

THE VOICE

MAGAZINE

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February 26, 2010

Fort Fairfield

Shoegazing

AU Profiles

Colleen Lamond

Modern India

Eras in Education



*Plus: Dear Barb, From Where I Sit,
Sister Aurora, and much more ...*

CONTENTS

WELCOME TO THE VOICE PDF

The Voice interactive Table of Contents allows you to click a story title to jump to an article. Clicking the bottom-right corner of any page returns you here. Some ads and graphics are also links.

Features

AU Profiles: Colleen Lamond 3

Articles

In Conversation With: Fort Fairfield 5

Eras in Education: India, Part II 8

Columns

Dear Barb 10

Sister Aurora 11

From Where I Sit 12

Gregor's Bed 13

AUSU Update 15

News and Events

Laurence Decore Award for Student Leadership 7

Click of the Wrist 14

International News Desk 17

From the Readers

Letters to the Editor 2

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LETTERS TO THE EDITOR

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



AU Profiles:

AU Profiles: Colleen Lamond

Christina M. Frey



Think that 12-step programs are just for recovering alcoholics? Think again. According to Colleen Lamond, a former addictions caseworker and current first-year AU student, addictions theory can be applied to any problem in life—schoolwork included. Here, the psychology student shows how its application can be beneficial to pursuing one's goals. She also describes why she decided to return to school, and explains how AU's website helps her stay focused every day.

Although Colleen was enjoying her work as an addictions specialist's assistant, when the opportunity to obtain further education arose, she was quick to jump at it. "My career [was] fabulous, but my schooling [did] not equal my experience," she says.

"[It was] holding me back." In order to move forward in her field, she needed a university degree. When her family moved to a small community where she couldn't find the work she wanted, Colleen decided to take the plunge and begin studying with Athabasca.

AU was a good choice, she feels, because of its flexibility, something suited to her lifestyle as a mother of two small children. In addition, AU's open

admissions policy was an important step in furthering her educational goals. "[In college] I was all about field placements," she says, "but I hated the courses . . . [and] rarely went to classes." Her marks reflected that, and she's anxious to build up a new academic track record while studying with AU.

Although she's just completed her first course, Colleen has her educational journey all mapped out. Currently, she's enrolled in a Bachelor of Arts in Psychology, but plans to eventually transfer into a Bachelor of Science in Anthropology. "I would continue with AU, but I really want a B.Sc.," she says. "I'm a science and medicine kind of girl!"

But that won't be all. Colleen's long-term plans include pursuing graduate education, and even a Ph.D. As her education continues, she'd like to become involved more deeply in the addictions field. "I see myself . . . analyzing and studying treatment, and acknowledging the culture of addiction," she says. In particular,

she's hoping to focus on the roles that both science and culture play in the addictive mentality. "Addiction is an anthropological phenomenon," she says.

Not only did her work in the addictions field inspire her desire to further her education, it's also helping her study. Colleen feels that addictions theory is useful in all areas of life, including studying—particularly where motivation is concerned.

"It's all about forming healthy habits," she says. "You can apply addictions theory to any goal you wish to achieve." With its emphasis on putting a routine and structure in place—and sticking to it—addictions theory has helped Colleen to stay focused when she's tempted to procrastinate.

For example, she practices tough love: her study nights are always study nights, no matter what. "[I'm] strict with myself," she says. "I don't allow myself to break rules." She also uses positive reinforcement to stay on track. Cognitive techniques, like affirmations, remind her that her goals are attainable, and help her focus on what she needs to do in order to make them happen.

It keeps her realistic. "I am not getting any younger, and if I really want to do the things I say, I [have to] get on it," she says. And although ideas may be a good thing, she notes, they remain only ideas until she starts acting on them: "I don't want to just talk about the things I want to do!"

Another surprising source of motivation comes from the AU website: the "Am I ready for Athabasca University [self-assessment quiz](#)." Essentially, Colleen says, "[It is] a quiz on commitment." When she needs to remind herself of her commitment to her goals, she asks herself the various questions and prompts from the quiz. "[It's] very effective" Colleen says. "I use [it] as a mantra."

She does find distance study somewhat isolating however—particularly as a stay-at-home parent in a small community. "It's lonely," she admits. "I . . . ache to get into some good discussions [with] someone who can . . . gab with me about specifics." Because school discussion boards tend to be slow, she's looking to the outside community for stimulation. For example, she's currently considering starting a local women's discussion group.

Regardless of difficulties, she's continuing to stay focused on her ultimate goals. Although she realizes that the road there may take years, Colleen doesn't allow that to discourage her. "I try not to think about it, honestly," she says. "One step at a time!"

