

## Hiking the West Coast Trail

Stuart Soward, Victoria

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There were three frigates heading east, plowing through the biggest surf I have ever seen off of the West Coast Trail. They were retreating, heading to Esquimalt in the face of the hurricane force winds that were sending waves of white foam and huge surf crashing into the pool that usually collects at the base of Tsusiat Falls.



As the leader and teacher of the Pre Employment Program at Victoria High School, I was thinking this could be my turning point. I needed to decide to finish the trail or evacuate at Nitinat. Given the poor conditions, difficult creek crossings and the pending storm, I knew we could not make up time safely. We had applied to the BCAEA for assistance through their Student Activity Grant program to help fund our seven day hike of the West Coast Trail and we were at day three, but I also knew the group was keen to finish.

Our group of eleven included members of the Vic High Outdoor Club and the Pre Employment Program. Hiking the 75 km along the West Coast of Vancouver Island was an expedition requirement for three of the students who were involved in the Duke of Edinburgh Awards. But there comes a time in any trip when you need to reassess the goals and objectives against the presenting conditions and this was one of those times.

...continued on page 3

## From the Editor's Desk:

Despite the hardship and disappointments that accompanied the recent job action, I'm sure we are all pleased to be back in a position where we can try and meet the social and emotional needs of our kids. For many of us, class size and resources for special needs students are motherhood issues that need to be addressed immediately. Many thanks to the BCTF Executive for their courage and conviction against seemingly insurmountable odds. Hopefully, we are on the threshold of significant, positive changes in public education.

The entire BCAEA executive has been working hard to put together another dynamic conference for January 2006. More details are on page 8.

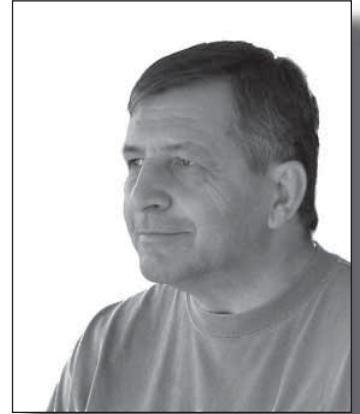
This issue of the BCAEA Newsletter includes another "Cop Talk" article by Constable Shelly Arnfield. She has agreed to be a feature writer for the BCAEA Newsletter so look for her column in every issue. Constable Shelly will also be presenting at the conference.

Please be reminded that in every issue, I wish to include good news stories about the successes of our students. I encourage you to send me samples of student work such as pictures of their art work, creative writing samples, informative articles written by students, or jokes and cartoons created by the students in your program. Whenever possible, include a short bio of the student and their picture. I will mail them a copy of the newsletter so they can show it off to their friends and family.



# President's Message

Rick Fitch



The strength of alternate educators lies in their ability to establish a positive relationship with their students and to advocate relentlessly for those students. Now is the time for alternate educators to expand the scope of advocacy to include their alternate education program and public education in general.

Why do I emphasize this now? I have learned through recent personal experience not to take the future of an alternate education program for granted. I work at Cedar Valley Alternate School in Mission. The school provides service to over 250 students and houses 18 teaching and support staff. This July, I was shocked to drive by my school and see a for sale sign posted on the fence. By August the "SOLD" sticker appeared on the sign. Before the September opening of school, I expected Mission School District to make a public announcement to inform affected students, parents and staff of the District's plans. No information was forthcoming. On the first day of school the staff was informed that the school was sold in order to raise capital for the purchase of another property for a different educational program. The District will lease our school building from the purchaser for 2005-2006. CVS staff was told that our alternate education programs were greatly valued. We were told that our input would be sought regard-

ing suggestions about the future of the alternate education programs in Mission. We are to look at the change as an opportunity for the future! No doubt the staff will find some way to make things work out. But I speculate that the School District would have handled the communication/consultation process regarding the school sale with students, parents and staff of a "regular program" school quite differently. To date no communication has occurred with alternate students and their parents. Unfortunately, these people often are unable, unwilling or feel too insecure to advocate for their own needs.

