

THE VOICE

MAGAZINE

September 30, 2005
Volume 13 Issue 38



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...for student debt

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Haunting new Voice fiction

Looneytoons
The return of b. e. hydromako

Plus:
Lost & Found
Turning the Pages
From Where I Sit
Fedwatch!
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and much more...

THE VOICE MAGAZINE

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

RE: STUDENT MOMS by Pam Pelmous

Wow!

I know that I admire all the OTHER moms out there who manage to balance work, family and community, but until I read this article, I didn't think I was doing anything special.

Thanks for this article--I really felt valued and appreciated reading it. I knew you were talking about ME, as well as all the supermoms I'd been admiring!

Elizabeth Cousar

Re: IS IT TIME TO ABOLISH THE MONARCHY? By Mandy Gardner

Mandy Gardner suggests, in her article *Is It Time to Abolish the Monarchy*, that by remaining a "willing member of the Commonwealth" Canada "retains an identity apart from the U.S." I suggest that Canada establish an identity that is not encumbered with the remnants (psychological and physical) of a newly patriated country. To say no and live with the consequences is an important aspect of growing up.

Until Canada can say "no" without hiding behind Mother's apron the country will continue searching for that elusive character known as the Canadian Identity.

Greg Ryan

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Put down your textbook, set aside that thesis, and hold on tight, because we're going to turn your world upside down (Just for a few minutes, I promise). Using round numbers only, take a quick guess at how much you've spent on tuition in the past two years. Got a number? Good, because now comes the interesting part.

I want you think of paying that tuition as a privilege. Not a burden, but something you're very lucky to be allowed to do. And while we're at it, let's throw in the stress of exams, the struggle of balancing work with course loads, and all those philosophy courses that make your brain hurt. Hard to imagine, isn't it? Now, let's turn right side up again and take a closer look at this unusual notion.

"Everyone has the right to education." So begins Article 26 of the Universal Declaration of Human Rights, a document published by the United Nations in 1948. The Article also decrees that, in the elementary stages, education will be both free and compulsory. A noble premise indeed, but the truth is, if you attended a reasonably clean, reasonably competent school system as a child, you were one of the privileged ones. And as an adult attending Athabasca University (or any post-secondary institution), you're luckier still.

Just for the record, this isn't a discussion of the quality of our education system. We're not talking about tuition fees versus government funding, or any of the other debates that swirl around the subject. This is about the guaranteed right to receive a basic education, and the freedom to pursue post-secondary studies to the best of our abilities.

In Canada, children are part of a lucky minority. Forty-five percent, to be exact. They have a legal right to go to school. Not only are they guaranteed that privilege, they're expected to exercise it, with mandatory ages set for both entering and leaving the system. So where does that leave the rest of the children, the ones in over half the world's countries? The 2005 EFA (Education For All) Global Monitoring Report gives us a clue. Of 203 countries listed, 58 of them do not offer their children the right to a free basic education. Of the remainder that do, 52 ignore their own dictates and charge fees to attend school, a burden that's often impossible for families to afford.

The realm of adult education is more complex still. The options (or lack thereof) in post-secondary studies are staggering and far too numerous to describe here. Knowledge takes many forms, but the ability to read and write can profoundly alter people's lives, and that's what makes the following so incredible.

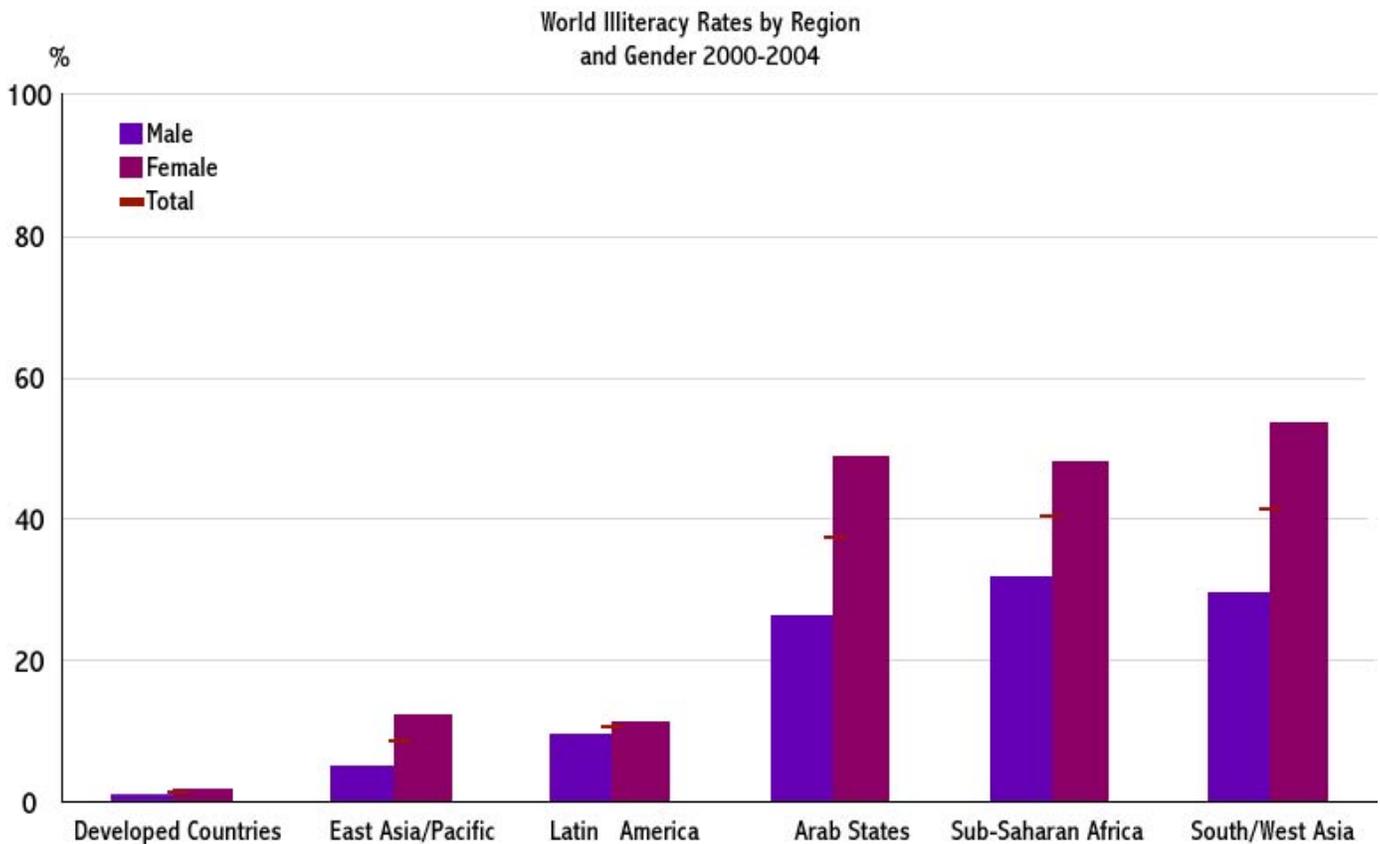
The Arab States, Sub-Saharan Africa, and South and West Asia have a combined illiteracy rate of 40%. In South and West Asia alone, over half the women can neither read nor write, never mind fighting for the right to pursue an education. These individuals would be unable to read the textbooks even if they had them. Now, as frustrating as an overdue essay might be, I can't imagine trying to create a better life if I didn't have the freedom to learn. To broaden my horizons, to understand and make decisions about the world, to work in the field of my choice; all these opportunities are mine because I have access to education. Without it, so many doors would be closed, but George Bernard Shaw neatly summed up the other side of the coin. He probably wasn't talking about education when he said, "liberty means responsibility," yet the sentiment is apropos. With every advantage we enjoy (voting, a driver's licence, clean air and water) comes an obligation, and the right to an education is no different.

