

Bouquet Garni

“To give life to beauty, the painter uses a whole range of colours, musicians of sounds, the cook of tastes -- and it is indeed remarkable that there are seven colours, seven musical notes and seven tastes.”

Lucien Téndret (1825-1896)

‘La Table au pays de Brillat-Savarin’.

November, 2003

Volume 7

Issue 1



BCCASA
cuisine education

British Columbia
Culinary Arts
Specialists' Association

www.bctf.bc.ca/PSAs/BCCASA



BCCASA Executive Board 2003-2005

Bouquet Garni

President : Mr. Al Irving Gulf Island Secondary
airving@sd64.bc.ca Salt Spring (250) 537-9944
Organization of workshops and attends a variety of meetings and conventions.

Directors: Mr. Brian Roodenrys Semiahmoo Secondary,
broode0615@shaw.ca Surrey (604) 536-2131
Mr. David Jones Rick Hanson Secondary
dave_joneschef@sd34.bc.ca Abbotsford (604) 864-0011

Conference and membership chairperson.

1st Vice President: Mr. Terry Larsen Enver Creek Secondary
tolarsen@uniserve.com Surrey (604) 543-8149
Scholarship chairperson, coordinates all BCCASA Scholarship activities.

2nd Vice President: Mr. Daniel Lesnes Garibaldi Secondary,
lesgau@mac.com Maple Ridge (604) 463-6287
Newsletter Editor and Webmaster.

Treasurer: Mr. Trevor Randle Aldergrove Community Sec-
trandle@sd35.bc.ca ondary School
Aldergrove (604) 856-2521

Book-keeping and budget planning

Secretary: Mrs. Alison Bell David Thompson Secondary,
abell@sd6.bc.ca Invermere (250) 342-9213
Minutes, arrangement of up coming meetings.

Chairman of the Board: Mr. Pierre Dubrulle Thomas Haney Secondary,
pdubrulle@sd42.ca Maple Ridge, (604) 463-2001
Past president.



*Al Irving
President,
Chef Instructor
Gulf Island
Secondary*

Dear Colleague

As the new president of BCCASA, my first official president's message will be one of many "Thank you's". First of all, thank You to Pierre Dubrulle for his two terms as our past president and the amount of time he put into making our P.S.A. what it is today. It's a little daunting for me stepping into this position, have to follow both Pierre and Susan Leswall, they left some incredibly big shoes to fill! Thank you to Dot Mufford and Delores Volcz for their contributions and insights for the past 2 terms on the executive board, we'll miss you at our meetings. A very special thank you to Terry Larsen and Daniel Lesnes for remaining onboard for another term, you will both make the transition for all of us "newbies" much easier. Last but far from least, I would also like to thank and welcome Brian Roodenrys, David Jones, Trevor Randle and Alison Bell as new member of the executive board. I appreciate your taking the time from your hectic schedules and lives to support our organization and I look forward to working with all of you over the next two years.

For those of you who attended our "Fraser Valley Organic Experience" you know what a wonderful conference it was. For those of you who missed it, too bad for you, you missed an incredible two days. The conference was hosted by Susan Docherty and Dot Mufford at Walnut Grove Secondary School; Friday was spent at Walnut Grove secondary where we had presentations from Lindsay Babineau of "Agriculture in the Classroom" on sustainable agriculture and a presentation on B.C. Hothouse tomatoes. After lunch we were shown some of the new "added value" produce items from Neptune Foods, chefs wear from Bullseye Uniforms and baby produce and herbs from a local Fraser Valley grower. Saturday morning we all loaded onto a bus and headed out to Hazelmere organic farm, hosted by owners Natty and Gary King. Michael Smith of Bishops Restaurant was there to give us a cooking demo with organic produce from Natty and Gary's farm. From there it was back onto the bus and out to Domaine de Chamberton winery for lunch and a tour of the vineyards and the winery itself. The afternoon was left open for the members to do as they pleased, some choosing to visit Fort Langley, others shopping and a few of us trying to walk off the last two meals before supper! We all met back up at "Lasting Memories" restaurant in Langley for dinner and to wrap up the last little bit of paper work for the conference. A very special "Thank You" to Sue and Dot for all the hard work they put into making this conference successful.