Can this happen in your district? What immediate effect can your advocacy have? Trustee elections will take place as part of the municipal elections throughout the province on November 19th. Now is the time to get actively involved. Make sure candidates are informed of the educational issues facing your school district, especially those issues affecting alternate education. Solicit position statements from trustee candidates. Use the relationships that you have developed with your community to promote candidates of your choice. Municipal elections normally have a small voter turnout. The efforts of a few can greatly influence the results of the election. Your advocacy can make a difference! Work to see that your alternate education program has a future. ♦

## Hiking the West Coast Trail

(continued from page 1)

Howling winds, pelting rains and storms are expected but it was the shifting of some of the giant beached cedars, which were well buried into the sand, which prompted my decision to vacate the beach.



I knew at this moment that this May's 2005 West Coast Trail Hike was going to be one for the record books. Alison Young, my co-leader and

a practicum Teacher at a Montessori School, watched with concern and wonder as these old wooden centurions, some over fifty feet, were sliding down the rapidly eroding sandy river bank, just feet away from our camp.

to get our group to higher ground. This was not going to be easy given the heavy rain and winds. Moving teenagers at 2:30 am in these terrible conditions was the last thing I had prepared for.

Our entire group was perched against the cliffs in an effort to get out of the wind but even from the safety of this shelter we knew we had

This storm and the shared experiences that it created, was a disorienting dilemma, a situation that causes one to reassess. These experiences are unforgettable and are also known as peak experiences. In retrospect they make for great story telling.



As an educator in Special Education, I feel we all need these experiences for the power they bring into our lives. They represent circumstances that force

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Howling  
winds,  
pelting  
rains,  
and  
storms  
are  
expected.”

...continued on page 14

# CopTalk: A Police Approach to Bullying

Cst. Shelley Arnfield, RCMP School Resource Officer, Port Alberni



**B**ully. What image does that word conjure for you?

For me, (and I hate to admit this in a newsletter for teachers), the bully was my grade 10 Latin teacher who routinely singled out one student each year to bear the brunt of his foul moods. The only way to put him in a good mood was to convince him to put on his toga. For the longest time, the sight of a middle-aged man wrapped in a bed sheet was enough to make me break out in a cold sweat.

Fast forward to today. The word bully still makes me cringe. But for other reasons. As a police officer my reaction is, "How can I deal with this?" For teachers, the reaction must be ten-fold.

Of all the issues we deal with, bullies and bullying must be the most time consuming and convoluted. There are so many scenarios, so many personalities at play. Sorting through it all can be mind numbing.

Last year I was asked to attend at a middle school to mediate with two girls, former friends who were now at odds with each other, alternating the roles of bully and victim. I sat with these girls for over an hour as they used up page after page in my notebook, drawing circles and arrows, explaining to me the dynamics of the relationships in their peer groups. They sat, with heads almost touching, sharing my pen, agreeing on the finer points of social exclusion. It was obvious that they had learned all of this in school, perhaps in a Social Responsibility Exploratory. Did knowing how this type of bullying behaviour work make it less likely to happen? Didn't appear so. They actually seemed to be able to use it to their advantage. At the end of our session, they moved apart, glared at each other, and

departed the room via different doors. Back to the peer groups they admittedly didn't like belonging to, but reluctant to make a stand on their own for fear of becoming the next target. I walked out, mind spinning, but at least with a hug from the vice principal for my efforts!

So how can we really deal with these complicated issues? The amount of literature and research conducted on this topic is staggering. We understand it and can identify it, but how often can we effectively deal with it? I'm going to suggest that we can start by getting rid of the terminology. Let's call bullying what it really is in many cases – assault, uttering threats, intimidation, and criminal harassment. The Criminal Code sets out the elements required to prove each offence, many of which have overlapping properties.

Assault is the most clear cut: the intentional application of force or a threat by act or gesture to apply force. The key word here is intent.

Uttering threats becomes a little more subjective. The words used (whether they be threats to cause death or bodily harm, a threat to damage property, or to harm an animal) must be viewed objectively and in the context or circumstances in which they were spoken. The test used is whether the words would convey a threat to a reasonable person and were they meant to be taken seriously. The pre-charge conduct of the person uttering the threat is also relevant as to whether or not the fear was reasonable. Basically, did the person receiving the threat believe that the person making it was capable of carrying it out and if so, were they fearful. "I'm going to get you," in and of itself is not a threat, but in the context of other bullying behaviour may cause the person hearing the words to be

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Let's call  
bullying  
what it  
really is  
”

fearful that something bad would happen to them. We also must remember the vernacular of today's youth and how liberally the words kill and die are thrown around.

