

The Circle of Courage

Dr. Martin Brokenleg

Our world views are shaped by our cultural and family attachments. Each of us drags around a cultural tail a thousand years long, as well as our more personal family tale. My Lakota (Sioux) grandfather was born in the mid-1800s and did not see his first White man until after the encroachments of Custer's cavalry. He proudly carried the name Brokenleg, which memorialized an injury incurred in his job of training wild horses. Up until his death at 99 years of age, he only spoke Lakota as he would tell us, his grandchildren, stories of our culture before we were subjugated by European settlers.

cation at the time was "Kill the Indian to save the child." Thus, Whites thought they were rescuing these children ...continued on page 12

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My father should have been given his own special name, but, following the European patriarchal tradition, he was given the surname of his father and the first name of Noah. When he became old enough to go to school, he was captured and hauled away in one of the trucks that came each fall to our reservation from government or church sponsored boarding schools. The motto of colonial edu-



From the Editor's Desk:

Hello and ouch. I've been learning some new roles lately, and, like a stiff new ball cap, they don't quite fit yet. I'm your newsletter editor — a task I hope to do as well as your past editors. I'm also a new B.C. citizen (yes....I am from that place that starts with an O), and finally, I'm a new Alternate Education teacher. No wonder my head hurts!

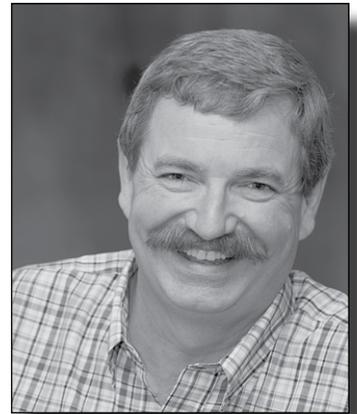
I'd like to share a struggle and success from my new Alt. Ed. class. Teaching in an isolated building located in an isolated pocket of BC, I jumped in feet first without much awareness of Alt. Ed. "Keep them busy and happy... and get to know them" were my scant directives. In my first few months I struggled to teach core subjects at several levels. I repeated blackboard lessons multiple times and experienced the frequent frustration of inconsistent attendance. 'There has to be a better way!' I thought.

Eventually I visited another Alt. Ed. class and collected several practical strategies from experienced 'Alt. Eders'. Perhaps the lesson I really learned is how beneficial it is to belong to an association of dedicated educators. There is merit in sharing our strengths and our needs. This sharing is how I hope our newsletter can be of help to you. I strongly encourage you to take a few minutes out of your busy day and email us your most interesting and successful activities and strategies to share. Or, email any original stories or poetry by your students that we can publish. Email your ideas to: twilkinson@nisgaa.bc.ca

Tom Wilkin

President's Message

Mike Shaw



We've missed publication of the last two issues of the newsletter, and for that we apologize. But we have a good excuse! On the first day of school last fall, our newsletter editor, Bruce Watts, learned that his 6 year old son Cole had cancer, and in an instant his world turned upside down. Bruce and his family spent the next many months living in Vancouver at Children's Hospital, enduring stress and uncertainty that I can only imagine and hope never to experience. Bruce resigned from the executive as he didn't know when or if he would return to Kelowna and a normal life. The good news is that earlier this year, after months of treatment, Cole was finally released to return home and restart Grade One. His prognosis is good, and we wish Cole, Bruce, and his family all the best.

At the AGM last January, we had three new executive members elected! It is my pleasure to introduce Karen Gadowski, Steve Lloyd, and Tom Wilkinson. Karen was elected to the position of Vice-President, Steve to Secretary-Treasurer, and Tom to Newsletter Editor. Their terms officially begin July 1. All three bring enthusiasm and fresh thinking to our executive, and are welcome additions. As soon as we get to know them better, their caricatures will appear on the executive contact list in this newsletter and online.

So this is my last president's column. You will recall I became acting president when Rick Fitch went over to the dark side became a vice principal at Hatzic Secondary, so my term has been a year longer than it should have been. I will continue to serve the association as Publications Manager, the position I first assumed on the executive, and a job that I love.

Able filling my presidential shoes is Joyce May, long-time Secretary-Treasurer of the Association, and organizer of the legendary Schmooze. I know she will serve us well as President.

Thanks for a wonderful three years as president. It has been my honour and privilege to fulfil those duties, and I've enjoyed every minute of it! The opportunity to work with the likes of DJ, Joyce, JD, and Mark is always a pleasure.