Christina M. Frey's got her schedule all worked out: everything comes before housework. When she's trying to avoid doing the dishes, she blogs about life at [The Twisting Kaleidoscope](#).



IN CONVERSATION WITH . . .

Wanda Waterman St. Louis



Fort Fairfield

Fort Fairfield is the musical duo, comprising brothers John and Tom Lück, who create an atmospheric experimental music they call "shoegaze electronic." See review of their CD The Dead Sea Scrolls ([free to download](#) until February 28) in Gregor's Bed.

Recently, elder brother Tom took the time to chat with Wanda Waterman St. Louis about children of the '80s, Swedish liberals, and sibling rivalry.

Golden Days of Childhood

We grew up in the '80s in the suburbs of Jönköping in Sweden. My little brother was a delight for me until he turned five and started to follow me and my friends around in spite of me telling him that he couldn't play with us. He would come home crying to Mom that I was mean and not letting him play with us.

At age seven he developed a criminal master plan: he would run into my room and start to beat me. He was a sneaky bastard and had mastered the art of pretend crying. So when I got furious he ran out crying and screaming for his mommy. I ran after him, wanting to beat the little bastard, only to find him hiding behind mommy, fake crying. And I would get a telling-off from Mom or Dad.

This went on for a couple of years until one day he buried himself. By this time he had simplified his act—he just went downstairs making noises and screaming, "Stop beating me!" and crying. But on this day I was upstairs and Dad was downstairs and so Dad became witness to a pre-Edward Norton *Fight Club* scene.

I left Jönköping for the west coast and my brother went south. But I came back after seven years and made it even further into the woods. I prefer to think of myself as a modern cultural hillbilly.

About the Music . . .

My brother asked for a guitar for his fourteenth birthday and after a week or so it sat untouched. Later on he got an electric guitar that he played more often. It was always out of tune and in the end there were only two strings left. In short, we're self-taught. But we still can't tune a guitar.

We call our music a lot of things, and it definitely has a shoegaze feel to it. Christ, we're Shoegaze Extravaganza! And we gaze a lot at our shoes, mostly because my Fred Perry shoes are neat. Fort Fairfield redefines shoegaze, and that's final.

Our name, Fort Fairfield, is taken from the city of Fort Fairfield, Maine, USA. I think we picked this name because my brother thinks Miss Fort Fairfield 2007 is cute. I would like to add that my opinion isn't the same as my brother's. I think they should have closed down the competition after 2006; they will never top Miss Fort Fairfield 2006.

My brother has this new hang-up where he has to make the music *solid*. Apparently he has issues with the flow. He thinks if he can sample the sounds of the flow and the floating in the world and record it he can *control* the flow, press pause, and make it—oh, yes—*solid*.



John Lück of Fort Fairfield. Says brother Tom: *Not only does he look ridiculous in the clothes, he doesn't even like nature!*

Obviously my brother lost it a long time ago. It upset me because we had this great record almost done and instead of laying down the finishing touches on it, my brother takes a summer job in the mountains as some kind of park guard. Not only does he look ridiculous in the clothes, he doesn't even like nature!

So here we have a nature hater working as park guard, afraid of the floating, and recording the floating. This is fine with me, but then he calls me in late summer asking for the water levels in Lagan (a stream near where I live), like this is some kind of general knowledge that I should be aware of.

You really have to dig deep to find an upside to this and I can only find one: compared to him I seem like a perfectly reasonable and sane person.

Necessary Tension

I guess that tension is one of the conditions we need for creativity. The dream would be to be by myself, but that isn't how it is so there's always tension when we make music. For example, I just told my brother that I thought the beats should be a little more sharp—"clinical" was the word I used. I had given him some great input since I'm the one with the good taste (he sometimes shows really bad judgment in music—see [Lars Winnerbäck](#)). But he broke out in a rage, not just calling me names but also attacking my budgie, Mogwai, calling him deformed and slow. (This is not true; Mogwai could be a show budgie if not for his left eye, which doesn't pop out as much as the right one.)

In my brother's defence I must add that he had just lost *his* budgie, Ralf, when his dog, Wilma, mistook him for dinner. It's water under the bridge now but I still believe it was him who threw a snowball at my window. I'm almost sure of it. I did see a white Volvo leave. But he denies it.

There is an old tear between my brother and I. This goes way back to the year 2006 and it was blowing right-wing madness all over Sweden. It was an even race. Then *it* happened: The right-wing liberals did a makeover on their leader; instead of one eyebrow he got two, and they suited him up. The Leijonborg effect was born. This was all it took—suddenly the semi-racist restrictions and the disassembly of the Swedish welfare system were okay. I would go out in the woods and blow my brains out before I would vote for the liberals.

