

Mission Statement

The School of Access offers adult learners quality educational programs and services that provide the skills for further studies and for enhanced participation in the economic and social life of their communities.

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Message from the Dean – John Boraas

I was recently lucky to enjoy the Baldwin-Lafontaine symposium in Vancouver, with Adrienne Clarkson, former Governor General, who spoke on the topic "Canada as a Society of Difference". Clarkson challenged us to enter into dialogue with people with whom we disagree, dislike, or even fear. Her premise is that although it is comfortable to talk to like minded people, there is little likelihood of real learning. She suggests that the success of Canada has been our engagement with people whose opinions are different. Clarkson strongly stated that until Canada reconciles the first peoples, we will be hobbled with the reality of an unethical past. All challenging and provocative, but how do we take these views forward into our lives at the College?

At Camosun College, many challenges are presented to us. Some are purely internal – like most workplaces there are challenges between unions and management, adequacy of resources, etc. Many of our challenges are much more about how we serve our community – need for different schedules of programming, changes to curriculum to suit learner's needs, connections to employment for people who are increasingly challenged by government policy that appears to accept poverty and homelessness as a part of our society. Adrienne Clarkson's perspective rings true for me; how do we initiate conversations with those with whom we disagree? This is critical if colleges are going to remain an integral part of our communities.

As I consider this aspect of communication, I also wonder how best to execute the role of a Dean at a community college? Periodically I'm asked, and regularly I question my role. The role seems both schizophrenic in terms of the range of expectations and also profoundly exciting in terms of the position's potential and opportunity. The need to consider our own privilege, alternatives to the status quo, and the differences between all of us, seems critical. We know that change is thrust upon us, and it is imperative that we learn to anticipate and engage with different priorities, values, and expectations.

The School of Access and of First Nations Education houses a strong voice for social responsibility and development. I appreciate all of your efforts in contributing to these critical conversations and activities. I look forward to future conversations.

There are a myriad of challenges currently underway, and I'm happy to engage with departments and individuals on the following, or other topics. Please call to arrange an appointment or departmental meeting.

- **Ministry of Education Responsibility for Literacy:** I am actively involved in many ministry meetings surrounding this initiative. Assessment, accountability, and articulation are key components of the work underway.
- **BC Council of College Presidents:** Our President, Liz Ashton, as chair of the BCCP has provided strong leadership on the needs of our developmental learners, and she is providing voice for the needs of developmental education across the province. This has involved a number of meetings, including the first provincial meeting of School Superintendents and College Presidents.
- **Deans and Directors of Developmental Education:** Enormous energy is being invested in advocacy for developmental programs and learners.
- **Centres of Excellence in Immigrant Integration:** Please visit the website for the Association of Canadian Community College – acc.ca for further information. I am co chairing the ACCC committee responsible for Immigrant Integration and the hope is to see greater resources invested in immigrant programming at the college level.

School Office Staff are currently facilitating our Annual Community Partner's Luncheon, intended to maintain the network of hundreds of relationships in our community, all of whom support our students or programs.

Many other projects are underway, and I welcome your questions and feedback.

Dean's Honour Roll

The Dean's Honour Roll recognizes the outstanding academic achievement of students enrolled in full-time Camosun College programs.

The following Access students were on the Dean's Honour Roll for the Fall 2006 semester. Congratulations to:

- Cassandra Millar – GPA 8.75
- Rande Kanne – GPA 8.57

Student Awards

May 17th, 2007

Our annual Student Awards celebration will be held on May 17th at 3pm on the Lansdowne campus in Young 216. We have 15 different awards representing the diverse study areas of Academic Upgrading, Access to Employment Training, English as a Second Language, Career Readiness and First Nations programming.

Our students are unique to the college in many ways but are no different in other ways. One trait that stands out for many of our students is the perseverance our students display as they forge their way through their chosen programs. Many have personal obstacles that make successful completion of their program a huge challenge...and yet they overcome these obstacles and leave us awestruck by their determination and abilities. Student Awards give us an opportunity to recognize and honour students who stand out in our School.