Intimidation is getting someone to not do something or to do something he has a right not to do. This can be accomplished by means of violence or threats of violence. It can also include persistent following, following in a disorderly manner on a highway, blocking or obstructing a highway, or watching where a person lives, works or happens to be.

Criminal Harassment also includes repeated following, repeated communication, and watching a person. The key to this offence is that the accused person must have knowledge that the person is harassed by their behaviour and the behaviour must cause them to fear for their safety, the fear must be reasonable, and the behaviour must be repeated.

Don't get me wrong. I'm not saying that we need to turn every incident into a criminal offence and every bully into a criminal. But when education, prevention, and intervention don't work, when the bully just doesn't get it, this may be the only alternative.

But what of the new generation of bullies, the cyber-bullies I call them. The cowards hiding behind hotmail addresses and sending their messages of intimidation and cruelty via e-mail and across the chat lines on MSN. For anyone who's ever left their e-mail open and computer unattended, you know how easy it is to have a message sent on your behalf. And hotmail can be sent and accessed from anywhere. So proving the author of an e-mail or the identity of a chatroom participant is easier said than done. Investigations could take months to com-

plete and consume hundreds of man hours. Slim chance of that happening for cases of cyber-bullying. Changes to the Criminal Code have not kept up with technology. There are no specific sections dealing with this specific offence. Instead, let's encourage and teach kids to restrict who they "chat" with. Better yet, there's a delete button and an off switch on the computer. Why not use them?

Of course, none of this helps the two girls who were involved in a cat and mouse game of popularity and social exclusion. There's nothing criminal about being mean and no law that says you have to be friends with everyone. If nothing else, time is on our side and girls eventually grow out of this type of behaviour. Don't they?

How did my own bullying scenario turn out? I reported the problem to my mother several times and she just passed it off. It was not until my older sister told her that there was a real problem and that she had better listen to me, did my mother attend the school and confront the teacher. He broke down in tears and confessed all his problems to her. And that was the end of that.

Unfortunately, most incidences of bullying occur in school or on the school playground laying the problem mainly at the feet of teachers and administrators. Many feel it has reached epic proportions. But, to quote an oft-used adage, it really does take a community to raise a child, and the last time I looked, that included teachers, police and parents. So let's create a new EPIC in bullying: Education, Prevention, Intervention and when all else fails – the Criminal Code. ♦

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*Cst. Shelley Arnfield is a school resource officer with the RCMP Port Alberni Detachment. Watch for her column each issue.*

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A cat  
and mouse  
game of  
popularity  
and social  
exclusion  
”

# The Beauty Curse

Anita Roberts, Program Founder, SafeTeen International

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Like a  
princess  
banished  
from the  
castle, you  
keep up  
appearances  
”

For a girl to be given the gift of stereotypical beauty is like giving her a curse that would be very much like winning a lottery at the age of twelve or thirteen. You would be told how lucky you were and you would never be alone. However, you would never know whether people loved you for yourself or for the money. As you got a bit older you would realize the emptiness of all the material possessions and superficial friends that you had acquired.

Imagine that this particular curse dictates that no amount of wise investing will keep the money around for the future and that you begin to lose the money steadily as the years pass. By the time you are thirty you have very little left and you cling to it desperately. By the time you are forty it is all but gone. At fifty, you are poor, and have had no time to develop any skills or resources to support yourself. You've been coddled and spoiled and like a princess banished from the castle, you keep up appearances as long as you can until finally, your gown is so worn and shabby, it is sad and pathetic to all.

Worst of all, inside you are full of fear and self hatred. You feel you are nothing. When asked, "Tell me about yourself..." you say, "I was a beautiful princess once..."

When I was a little girl, I would lie in bed at night and pray. I prayed for many different things. "Please God, make my parents buy me a two-wheeler", "Please God let my cat get bet-

ter," And then when I was eleven, I read about ancient Greece and I learned about Helen of Troy - the most beautiful woman in the world! I was mesmerized by this concept. From then on this became my main prayer, "Please God, let me grow up to be the most beautiful woman in the world." I knew somehow that this was a tall order. But there is nothing I wanted more or prayed more fervently for.