Meanwhile my brother goes out *and votes for this man!* It was the biggest disappointment I ever received over the telephone. For hours I thought he was kidding. And if you ask him today he denies it, but then again he claims to have had nothing to [do] with the snowball either.

Laurence Decore Award for Student Leadership



The Laurence Decore award is a \$500 bursary that recognizes students for their "outstanding dedication and leadership to fellow students and to their community." The AU winner must be an Alberta resident (the award is funded by the Alberta government) currently enrolled in three or more AU courses.

The winner will be selected based on involvement in either student government or student societies, clubs, or organizations. As well, candidates may be involved in student organizations at the provincial or national level or in non-profit community organizations.

You may self-nominate or nominate another student who you feel deserves recognition. Please fill out the PDF [application form](#) and return it to ausu@ausu.org. You can scan the completed form or fax it to 1-780-497-3413. Contact the AUSU office if neither of these options works for you or if you need a hard copy of the application mailed to you.

The deadline for submission of forms is March 1.

ERAS IN EDUCATION

Jason Sullivan



India, Part II: India's Educational System in the Modern Era

When we as Canadians learn about our education system we usually start with what we call the colonial period. For us, this historical era entails the French and then British presence in our part of North America. In other parts of the world as in Canada, colonialism also involved the domination of indigenous cultures by occupying forces.

Natural resources were plundered, languages were brushed aside, and religions and customs were

repressed. A few hundred years ago India's civilization, dating back 10,000 years, came face to face with Western civilization, which believed itself morally, spiritually, and technologically superior. The physical and military power of the British Empire was translated into mental and ideological power as Indian children came into contact with Western education and culture. Young Indians' way of perceiving themselves and the world around them was irrevocably altered. "Imperial control is mainly control of subjectivity, and the control of subjectivity is largely based on education . . ."

The British Empire ruled India from 1757 to 1947. In particular, the British East India Company had the power to take whatever salt, tea, and raw textile material there was a demand for in Europe. Part of the colonialist ideology of Western Europe was to "civilize the world" and this meant bringing education (by which was meant Western educational methods) to the people.

The main reason Britain was in India was to extract raw materials, however, and this was reflected in an educational policy that promoted "a cheap, trickle-down model for colonial education." The British paid little regard to traditional educational institutions that operated at the village level and were "maintained either from the income of some temple or from the produce of land set aside for the purpose in villages." It is suggested that at the outset of the colonial period literacy rates were higher in India than they are at present.

In light of this fact it is understandable though ironic that "it is from India that the British adopted the system for educating the masses" in a system today known as the Madras system. The reason the British sought a means of educating more people in England was that as late as 1845 "3.2 percent of men and 49 per cent of women had to sign their names on the marriage register with a cross." These high levels of illiteracy in the "motherland" show the fictional basis of colonial ideology of a civilized race enlightening uncivilized heathens.

Probably the most famous Indian, Mahatma Gandhi, opposed the British colonial system because it had been created in opposition to India's traditional values. He stated that the colonizers "scratched the soil and began to look at the root and left the root like that and the beautiful tree perished." In particular, Gandhi felt that the importation of British expectations that schools have "so much paraphernalia, a building and so forth" meant that small rural villages (in which most Indians lived) would be unable to afford to educate their youth. It turned out that Gandhi was right: "schools established after the European pattern were too expensive to fulfill a programme of compulsory primary education."

By the time the British left India in 1947, the belief that education should follow the Western European model had taken root amongst the rising Indian elite. Instead of embracing “Gandhi’s dream of reviving the ancient tradition of the village schoolmaster . . . the government chose to continue with efforts to educate the masses through a vast, centralized machinery and superstructure of staff, infrastructure, and resources.” The end result was the decline in rural schools taught by whichever elder the villagers held in esteem as an instructor.

In the immediate post-colonial period there were debates as to what form the nation’s education should take. Gandhi favoured small village schools teaching in the local vernacular, whereas another leader named Rabindranath Tagore wanted English to be the predominant language because it could provide “Indians access to the sharing of knowledge across international borders.”

The latter position won out, with mixed consequences. In order to provide schooling for India’s many villages, the Indian government set up some residential schools for rural Indians to attend. These were called Navodaya Vidyalayas and were composed of at least 75 per cent rural-born students as well as 30 per cent women and even members of lower castes who under Hinduism would not have been granted admission.