Mark the date in your calendars and hope to see you there!!

Susan Smigel
Program Assistant, IU

Dehab Haile – Nursing Student

A Daughter's Story about
Learning English at Camosun

as told to Franklyn Roy, Program Assistant, Access

When she was 17, Dehab Haile's life took an incredible turn. In September 2003 she was accepted as a Grade 12 International student at St. Andrews High School, where she enrolled in both regular and ESL classes. When she arrived in Victoria, she was able to navigate around in her spoken daily life but her written English was less developed. In Eritrea, where Dehab comes from, students her age are introduced to English as a single subject in Grade 1. By Grade 6 all curriculum is in English. Still, it was a big jump from eastern Africa to Victoria, to come alone, and to speak English as a second language.

While in high school, Dehab heard about various post-secondary institutions as she and her classmates learned about their options after graduation. She particularly liked what she heard from Camosun's high school liaison - that it was a smaller college with smaller classes. That sounded like just the right fit for her. She also now had Canadian school friends who had decided to

enter Camosun programs like Anthropology and Criminology and it was helpful to know that they would be here too.

As an international student, Dehab took an English assessment which indicated placement in ELD 072/074 with Judith Hunt. This provided a good review of English and she felt like she was on top of what she needed to learn. "I found the classroom atmosphere to be comfortable and relaxed which made it easy to learn and communicate and I enjoyed getting to know my classmates." She took MATH 105 with Peggy Tilley and looked forward to that class too.

Dehab had to take a term or two off while waiting for her refugee claim to be approved. During this time she attended a Nursing information session at Camosun and it confirmed for her that this was a career she wanted to pursue. In the spring of 2005 she started working part-time at a dollar store. This experience helped raise her vocabulary skills as serving customers meant using words she wouldn't have learned in class. (Conversations about egg beaters usually aren't in the curriculum!)

Once her refugee status came through, Dehab returned to school in the Fall of 2005 to complete ELD 092 (Cliff Dyer) and 094 (John Hampton) completing the prerequisites she needed for Nursing. "As I progressed through the classes, learning more and more about English, I kept improving because the material was presented in an easy way that wasn't complicated," Dehab said.

Dehab was pleased when she learned she was accepted into Nursing. She took English 150 and Biology 150 and 151 to lighten her pending program load. She felt well-prepared by her ESL courses. This past Fall Dehab, 20, entered Camosun's Nursing program.

I asked Dehab what she would like others to know about her ESL experience. "Camosun feels like a community. You are treated both like a college student and a known member of the student community. The teachers knew who I was in every class and my ESL teachers knew my background."

For Dehab, going into Nursing at Camosun was just a logical step to ultimately obtaining her Nursing degree from the University of Victoria. She now feels she will be ready to handle and enjoy going to a larger post-secondary institution. At this point, she would love to work in pediatrics but she's open to what may influence her choices in specialization along the way.

Zufan Habtu Biology Lab Technologist

A Mother's Story About
Learning English at Camosun

as told to Franklyn Roy, Program Assistant, Access

Zufan Habtu works as a Lab Technologist at Camosun College. In her native Eritrea, Zufan earned a university diploma in Biology and a B.Sc. in Agriculture. She learned to speak English in high school and university. Zufan's first language is Tigrina which is spoken at home, among friends and family, and in other social circumstances.

Zufan and her youngest son came to Victoria in August 2004 to visit her daughter, Dehab. Like her daughter, Zufan is passionate about biology and wants to become a professional in her field in Canada. Staff at the Victoria Immigrant and Refugee Centre Society (VIRCS) directed Zufan toward Camosun to improve her English and her job prospects. Zufan's assessment indicated that she needed to start at ELD 050. She was able to apply for Camosun's Certificate in Academic and Professional English (CAPE), a program for internationally trained professionals who need to improve their English to find employment in their chosen field. She learned about CAPE during her ESL assessment and then followed up with an interview with Amanda Frayling, the creator of the program. Zufan entered the CAPE program in September 2005, completing her certificate in April and then finishing the ELD, Level 2 certificate (Grade 12 English) in August 2006.