For most of us, though, the tightrope of work, studies, and family is a balancing act extraordinaire. Restraints on money, time, and energy simply do not allow us to build schools, lobby governments, or even tutor at the local library. So how do we give back? How do we enjoy the privilege even as we recognize the responsibility?

It's simple; by being aware. Do you have the legal right to an education? Who makes decisions about funding and access? Are any of your rights in danger of being eroded, or outright taken away? Big questions, but you can begin to answer them with only a little time and effort.

- Do a quick 'education' search on your country's government website. Is there any major legislation in the works?
- Find websites that report on education news; instead of ploughing through reams of articles, use RSS feeds to receive customized e-mails based on certain keywords.
- Check out the Athabasca Newsroom and Students' Union websites to find out about issues that directly affect your education.

But how, you may wonder, does this contribute to the bigger picture? In essence, if we know what we have, we're better able to safeguard and improve upon it. And by ensuring that we preserve the rights that already exist, we may also serve as a model to those still struggling to achieve the most basic access to education. Like the song says, you don't know what you've got 'til it's gone.



Sources:

Universal Declaration of Human Rights <http://www.un.org/Overview/rights.html>

Education@Canada <http://www.educationcanada.cmec.ca/EN/EdSys/over.php>

http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90e02_e.htm#BK19

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NATURE NOTES:

from the backyard to the biosphere

By Zoe Dalton

Some Thoughts on Noxious Weeds

The lovely late summer wildflowers are out in full bloom at this time of year - - real charmers for those who enjoy this last show of colours, textures and smells. However, given what this display represents -- the flowering of a group of plants loosely referred to as weeds -- it can be nothing short of an alarming example of disarray and a threat to the well-being of other systems.

There is no doubt that the yellows, whites and blues of these flowering plants brighten up roadsides and ditches across the continent, adding visual interest to the landscape for those passing by. However, these plants, many of which are for one reason or another considered noxious weeds, serve as a prime example of the importance of perspective in determining how vegetation is viewed.

Revered or reviled, scraggly or elegant, fragrant or lacking in scent, of high wildlife value or of ecological concern due to invasive tendencies -- weeds have a very interesting background. The business of classifying plants as species of real concern has in most cases been related to their impact on agriculture. Species considered detrimental to crop productivity are listed provincially and federally as noxious. These plants are considered to have such negative potential impact on farmland that people occupying or owning property containing listed species are obliged by law to control and/or remove them. Non-compliance means fines and, potentially, further legal ramifications.

Ecologically speaking, weed control regulations can be of as much benefit to nature as to the farm field. Some of the very same plants that pose a threat to agriculture also have strong negative impacts on natural systems and controlling their spread would be a boon to all. This is particularly so in cases where the plant in question is an introduced species with a tendency to take over.

However, noxious weed classification is not always an environmental bonus. One of the most unfortunate instances of such classification is that of milkweed. Considered noxious almost right across the board, the regulation of this plant is such that landholders are duty-bound to eradicate it, whether by chemical or physical means.

Several species of this plant (e.g. common, swamp, and butterfly milkweed) exist in Canada, and each is essential for the well-being of one of our most familiar and well-loved insects, the Monarch butterfly. While adult Monarchs are able to feed on the nectar of a variety of plants, the only larval food source for this insect is the milkweed. Hence, Monarch populations can only exist in areas in which milkweed is present. Suffering population losses of up

to 90% in recent years, this insect's future is in real question, in part due to the destruction of its larval host plant, the 'noxious' milkweed.

Not all cases of weed classification place agriculturalists and environmentalists at such odds, however. Thistles (Canada thistle and nodding thistle, for example) and burdock are two examples of plants introduced from afar that can take over both agricultural and non-agricultural areas. The rapid and significant growth of these Eurasian species, the fact that they effectively shade out, and in some cases even chemically suppress other plants, mean that thistles and burdock can cause significant impact in both farming and natural systems.

Interestingly, though, both thistles and burdocks do best in disturbed conditions, even in their homeland where native insect predators and plant pathogens exist to exert some means of control. Disturbed conditions are those in which, for one reason or another (e.g. overgrazing), the natural balance has been thrown off. What we view to be a problem (the presence of this plant) can therefore be seen to be directly related to a type of landscape alteration that allows it to become a problem in the first place. Controlling these plants sustainably over the long term may thus require examining landscape management techniques as much as investigating removal strategies. It is an interesting lesson in weed science.