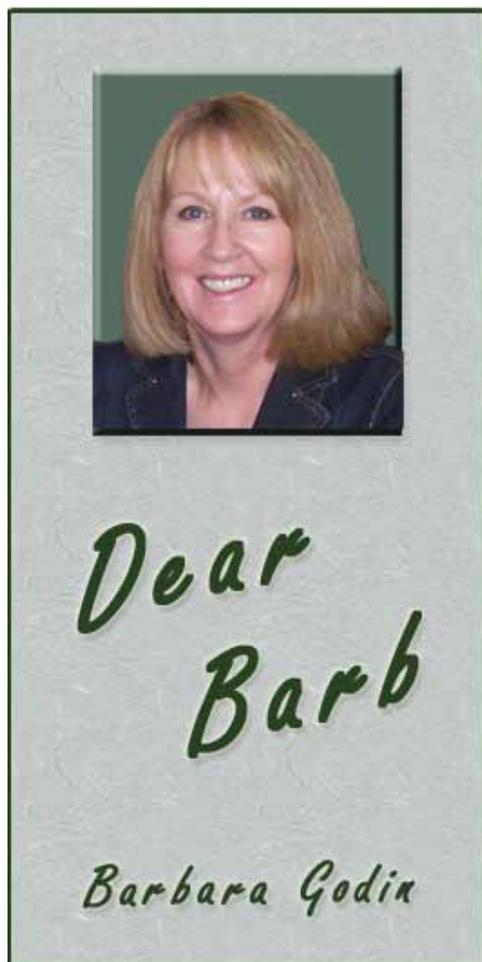
The problem with residential schools was that “seeds of alienation” were spread on account of the competitive nature of the instruction and the fact that students were being flung into a social environment very different than they were used to. Although taught by fellow Indians, the colonial ideology still prevailed in that an “accent on competition and the constant stress on the individual as against the group” undermined social cohesion. The result was that students lost a sense of identity as part of a larger community and suffered from what the sociologist Émile Durkheim would call “anomie.”

A sociologist named Sanjay Seth has studied the nature of India’s educational history. In a book titled *Subject Lessons* he writes of how “western knowledge ‘traveled’ to India, changed that which it encountered, and was itself transformed in the process.” Seth notes that the colonizers fully expected that their ways of life and learning would “gradually replace indigenous ways of knowing.” To some extent this has happened: “today almost all ‘serious’ knowledge about India—even within India—is based on Western epistemological” perspectives. As a result of its totalitarian nature, “Western epistemology came to be seen, not merely as one way of knowing among others but as knowledge itself.”

This is called metonymic slippage (as when a person asks “what’s in your head” and means “what’s on your mind” rather than “what is your brain matter composed of”). Seth discusses how, as a result of losing a sense of education as part of a spiritual, holistic experience that provides the student with a sense of purpose, space, and community, the tactics of colonial epistemology caused a “moral crisis” amongst young Indians. Ironically, this crisis shows that in fact Western knowledge is not “the universal epistemology it was thought to be.”

Probably the biggest difference between the colonial history of Canada and that of India is that in Canada the majority of students today are of an ethnic background that can be traced back to the colonizers. In India the majority of students are of Indian background and yet still tend to be educated in ways that the colonizers brought with them. As this article suggests, the importation of foreign ways of teaching knowing does not occur unproblematically.

In India the majority of students are of Indian background and yet still tend to be educated in ways that the colonizers brought with them.



Time Will Tell if He's Over the Past

Dear Barb:

I recently began dating a great guy. We have a lot in common and get along fabulously. My problem is that about six months before we met he had been in a relationship and was very much in love. This girl was cheating on Dan and ultimately she broke off the relationship. Dan says he was devastated and spent the last six months participating in some pretty promiscuous behaviour. He tells me is he now over her and is falling in love with me, but he still talks about her a lot. I also had been in a relationship that ended because I was cheated on. I'm wondering if I should be concerned about this girl re-entering Dan's life and me being dumped. I'm not sure if I should continue in this relationship as I really don't want to be hurt again. Thanks for your advice.

Rebecca

Hi, Rebecca. It appears as though you have both been through a rough time, which may work for you or against you.

Since you have both experienced the pain of betrayal, you know how it feels and it's unlikely that you would want to cause someone else this pain. On the other hand, you both may be on the rebound from these previous relationships and clinging to each

other. If this is the case, when you have healed yourself you may find this isn't the relationship you want to be in.

There are no guarantees in life, but if you don't take a chance you could miss out on what may be a wonderful relationship. You mentioned that it has been six months since this relationship broke up, so he has had some time to heal, although not a lot. Perhaps you could just take your time and go slowly.