In my mid-teens it occurred to me that God had favored me in regards to my childhood prayers. Although I felt I could be a bit taller and of course thinner, overall, when I compared myself to the women in the magazines I felt I had done well. I began to realize I was a head turner. And mine wasn't a cold beauty. I had sex appeal. I felt the power of this beauty around men. It felt like I could toy with them, make them do anything. They became ridiculous and helpless around me. Older men too. I had a "Sugar Daddy" for a while. I never slept with him.

I treated him badly. He was constantly giving





me money and buying me things. He was my boss at work and my co-workers all hated me because I was so favoured. It made me uncomfortable this gift giving. I knew that on some level I was deeply in debt - that I owed him, that I was expected to put out. I played the game but I knew in the end I had to put out or get out. It wasn't so easy though. I had become accustomed to the life style. I had always said the money didn't matter to me but it did and letting go of that relationship was harder than I had thought it would be.

I was pretty shallow in my teens. I was also very insecure. It didn't seem to matter how many guys I had lined up, I never felt safe. It didn't matter how many men looked at me, I never felt seen. In my late teens and early twenties I began to realize that I there was more to me than just my physical body. I had opinions, ideas and strong feelings about the world. I began to see how all the wrong doors opened for me because of how I looked. I knew being

beautiful was supposed to be a privilege and I suppose it would be if you value all the glitter and glamour of the world. But when you are a bright and serious young woman who is tired of having her words cut off with passionate kisses it can be confusing and frustrating.

I began to reject the male gaze. I began to re-examine the meaning of a "compliment." I began to recognize the feelings of discomfort and anxiety I felt when my appearance was highlighted. But once again, it wasn't easy. I had been seduced by the false sense of power over men - and over other women as well. My inner princess had become spoiled and lazy and knew all she had to do was snap her pretty little fingers to get what she wanted (or what she thought she wanted).

It became a constant exercise of integrity to focus my life on what it was that I really wanted. To pass by the doors that swung open so easily and choose the ones I had to knock on until my knuckles bled. As I came into my power as a woman I cared less and less about my looks and it's a good thing, because daily I have watched the fresh bloom of youth disappear. In my thirties I watched the male gaze glance but not linger and suffered the withdrawal of this attention I was so used to getting. When I was forty I was momentarily offended when a young man in his twenties gave me an "eight out of ten!" And then I was even more mortified that I still cared!

The more involved in my life and my work I became, the less it mattered and I began to sense a freedom I had never felt before. Freedom from the gaze. *...continued on page 15*

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I was  
pretty  
shallow in  
my teens.  
I was  
also very  
insecure  
”

# 2006 Challenge & Change Conference

Jim Lawson, Newsletter Editor

The 2006 Conference promises to be yet another smashing success! It will be held January 26 & 27, 2006 in Vancouver at the always fabulous Sheraton Vancouver Wall Centre. If you haven't received a registration package in the mail, you can download a pdf version from our website, [www.bctf.ca/bcaea](http://www.bctf.ca/bcaea).

We are pleased to have Tod Maffin as our keynote speaker this year. Many of you will recognize his name from his CBC Radio and Television appearances. He dropped out of school in Grade 9, and has since become one of the leading commentators on the influence of digital media on education and cognitive development. His client list includes U.B.C., S.F.U., B.C.I.T., and the University of Toronto, amongst many others. We look forward to hearing what he has to say about education; we are sure it will be enlightening.

A conference as large as ours doesn't come together without the hard work and dedication of a lot of people working behind the scenes. Watching over the big picture, as well as the myriad little details is DJ Pauls, Conference Co-ordinator. Making sure we stay within budget, and putting on the incredible reception is Joyce May. Rick Fitch, President, takes care of folks wanting to display materials at the conference, while Mike Shaw, Vice-President, and Publications Manager, puts together the newsletter and conference registration package. As newsletter editor, my main conference job is to make the opening remarks and take lots of photos.

Thanks to the hard work of Bonny Burgess, Speaker Co-ordinator, we have available nine more sessions than we had last year. As well, our Conference Registrar, JD Duncan, has put together a smooth-running online registration process that

not only allows you to pay by credit card or mail us a cheque, but also instantly tells you if the sessions you want are available and prints receipts for quick reimbursement. It was so successful and so well subscribed last year, that we decided not to include a paper registration form in the conference information package. Anyone unable to register online, or who might be experiencing problems registering is encouraged to seek JD's help. His contact information is on the back cover.

