortunately, the institution we spend most of our time in is the proverbial "school of hard knocks." Time and again, we find ourselves fighting the same exhausting battles over and over again. We find ourselves losing patience with our loved ones, running into financial problems, taking on unwanted responsibilities because we don't know how to say "no," fighting futile battles, and taking unnecessary blame upon ourselves. Many of the unhealthy behaviours that lead us into destructive situations are ingrained habits that have been with

us for most of our lives, negative ways of thinking and doing that we have picked up in childhood and carried with us into adulthood.

As any scientist, economist or historian would tell you, the most effective path towards understanding is to look for repetitive patterns. Are people perpetually letting you down, betraying you, trying your patience, lying to you, and generally giving you the short end of the stick? Do you frequently find yourself writing off friendships? Do you habitually bring stress onto yourself by procrastinating? Perhaps you find yourself blaming others for things that you know, somewhere deep down, you are truly responsible for. On the other hand, perhaps you blame yourself for things that are really out of your control. If so, welcome to the human race! As far as I can tell from my conversations with the people I'm close to, these are the sorts of things that most of us are prone to, day in and day out.

The thing is, it doesn't have to be that way. I know, from personal experience, how difficult it is to break the habits of a lifetime, and find healthier and more effective ways of dealing with situations. The problem is, we are so used to being and thinking a certain way. We are so sure of our own limitations and weaknesses. There is this voice inside us that tells us that we are not capable of transformation.

As any truly successful and enlightened person will tell you, this negativity is utter nonsense. As sentient, creative creatures, we human beings are capable of the most amazing things once we unleash our full potential. In order to do this, though, we must first reconnect with ourselves. We must achieve a state of self-understanding, and gain some awareness as to the ways in which our actions create our destiny. We must take full responsibility for all of the things, both good and bad, that have happened to us. We must use our voice to communicate with others. We must avoid blame of any kind. We must learn forgiveness, especially with respect to ourselves. We must use the wisdom and insight we have gained from our life experiences to create a better future for ourselves, our families and our planet. Above all, we must seek out those teachers who can help us progress in our quest for understanding. I believe that they surround us all of the time. They are everyone that we come into contact with. Sometimes they offer us insight into better ways of doing things and thinking about things. At other times, their negative behaviours offer us clues about things to avoid.

When my daughter goes to class tomorrow morning, she will be receptive and attentive to what her teacher has to say. She does not believe that she knows everything there is to know. Like the other children in her class, she is willing to listen and to learn. She is not afraid of making mistakes. Mistakes, for a child, are an inextricable part of the learning process. I believe it is up to all of us to bring the same wide-eyed, open-hearted, and fearless approach to the daily lessons of our lives.



## Future Life of Marbles

Three boys playing marbles in the rain.

One day in the years to come the one with the flashing lights on his battery-operated sneakers will be the manager of a car dealership where every month they fire the worst-performing salesman. He will hit his wife on the nights when he drinks too much. Every week he will buy her chocolates and roses to make up for it. On the night she leaves him, last one of his life, he will cry himself to sleep in the front seat of the Eldorado that once belonged to his father, the very seat where his mother fell in love with a brutal and stupid man just because he looked a bit like Clark Gable in the dashboard light. The man who was once a boy taking all the marbles will be drinking warm beer and listening to a love song that is yet to be recorded. The car will be parked in the attached garage, engine running.

One day the boy with the thin wrists will be a disc jockey at a Vancouver nightclub. In the hours before dawn he will sit on the edge of his bed reading personal ads from the local paper:

*Straight White Male, unemployed, no prospects, bad attitude, large collection of fantasy comic books seeks woman with large mutual fund portfolio and health club membership. No Weirdos, please.*

*GWF looking for woman willing to run away and join the circus. Must like steel guitars, black velvet paintings, train whistles, tarot cards, zombie films, thin crust pizza, leave-the-lights-on sex, blender drinks, midnight canoe trips, stir-fried noodles, Groucho Marx, Volkswagens and smoked oysters.*