Another dimension to the weed story is the fact that a plant may be classified as noxious because of its effect on human health, rather than its impact on crop productivity. Ragweed is the prime example of a plant thus categorized. Seen by many allergy sufferers to be the bane of their existence, the effects of this wind-pollinated plant can be felt hundreds of kilometres away from the source. Causing misery amongst those at the receiving end, who could argue with the listing of this introduced species as noxious?

One odd problem is, however, associated with the listing of this species in that it is often confused with another plant, one that is both native to Canada and of high wildlife value - that being the goldenrod. People unclear on plant identification and highly motivated by their understandably strong dislike of Ragweed, often mistakenly remove goldenrod when trying to eradicate their true nemesis. Such confusion is not so good on a number of fronts. Providing a supply of seeds to birds and other animals throughout the winter, and acting as the larval host plant for a particular species of insect, goldenrod is a plant of ecological importance, making its removal a significant, but common, mistake.

So, as in many aspects of life, it seems that things are never as simple as they seem. A weed is not a weed is not a weed. With an ever-increasing number of invasive introduced species raising their heads these days, the issue of classification, of understanding the ecological and economic impacts of these plants, and figuring out how to deal with them responsibly will only continue to grow in importance. With so many angles to every noxious weed story, it seems that this will be a difficult web to untangle.



Ashley Mae sat quietly in the living room watching Caillou on television as she did most Sundays. It was her favorite show, but today felt different than most Sundays. Something was wrong with her parents. During breakfast they didn't talk to each other, but they did to Ashley Mae. Their smiles were not like real smiles, but more like the smiles Ashley painted on her pictures at school. She wondered why her parents were mad at each other.

Ashley wished Caillou's voice were louder so it would drown out the angry voices now escaping from the kitchen. She grabbed Betsy close to her.

"It's okay, they'll stop soon, don't cry Betsy." Ashley Mae wanted to be strong for Betsy. Betsy had been with her since she could remember. Her mother told her that Aunt Carol had given Betsy to her as a Christmas gift. The voices grew heavier, angrier. Caillou's small voice almost unheard now. Ashley wondered how it would end this time. Would she go to her grandma's house, or maybe Aunt Carol's? She liked to go to grandma's, it was quiet there; she could play with Betsy and even watch television and hear all the words.

"Fine I'm leaving, but this time I'm never coming back!" Ashley was scared, but she was more worried about Betsy. She held her closer as her mother rushed into the room.

"Come on baby, we're leaving." Ashley didn't want to leave her dad, but she didn't want to make her mom mad. She glanced briefly at her father as she grabbed Betsy and rushed to keep up with her mother. As they jumped in the car her mother jerked it into reverse and they raced out the driveway. Ashley wondered where they were going. Her mother was driving in silence, but Ashley could tell she was angry, very angry. Her mother's mouth was stiff like it was when Ashley did something her mother disapproved of. She didn't recognize any of the streets or houses they were driving by.

"Where are we going mommy?"

"Don't worry baby, we're going to a safer place."

Ashley wondered what she meant; maybe they were going to grandma's house, but she knew this wasn't the way to grandma's. They pulled up to a house Ashley had never seen before. Her mother knocked on the door very quickly and loudly. Ashley still held Betsy close, as a man opened the door.

"Can I come in?" Her mother's voice sounded relieved to find this man at home, yet tears flowed down her face.

"Sure, what's wrong?"

"He knows about us."

Ashley wondered what she was talking about. She had never seen this man before, but her mother seemed to know him well.

"This is Ashley." Her mother said hurriedly without telling Ashley the man's name. The man nodded his head briefly in Ashley's direction and turned back to her mother. He put his arms around her mother and held her as she cried. Ashley wondered what he was doing with her mother. She had only seen her dad or Uncle Kevin touch her mother in this way. The man turned on the television for Ashley. He seemed to want to keep Ashley away from them. Again she sat watching and listening to Caillou. This time she could hear all the words, but her mind was thinking of her dad. She wondered if he had ever been in this man's house. Her mind shifted to Caillou. What would Caillou do if he were in this house? Caillou was six years old just like Ashley Mae, but he would probably know what to do.

Her mother and the man had been talking in the kitchen for a long time, but their voices were low, so she didn't know what they were saying. Suddenly Ashley felt hungry, she realized they hadn't eaten any lunch and it was almost suppertime. She knew it was dinner time because her belly hurt and because Dora the Explorer, her second favorite show was almost over. Her mother began shuffling dishes around in the kitchen. Ashley felt different at this man's house, not comfortable like she did at home or at grandma's house. She just sat on the couch with Betsy, wishing her mother would come and sit with her, but she didn't. Her mother just kept talking to the man whose house they were in. The pain in Ashley's belly seemed to get worse. She felt like she wanted to throw up, but swallowed hard. Ashley didn't want anyone to get mad at her, so she just sat and waited, swallowing hard to contain the sickness in her stomach.

A different show came on the television, it had puppets singing happy songs. Ashley thought this show was too young for her, but she didn't want to ask her mom or the man to change it, so she just sat, clinging to Betsy. She heard a loud bang on the door. Her mother and the man stopped talking. Ashley thought they were answering the door. She called to her mother.

"Shhh!" Her mother said as she looked into the living room where Ashley Mae was sitting. Ashley didn't know why everyone was so quiet. Who was at the door? The knocking got louder. Ashley could tell her mother was afraid, therefore she became afraid. She started chewing on Betsy's arm, not sure if she would be able to stop herself from throwing up. The banging got louder and louder.

"I know you're in there, open up, I want to see my daughter!"

Ashley wanted to go to her dad, but fear paralyzed her. No one said a word. The only sound was the banging on the door. Ashley thought the door was going to fall into the kitchen. She wanted to cry, but felt numb with fear.

After a loud thump, the door fell to the kitchen floor. Ashley ran behind the couch and hid. The next sound she heard was a loud bang; it was so loud it hurt Ashley's ears. Then her mother screamed, but only briefly, then another loud bang. Ashley no longer heard her mother's voice. She grabbed Betsy and stood up for a moment but couldn't see her mom or the man, only her dad stood looking down, his face looked funny, not like it usually did.

"Daddy!" She tried to run toward her father but couldn't. A sharp pain pierced her chest as she dropped to the floor, before being engulfed by the bright light.