Just a little more pushing and prodding, and many of our students will finish the course they are working on, or complete their last grad requirements. And when the dust settles at the end of June, I wish you all a well-deserved and restful summer, surrounded by friends and family, and encourage you to start September relaxed and refreshed, once again advocating for Alternate and the great kids who need us. ♦

21st Annual Challenge & Change Conference

Yet again, our annual conference was a smashing success! Due in no small measure to the many people who work hard behind the scenes ensuring a smooth running event and a Schmooze to die for. See you next year!



Mental Health Risks of Marijuana Use

Bruce Watts

It's no secret to alternate educators that many of our students smoke marijuana on a regular basis. Teachers are often heard expressing frustration over the destructive impacts marijuana use has on student learning.

Dr. Paul Latimer, a Kelowna psychiatrist, recognizes that individuals at risk for mental illness can be much more profoundly effected by marijuana. Recognizing mental health risk factors in our students and presenting side-effect information specific to their situation can be a strategic approach to counseling students to reduce, or discontinue their marijuana use.

Marijuana is medically useful for people suffering from terminal illness or chronic pain, however it comes with many drawbacks. For instance the diagnosis of psychiatric conditions cannot be completed, and using can have an adverse effect on the management, treatment and experience of known psychiatric disorders.

Marijuana use is a common problem among those suffering from ADHD. Young people with this disorder often express that the drug is helping them, when in fact it can cause serious complications in memory, attention and organization, all of which are key concerns as we work with these students. Cognitive impairment can persist for up to six months after use.

Use of pot can have a profoundly negative effect on our students with mood disorders such as depression and bipolar disorder. Dr. Latimer recognizes pot smoking as a trigger for peo-

ple with depression, and it's use can intensify the symptoms. For people with bipolar disorder marijuana use can cause the person to shift from one mood state to another, which is exactly what the treatment is trying to stop.

Anxiety is another unfortunate side effect of marijuana use. For people who try to use drugs to alleviate anxiety or make themselves "feel better" use can actually make anxiety worse and can trigger panic attacks, or episodes of anxiety, in a person who has not experienced them before. Dr. Latimer mentions that it is not uncommon for him to see patients report the initial onset of panic attacks with cannabis use. When the use and the panic attack are shown to be connected he reports it can help the person stop using immediately. This occurrence can be used to form the counseling approach to address the student's use.

A significant amount of evidence has emerged in recent years that marijuana can produce psychotic episodes during which the person may experience confusion, amnesia, delusions, hallucinations, anxiety, agitation and manic symptoms. Psychotic symptoms usually stop quickly after drug use is halted. There is also strong evidence that use of pot can trigger schizophrenia in vulnerable individuals with a family history of the disorder. When the disorder emerges it becomes a long term condition.

I believe anyone who has worked in Alternate Ed for a year or two has met drug-using students who struggle with motivation, and you may have wondered what role the drugs play. Another symptom of ongoing marijuana use is

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“amotivational syndrome” or a profound lack of motivation. This syndrome is characterized by apathy, loss of effectiveness, diminished capacity or willingness to carry out long term plans, endure frustration, concentrate for long periods, follow routines or successfully master new material. So if you have been suspecting that this is a problem for some of your students, you are right on the mark.

The reality is that for most young people regular marijuana use erodes many of the capacities we attempt to build in a student, as we move them towards increased productivity

at school and, hopefully, graduation. Those students who currently suffer from any psychiatric disorder, or have a family history of mental illness, should be alerted to how the consequences of using marijuana can affect them specifically. ♦

Bruce Watts is the former newsletter editor, and a talented alternate teacher at Central Programs in Kelowna. Material for this article was reproduced with the permission of Dr. Paul Latimer, a Kelowna psychiatrist, and president of Okanagan Clinical Trials.

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2009 BCAEA Bursary and Award Winners

Each year, the BCAEA awards money to students who have achieved significant success in alternate education. Moneys awarded are in several categories, including four \$500 Bursaries awarded to graduating students continuing their education, four \$250 Student Achievement awards to students who are moving on to a new program, and ten \$100 Student Development awards to students who have made significant strides in their current program. This year, our enthusiasm got the better of us and we awarded more than that number! The deadline for application is March 31 each year. In addition, we have \$500 for the Kathi Hughes Innovative Programming Award. Not subject to the March deadline are four Student Activity Grants totalling \$2000. Application forms for all these bursaries and awards are available online: www.bctf.ca/bcaea ♦

Svetlana Eremenko \$500



My family emigrated from Russia, but I had no guidance, made some poor choices, and didn't graduate on time. I enrolled at Central because I was too embarrassed to attend a regular high school and had to work full time. I liked being able to work at my own pace and getting one-on-one help from incredible teachers and staff. I'm graduating, and I've achieved my goal of entering the BCIT.