*SWF, attached, seeks daytime encounter with Japanese fugu chef. Must be open-minded and have own ouija board.*

*Last night at The Railway Club. Me: hideously disfigured poet drinking plum brandy and chain smoking Turkish cigarettes. You: twenty-something gypsy with raven black hair and torn leopard-skin stockings dancing to Everyday I Write the Book. Our eyes met across the crowded room, and I felt as though you might be the woman who could tear my beating heart out from beneath my ribcage and devour it before my eyes. I must see you again.*

The boy with the silver bomber jacket will be incinerated by a high yield nuclear device detonated over a city of the Eastern Seaboard. He will cease to be formed of flesh and blood, and will become a shadow burnt onto the wall of an abandoned opera house. In the instant of his death, he will smile and enigmatic smile.

The boy with the pink hair will be abducted by aliens this very night. He will be lifted from his bed by means of a powerful particle beam and transported via silver ship to a watery planet on the farthest side of the Milky Way. He will see rings of ice surrounding distant moons, he will fall in love with creatures who speak out of the palms of their hands, their voices sounding just like rain blowing against stained glass windows. In his pocket will be his very last marble, ruby red with tiger's eye, the lucky one he saved.



### NEEDED BURSARIES FOR NEEDY PEOPLE

The province of Ontario announced on August 16, 2005 the creation of grants for low-income students. Up to 16,000 first-year students in Ontario will be receiving grants of approximately \$3,000 (just over three-quarters of the average university tuition in Ontario).

This bursary, made in conjunction with the Canada Millennium Scholarship Foundation, is expected to cost around \$100 million. The bursary can be combined with the Canada Access Grant, a new federal government grant also awarding up to \$3,000 to low-income students. As a result low-income first year students should be able to pay their entire tuition and book fees using entirely grants.

While it's a good start, I don't see it doing a lot to encourage those people who are not participating in post-secondary studies because of their worries about incurring debt. After all, post-secondary is more than one year; earning enough to afford that second year can be even harder because your time and effort in the first year is focussed on learning.

#### Reference

Ontario. Ministry of Training, Colleges and Universities (2005, August 16). Low-Income Ontario Students To Benefit From New Tuition Grants: Up-Front Grants Support Increased Access To Postsecondary Education. Retrieved from [http://ogov.newswire.ca/ontario/GPOE/2005/08/16/c0596.html?lmatch=&lang=\\_e.html](http://ogov.newswire.ca/ontario/GPOE/2005/08/16/c0596.html?lmatch=&lang=_e.html)

### COLUMBIAN PEASANTS TEACH THE WORLD

The Social Sciences and Humanities Research Council of Canada (SSHRC) announced on August 16, 2005 the recipient of a \$10,000 fellowship. A PhD student, James J Brittain, from Nova Scotia will be receiving the fellowship to help him in his studies of Columbian peasants.

These peasants are managing to pull themselves up by their bootstraps. They have gathered together and used what little surplus money they have from their crops to create an education centre that also winds up becoming a community hub and even lends out money to other more impoverished areas.

What I find interesting is that part of what's making the difference is that these farmers have recognized what education can do for them. According to Mr. Brittain, the education centres "educate local people in organic farming and the importance of protecting indigenous seeds and crops, as well as encouraging farmers to plant alternatives to common cash crops—such as coca and opium poppies—that feed into the illegal drug trade"

Using this and their collective ability, these people seem to be finding their own way out of the poverty and violence around them. If Mr. Brittain can distill their experiences to help other impoverished areas, we'll have yet another justification as to why the social sciences are an area as deserving of funding as science and engineering.

#### Reference

Canada. Social Sciences and Humanities Research Council of Canada (2005, August 16). Colombian peasants offer model of hope to world's poor: University of New Brunswick student wins \$10,000 fellowship to study farmers' solutions to social problems. Retrieved from <http://news.gc.ca/cfmx/view/en/index.jsp?articleid=164529>

## ALBERTA SURPLUS KEEPS GROWING

With hurricane Katrina running roughshod over the United States domestic oil producing capacity, the price of oil and gas keeps climbing at record paces. For Alberta, this means budgetary surpluses climb right along with it.