As always, the Conference is also the time we hold our Annual General Meeting. Once again, a light lunch will be offered to those who attend. On the agenda this year will be a resolution to amend our constitution by combining the separate positions of Secretary and Treasurer in to the single position of Secretary-Treasurer. If the resolution passes, then Articles 3.1, 7.1, and 7.3 of our constitution will have minor changes to their wording to reflect this change.

Also at the AGM, the positions of Secretary-Treasurer, and Newsletter Editor are up for election. Nominations in writing will be received by the Secretary up to one month prior to the AGM, and from the floor during the AGM. Remember, though, that you have to be a BCAEA member (and therefore a member of the BCTF) to be eligible to vote.

And finally, one lucky person who scratches the grey rectangle below will win complementary registration in a Self-Esteem Workshop offered at the conference during the lunch hour on Friday. Good luck! ♦





# THE Schmooze MENU

## Hot

Bratwurst Meatballs with BBQ Sauce  
Dry Garlic Ribs  
Chicken Wings  
Quesadillas

Scratch & Sniff

*Bratwurst Meatballs*

## Seafood

Oysters on the Half-Shell with Spicy Vinegar  
Curry-Marinated Mussels on the Half-Shell  
Pernod-Marinated Mussels with Chevril Oil  
Oysters Rockefeller  
Smoked Salmon  
Prawns

Scratch & Sniff

*Smoked Salmon*

## Indian

Tandoori Chicken Kebabs  
Samosas with Chutney  
Cheese Pakoras

Scratch & Sniff

*Tandoori Chicken*

## Assorted

Spring Rolls with Orange and Red Pepper Salsa  
Dried Apricots with Goat Cheese and Walnuts  
Water Chestnuts Wrapped in Bacon  
Prosciutto Wrapped Breadsticks  
Spanikopita and Tzatziki  
Mini Stuffed Potatoes  
Assorted Sushi  
Baked Brie

Scratch & Sniff

*Spring Rolls*

## Dessert

Chocolate Fountain Fondue  
Fruit

Scratch & Sniff

*Chocolate Fondue*

“  
In the spirit of calling a spade a shovel, we decided to ditch the fancy name and call the reception what it is:  
The Schmooze  
”

Gotcha! Now ‘fess up.  
How many of you actually tried to scratch and sniff the rectangles on the menu?

# Bursaries, Awards, and Grants

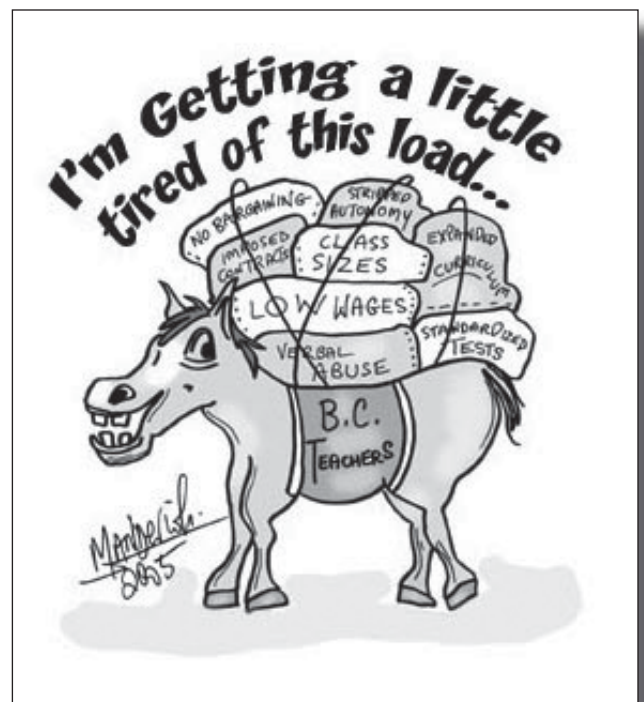
Mike Shaw, Vice-President

Each year, the BCAA has more than \$6,500 available to students in the form of bursaries and awards, and to teachers in the form of grants. In many years, much of the money goes unclaimed because not enough people apply.

Students are eligible to apply for one of four \$500 Student Bursaries, awarded to deserving students attending post-secondary education; four \$250 Student Achievement Awards, intended for students who have been at least eight months in an alternate program, have met their goals and who are moving on to another program or back to the regular school; and ten \$100 Student Development Awards, given to students who have been in an alternate program for at least six months and who have met their goals.