While studying in the CAPE program, Zufan noticed that Camosun's Biology Department was seeking a part-time Lab Assistant. She applied for the position and submitted a letter from the CAPE coordinator requesting consideration be given to allow her to hold the position as part of her program requirement for workplace experience. (Her classes were in the evening so this arrangement worked very well.) David Blundon and Dave Thomas of the Biology department interviewed Zufan and were agreeable! Over the ensuing semesters, Zufan's confidence has grown and she has been given additional hours of employment and more technical work.

"How did the CAPE program help?" I asked.

"It helped me to improve my English which was a barrier to obtaining a good job in my field. ELD 079 and 099 especially relate to working and getting a job. I learned how to communicate in a work environment; how to write a resume; how to converse by phone; how to prepare, respond and dress for an interview. The instructor invited different experts to talk to us about how to get a job; how to answer questions, and how to express yourself effectively. We did lots of interview practice using video so I could see how I reacted and my instructor helped me improve."

"The most important thing to learn is how to communicate with your colleagues in the workplace even if you have the professional knowledge. In the beginning, I always needed clarification regarding messages but this is gradually disappearing. Since I

joined the lab, I have continued to learn about modern laboratory techniques and how to use the equipment. The staff and students at Camosun are friendly. My goal is to get a permanent, full-time position in my field. I'd like to take other courses related to my job to upgrade my science technology knowledge. The field is always changing and growing with new techniques - even the equipment changes."

"What else would you like people to know when they consider coming to Camosun?"

"It is important for others to know that there is financial aid which enabled me to make these improvements in my life. I was eligible for the Adult Basic Education Student Assistance Program (ABESAP) which covered all my upgrading. Also, I learned about multiculturalism so I knew how to fit in, what to cast off and what to take on. The classes helped me to overcome the culture shock and to feel comfortable in a new environment in a new country."

Like mother, like daughter, Zufan and Dehab share a love of biology and a desire to become professionals in Canada. Each of them felt they had found a community at Camosun that encourages, supports and develops people in transition. I know a mother who is proud of her daughter and a daughter who is proud of her mother. I know that our college community is pleased and proud to know them both!



Zufan Habtu, Biology Lab Technologist

Anagrams

Unscramble the following words to create new words related to the original word and then email primrose@camosun.bc.ca with your answers for a cool prize!

Example: DORMITORY = Dirty Room

ROLL IN THE HAY

SLOTMACHINES

CLINT EASTWOOD

DEBIT CARD

PRESBYTERIAN

ASTRONOMER

THE EYES

GEORGE BUSH

Cridge-Crews@Work

is producing results in Victoria, BC

by Mark Fournier

Cridge-Crews@Work is a supported work program for people with neurological disabilities. We have seen wonderful success with our participants, our community alliances are proud to be a part of this program and everyone sees great potential for serving a neglected population.

Most vocational programs require participants eventually to work independently. This is because ongoing support is expensive to provide. Cridge-Crews@Work takes the innovative step of creating an employer with ongoing support built right into the business model and Camosun College provides training to prepare workers. Eleven students graduated from the first training in October 2006, all were hired and all are still employed. A second training is underway and another is expected to run later this year.

At Camosun, students receive a first rate learning experience, have the opportunity to participate in campus life, and have access to disability support. After graduating from Camosun, students are ready to work in the supported part time setting offered by Cridge-Crews@Work.

We have created a social enterprise that provides contract labor in the field of distribution. Social enterprise is a movement that is committed to providing social benefit in the course of doing business. There are two bottom lines, a financial one and a social one.

Miriam Byrne is a local entrepreneur who is developing the enterprise. She is able to create an ideal employer for workers with brain injuries by structuring the work setting, by developing contracts that suit the abilities of the workers and by training supervisors to meet the specific needs of her workers. Like any other enterprise, the worker's labor provides the means for their own support and management.