Watch for red flags. You said he is talking about her a lot; that should stop as your relationship grows. If it doesn't, that would be an indication that he is not over her. You said that he has been assuring you that he is over the past. Perhaps you should try to give him the benefit of the doubt.

For many people, cheating is a deal breaker and reconciliation is not an option. Since you have experienced a similar situation, how do you feel about the person that did this to you? Would you want to leave a good relationship to return to one where the person has already broken your trust? I think taking a chance on a new relationship, where there are no trust issues, would be less risky than returning to one where there have been those issues. Something to think about.

Good luck, Rebecca. Give the relationship a chance and try to focus on the positive.

Email your questions to voice@voicemagazine.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.

Sister Aurora

There's a rainbow dancing in the sky tonight, and I think I'm gonna go outside...

#29



You and your "superior girl" crap.

To be better...

...is to be more like the guys...

...is what you're saying.

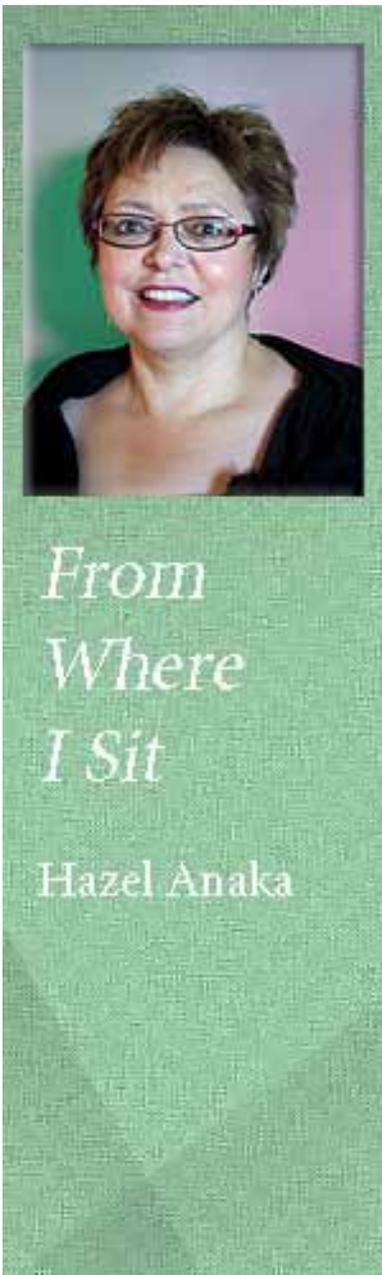
Think about it, Jodi! GUYS!

"Aurora borealis is for girls and geeks!"

Like Glenn and Mike:

How twisted is that? The beauty of the universe...

...isn't worth enjoying because it's female territory!



In My Backyard

For the past several weeks I've been doing some contract editing for the Kalyna Country tourism guide. At 26,000 square kilometres, Kalyna Country encompasses 10 rural counties and is Canada's largest ecomuseum. According to the guide it is a "heritage and eco-tourism district that invites exploration by visitors from near and far and helps preserve the unique historical, cultural and natural features of the landscape." The word *kalyna* is the Ukrainian word for highbush cranberry, a plant indigenous to this region. The berries make flavourful jelly, sauces, wine, and syrup and were a popular source of food for early pioneers, aboriginals, and wildlife.

As I read the community profiles that I'm checking for typos or grammatical errors, I'm struck by how much this region of northeast Alberta has to offer. Of course there are lakes, rivers, parks, and designated natural areas to explore and enjoy, including Elk Island National Park. Naturally there are historic sites, museums, interpretive centres and markers including the one for the Frog Lake Massacre. Rodeos, parades, car shows, festivals, fairs and more boggle the mind.

As expected there is a cross-section of communities ranging in size from Sherwood Park to tiny dots of civilization with not much left but a post office. But what hits me, story after story, is how hard communities and volunteers are working to preserve what they've got and maybe even attract more.

Some are doing a better job than others. Some are having more success than others. Part of me is irked by those municipalities that can't be bothered to reread last year's copy and make some changes. Fifty or 60 thousand copies of this guide will be printed and distributed through businesses and tourist information centres. The potential exposure is huge. Yet some can't be bothered to make their piece sparkle. The other part of me is happy to get the work tinkering with the cosmetics of these stories.

As an eventual end-user of the guide I resolve to do a better job of exploring my own backyard. I want to see what Vilna, about an hour away, has to offer. With only 275 people, it has managed to preserve and enhance its historic main street, which includes Alberta's oldest pool hall and barbershop. It is also home to the world's largest mushrooms; an attraction weighing 18,000 pounds and standing 20 feet in height. Or maybe I'll finally make it to Josephburg's famous annual chicken dinner. In September I must make it to Gibbons for its town-wide garage sale, apparently one of the largest in the province. Or I could go to some of the performances staged by small town theatre groups.