Michelle Heil \$500 Bursary



I've been a student at Golden Alternate School since 2007, and during that time I have worked hard to achieve my goals. I am an independent thinker and I liked having the ability to choose and manage what courses I would take. I've worked hard to achieve exceptional results in my studies, and graduate knowing I am one step closer to my dream of becoming an Animal Health Technician.

Keith Bates \$250



After I graduate this year, I hope to live and work in Princeton before I go on to further my education. I would like to train to become a heavy equipment operator. I enjoy playing hockey and paintball in my spare time, and am also a prolific writer, but my passion is animals, especially horses. I hope to be able to live and work on a horse ranch.

Lisa Davies \$250



I struggled as a student, but never lost sight of my goal: High school graduation. I attended the Learning Centre for two years and won an award for Academic Excellence in November of 2008. I plan to become a childcare worker, a field that will suit my patient, caring, understanding, responsible, and dependable nature.

Alexander Gaudet \$250

I enrolled in CAFE in the 07/08 school year, where I made steady progress towards my goal of graduation, but more importantly developed skills working with others. I am told that I am very enthusiastic, inclusive, and welcoming to both my peers and the staff. I look forward to the next stage in my life once I graduate in June.

Alina Hadfield \$250

In Grade 10, dropping out looked like the way to go, but once I decided to stay in school and joined the Alternate Program I was able to catch up and achieve my goal of graduating. I discovered I was interested in a career with food, and started a Foods Apprenticeship. After graduation I am starting in the Culinary Arts program at Vancouver Community College in August.

Tracy Jerowski \$250

I am graduating this year! I have starred in many music and drama performances while in high school. My dream is to attend the Vancouver Film and Television school this summer, where I can put my singing and acting talents to work. I am described as vivacious, outgoing, and full of energy, and hope one day to become a professional singer.

Heather Johnston \$250

I never knew or believed in my abilities. Since I started attending North Delta's Alternate 3 program, I have been able to achieve several important goals. My newfound confidence has allowed me to successfully start a school music club that hosted three coffeehouses to raise money and food for the needy. When I graduate, I will attend VCC to complete the Automotive Refinishing program.

Daniel Jopling \$250

I found too many distractions in regular school, but a friend told me about CAFE. I like being able to take only two classes at once, and to work on my own. I have also worked part time as a cook at IHOP. I graduate in June, and have been accepted into Douglas College where I plan to get a B.A. with a concentration in Psychology. After I get my degree I would like to travel to India.

Kailee Krause \$250

I had cancer as a child, and struggled in school for years. In Grade 9 I entered the alternate program and have soared ever since. Alternate changed my life! In alternate I have been able to show my determination, optimism, drive, and dedication.

2009 Bursary and Award Winners

Danica Moe \$250



I have been at ACE for a year and a half. Last year I had poor attendance, but this year my attendance improved. I have been on the honor roll since I entered this program, a goal I never thought I could reach. I have also been to two Aboriginal Leadership Conferences which helped me become a strong and confident person. I hope to graduate and then get my LPN and later become an RN.

Tessa Single \$250



After being expelled from three schools in one year, I dropped out in Grade 9. Since enrolling at ACE and experiencing success, I have realized that there is more to my future than I had previously thought. I now have goals I want to achieve. After two years at ACE I am ready for change and plan to return to a main stream school to graduate, attend university to become an LPN, and later, an RN.

Michelle Tom \$250



My life has had many obstacles, including forced attendance at a residential school and being a victim of a serious car accident which left me having to relearn basic skills like how to walk and talk. Through it all my strength of character has helped me both in school, and as the mother of a 16 year old daughter. After graduation this June, I will attend Okanagan College in Salmon Arm.

Laura Wastle \$250



When I first started back to school at Central I felt nervous and overwhelmed. I had to figure out how to balance school, full time work, and motherhood. It was hard work, but I succeeded! I get my Dogwood Diploma in June, and I am enrolled in a Sterile Processing and Distribution certificate program at Okanagan College in the fall.