The latest projection issued on August 29, 2005 has the Alberta surplus set at approximately \$2.8 billion, that's \$1.2 billion higher than Alberta's economists predicted. Analysts predict that there is a good chance the total surplus will continue to grow as the year progresses.

So what exactly does the government do with an extra \$1.2 billion? Apparently they stuff most of it into the Capital Account to pay for capital expenses in future years. Or in other words, they haven't a clue, but they might decide to build stuff with it at some point in the future.

To put this in real terms, with a population of just over 3 million people, \$1.2 billion works out to just under \$400 per person. If you're an Albertan, what do you suppose you could do with an extra \$400?

Or another way of looking at this money is to realize that \$1.2 billion could entirely fund 17 Athabasca Universities according to the latest Athabasca University annual report (2003-2004, p. 49). Or if you take growth into account, could make Athabasca University tuition free, with no further investment, for at least the next decade.

Can somebody please tell me why tuition is increasing again?

### Reference

Alberta Finance (2005, August 29). Higher revenue allows for increased investments in priority areas: Surplus now forecast at \$2.8 billion, up \$1.2 billion from budget. Retrieved from <http://www.gov.ab.ca/acn/200508/18654C97741D0-9FD6-4070-927DAFBE805D645B.html>  
Athabasca University (2004). Annual Report 2003-2004. Retrieved from <http://www.athabascau.ca/report2004/report2004.pdf>

## SEPARATING THE GOVERNOR GENERAL FROM THE PERSON

Recently there was a bit of a hullabaloo around the Governor General to be, Mme. Michaëlle Jean, when it was found that her husband made films about the separatist movement in Quebec. Could such a person, it was asked, be trusted to represent all of Canada in her duties?

Personally, I think the story (Office of the Prime Minister, August 17, 2005) is simply a lot of wind being stirred up by people looking for something bad to say. While her husband may have made films about separatists, does that mean he supports the movements, or was he merely examining it? Even if he does support it, can we assume this viewpoint is imposed on Mme. Jean? After all, the last time I checked, marriage does not mean that people agree on everything.

Of course, for me the only important question of the situation is even if Mme Jean is in favour of separation, what does that really mean? Are we in danger of her suddenly signing into law a separation of Quebec without it passing Parliament? Is there some fear that she might be able to convince some other country to send forces to Quebec to force separation? Can she even say anything bad about Canada without it being reported or without our politicians issuing a correction, apology, and disciplinary action against her?

In short, who cares? We should spend our time worrying about more important things, such as why the Bloc Quebecois keep getting elected in the first place.

### Reference

Canada. Office of the Prime Minister (2005, August 17). Statement by the Prime Minister. Retrieved from <http://news.gc.ca/cfmx/view/en/index.jsp?articleid=164939>

## FEDS SPENDING 2.8 MILLION ON THE OBVIOUS

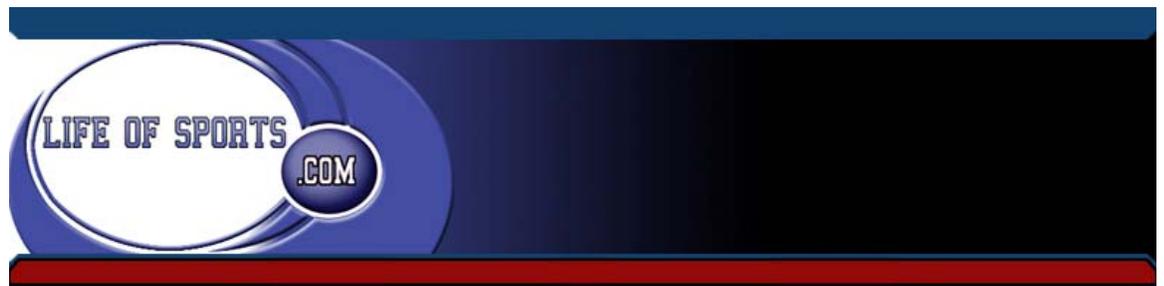
The Canadian Institutes of Health Research (2005, August 24) are receiving a grant from the federal government to study why childhood obesity is growing, and what they can do to combat it.