As a visual artist I could design my own driving tour to check out the murals in Kalyna Country. Or I could take advantage of the annual Doors Open church tour taking place right around me in Lamont County. That would be a divine day.

I'm not sure where in this great country you live, but I'm willing to bet there are treasures large and small in your backyard too. We all need to check them out, from where I sit.



Intriguing New Developments in Alternative Music

Background Music for Sitting by the Window Staring Out at the Tempest and Thinking Tragic Thoughts

Fort Fairfield

The Dead Sea Scrolls: A Tale about Love in Retrospective, Acustronica, 2010

"They danced the dance of the outcasts for the outcasts who watched them, amid the louring trees, with a blizzard coming on."

Angela Carter

"You fuckin' broke my sitar, motherfucker / You okay, man? / Yeah, I'm okay / Did you get hurt? Is that blood on you? / Yeah /From where? / From people's faces"

from the movie *DiG!* and soundbitten into "People's Faces," Fort Fairfield, *The Dead Sea Scrolls*

Once upon a time there were two brothers named Tom and John Lück who lived in a mystical-magical kingdom called Jönköping on the southern tip of Sweden's storm-tossed Lake Vättern. For much of the year it was dark and cold and the mountains loomed and the wind howled and the water turned to ice and the landscape was desolate and bare and the first step outside your door yanked the will to live right out of your shivering chest.

A conventional reaction to the cold would have been to wait it out on the couch with reruns of *The Brady Bunch* while noshing breakfast cereal out of the box, but the Lück brothers chose instead to contemplate foreign films, local birds, world subcultures, and the beauty of the great luscious void that is reality. And to create weird, introspective washes of electronic sound punctuated with sound bites culled from God knows where. (I didn't want to know—that would have spoiled the mystery—so I didn't ask, but they sound like snippets from police scanners, '60s soul tunes, films, and overheard conversations.)

The track titles are poetry (e.g., "The Forest Awakens at Night to Reveal Another World"), enhancing the evocative nature of the sounds, and the cover art is a delightful black and white '50s memorabilia photo of a man and a toddler on a beach, apparently having little to do with the album title or, as far as I can see, any of the content. I love it.



I remember listening to this kind of slow, sweeping synthesized music during the '80s on *Brave New Waves* and *Nightlines* on the CBC when I was working the night shift at the local airport. If another dispatcher

happened to be present then three in the morning bore witness to the most bizarre conversations I've ever shared in.

My favourite was when a middle-aged father of two turned to me from a bastion of shiny, humming buttons and knobs and mused: *It makes you wonder what life is all about. And where are the descendants of Jesus Christ?*

With synthesized musical angst droning on in the background, such questions were unnerving but utterly appropriate.

Lots of similarities between Swedes and Canadians, like latitude, love of the outdoors, a melancholy streak, and, best of all, the tendency to feel like you're not really alive unless you're experiencing bitter cold, physical exhaustion, and the fear of death.

The Dead Sea Scrolls is available for [free download](#) until February 28, 2010. Get it, listen, and watch your soul grow deep.

CLICK OF THE WRIST – Everybody's Gone Surfing

If you think surfing first became popular thanks to The Beach Boys, you'd be off by a couple of hundred years. Apparently, on Captain James Cook's third expedition to the Pacific, Lieutenant James King made "[the earliest written account](#) of surfing," a diversion that was "most common."

Surfing Dolphins

Who says you need a surfboard to enjoy the waves? These dolphins definitely don't. Photographer Greg Huglin captured these shots off the coast of South Africa, where the dolphins were making "light work of monster waves up to 25 feet high."

Laird Hamilton

You don't have to know anything about surfing to appreciate the incredible strength, coordination, and balance it takes to surf like this. This compilation is from the film *Laird*.

Wipeouts

At its best, surfing is a graceful combination of power and beauty. At its worst, it looks something like this—a series of wipeouts filmed during Surflife's 6 Weeks on the North Shore in Hawaii. Ouch.

Surfice Dog

When Ricochet was born, she was trained to be a service dog for someone with a disability. She excelled at the tasks, but a love of chasing birds meant she could be a danger to a disabled owner. Instead of focusing on Ricochet's faults, her owner looked at the positives: her ability to surf. Ricochet is now a "surfice" dog, raising funds for charity by riding the waves.

AUSU UPDATE



AUSU Election!