(*editor's note: b. e. hydromako has published dozens of articles in the Voice over the years, and we are pleased to have him back after a long hiatus. Look for more articles by b. e. in future issues and see the Voice archives for past submissions by this, and many other authors who have graced the Voice pages since our inception in 1992...*)

"The world today seems absolutely crackers. With nuclear bombs to blow us all sky high; there are fools and idiots sitting on the trigger. It's depressing, and it's senseless, and that's why..." (1) it is time to get honest about what has been called "the root of all evil" (2).

Money. I'm talking here about money.

Now Pink Floyd sang, "money, it's a crime" (3). While I don't believe that money *is a crime*, it seems fairly obvious that many people commit crimes because of it. Indeed, from a child robbing the shoes from an Other child in a playground, to Martha Stewart's insider trading, and from *a possible aspect to the motivations*

of wars in recent years, to the guy in a mask willing to kill a clerk at a convenience store, it is clear that so many of the acts we consider crimes revolve around money.

So, One might wonder what it is I mean by "getting honest" about this intangible stuff that gets represented by bytes at the bank, by gold in the treasuries, by printed paper in our pockets. Well, a direct interpretation of "getting honest" about money might be a *plea* to those who would commit crimes so that they can get more of it. But that's an easy interpretation given the above paragraph, and what is more, mostly an empty One. I do not expect that many who have or who are willing to commit crimes to gain money to suddenly become honest citizens who treat Others with respect.

No, that would be simple minded: any One, upon some reflection, can realize that there's too many crooked games that are lawful within our Western world that make for poor examples to the rest of us. I'm not blaming society here, at least, *not only society*. I mean, when it comes down to it--at least according to existentialist thinking--every One has a choice when it comes to deciding how he or she acts, and no One is entirely constrained by external factors.

I want to get honest, for a moment, about how we talk about money.

"Money makes the world go 'round."

Most of us have heard that one, haven't we? In the repetition of this phrase throughout our lives, does it not make sense how we have come to believe this is true? Of course, it's demonstrably false. Money does not make the world--our earth--go around. Gravity (whatever the heck that turns out to be) in conjunction with momentum and inertia, well, these are the forces that make our earth turn on its axis and revolve around the sun. We could easily verify with a simple

experiment: if we destroyed all the currency in the world, and erased all the bits in banks--if we removed all traces of money in the world, well shoot, I'd bet you none of the money ('cause we destroyed it all) in the world that the world would keep right on turning.

How about double or nothin'?

"Time is money."

We believe this--we hold this to be true somehow, because whenever we hear some One say it, they tend to do so in the most serious manner, and what is more, we often agree. Patently false--as above, and in the context of the same thought experiment, demonstrably so--but we believe it regardless. Why?

Well, again without getting too far into sociological mechanics, most of us have grown up in a world where we have earned an hourly wage at some job or an Other. We have been paid for our work based on the measuring device known as a clock. As a second ticks off, most of us have earned some fraction of a penny--at minimum wage in Alberta (recently upped to \$7.00 an hour) an employee earns 0.119444... cents per second--and this is how we have, in part, come to accept the above cliché as somehow true.

But more than this, I feel, we believe time is money because time is something no One has ever understood very well, if at all. The great St. Augustine of Hippo is known to have remarked something along the lines of "I know what time is, but when I try to describe it, I cannot..." and when something is unknown and perhaps ultimately unknowable to a human being, well, it becomes much easier for a human being to have false beliefs about what this same thing is. Sure, relativity has tried to describe time in terms of a "fourth dimension," but any One who is familiar with the Twilight Zone certainly understands that the fourth dimension isn't One "...of sight and of sound, but of mind." In Other words, unlike the physical three dimensions of our sense perceptions, time is somehow *perpendicular* to three intersecting right angle axes.

Yeah, it doesn't make a lot of sense to me either! And in the second part of this two part article, I promise you there will be less science and more language.

References...

1. Monty Python, "I Like Chinese,"
2. I recently read, in a soon to be published manuscript by Howard Campbell, that this phrase was likely made up by some religious leader with the motivation to give his parishioner's more reason to give *their money* to the churches coffers. I don't know if this is true, but it does sound plausible.
3. Pink Floyd, "Money," from the album Darkside of the Moon, http://en.wikipedia.org/wiki/Dark_Side_of_the_Moon



Turing the Pages...

Elizabeth Cousar

I'm back in non-fiction mode this week, possibly because I haven't been working enough on my course work, and feel guilty. At least when I read non-fiction, I know I'm getting my mental exercise.

I read *An Anthropologist on Mars*, by world-renowned neurologist Dr. Oliver Sacks. This collection of case studies and personal anecdotes has been out for a long time, but if you haven't read it yet, you really ought to pick it up.

Dr. Sacks believes in getting to know the whole person who is referred to him. He visits his patients, spends a lot of time with them, observes them in their own environments. Most of all, he wants to understand not only the problem that got them the referral, but also what effect or effects that problem has had on other parts of their lives.

For example, in the first case study of a man who suddenly became colourblind after an accident, Dr. Sacks explores not only the physical causes of the man's colourblindness, but also the depth of loss that the patient felt--which was, conceivably, more than most people would, considering that he was a professional artist who mostly worked in oils. Pigments were essential to his creative self, and, in his concept of himself, which was deeply tarnished by his sudden loss.

There are seven stories in this volume, all of which are different, but all written with care and deliberation, by a greatly intelligent, kind, perceptive man who obviously genuinely cares about the people he sees. He speaks of different kinds of people--an artist, a surgeon, a "dropout" from the 60s, a blind masseur, and of many different neurological problems, as well. This is a very readable primer in some (fairly) common neurological problems, but primarily, it is about treating the whole person.

While treating the whole person is not a new idea, and it sounds a bit warm-and-fuzzy for a serious science book, this collection of narratives really helps the reader understand the problem with a conventional hands-off medical head space. If Dr. Sacks had behaved as a typical neurologist with his patients, he would not have been able to make them come alive on the page--and he would not have been able to treat them with the kindness and compassion that seems to be his trademark.