To me, this seems fairly obvious. They're getting fat because their parents can't or won't pay attention to what they're eating and what they're doing. Children are not naturally obese. It's something they have to work at, and it's something they have to have help doing. Children, especially young ones, generally don't eat something unless it's made available to them. I don't see many children stopping off at the seven eleven to buy a bag of chips and a coke, but I see lots of pre-teens doing just that kind of thing.

Perhaps it's insensitive of me, but if someone's kids are fat, the problem isn't anything with the kid, it's with the parents. Stop making junk food available, learn to cook a vegetable or two, pull the power-cords out of the TV and PlayStation for a while, and if you're really ambitious, buy the kid some sidewalk chalk and a rubber ball. The one thing kids hate over everything else is to be bored. So encourage them to have fun in a way that involves more than hand-eye coordination. It doesn't take much more than that to get a child to slim down.

### Reference

Canadian Institutes of Health Research (2005, August 24). Researchers doing their homework on childhood obesity - Minister Dosanjh announces over \$2.8 million for health research projects. Retrieved from <http://news.gc.ca/cfmx/view/en/index.jsp?articleid=166159>



This August, Lifeofsports.com ( [www.lifeofsports.com](http://www.lifeofsports.com) ) will officially launch its Pro Football U Pick'Em Contest. For the first time in Canada, Lifeofsports.com will grant the contest winner with a Grand Prize of \$5,000 towards his or her tuition. The most appealing feature about this contest – contestants compete absolutely free!

The contest is very simple to operate. Students pick the winners for every NFL game taking place each week. The top percentage of participants correctly picking the most winners will win weekly prizes from title sponsors Moosehead Breweries, Urban Male Magazine (UMM) and StudentSave.ca. The participant with the most correct games at the end of the season will win the Grand Prize of \$5,000.

Students wishing to enter the contest can do so by logging on to [www.lifeofsports.com](http://www.lifeofsports.com)



*Dear Barb: My mother-in-law is ruining my marriage and I don't know what to do about it. My problems with her started even before I married her son. When we were planning our wedding she stepped in and took over. It was my wedding and I wasn't even able to choose the flowers. What's worse is that my husband doesn't side with me. He just keeps telling me that his mother is old and he doesn't want to upset her. I could understand his perspective if she was 80 years old and in poor health. However, she's in her sixties and in excellent health. How can I make my husband see my side rather than his mother's?*

*Darlene in Tobermory*

Hi Darlene, mother-in-law problems are often a source of friction in a marriage. It seems some men have a hard time standing up to their mothers. They want to keep their mothers happy and still be seen as "good little boys."

If your husband is reluctant to stand up to his mother, how does he feel about you doing it? Most importantly, are you comfortable communicating to your mother-in-law about your feeling that she is overstepping her bounds? Is this something you feel you can do?

It sounds like you may be newly married. If this is the case, you need to get this situation cleared up before you begin a family. Otherwise your mother-in-law will be telling you how to raise your children. When discussing the situation with your mother-in-law try not to offend her, but firmly remind her that this is your home and you prefer to do things your way. She may not think you are serious at first, but if you are consistent she will have to accept the situation.

To be 100% successful you need to have the support of your husband. Your mother-in-law needs to know that you are not stealing her son, but rather he is a grown man who is entitled to live his own life.

If you and your husband portray a united front, but your mother-in-law still won't back off, then I suggest you find a competent counselor. A professional counselor may be able to help you and your husband gain the confidence and strength necessary to deal with your mother-in-law. Hope this helps. Good luck Darlene

*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.*

## ***Women You Should Know***

*Compiled by Barbara Godin*

Francis Marion Beynon (1884-1951) was a journalist and a feminist. She was born on May 21, 1884 in Streetsville, Ontario. The Beynon family moved to Winnipeg after the death of Mr. Beynon in 1896. Francis became a teacher, but worked as a writer. Eventually, she became the editor of the women's page of the *Grain Growers Guide*, becoming a voice for the rights of rural women. As well, she worked to improve women's rights in respect to divorce, child custody and property rights. Throughout her life Francis spoke out on a number of issues including poverty and the exploitation of industrial workers and immigrants.