It's here! The Election for your 2010-2012 Council. AUSU is looking for interested individuals who believe they can speak for the students of AU. To be eligible, you need to have completed at least one course, and be currently enrolled in a course. Self-nominations will be accepted until February 15th. Voting starts on March 7th and runs until March 11th. For more information, see our election page.

New 2010 AUSU Handbook/Planners – Delayed!

We know you want them, trust us, we want them too! Unfortunately, our printer has informed us that there was a problem with the paper order for our planner cover, and so there's going to be a little bit more of a delay. Don't worry though, we've been assured they're doing everything they can and we want to be getting these planners into your hands as soon as possible! If you haven't already pre-ordered your planner, now's as good a time as any to do so. You can reserve your copy here: <http://www.ausu.org/handbook/index.php>

Remember, we only print a limited number of these each year, so when they're gone, they're gone.

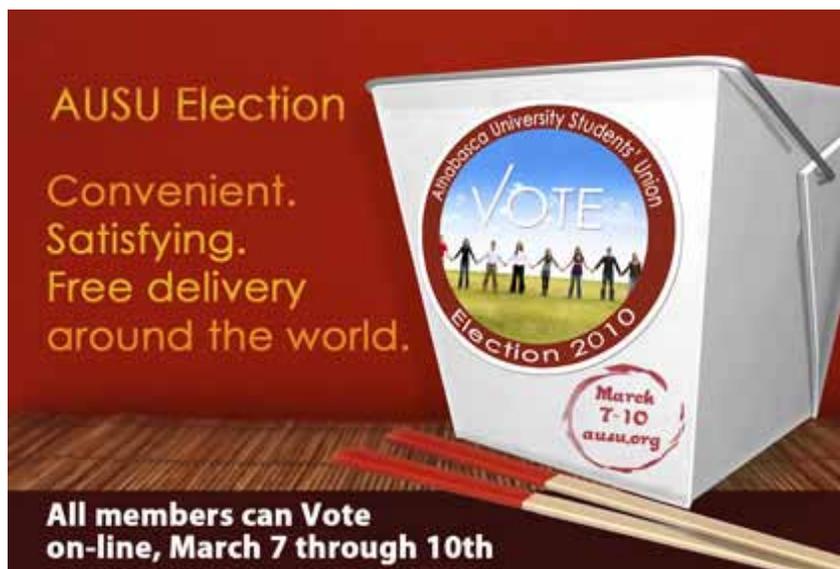
SmartDraw Program Renewal

Some of you who took advantage of our program to provide SmartDraw software to members have been getting notifications that your software license will soon be expiring. Fortunately, AUSU will be continuing this program, so if you haven't already, go to the AUSU home page to download the newest version.

SmartDraw allows you to create a wide range of graphics for your assignments and submit them electronically in a Word file. You can also place your graphics in Excel or PowerPoint files, or export them as TIF, GIF, or JPEG files to make a web graphic or even a logo. Just a few of the graphics you can make include Venn diagrams, genetics charts, graphs, organizational and flow charts, and Gantt charts.

For any course that requires charts that cannot be easily created in Word or Excel, this should be a real time saver and make it easier to submit all portions of an assignment by email.

Remember, though, that you should always check with your tutor to find out if there is a specific format he or she prefers. Your tutor does not have to have SmartDraw to view these graphics, however. Installations under this program are good for one year. The package includes both the Standard and Health Care editions of SmartDraw.



Let 'em Know who Represents for You!

AUSU logo mugs, hoodies, USB keys, and much more are all available for sale from our office. Also, used locks can be purchased at half price! Check out our merchandise catalog on our front page. You should check out our hoodies in particular—made in Canada and 100% bamboo, we're offering them for just barely over our cost, and they're both durable and comfortable.

AUSU Council Down to Seven

Lonita Fraser recently tendered her resignation to Council. Lonita's gotten busier and realized she wasn't really keeping up with what it meant to be an AU Student any longer. As a result, she chose to step down from Council, saving AUSU some money. AUSU extends its thanks to Lonita for her service, and wishes her well in her ongoing endeavours. This brings us down to seven just before the election.

AUSU Scheduling Meeting with Tutors' Union – Update!

We're still waiting for a response from the Tutor's Union as to when we might be able to meet with them to discuss ways that AUSU and the Tutor's Union can work together to ensure that students are getting the contact they need. Unfortunately, they haven't yet replied, so we're stepping up our campaign to get in touch with them. If you want to help, the next time you're talking to your tutor, ask them if they know when the Tutor's Union will meet with AUSU so that the groups can work together on common issues.