This book is an old favorite that I decided to re-read. It is between these pages that I first "met" Temple Grandin, who is well-known as a designer of slaughterhouses, because of her almost empathic connection with cattle. She understands them very well, knows what will scare them or confuse them, and thus works to make the experience as pleasant as possible for the animals--much kinder than nature. The fact that Grandin is autistic is interesting, and has shaped her whole life, but almost as much time is devoted to her profession as her condition. This book also contains the story of the man who was blinded as a toddler, but became sighted as an adult. One can read about how babies learn to see in a psychology textbook, but it is much more meaningful to hear about one man's experience, and how he felt about it (bewildered, mostly).

There are some interesting adventures between the pages of the book, as well. Dr. Sacks scrubbed in on surgeries performed by a surgeon with Tourette's--and took a ride in a plane with the same surgeon at the stick. He took the "last hippie" to a Grateful Dead concert in New York. Life is not boring, I guess, when you're a world famous doctor and author.

Dr. Sacks' works include *The Man Who Mistook His Wife for a Hat* and *Awakenings*, along with several others. All are warm and human, and worth reading. Not only are they accessible and interesting as stories of exceptional people, but they also contain some curiosity-rousing science.

Reference

Sacks, Oliver. (1995) *An Anthropologist on Mars*. Toronto: Vintage Canada.

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 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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Recognizing International Education's Importance

The Alberta minister for Advanced Education, David Hancock, was recently in Mexico promotion post-secondary learning opportunities for the people of that country. Along with 12 representatives from Alberta's post-secondary institutions, Mr. Hancock also opened a new international education office. (<http://www.gov.ab.ca/acn/200509/188126BFB4884-7428-498D-BAA58FE09AEE85D2.html>)

I'm hoping this suggests a shift in the typical Alberta government viewpoint that out-of-province students are a burden to Albertans and begin recognition that the benefits that accrue from educating students not just in Alberta, but around the world.

This visit coincides with the visit from Mexican President Vicente Fox, and it seems as though Canada and Mexico are attempting to draw increasingly close. With nearly three times Canada's population, Mexico has the ability to become an alternative market to the United States for Canadian goods, if Mexicans are able to draw themselves up from poverty. Making it easy for them to get a first class education is a good first step.

Having the government recognize this and adjust its tuition policy for out-of-country students accordingly would be an excellent step as well, but I'm not holding my breath.

Research Gets 96 Million Dollar Boost

The federal government has announced over 96 million dollars in research funding being given out to more than 2000 master's, doctoral, and post-doctoral researchers from the Social Sciences and Humanities Research Council of Canada. (<http://news.gc.ca/cfmx/view/en/index.jsp?articleid=171929>)

You can find the list of exactly who got all this money and what they are researching in a convenient PDF file at http://www.sshrc.ca/web/winning/comp_results/2005/2005_fellowships.pdf. Chosen by independent juries of academic researchers, this list contains such gems as the \$105,000 given over three years for "Visits to the stews: the brothel in early modern drama and society" (p.193), or \$80,000 over 4 years for "The Cuban-Saskatchewan baseball riot of 1959: creating fictional historiography" (p.2). Not that I mind these research projects. I understand that there could be something useful that comes out of them, but I wonder why these receive so much when things like "A policy analysis of intensive forest management and priority zoning"(p.1), and "Community adaptation in a changing Arctic environment"(p.4), things that could probably use longer and further study, only receive 20,000 and are only slated for a single year.

I suppose it's a matter of priorities. Evidently, forest management is a lower priority than dramas about brothels. And we wonder why some people question the value of education.

Against Expectations

Statistics Canada recently released a study that looked at the effects of sky-rocketing tuitions in professional degrees such as in the medical and legal profession. The results seem to go against what common sense would indicate. (<http://www.statcan.ca/Daily/English/050927/d050927a.htm>)

Most people tend to think that if tuition goes up, the percentage of people enrolling would go down. However, according to the study, enrolment in these degrees for students whose parents had graduate

degrees rose significantly when Ontario tuitions increased. More surprising, the enrolment of students whose parents had no degrees also rose, though not nearly by as much. The only enrolment that declined as prices went up were for the students of parents who had some sort of post-secondary education, but less than a graduate degree--the middle earners, in other words.

This seems almost backward to the traditional expectations, so what exactly is happening? The report doesn't provide any conclusions, but it does point out that the rise in tuition occurred at the same time that many new facilities were completed, allowing more students to enrol. For students whose parents had no post-secondary education, the report surmises that these students might have been able to find new and additional sources of extra funding to make up for the difference.

When looked at in this manner, we see that it really isn't so out of line with expectations at all. As tuition goes up, students from middle income families will have more difficulty going. This opens up more spaces in the program. Additionally, increases in tuition allow the institution to open up more spaces in the program and offer more scholarships and awards. The new spaces are taken up by the families who are well-off enough to afford them and the families who are poor enough to qualify for the new awards. The majority of the population in the middle, however, are left out in the cold.

It seems to be another case of society working to create a stronger divide between the 'haves' and the 'have-nots', with the exception that it provides for a lucky few from the 'have-nots' as a token gesture to keep everybody in line.

B.C. Boldly Going Where We've Gone Before - And Paying for the Privilege

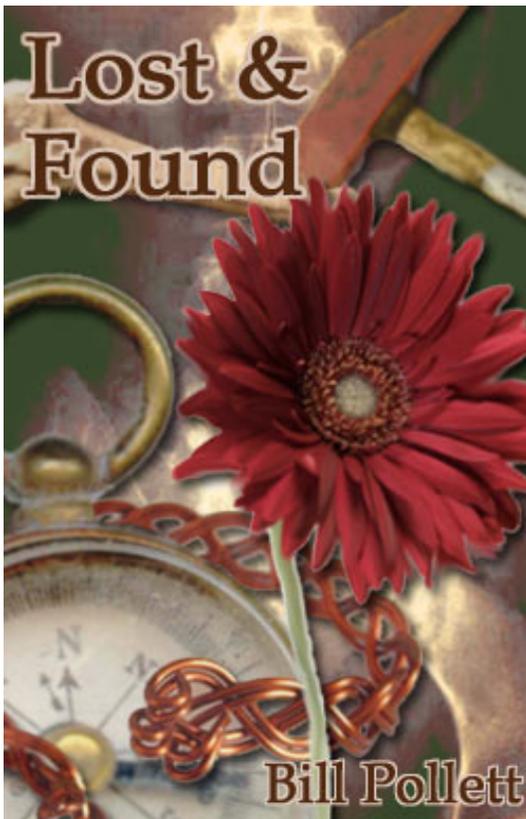
In British Columbia, the provincial government is investing 1.4 million dollars in the creation of online courses for students across the province. They are "targeting program development funding to areas where there is a demand for online learning, including health, science, technology and business." (http://www2.news.gov.bc.ca/news_releases_2005-2009/2005AE0065-000834.htm) This plan proceeds, in spite of Athabasca University's existing and fully developed online programs that cover all of these areas, and which could easily be deployed today across the province (**editor's note:** In fact, 10% of AU's current student body resides in B.C. This represents about 4000 students.).