*I consider it downright impertinence for a man on a farm to talk about supporting his wife. When she cooks his meals and sews and mends for him and his children from dawn until dusk, what is she doing if she is not supporting herself? -- Francis Marion Beynon (1917)*

**Source for additional information**

Francis Marion Beynon - <http://timelinks.merlin.mb.ca/referenc/db0006.htm>



# 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

### ONE VISION - MANY VOICES: A CROSS-CULTURAL / ANTI-RACISM EDUCATION CONFERENCE

University of Alberta, Edmonton, AB, Nov. 17-19, 2005  
<http://www.uofaweb.ualberta.ca/edpolicystudies/>

### INTRODUCING: ECOTREK - A RACE FOR A GREENER FUTURE!

September 10-11, 2005 - [www.albertaecotrek.com](http://www.albertaecotrek.com)  
Alberta Ecotrek will be hosted at the YMCA's Rocky Mountain YMCA/Camp Chief Hector and will utilize the existing trail system in Bow Valley Provincial Park. The participants will pass through the Sibbald Creek region, Barrier Lake, and around the base of Mt. Yamnuska in picturesque Kananaskis Country.

## british columbia

### VANCOUVER INTERNATIONAL COMEDY FESTIVAL

20-24 September 2005 - Vancouver, BC  
<http://www.comedyfest.com/>

### VANCOUVER FRINGE FESTIVAL

8-18 September 2005 - Vancouver, BC  
<http://www.vancouverfringe.com/>

## quebec

### WESTERN FESTIVAL

9-18 September 2005 - Bergeronnes, Quebec  
<http://www.festivalwestern.com/>

## ontario

### OWEN SOUND CELTIC FESTIVAL

Owen Sound, Ontario - Sept 16 - 18, 2005  
<http://www.oscelticfestival.com/>

### BLOC PARTY

12 September 2005 - Toronto, Ontario  
<http://www.blocparty.com/>

### TORONTO INTERNATIONAL FILM FESTIVAL

8-17 September 2005 - Toronto, Ontario  
<http://www.bell.ca/filmfest/>

## maritimes

### HARVEST JAZZ AND BLUES FESTIVAL

13-18 September 2005 - Fredericton, NB  
<http://www.harvestjazzblues.nb.ca/>

## international

### THE SUSTAINABLE MUSEUM

Sept 25, 2005 - Sept 30, 2005 - Oxford, England  
<http://www.britishcouncil.org/seminars-arts-0567.htm>

### SAN GENNARO FEAST

Las Vegas, Nevada, USA - September 13 - 18, 2005  
<http://www.sangennarofeast.net/>

### TASTE OF ATLANTA

Atlanta, Georgia, USA - September 23 - 25, 2005  
<http://www.tasteofatlanta.org/>

### LEMON FEST

Ventura, California, USA - September 10 - 11, 2005  
<http://www.lemonfest.com/>

### WORLD ARTS FESTIVAL

Prescott Valley, Arizona, USA - Sept 17 - 18, 2005  
<http://www.pvaz.net/>

### FIESTA VIVA!

Bothell, Washington, USA - September 17 - 18, 2005  
<http://www.fiestaviva.org/>

### EPCOT INTERNATIONAL FOOD & WINE FESTIVAL

Lake Buena Vista, Florida - Sept 30 - Nov 13, 2005  
<http://disneyworld.com/>

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**

### **Professional Internships in Vancouver and Toronto Canada**

**Term:** Throughout the year

**Length of Position:** 12-24 weeks

**Experience Required:** no

Participants Travel to Canada Independently

Typically Participants Work Independently

Typically The Application Process Time Is 6 weeks

The InterNeX internship exchange is a program managed by WAYNE communications that arranges tailored internship placements for international candidates in accordance with the requirements of partner educational institutions in Canada and abroad. WAYNE communications combines 25 years of Human Resources and educational consulting and has placed over 200 candidates into over 100 positions in Canada over the last 6 years.