Teachers can apply for one of four up to \$500 Student Activity Grants to help fund an activity of benefit to their students, or a single \$500 Regional Conference Grant, available to help offset the cost of a second conference that helps promote membership in the BCAA.

Application forms for all these bursaries, awards, and grants are available on our website: [www.bctf.ca/bcaea](http://www.bctf.ca/bcaea)



# Exhibition Basketball Games

Luy Adamo, Port Alberni

Does your alternate program have a basketball team? Are you looking for other alternate programs to play against? The VAST Alternate Education Center in Port Alberni on Vancouver Island is looking to play exhibition basketball games against other alternate education programs: your house, our house

or both. The VAST Program students, mostly boys, range in age from 16 to 20 years old.

Luy Adamo teaches in the VAST Program in Port Alberni. For more information, or to book a game date, please contact him at work, 250.723.3744 or via email, [ladamo@sd70.bc.ca](mailto:ladamo@sd70.bc.ca).

# 2005-2006 Association Goals

- *To advocate appropriate programming and services for alternative education students.*
- *To promote alternative education programming and services provincially.*
- *To support and promote professional growth and networking for alternative education teachers.*

## **Objective 1: To advocate for alternative education students.**

### Activities

- 1.1 Provide Student Awards.
- 1.2 Respond to Ministry of Education and BCTF requests for policy and program direction.
- 1.3 Encourage alternative education students to provide artwork and articles for the newsletter.
- 1.4 Publish newsletters.
- 1.5 Provide Student Activity Awards.
- 1.6 Liaise with Ministry for Children and Family Development.

## **Objective 2: To enhance programming and services for alternative students.**

### Activities

- 2.1 Provide Innovative Programming Award.
- 2.2 Hold Annual Conference.
- 2.3 Publish Newsletter.
- 2.4 Network with members via membership list-serv
- 2.5 Liaise with Ministry for Children and Family Development.

## **Objective 3: To network with other PSA's and other programs that support the association's goals.**

### Activities

- 3.1 Provide complimentary conference registration for PSA presidents.
- 3.2 Send the newsletter to interested groups.
- 3.3 Support BCAEA representative to attend other conferences.
- 3.4 Maintain a website homepage on the BCTF file server.
- 3.5 Develop and maintain a provincial directory of programs for at risk students.

## **Objective 4: To support regional development.**

### Activities

- 4.1 Provide expertise and financial support for regional conferences and activities.
- 4.2 Provide start-up grants for the establishment of local chapters.
- 4.3 Provide a maintenance grant for local chapters based on number of PSA members.
- 4.4 Provide Innovative Programming Award.
- 4.5 Maintain a directory of programs for at risk students.

## **Objective 5: To promote membership.**

### Activities

- 5.1 Include membership fee in conference registration.
- 5.2 Provide information regarding exemplary programming and services at conference.

## **Evaluative Criteria**

1. Membership maintained.
2. Conferences held.
3. Representatives at regional conferences and other conferences.
4. Newsletters published.
5. Regional bursaries awarded.
6. Innovative Programming Award given and synopsis published in Newsletter.
7. BCAEA Homepage maintained on the BCTF Web-server.
8. Network with Ministry for Children and Family Development maintained.
9. Maintenance and refinement of Program Directory.

# Financial Statement

Statement of Receipts and Disbursements for the Year Ended June 30, 2005 (Note 1)

<b>Balance, July 1, 2004</b>		\$101,151.57
<b>Receipts</b>		
BCTF grant	5,476.00	
Membership/subscription fees	8,088.00	
Sale of back issues	250.00	
Other	90.00	
Interest	1,778.57	
Conference fees	83,136.53	
Conference exhibits/sponsorships	1,700.00	
		100,519.10
<b>Disbursements</b>		
Executive meetings	16,609.54	
Meeting-annual general meeting	(849.60)	
Meeting-council	20.00	
TOC costs	4,358.12	
Publication-journal	3,185.68	
Publications-newsletter	8,763.15	
Publications-other	744.58	
Operating expenses	237.77	
Furniture and equipment purchase	537.76	
Affiliation fees and meetings	480.00	
Scholarships	8,188.37	
Miscellaneous	40.03	
Conference-operating	5,202.99	
Conference-facilities	4,745.13	
Conference-catering	11,312.64	
Conference-printing	3,729.15	
Conference-promotions	4,018.04	
Conference-committee costs	2,105.25	
Conference-entertainment	10,162.64	
Conference-equipment rental	3,474.43	
Conference-speakers	8,289.53	
Conference-miscellaneous	30.00	
		(95,385.20)
<b>Balance, June 30, 2005</b>		\$106,285.47

Note: 1. This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Teachers of Alternate Education.