The program has benefits reaching far beyond employment. Social determinants of health link vocation with health and quality of life. Becoming a wage earner elevates a person's income and their position on the social gradient. Meaningful engagement with disabled and non-disabled peers at college and in the workplace improves social inclusion. Participants also receive support to address lifestyle needs such as addictions, diet, transportation, healthcare and housing.

The success and sustainability of this program depends on many sectors working together. Support from the Rick Hansen Foundation has made the implementation of the program possible. We are now working with community stakeholders to develop sustainable sources of funding so that this valuable program will continue to grow. With this support, other communities will have the opportunity to implement the program. The multifaceted character of the program provides diverse opportunities for contribution and support. Please contact us if you would like to learn more, become an ally, or hire a crew. Together we can make a difference, in work, in wellness and in social inclusion.

Contacts

Geoff Sing Project Lead	gsing@cridge.org
J. Lynne Mann Program Creator	lynne21@telus.net
Miriam Byrne, Social Entrepreneur	crewsatwork@shaw.ca
Mark Fournier, Instructor & Case Manager	mfournier@cridge.org

Community Allies

Camosun College
Rogers Chocolates
Cridge Centre for the Family
The Rick Hansen Foundation





S'TENISTOLW

("to walk or move us forward")

An Indigenous Education Forum

May 2 to May 4, 2007
Victoria, BC

Sponsored by: The Ministry of Advanced Education and the
Aboriginal Special Projects Fund

Hosted by: Camosun College First Nations
Education and Services

*Vision Statement: Achieving Indigenous Student Success by
building successful alliances, sharing approaches and goals, and
working towards a new future of education.*

Location

- Wednesday May 2nd, Esquimalt Bighouse
- Thursday and Friday, May 3rd and 4th at Camosun College
Interurban Campus

These forums invites participants from each of Vancouver Island's public post-secondary institutions and from island indigenous institutions and centres to share knowledge and experience with one another, learns together, and develop alliances that will enable better cross-institutional planning and program development.

We are taking submissions on the following themes and sub-themes:

- **Building Alliances with Community and Each Other**

*"We move mountains by first moving ourselves, and the way
we educate makes all the difference in the world"*

– Gregory Cajete

An important element in the creation of alliances is building collaborative relationships between Aboriginal and Non-Aboriginal faculty, between different programs and faculties, and between different institutions. This allows for inter-institutional program development and the creation of staff and faculty support systems. The fostering of partnerships with aboriginal communities is also an essential element of indigenizing education. We can all learn from each other about how we work with community based programs.

- **Indigenous Ways of Learning**

*"First Nations education is our responsibility. The big problem
in education is not reinventing the wheel. We must reinvent
education to meet our peoples' standards"*

– Eber Hampton.

Indigenous ways of learning requires place for student and faculty to share cultural knowledge within the classroom. The incorporation of spiritual, emotional, intellectual, and physical well-being into a definition of student success is needed. Indigenous ways of learning is the foundation of Indigenous education in our communities and it must also have a place in non-Indigenous institutions and programs.

- **Enhancing Student Success**

*"You, who are wise and must know that different Nations
have different Conceptions of things and you will therefore
not take it amiss, if our Ideas of this kind of Education happen
not to be the same as yours."*

– Canassatego, 1744 speech on Education

*"I will continue to work towards a future in which Aboriginal
children take pride in their heritage so that the beauty, joy
and peace that they feel in their homelands, with the eagles
and salmon, the trees and the earth, will remain with them
as they temporarily migrate into the cities."*

– Lorna Williams.

How is student success fostered within the classroom? What instructional techniques are essential; which are currently neglected? What are some of the necessary resources students need to succeed? And what alternate forms of cultural and social accommodation are necessary to ensure student success? Aside from the achievement of grades, how is student success measured and defined?