So it seems that the vaunted Alberta-British Columbia plan for a unified schooling system stops almost exactly where it would make the most sense to communicate. Instead of spending 1.4 million to develop their own programs, why not put that 1.4 million into making sure their citizens can easily afford the accredited programs already existing next door?

The answer, it seems, is politics. Since Canada has no national education strategy, provinces across the country have set up barriers making it nearly impossible for programs developed outside the province to be recognized. This is an area where the federal government could provide leadership by finally developing a national Post-Secondary Education ministry, and providing nationwide accreditation.

Of course, that's not as sexy as attacking the government for a sponsorship scandal, or shovelling money into research funding. That's just one of those quiet little initiatives that would make sense, and probably one that most people think already exists.

But now you know.



Just Like You

Hi fella, I hope you don't mind me pulling up a spot on this bench. Nice to sit for a while in the sun, feel it warm up these old bones of mine. Hey, nice suit, by the way. What is it, Italian made? Yeah, I can always tell quality when I see it. You might not know it to look at me now, but I used to be a pretty important guy myself at one time. Mover and shaker, man of the world. *Mondo Uomo*. Was a time I rubbed elbows with Grace Kelly, Howard Hughes. Flew around from place to place in my own silver airplane, right up there above the clouds. I ate sirloin steak and drank whisky out of crystal glasses. Good whisky, too, ten dollars a glass. Smoked a pipe and wore slippers. Real silk. Used to own this big penthouse apartment in New York City, with a dance floor right out on the rooftop. I'd stay up all night long dancing with chorus girls, drinking with Hemingway and Babe Ruth while Count Basie played the blues.

Those were different times. People would let a man be himself back then. Everybody wasn't so afraid looking out of place back then. Not so afraid of germs. What's that your eating? Sushi? No thanks, I'm not that hungry, I just ate

yesterday.

Where was I? Sorry, it's all the pills they've got me on. These days doctors don't want to talk anymore, just make you line up and you open your mouth and they pop a pill into it. I was a doctor myself, back then. Harvard medical school, top of my class. Saved more than one Rockefeller's life from choking on a chicken bone. Oh, yeah. I was a big wheel back then. Played dice with Fidel Castro, too. Taught Minnesota Fats everything he knew. And I was a good man. Loved my kids. Three boys and one girl. All famous doctors and lawyers and ballet dancers. Suzette, that's my youngest one. Beautiful just like her mother. Golden hair and blue eyes like the kind of ice you only find at the top of the world. She was a famous ballet dancer. Travelled the world, married a diplomat from France, flew her own plane from city to city. Send me postcards from all the places she'd been. Venice and Bali. She still asks me to travel with her, come and see her at the Royal Ballet. But I don't like moving around from place to place so much anymore.

Important back then, I was. Wish I had a dollar for every time my name was in the Times. Bought and sold currency. Had lots of money tied up in gold. Had the deeds to diamond mines in my trouser pockets. World leaders would phone me for advice. They'd send big black limousines to pick me up in the middle of the night. But I knew too much. Too many secrets. All about the...

Hey fella, where you going? You haven't even finished your lunch. Oh, I guess I understand. Pretty busy guy, lots of stuff to do. No time to sit and listen to some old guy talkin' a lot of crap about the way things used to be. I understand that. I know what's it like to be busy, have places to be. Secretaries and conference calls. I know all about it, I really do. Because deep down, I'm just like you.



Dear Barb:

I work full-time and I am the mother of three young girls. I plan to cut down my hours and return to university. My husband is very supportive, but I'm still wondering if I'll be able to manage everything. My plan is to get my degree through Athabasca University's distance education. I'm hoping to be able to do this without my family having to suffer. However I'm not the most organized person. I really need some time management tips. Can you help? Thanks

Emma in Newmarket

Congratulations Emma for making the decision to follow your dream. It will be a challenge, but with the right mindset and determination I'm sure you will be successful.

Choosing Athabasca University is a step in the right direction. Your circumstances make you an excellent candidate for distance education because of the flexibility it provides. By becoming a student at AU, you will have access to a wealth of resources. Check out "Counselling Services for Students" on AU's Website. You will find free publications that you can request which include "Improve Your Study Skills" and "Mastering Exam Anxiety." You will find additional resources at:
<http://www.athabascau.ca/html/services/counselling/studyskills/resources.htm>.

Following are some general suggestions for managing your time:

Make lists, don't rely on memory. When we have a zillion things to do, it's very easy to forget something. Make "to do" lists for today, tomorrow, next week, even next year. Then refine your lists. Choose your priorities and rewrite your lists accordingly. Most likely you will not get everything done, but by prioritizing, you will at least have completed some of the most important tasks.

Next, take the time to plan your day. For example if you are going to drop your children off at school in the morning, check your list. Is there anything you have to pick up or do that is near the school? Planning to do these things at the same time will save you another trip and, considering rising gas prices, save money.

An invaluable aspect of effective time management is remembering that it is okay to say no. You will not be able to accomplish what you have to if you are always doing for others. You may have to say no to your sister about babysitting or running an errand. Even though you are saying no, you must be considerate of other people's feelings. Reschedule activities with friends and family to a more opportune time.

Most importantly, take time to reflect on whether you are accomplishing what you set out to. Are you still taking time for yourself and your family? If you are not achieving the results you expected, perhaps you need to take a step back and reassess your "to do lists."