Amber Archibald \$100



I didn't do well in regular school. I got so overwhelmed that I just stopped going. When I started at ACE, I was really shy and afraid of doing tests; I didn't have any confidence. At ACE I got the help I needed, plus I made more friends. I started to actually understand the work and am finally starting to do tests and get good grades. My goal is to graduate and take courses I need to open a dog rescue service.

Bailey Berezan \$100

When I first entered the Journeys program I had a lot of attitude and very little motivation. I wasn't convinced that education was necessary. But I've changed! I have matured and come to realize how important education is when you have a goal. I am working extremely hard to catch up so I can graduate on time. I'm told that now I am a role model for the other students in our program.

Tonie Bergrud \$100

I have been in the Integrated Studies Program since Grade 11 year and I've come a long way. I live on my own and have to balance a part-time job while maintaining great marks. Before ISP, I was a down-on-my-luck girl with a low sense of self-esteem. Now, the bright and confident person I really am shines through, and my future points to success.

Mathew Bullock \$100

I came to Willingdon School and Fraser Park Secondary in 2006 with a Grade 9 education. All I wanted to do was get out and be a drywaller. But the teachers in the Provincial Resource Program helped me realize that I could be successful. They motivated me to do my best, and helped me get on the right track in life. I got my Grade 10, and sixteen months later I've graduated!

Abigail Claydon \$100

I'm in Grade 8 in the Advantage Program at Highland Secondary. I am athletic and musical, swimming with a community swim club and drumming in a school band. I have a generous spirit and love being helpful, and I can outrun any teacher on the school stairs!

Samantha Devlin \$100

I moved to BC and enrolled in Coquitlam's CAFE Secondary after experiencing a lack of school success in my home province of Ontario. There, I am an 'A' student, and strive to do my absolute best in all of my classes. I am an avid reader, try to be a helpful and positive force in the school community, and am CAFE's representative to SD 43's Student Leadership Council.

Dan Faulks \$100

I spent many years struggling with school until finding success outside of the "regular" classroom. In Grade 10 I had a cliff jumping accident while swimming and ended up having my leg amputated below the knee in 2009. Yet through it all I have held a job and have completed my graduation requirements over the past year.

2009 Bursary and Award Winners

Kyle Groves \$100



I attend the Grade 8 Advantage program at Highland Secondary. I love computers and gaming, and have a keen scientific mind. I like engaging other students, and I am most definitely a morning person!

Matt Hamon \$100



My sister ran away from home at fifteen, leaving my family broken and separated. I felt confused and alone, angry and anti-social. At regular school I was not allowed to be around other students. At ACE I developed inner strength. By juggling school and work, I managed to complete five courses in one semester and will graduate this year. Next year I will take criminology at UFV.

Candice Herrewynen \$100



Before I came to ACE I was involved with drugs and skipped school. Since I came to ACE I haven't skipped school and I have been able to accomplish my goal of completing Grade 10 with great marks. After I graduate I hope to work in the field of law or as a Kindergarten teacher.

Matt Lapin \$100



I'm a grade 9 student attending Twin Rivers Education Centre. I used to go to Brock Secondary School, but became overwhelmed with the work and the deadlines. I never skipped school, but I had trouble in my academic classes. Ever since I started coming to Twin Rivers, my school-related anxiety has disappeared, and I've finished grade 9 in roughly half the year.

Samantha Law \$100



I enrolled in the Journeys program at Outreach Alternate School in 2006 while expecting my first child. After Trinity was born, I returned to school on a full time program. I have struggled with learning disabilities, but have worked hard and developed strong study skills. Even though I am juggling parenthood, pregnancy and school, I will be graduating this June with an Adult Dogwood Certificate.

Robyn Lemon \$100

My home life has been difficult because after my alcoholic father was kicked out, my mom was diagnosed with epilepsy and had to go on disability. She went into a severe depression and I resorted to drugs and dropped out of school. Since I came to ACE two years ago, I have been able to complete school as well as work to support myself and my family. I plan to graduate in June and go to university next year.

Jessie McCormick \$100

Despite facing difficult issues in my life, I have always maintained a very positive attitude and strong work ethic. I have been consistently on the honour roll and effort roll and am always anxious to lend a hand to whomever is in need. I want to make a difference in the lives of others, which is why I plan to become a psychologist.

Keadon Tobin \$100

To put it bluntly, I was a jerk before I left school, hanging around with the wrong crowd. I moved to Kelowna for a fresh start, and enrolled at Central. The staff pushed me to achieve my goals, and I am graduating a year earlier than expected. I am leaving with better grades and a greater interest in education than I ever thought possible. In November I start the LPN program at Okanagan College.