- **Making Native Space**

*"Educational experiences must encourage people to speak,
to learn the words together"*

– Sarah Keahi

Within institutions, physical and cultural space must be created in order to enable the development of indigenous programs and services, and policies affecting indigenous education. What strategies, processes and structures have created Native Space within institutions? What are our own visions of Native Space in the future?

Presentation formats

We have flexible presentation formats including: a 15 minute presentation with 45 minutes of discussion, a 30 minute presentation and 30 minutes of discussion, a panel presentation for 45 minutes with discussion for 15 minutes, facilitating a circle discussion on your given topic

When Expression of Interest form should be returned: April 15th

Costs: \$150 for the conference fee, \$10 for the (optional) welcome banquet and an additional \$25 per guest. Travel and accommodation is not covered within projected costs. If a response is given in adequate time and there is enough interest generated, rooms may be booked for a special rate.

**For more information call Todd Ormiston or
Sarah Dickie at 250-370-3122**

My First Learner Event

by Josefina Jacobsen



This first learning event has given me the opportunity to learn how to research for information about events through the internet. It was a good idea to include several students to do research on different events we would like to see and to learn from.

Working as a group was relaxing and encouraging for me. Yes, no doubt that unity is strength. Our teachers were terrific in guiding us with our projects, and I was pleased to see that everyone in the planning committee group cooperated in a responsible manner.

On April 4th 2007, at 9:45 a.m., we met at the entrance of the R.B.C.M., and we started our tour through the R.B.C.M. at 10:00 a.m.

The first thing that attracted my attention was the strong impressive looking mammoth. The First Nations' exhibition is excellent, and full of imaginative ideas with their carvings, and their pipe collection. I would certainly come back again to see and to learn more about the gentle, imaginative, and clever First Nations People.

There are so many interesting things to see at the Royal BC Museum.

The Ocean Station, with its almost real and enchanting looking hills, water, fog and marine animals brought back melancholy memories of when I used to be a fisher woman at the West Coast grounds.

When I was coming down from the third floor, I could see the Parliament Buildings, mountains, the harbour and its surroundings; with its beautiful flowers it gave me a feeling of pride to be living in B.C.

It was great to attend this event with my teachers, and class companions, and it gave me a closer feeling. It was nice to walk, talk, and eat our lunch together.

Although I am a senior, I felt like a child full of excitement and confidence. It was a little cold by the water, but it was nice to be together enjoying the tasty food at Barb's.

The Deep Sea film at the IMAX reminded me of how Great God's nature is. I as God's most intelligent, giving, rational animal should try harder to care for our environment on this most amazing Planet Earth.

The teachers were terrific making sure that our needs were fulfilled. I Thank the teachers and the B.C. Ministry of Advanced Education for providing the financial support for our educational and fun learning experience for our group.

Paul Gallagher Fund –

Helping students in need

For the second year, the School of Access and the Department of First Nations Education and Services are pleased to have received funding from Literacy BC's Paul Gallagher Community Access Fund to assist our students with urgent need. As was done last year, we will again be using these funds to purchase Thrifty Foods Smile Cards.

If you know of a student in need, please contact:

- Jeanine (Leah), First Nations Education and Services, Ewing 272
- Tia, School of Access, Lansdowne, Ewing 234
- Sandra, School of Access, Interurban, CBA 127

For more information about the Paul Gallagher Community Access Fund, visit:

www2.literacy.bc.ca/paulgallaghercommunityaccessfund.htm

Victoria Women's Transition House

New Harrison Place Opening

Submitted by Alison Bowe

What is Harrison Place?

Harrison Place is a 23-unit affordable and supportive transitional housing project for women on their own, aged 45 to 65, who have left an abusive relationship and who no longer need our crisis services.

Harrison Place is centrally located on major bus routes, is close to shopping, community activities and most of all, radiates a feeling of community.

The Victoria Women's Transition House Society owns and operates Harrison Place.

What is the Victoria Women's Transition House Society?