# 2005-2006 Budget

## Income Accounts

99921	Income surplus (deficit), June 30, 2005	106 285.47
99930	Membership fees, 300 @ \$30.00	9 000.00
99931	BCTF grant, 300 @ \$18.50 (\$3,000 minimum)	5 550.00
99933	Sale of back issues	300.00
99934	Interest	2 500.00
99939	Other (Guest tickets/reception)	300.00
99940	Conference fees	60 000.00
99943	Conference exhibits/sponsorships	1 500.00
<b>Total Income</b>		<b>\$185 435.47</b>

## Expense Accounts

99950	Meeting-executive	17 000.00
99951	Meeting-table officers	1 000.00
99952	Meeting-council	500.00
99953	Meeting-subcommittee	2 500.00
99954	Meeting-annual general meeting	2 500.00
99958	TOC costs	3 000.00
99961	Publication-newsletter	8 000.00
99962	Publication-other	1 000.00
99970	Operating	1 000.00
99972	Chapter support	2 000.00
99973	Affiliation fees and meetings	1 500.00
99978	Scholarship	7 000.00
99979	Miscellaneous	1 000.00
99980	Conference-operating	5 000.00
99981	Conference-facilities	5 000.00
99982	Conference-catering	13 000.00
99983	Conference-printing	4 000.00
99984	Conference-promotions	4 000.00
99985	Conference-committee costs	3 000.00
99986	Conference-entertainment	10 000.00
99987	Conference-equipment rental	5 000.00
99988	Conference-speakers	13 000.00
99998	Conference-hold, future conf. expenses	74 435.47
99999	Conference-miscellaneous**	1 000.00
<b>Total Expenditures</b>		<b>\$185 435.47</b>

The Association presents its 2004-5 financial statement and 2005-06 budget to members at the AGM held on January 27, 2006 in Vancouver, and publishes them in this edition of the Newsletter.

## The West Coast Trail

(continued from page 3)

“  
I was  
sure proud  
of the spirit  
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”

you to evaluate what you know, what has occurred and what is occurring now. These can be transformative moments, when each individual is aware of the moment and assess their role within that moment. Some students, when placed in these circumstances display leadership, some students are very calm and supportive, but the most important part of any transformative experience is that an individual is affected by the event



and can reflect on their experience. This was a goal associated with adventure education and I include hiking the West Coast Trail in this context.

“There is more danger associated with young people sitting on the couch.” This was the comment by one of my students to a challenging parental question. I thought about his response as we watched the slides and ate our west coast fare, celebrating an experience that blew us away. I have included some pictures as a way of saying thanks on behalf of our group. We did not finish the trail due to lack of time, but I was sure proud of the spirit that these individuals demonstrated. We will remember that night and the pledge we made to return and finish the trail. ♦

*Stuart Soward teaches in the Pre-Employment Program at Vic High in Victoria.*

## The Beauty Curse

(continued from page 7)

Now, in my early fifties I am able to enjoy this freedom. I went through a phase of being less interested in decorating myself with make-up and jewelry. Now I feel I can choose to wear clothing and makeup from a place of playful creativity. I don't try to cover up the signs of aging. I don't lie about my age.

Sometimes people tell me I am still "beautiful for my age" or that I "don't look my age" and it bothers me. I don't want to hold on to being beautiful. Tell me I am powerful. Tell me I am

kind. Tell me I am funny. Tell me you respect me. You can even comment on my appearance as long as it includes a sense of my essence. Tell me I look radiant. Tell me you like my flare for fashion. You can even tell me I am beautiful — as long as it's in a way that I know includes who I am.♥

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*Anita Roberts is presenting at the 2006 Conference. This is an excerpt from her forthcoming book, HUNGRYgirls - The Famine Within.*

“  
You can  
even tell  
me I am  
beautiful  
”

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