Finally, Emma, always remember what is truly important in life and balance your goals accordingly.

Women You Should Know

Compiled by Barbara Godin

Agnes Baden-Powell, (1858-1945) became the first president of the Girl Guides in 1910. She was the sister of Robert Baden-Powell who was the founder of the world scouting movement and was in her early fifties when she agreed to take over the Guides. She was a person of many gifts. Her talent for music included playing the organ, piano and violin. Similarly her artistic abilities included handcrafts in metalwork, lace making and needlework. Agnes demonstrated expertise in nursing, cooking, swimming, driving and skating. When she became president of the Guides there were 6000 girls registered. Agnes promoted guiding throughout the world and established the 1st Lone Company in 1912. She also wrote articles for publication in the Girl Guide Gazette. Agnes resigned as president in 1917, but remained the Vice-President until her death June 2, 1945 at the age of 86.

Sources for additional information

The Guide Zone - Agnes Baden-Powell

http://guidezone.e-guiding.com/lh_agnesbp.htm

Agnes Baden-Powell:

<http://www.geocities.com/Heartland/Bluffs/3965/agnesbp.html>



NOTICE FROM YOUR STUDENTS' UNION Work Part-Time for AUSU

AUSU is seeking temporary part-time office help, and we'd like to hire a student. Our new Assistant will help senior staff with data entry, preparing packages for mailing, monitoring forums traffic, and other basic office tasks. The successful applicant requires good typing skills, and must be comfortable with the internet and email. Familiarity with Word and Excel required. Position is temporary and until December, when we will reassess our staffing needs. 7 hours/week to start, days flexible. Starting wage is \$10.50 per hour. To apply, please send a resume and cover letter as an email attachment to communications@ausu.org. You will receive a reply confirming receipt of your resume within one business day. Please do not fax your resume. The position is expected to begin in the last week of October.

Garden Dreams



From
Where
I Sit
Hazel Anaka

"Creating a garden is like learning to speak. First you discover the words by getting to know each plant. Then you put a few phrases together by combining two or three species that go together well. Then you make a complete sentence and finally a story." ~ Beth Chatto, English gardener and garden writer

I copied the above quote from a waiting room magazine because it spoke to me both as a writer and a gardener. It hints at the challenge inherent in creating a beautiful garden and just how long and ongoing a process it can be.

Indeed any gardener knows you're never done. After the design and planning stage is complete, you need to acquire the plants from a nursery or friends and get them into the ground. Weeding, watering, fertilizing, deadheading, pruning, and dividing are ongoing processes. Not to mention coaxing them along when they appear intent on dying.

Once they've got the basics down, every gardener I know begins to decorate their outdoor space with pots, stepping stones, chimes and other decorations. Structural pieces like gazebos, pergolas, arbours and benches are often next. Luring birds and butterflies through plant selection and feeders adds another dimension to the mix. Some gardeners want their space to evolve into one of the popular theme gardens (e.g., Zen, English country, xeriscape, formal, wildflower prairie or some combination).

As the 2005 growing season sloshes to a cold, overcast close, I'm just glad it's nearly over. I've never seen chickweed so healthy and so invasive in my life. With the rain, most of the annuals and perennials really performed. Who knows what may have happened if we'd gotten some heat too. Squeezing grass cutting in between showers this summer took very cunning homeowners. Many of my flowerbeds are mature and need a serious thinning of particularly invasive perennials. Certain shrubs will need to be moved come spring.

By far the biggest flaw in my yard is the lack of underlying preparation and structure to the various areas. I think we need to spend some serious coin and days of grunt work to more clearly delineate bed edgings, amend soil and add mulch for better weed control. I'm usually so grateful for the generosity of fellow gardeners that I just accept the offerings and plunk them in wherever there's room. This is not always the best idea.

There's something seriously wrong (either with a garden or a life) when more time is spent working at it than enjoying it. I find myself questioning and recalling. Where has the summer gone? We didn't have a single fire this year. I missed the blooming of some of my finest plants. I did sit on my swing a few times between showers and watched four or five hummingbirds swoop and play. I did smell the rose bushes and the stocks just not nearly often enough.

With God's grace, I will get another chance next year to work at creating an outdoor sanctuary. Until then, I just dream ... a real joy, from where I sit.

Voice Events Listings

On and off campus events worldwide

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

alberta

BODY, SOUL & SPIRIT EXPO

23-25 September 2005 - Calgary, Alberta

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

Cost C\$10; weekend pass C\$25

Fri 3pm-10pm; Sat 10am-9pm; Sun 11am-6pm

If you are seeking options to improve your life, physically, emotionally, and spiritually, expand your consciousness, or improve your health, there are a lot of choices to consider. The Body Soul & Spirit is a holistic & spiritual lifestyle expo, which showcases over 110 categories of products, services and resources that fosters the individual quest for a greater self-understanding, improved well being, and includes everything from acupuncture, aromatherapy and astrology to Yoga and Zen Buddhism.

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/>

british columbia

VANCOUVER INTERNATIONAL COMEDY FESTIVAL

20-24 September 2005 - Vancouver, BC

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

quebec

CHILDREN'S CARROUSEL INTERNATIONAL FILM FESTIVAL

25 September - 2 October 2005 - Rimouski, Quebec

<http://www.carrousel.qc.ca/>

BLACK & BLUE FESTIVAL

5-11 October 2005 - Montreal, Quebec

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

ontario

EINSTEINFEST

Waterloo, ON - Sep 30, 2005 to Oct 23, 2005

For event & ticket information:

(519) 883-4480 - einsteinfest@rogers.com

Fax: (519) 569-7611 - <http://www.einsteinfest.ca>

Join us for a spectacular celebration of the 100th anniversary of Albert Einstein's annus mirabilis miracle

year of 1905 when at the age of twenty-six, he published his four most important papers that have since influenced physics and the modern world. EinsteinFest explores the rapidly changing world at the turn of the century and pays homage to Einstein's prolific output of 1905 through a series of exhibitions, performances and lectures on physics, music, visual art, politics, history, philosophy, psychology, literature and science and technology; exploring the rich culture, notable discoveries and brilliant minds of this amazing period in history.