The Victoria Women's Transition House Society is a charitable organization that provides shelter and services for women, with or without children, who are experiencing or have experienced, abuse in their intimate relationships. The Society's programs and services encourage and assist women to live free from abuse and promote community responsibility for the elimination of family violence.

Our Vision

We envision that Harrison Place will serve a mid-life woman who has left an abusive intimate relationship, and for whom having safe and supportive housing for a period of time would make a positive difference in her journey to rebuild her life.

Applying

If you meet our eligibility requirements and would like to apply, please contact:

- Community Office
Harrison Place Coordinator
Suite 100 – 3060 Cedar Hill Road
Victoria, BC V8T 3J5
Phone: (250) 592-2927 ext. 27
Fax: (250) 592-9279
E-mail: harrisonplace@vwth.bc.ca
Web Site: www.transitionhouse.net

Sandee Mitchell receives nomination for prestigious award

March 21, 2007

The Camosun College First Nations Education and Services department is proud to announce that instructor Sandee Mitchell is a nominee for the inaugural Alayne Hamilton Community Social Work Award, UVic. The nomination recognizes Sandee's tireless contributions to community, her lifelong love of learning and her continued contributions to the legacy of social justice. It's these qualities that will help to sustain a living legacy in memory of Alayne Hamilton, a remarkable role model and inspirational leader in the social work field.

As Anishinabe Kwe from the Ojibway and Algonquin Nations, Sandee has brought to her work a passion and knowledge of indigenous students' desires, rights and wishes. As a faculty member and as a program leader, many other institutions and community agencies have relied on her advice and wisdom.

The nominating committee wishes to recognize Sandee and thank her for her exemplary work.

The School of Social Work in partnership with the community and the Hamilton family spearheaded this prestigious award to honour Alayne Hamilton. Alayne was a respected Victoria social worker, instructor at UVic and an Addictions curriculum developer who died in the late summer of 2006. Alayne was known for her work with the Victoria Family Violence Project and for the partnerships she nurtured in the social service community.

Congratulations to our NISOD Excellence Award Winners

NISOD is the National Institute for Staff and Organizational Development. Since its inception in 1978, the National Institute for Staff and Organizational Development (NISOD) has emphasized the importance of teaching and leadership excellence in institutions of higher education.

"These individuals demonstrate in their daily work, a clear commitment to decision-making based on a desire to serve Camosun students," said Dean John Boraas. "They have demonstrated independent leadership responsibility for a major

special project, curriculum development project, or department leadership project."

Congratulations to the 2007 NISOD Award Winners:

- Brenda Storr, Associate Dean, School of Access
- Kaleb Child, Instructor, Community Learning Partnerships
- Tia Primrose, Secretary, School of Access
- Jennifer Dreier, Chair, Student Access Services
- Corrine Michel, Program Development and Curriculum Design faculty

The Uncomfortable Tourist

by Rod House

My friend Dave thinks I'm too idealistic. "What did you expect? Of course you experienced Mexican culture. You lived in Mexico for 3 months. You travelled, spoke Spanish, saw Mexican sites and ate Mexican food. You experienced Mexico!"

I'm trying to explain that for the most part what I experienced was still a tourist version of Mexico. I was a Canadian, driving a nice campervan, staying in RV parks. Mexicans don't drive RV's. Most people staying in RV parks speak English or French. For the most part I spoke Spanish only to shop merchants and people in the tourist industry. My adventures were framed by the guide books. In fact, one book "Mexican Camping" is so widely used that it's referred to as "The Bible"!

Actually in retrospect, I thought there would be a lot more immersion into the culture and lots of opportunity to speak Spanish. However, my Spanish is still only adequate for the basics, asking directions, ordering food, buying things in the market. I could never discuss politics or culture to any great depth. What happened?

I met many local Mexican people who wanted to learn English and would have been happy to be conversation partners. They saw English as a way to make more money. The tourist industry is changing their towns, more and more Canadians and Americans are coming to spend the winter. Mexicans who speak English have an advantage when doing business with these wealthy migrants. However these Mexican people were working people, often 12 hours a day. It was difficult to find opportunities to sit and chat.