#### **Who is this program for**

- University students requiring a practicum for graduation
- Professionals seeking to upgrade their marketable skills
- Executives looking for a North American experience
- High School graduates looking for practical experience

#### **Highlights**

- Highly specialized placements dependent upon language ability, industry sector, candidate expectations, educational and professional background.
- Placements in all sectors and for all majors
- Most placements accredited with universities and professional associations
- Guaranteed placement in industry sector
- Program includes preparatory orientation program in city of placement of a minimum of 4 weeks
- Package includes accommodation, full-board, tuition, full support and placement guarantee

#### **Qualifications / Requirements**

See internship website, listed below

#### **Application Process Involves**

- Letters of Reference
- Other
- Phone Interview
- Resume
- Transcript
- Written Application

Go to the following URL to contact the appropriate party about this internship

<http://www.internabroad.com/sendmail.cfm?clientID=10829&listingID=21964>

This information was gathered from Intern Abroad <http://www.internabroad.com/>

## SCHOLARSHIPS & AWARDS

*Contributed by Zil-E-Huma Lodhi*

### Alberta Foundation for the Arts Individual Artists Project Grant Program, The

Administrator: Grant MacEwan College

Award Amount: \$10,000.00

Award Deadline: Thursday, September 15, 2005

Region of Study: Alberta

Notes: Awarded to support artistic projects. Based on artistic, educational merit, impact of project, reasonableness of budget, and ability to carry out proposed project.

Danielle Wycott or Barbara Greaves

Student Resource Centre, Room 7-112

10400 - 107 St., Edmonton, Alberta

Postal Code: T5J 2P2 Phone: (780) 497-5063

Fax: (780) 497-4656 Web Site: <http://www.gmcc.ab.ca/web/Prospective/Calendar>

### Cal Callahan Memorial Bursaries

Administrator: Grant MacEwan College

Award Amount: \$6,000.00

Award Deadline: Friday, September 30, 2005

Year of Study: Entering or in first year

Notes: Awarded annually to a child or legal ward of persons who derive their principal income from the pipeline industry and whose employers are members of this association.

Danielle Wycott or Barbara Greaves

Student Resource Centre, Room 7-112

10400 - 107 St., Edmonton, Alberta T5J 2P2

Phone: (780) 497-5063 Fax: (780) 497-4656

Web Site: <http://www.gmcc.ab.ca/web/Prospective/Calendar>

### John Gyles Education Awards

Administrator: John Gyles Education Awards

Award Amount: \$3,000.00

Citizenship: Canadian/American

Notes: Available each year to students in both Canada and the United States. A minimum GPA of 2.7 is required. Criteria other than strictly academic ability and financial need are considered in the selection process. Contact for more information.

Attention: The Secretary

John Gyles Education Awards

P.O. Box 4808, 712 Riverside Drive

Fredericton, New Brunswick E3B 5G4

Phone: (506) 459-7460

Web Site: <http://gorams.wssu.edu/soe/scholarship/gyles.htm>



#### **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.

#### **National Student Government Summit**

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

#### **Second International Vernacular Colloquium**

October 26 - 29, 2005 - Puebla, Mexico  
<http://www.ipsonet.org/vernacular/2005>

A conference intended to explore the distinction between formalized reasoning and vernacular reasoning. Topics include areas such as Anthropology, sociology, archaeology, gender, tourism and travel, culture wars, photography, psychology, North American Indigenous Populations, ethno-botany, medicinal practices, ecology, Chicano and Chicana issues, Mexican History, art and architecture, the drug problem, linguistics, folklore, poetry and literature readings, music and performance, dance, film and television, food, computers, education, urban issues.

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

- 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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