Cheyenne Trumble \$100

I was in the Integrated Studies Program before enrolling in the Hair Design Program at Abbotsford Collegiate. Once I graduated from Hair Design, I returned to ISP to finish my Grade 12, which I did with flying colours. Although my journey has been difficult so far, the positive changes I have made in my life are paying off, and I am headed towards success.

Jerrica Wolfs \$100

At a young age, I struggled in school, stopped attending as a teenager, and lost interest in my education. I entered the Storefront School in Salmon Arm to complete my Adult Dogwood. I also got a job working with special needs clients and love it. After grad, I plan on completing the Certified Educational Assistant Program at Okanagan College in the fall.

Circle of Courage

(continued from page 1)

from savage families and bringing them to civilization as embodied in militaristic boarding schools. These children, who had never experienced force dealt out in anger by an adult, were beaten if they spoke their native language.

The Europeans believed Indian children were little primitives in need of socialization. In reality, they had brought with them a very backward theory of child development, one that assumed children were evil and had to be punished into submission. In contrast, tribal peoples had already embraced many democratic principles and had sophisticated systems of childrearing. The goal of discipline was to teach courage instead of obedience. Elders used respectful communications with children to instill the values of being a good relative. In the words of a Lakota leader:

The days of my infanthood and childhood were spent in surroundings of love and care. In manner, gentleness was my mother's outstanding characteristic. Never did she, nor any of my caretakers, ever speak crossly to me or scold me for failures or shortcomings.

(Standing Bear, 1933, p. 46)

Anthropologists have long been aware that North American tribal cultures had very different systems of discipline than the coercive obedience and harsh corporal punishment common in Western culture. At the core of the punitive mind-set of the latter is a view of the child as inferior to the adult. If one were to say "You are acting like a child" in any European language, this would be interpreted as an insult. In my Lakota tongue, this phrase

would be "You are acting like a sacred being," which is certainly not a put down. When an early treaty was broken by the U.S. government, a Lakota chief remarked, "What would we expect from people who beat their sacred beings!"

We Are All Relatives

In traditional tribal kinship systems, the siblings of my parents would also be my mothers and fathers, and the persons Europeans call cousins we would call brothers and sisters. Most everyone with white hair was a grandparent. Similar kinship models exist among tribal peoples worldwide, as reflected in the African adage, "It takes a village to raise a child," and the Cree belief, "Every child needs many mothers."

Noted psychoanalyst Erik Erikson studied childrearing on our reservations to prepare a chapter in his book *Childhood and Society* (1950). He was shocked to discover that some Sioux children didn't even know who their "real" parents were until it came time to fill out papers for school admission. Lakota grandmothers did not share Erikson's concern that shared parenting was destructive to a child. In fact, they were more concerned about the poor little White kid who had only one mother - what would happen if that mother were too young, immature, or overwhelmed by her own problems?

My aunt, Ella Deloria, was a teacher and anthropologist who described the spirit of belonging in Native American culture in this manner: "Be related, somehow, to everyone you know" (Deloria, 1943, p. 46). The ultimate test of kinship was not genetic but behavioral: You belonged as a relative if you act-

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age as reproduced here is a medicine wheel, The Circle of Courage which is used by tribal peoples to illustrate that all must be in balance and harmony.

The Circle of Courage portrays the four developmental needs of children: Belonging, Mastery, Independence, and Generosity. The various Native tribes do have many differences, but these four principles can be

ed like you belonged. Treating others as kin forged powerful human bonds that drew everyone into a network of relationships based on mutual respect.

The Circle of Courage

In 1988 we were asked by the Child Welfare League of America to make a presentation on Native American child development principles to an international conference in Washington, DC. We called our synthesis of this research on tribal wisdom the Circle of Courage, and it has been the basis of various publications, including our book *Reclaiming Youth at Risk* (Brendtro, Brokenleg, & Van Bockern, 1990). We worked with Lakota artist George Blue Bird, who created the art that illustrated these principles. The Circle of Cour-

found in the traditional writings and practices of indigenous peoples throughout North America. These values grew out of cultures with structures markedly different from the structure of hierarchal European society. Riane Eisler (1987) contended that the two basic models of cultures are the Dominator and Partnership paradigms. The Dominator culture was the traditional model that appeared throughout much of European history. The Partnership model may well have existed in European antiquity and is still seen in many tribal cultures that are organized around more democratic principles. As is shown in Table 1, these values are strikingly similar to the elements required for positive self-esteem found in the research of Stanley Coopersmith (1967).