I think the biggest impediment was frequent travelling. I was primarily a tourist. We spent several weeks on the coast enjoying



the beaches and then travelled to the colonial cities inland. We explored small beach towns like Lo de Marcos, Sayulita and La Penita near Puerto Vallarta. We drove to amazing colonial cities like Colima, Patzcuaro, Guanajuato and San Miguel de Allende. Yes, my experience was much more in depth than the average tourist but I still often found myself in little English enclaves with other tourists. It seemed that principle purpose was to see the attractions: unique architecture, museums, cathedrals, shopping or restaurants. Some folks even saw Spanish as an impediment; many were retired and had no intention of ever speaking Spanish. They would tell us about the shops or places we could go where people spoke English.

While I was visiting the University of Guanajuato I saw a Spanish course I wanted to take. One of the excursions was to "Michoacán to observe the effects of long-term interaction between tourism and Mexico's indigenous cultures." I found myself thinking about the Purepecha people in Patzcuaro. We had watched them in the square doing the "little old man dance" and collecting coins. Later we had seen the famous "butterfly nets" they used to fish with. Now they are just a tourist photo opportunity in exchange for a few coins.

What do the Mexican people want out of this? I feel the bottom line is economic. They want what we have.

Language, culture and friendship can not help but be coloured by the fact that so many more of us have the resources to spend a winter in Mexico than the reverse. I wonder what it would be like to have thousands of people flood into BC every year with the economic clout to set themselves up in our towns and parks and demanding that we accommodate their culture.

I will probably go back to Mexico. I will probably continue to be uncomfortable with learning a language and being a tourist. I may stay put next time and take a course. I certainly understand many of the issues our second language students struggle with everyday.

Is this what life long learning is all about?

Thank you for your years of service and congratulations on your retirement:

- Laurie Hardy, Instructional Assistant, Adult Special Education
- Sharlene McLaren, Instructional Assistant, English Help Centre
- Elizabeth Peebles, Instructional Assistant, ELD Department
- Mary Ruth Martell, Instructor, English Language Department (June)

Dates to Note

Monday, May 7	Most Spring Courses Commence
Thursday, May 17	School of Access & First Nations Student Awards
Monday, May 21	Victoria Day Holiday – College Closed
Wednesday, June 6	Project Literacy Peter Gzowski Golf Event
Friday, June 15	Camosun Wide Graduation Ceremony
Monday, July 2	Canada Day Holiday – College Closed
Wednesday, July 4	Most Summer Courses Commence
Monday, August 6	BC Day Holiday – College Closed
Thursday, August 30	School of Access Fall Assembly
Monday, September 3	Labour Day Holiday – College Closed
Tuesday, September 4	Most Fall 2007 Courses Commence

Staffing Updates

Welcome to these brand new employees to the College:

- Rhonda Maguire, Operations Assistant, replacing Carol Anne Sargent
- Leah Morgan, Term Secretary, replacing Jeanine Cooper (on leave)
- Jessica Michalofsky, Instructional Assistant, English Help Centre

Welcome back to these School of Access employees:

- Cathy Burrage, Instructional Assistant, ELD, returning from Mat Leave

Congratulations on new positions:

- Carol Anne Sargent, Administrative Officer, replacing Iris Hesketh-Boles
- Tia Primrose, Secretary, replacing Sandy Fehler in Lansdowne Office

Information Sessions

For dates and locations of program specific and general school-wide information sessions, visit www.camosun.ca/infosessions or telephone 370-3911.

If you need more information, or if you would like us to talk to a group at your agency, business, association or institution, please contact Franklyn Roy, Program Assistant, at (250) 370-3165 or roy@camosun.bc.ca

Newsletter Submissions

This newsletter is published three times each year in Fall, Winter and Spring. Please submit future articles, photos and ideas to Tia Primrose, School of Access at primrose@camosun.bc.ca or call (250) 370-3466.