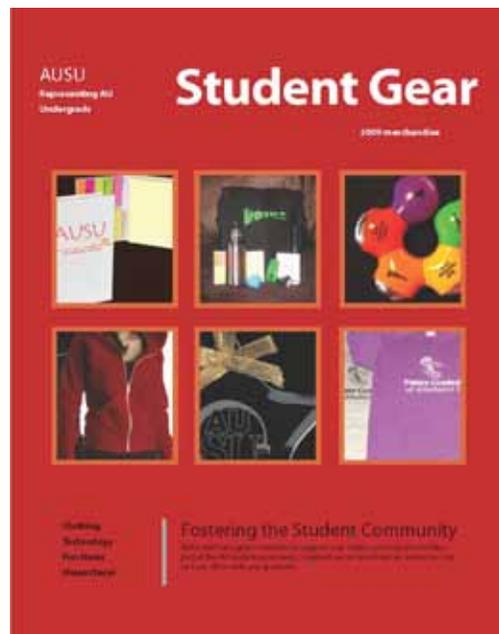
Tuition Increase Upcoming

Recently, AUSU Executive met with the university executive to discuss the new year's tuition. AU, like all other Alberta universities, is raising tuition by the maximum of 1.5%. For AU that increase works out to only \$7 per three credit course. Even better, unlike U of A which is considering a mandatory annual fee of \$500, the other mandatory fees at AU—your Learning Resources and Lab Fees—will remain where they were last year, meaning that the \$7 per three credit course is the only increase you'll have to see this September.

It's not all roses, however, as every university is feeling the crunch. For AU, they will be increasing many of the non-mandatory fees. For instance, the late exam and exam rebooking fees are both going up to \$100. While they had concerns that some students were abusing these opportunities to take exams beyond the course contract date, we convinced them to investigate this issue further, and possibly move to a graduated fee that would increase the more times you used the option. Of course, with some planning, you shouldn't have to pay these fees at all, so that's an even better option.

In addition, PLAR costs will be going up by \$250 to a total of \$750 to better represent the amount of work they have to pay for to carefully evaluate your PLAR, and the Write Site has proposed a fee of \$50 for students who need to take an online assessment and \$100 for non-students who want to use AU's expertise. In their discussion with us, however, they agreed to remove the Write-Site planned fee for students, and to slightly reduce the fee for non-students.

So while perhaps not perfect, we think it was a successful meeting, and we hope you do too!



INTERNATIONAL NEWS DESK



At Home: U of T shifts to lower-risk investing

After a decade of “disappointing returns”—and a \$1.5-billion loss—the University of Toronto is moving away from the aggressive investment strategy it implemented in 2000.

As the *Globe and Mail* reports, a corporation called the University of Toronto Asset Management (UTAM) was set up to “boost returns by applying the investment style pioneered at big U.S. schools.”

But the strategy has failed, and along with poor returns the university saw the loss of almost 30 per cent of its endowment and pension funds in just a single year.

U of T President David Naylor announced the changes in a letter to staff and faculty. In part, the shift is a reaction to recommendations by a “blue-ribbon panel,” which found that UTAM had failed in its mission.

The report recommended that UTAM should be placed back under the direct control of the university. Since its inception, the asset

manager had pursued high-risk investments such as private equity and hedge funds in an effort to realize high returns. That strategy will be “scaled back significantly.”

Even before markets weakened, UTAM’s performance was seen as “disappointing,” showing an annualized rate of return of only 2.7 per cent since it began operations.

In Foreign News: New study reveals lower IQs in smokers

According to a recent international study, cigarette smokers not only have lower IQs than non-smokers, but “the more a person smokes, the lower his IQ.”

The *New Zealand Herald* reports that the study tested over 20,000 Israeli military recruits. Those who smoked a pack or more each day “had IQ scores that were 7.5 points lower than non-smokers.” The study was conducted by Dr Mark Weiser and colleagues from Sheba Medical Center, located in Tel Hashomer. Candidates with major mental health issues were not included in the study.

The results shouldn’t be interpreted to mean that smoking lowers a person’s IQ. Instead, as Auckland University expert Dr. Marewa Glover noted, the study can be seen as “proof of a successful campaign by the tobacco industry to target those with lower IQs.”

“They already know that people with poorer cognitive functioning, and populations where that is concentrated, are going to be more vulnerable to marketing tactics that are not dependent upon literacy skills,” Dr. Glover told reporters.

As the number of cigarettes smoked increased, the study showed a corresponding drop in IQ levels. The results held true even after researchers adjusted for differences in socio-economic status, “measured by how many years of formal education a recruit’s father had completed.”

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THE VOICE

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