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The four developmental needs of children: Belonging, Mastery, Independence, and Generosity
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The Circle of Courage

(continued from page 13)

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| Comparison of Values | | |
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| Coopersmith Foundations of Self Esteem | Circle of Courage (Partnership) Values | Traditional Western (Dominator) Values |
| Significance Competence Power Virtue | Belonging Mastery Independence Generosity | Individualism Winning Dominance Affluence |

TABLE 1

1. Belonging is the organizing principle in Partnership cultures. Significance is assured by belonging, whereas in Dominator cultures one gains significance by standing out from the others, as seen in the hyperindividualism of U.S. society today.

2. Mastery measures competence by an individual’s progress relative to past performance rather than in comparison to others. The achievements of all are celebrated. In Dominator cultures, “winners” show competence by beating “losers.”

3. Independence is the only principle that allows all persons to exert power over their lives. In Dominator systems, only a few can occupy coveted positions of power; the majority are obliged to submit.

4. Generosity is the measure of virtue in Partnership cultures, where relationships are more important than possessions. In the Dominator culture, the “good life” is reflected in the accumulation of materialistic goods.

After we first presented this model in Wash-

ington, a participant in our session approached us privately to ask, with some shyness, whether perhaps these were not just Indian values but also universal values underlying most ethical systems, such as those seen in first-century Christian communities. We subsequently discovered the writings of philosopher Mortimer Adler, who contended that a common error of many modern thinkers is to assume that all values are relative. Certainly, many values are determined by our cultural or individual preferences, but early philosophers never doubted there were some universal values, such as truth and courage. To Adler, the test of an absolute value was that it met a universal human need (1985). In fact, developmental psychologists have found universal human patterns of attachment, achievement, autonomy, and altruism that correspond to the principles of the Circle of Courage.

As we begin this series on the Circle of Courage, it seems appropriate to share with our readers something about the person who created the art. Since his early 20s, George Blue Bird has been incarcerated in a South Dakota state penitentiary. While intoxicated, he committed a violent homi- *...continued on page 15*

cide that he does not remember. He entered a plea bargain for manslaughter and was sentenced to life imprisonment. George Blue Bird is active in working with younger Native inmates through cultural programs, and he continues his work as an artist within the prison, hoping to gain his release some day and return to his family.

George Blue Bird had two small children when he entered prison 15 years ago. The youngest was an infant son named White Buffalo. This boy has never seen his father outside of a prison visiting room. When George drew the Circle of Courage art for the principle of Belonging (as reproduced on page 13 of this journal), he pictured a father dancing with a 6-year-old boy. Significantly, White Buffalo was 6 at the time. Recently, George asked us if we would meet with his son, who is now 15 and was visiting from his home in another state. We gave the youth a framed print of his father's art and pointed out that he was the boy dancing with his father in the painting.

Conclusion

In this materialistic, fast-paced culture, many children have broken circles, and the fault line usually starts with damaged relationships. Having no bonds to significant adults, they chase counterfeit belongings through gangs, cults, and promiscuous relationships. Some are so alienated that they have abandoned the pursuit of human attachment. Guarded, lonely, and distrustful, they live in despair or strike out in rage. Families, schools, and youth organizations are being challenged to form new "tribes" for all of our children so there will be no "psychological orphans." ♦

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- Dr. Martin Brokenleg consults worldwide and serves as a Vice President of Reclaiming Youth International, providing training for individuals who work with youth at risk. He holds a doctorate in psychology and is a graduate of the Episcopal Divinity School. He is an Emeritus Professor and was most recently Director of Native Ministries and Professor of First Nations Theology and Ministry at the Vancouver School of Theology in Vancouver, British Columbia. For thirty years, Dr. Brokenleg was professor of Native American studies at Augustana College of Sioux Falls, South Dakota. He has also been a director of The Neighborhood Youth Corps, chaplain in a correctional setting, and has extensive experience as an alcohol counselor. Dr. Brokenleg has consulted and led training programs throughout North America, New Zealand, and South Africa. He is the father of three children and an enrolled member of the Rosebud Sioux Tribe practicing the culture of his Lakota people.*

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The following dedicated individuals volunteer their time to ensure the smooth running of your association. Information on the roles and responsibilities of each position may be found on our web site: www.bctf.ca/bcaea/executive.html



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