ALL CANADIAN JAZZ FESTIVAL

Port Hope, Ontario - Sep 23, 2005 to Sep 25, 2005

For event & ticket information:

(905) 885-1938 - admin@allcanadianjazz.ca

<http://www.allcanadianjazz.ca>

PSYCHIC FAIR

Port Hope, ON - Sep 23, 2005 to Sep 25, 2005

For event & ticket information: (905) 885-1522

apatterson@porthope.ca - <http://www.porthope.ca>

MARKHAM FAIR

29 September - 2 October 2005 - Markham, Ontario

<http://www.markhamfair.ca/>

OWEN SOUND CELTIC FESTIVAL

Owen Sound, Ontario - Sept 16 - 18, 2005

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

TORONTO INTERNATIONAL FILM FESTIVAL

8-17 September 2005 - Toronto, Ontario

<http://www.bell.ca/filmfest/>

international

THE SUSTAINABLE MUSEUM

Sept 25, 2005 - Sept 30, 2005 - Oxford, England

<http://www.britishcouncil.org/seminars-arts-0567.htm>

TASTE OF ATLANTA

Atlanta, Georgia, USA - September 23 - 25, 2005

<http://www.tasteofatlanta.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 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

The Next Great Prime Minister

Over \$100,000 in prizes for Canadian Students.

DO YOU HAVE A VISION FOR CANADA'S FUTURE?

"The Next Great Prime Minister" is looking for Canada's future leaders and has been launched to engage young Canadians in the political process. If you are between the ages of 18 and 29, send us a 3 to 5 minute videotaped speech telling us what you would do if you were prime Minister. Tell us how you would make Canada better, stronger, and more prosperous. Be compelling. Be original. And above all, be inspirational. A primetime special airing later this fall on Canadian network television will feature the top 5 contestants completing in a one-hour televised final. The winner will be chosen as Canada's "Next Great Prime Minister" and will receive a \$50,000 cash prize and a six month internship with our sponsors with maximum compensation of \$30,000. Each of the four remaining contenders featured on the television program will receive \$10,000 and a three month internship with our sponsors with maximum compensation of \$15,000.

For more information, visit <http://www.thenextgreatprimeminister.com>

Deadline: October 7, 2005

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>



DEVELOPING SUCCESS FOR YOUTH

October 19 - 21, 2005
Springfield, MO, USA
<http://www.drury.edu/dsy>

The thematic conference strands will address the development of the whole child through educational reforms; policy development; collaborative cultures; multi-dimensional educational practices; strategic, visionary planning; innovative curricula and learning experiences; and the interconnectedness of the mind, body, and soul.

TEACHING KIDS NOT CURRICULUM

October 21, 2005 - Winnipeg, Manitoba
http://ca.geocities.com/mastars_mtssag

This conference will focus on such topic areas as:

Solving the Puzzle of Boys' Under-achievement
academic achievement of boys, discuss some of its potential causes, and explore characteristics of programs that are demonstrating success at helping our boys achieve in school.

Kids Without Choices

This presentation will focus on those students who experience school failure through no fault of their own. Common undiagnosed psychological disorders such as Mood Disorder, Oppositional Defiant Disorder(ODD) and Conduct Disorder, as well as childhood anxiety will be summarized.

Meanness in the Digital Age

In this presentation, Jane Tallim will address the challenge of how we can make young people feel accountable online and how we can help them consider the implications of their online behaviour.

GIRLS 2005! CHANGING THE CULTURE FOR GIRLS

October 27 - 28, 2005 - Tampa, Florida, USA
<http://www.opheliaproject.org/>

This conference is for adults who want to create lasting community change while developing the full potential of all girls; to explore cutting-edge research in girls' issues and best practices in girls'

programming for families, organizations, schools, and communities.

INTERNATIONAL CONFERENCE ON PSYCHOPHYSIOLOGY OF PANIC ATTACKS

October 15 - 16, 2005 - Philadelphia, PA, USA
<http://anxiety-panic.com/conference/next.cfm>

The International Conference on Psychophysiology of Panic Attacks explores the psychological and physiological diversity of panic attacks. Various pathologies, research topics, treatment strategies and patient perspectives are featured. A strong multi-cultural emphasis is created through international, interdisciplinary and patient-professional interaction.

Our proceedings feature a variety of perspectives on the nature and treatment of panic attacks as presented at this session. Dr. Sokas, William K. R. and others have contributed material and presenter pages feature related contact information.

THE LAS VEGAS PARANORMAL CONFERENCE

October 2 - 4, 2005 - Las Vegas, Nevada, USA
<http://www.tlvpc.com/>

Immerse yourself in 3 days of paranormal experience in exciting Las Vegas! Conference activities include:

- * the Nevada Institute of Paranormal Studies will conduct a special 3 day class with Certification for people wishing to become paranormal investigators.
- * 11 exciting lectures featuring the "hottest" names in the paranormal world today
- * 3 Hands on Workshops on EVP, Ghost Photos and Dowsing techniques
- * A 3 hour moonlight field investigation of 2 of Las Vegas' most haunted parks. Participation in EVP and psychic experiments
- * Late-night seance
- * surprise guest speakers
- * Ask the Pros - An open forum where you ask the questions
- * and much more

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.

17TH ANNUAL CANADIAN ASSOCIATION OF NURSING ONCOLOGY

2 to 5 October 2005 - Moncton, New Brunswick
<http://cos.ca/cano>

CANO/ACIO is a national professional association dedicated to the provision of quality nursing care for persons affected by cancer.

THIRD INTERNATIONAL CONFERENCE ON KNOWLEDGE CAPTURE

2 to 5 October 2005 - Banff, Alberta
<http://www.kcap05.org/>

This conference will focus on:

- * Knowledge engineering and modeling methodologies
- * Mixed-initiative planning and decision-support tools
- * Acquisition of problem-solving knowledge
- * Programming-by-demonstration systems
- * Knowledge management environments
- * Knowledge-based markup techniques
- * Knowledge extraction systems
- * Knowledge acquisition tools
- * Advice taking systems
- * Learning apprentices

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 with the details and we'll list it in Conference Connections.

classifieds

Classifieds are free for AU students! Contact voice@ausu.org for more information.

THE VOICE

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