I will be attending a P.S.A. presidents meeting on November 13, 14, and 15th in Richmond where no doubt the big topic on the agenda will be the infamous Bill 51. I will keep you posted on the outcome of the meeting thru or list serve and the next Bouquet Garni.

Al Irving



*Trevor Randle
Aldergrove
Community
Secondary*

FOOD SAFETY IMPLEMENTATION KIT

Created and Published by L.C.A.S.A.

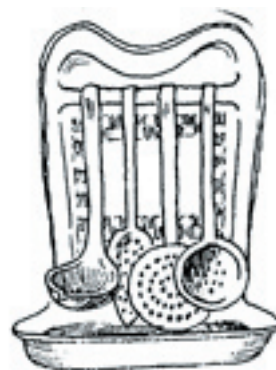
This Kit is designed to address the implementation of a food safety plan the H.A.C.C.P. way. Included are:

- Over 2900 Food Safety Recipe Labels
- 1 food safety label index
- 1 IBM formatted disk containing Dishwasher Control Log, Equipment Sanitizing Log, Freezer Temperature Control Log, Cooler Temperature Control Log, Potentially Hazardous Food Control Log, Hot Section Shut Down Check Sheet, Cold Section Shut Down Check Sheet, Bakery Shut Down Check Sheet, Sanitation Shutdown Check Sheet, Daily Cleaning Schedule, Weekly Cleaning Schedule, Monthly Cleaning Schedule and Holiday Break Cleaning Schedule.
- kit cost: \$35.00

All logs are opened with Microsoft Excel for P.C. and schedules are opened with Microsoft Excel for P.C.

Additional pages of Food Safety labels can be purchased for \$2.50 per page. Please contact Trevor Randle at (604) 856-2521 or at trandle@sd35.bc.ca with your information. Cheques can be made out to LCASA and sent to:

Aldergrove Community Secondary School
c/o Trevor Randle
26850 29th Avenue
Aldergrove B.C.
V4W 3C1



On your calendar

December 10th 2003 - 22nd Annual Gingerbread Competitions

April 7th, 2003 - Lard Sculpture Enver Creek Secondary

April 14th, 2004- Skills Canada Provincial Competition
please check Web site: www.skillscanada.bc.ca

May 20th, 2004- B.C. High school Chili cook-off

**B.C.C.A.S.A.****Statement of receipts and disbursements (note 1) for the year ended June 30, 2003**

Balance July 1, 2002 \$15,403.53

Receipts

BCTF grant	4,500.00
Membership/subscription fees	2,127.00
Interest	457.12
Advertising	100.00
Other	832.48
Conference grants	2,000.00

10,016.60

Disbursements

Meeting executive	377.61
Meeting subcommittee	
Meeting TOC costs	268.42
Publication newsletter	785.38
Publication-journal	
Publication-equipment	3,167.08
Operating	601.13
Scholarships	
Miscellaneous	186.72
Conference operating	
Conference catering	
Conference hold for future	1,140.57

(6,526.91)

Balance, June 30, 2003 18,893.22

Notes:

1. This statement reflects only funds held by the BC Teacher's Federation on behalf of the BC Culinary Arts Specialist Association.

*Trevor Randle
Treasurer
Aldergrove
Community
Secondary*



*Daniel Lesnes
Chef Instructor
Garibaldi
Secondary,
Maple Ridge*

Integrating BC Greenhouse Production in Cafeteria/Cook Training 11 and 12 Curriculum

Following the valuable presentation by Sarah Ryall a greenhouse tomato producer Jipaanda Greenhouse in Ladner, I want to share this unit plan I have developed in 1999 when taking the course Agriculture in The Classroom at the UBC research Farm on Vancouver Island. It is a rather long document therefore in this issue, only A, B, and C from the table of content is available, I will publish D, E, and F in the next Bouquet Garni. for those who are eager to view the entire unit plan, it is available on our web site.

Prepared by: Daniel Lesnes

For: Deanna Binder

Adjunct Assistant Professor

Deptmt of Secondary Education

dbinder@pinc.com

Table of Content

A - Introduction, Description

B - Learning Outcomes

Value of Integrating Environment and Sustainability Themes

Value of Integrating Multiculturalism and Anti-Racism Education

Value of Integrating Aboriginal Studies

Value of Integrating Science-Technology-Society

Career Development

C - Activities

D - Learning Activities Cafeteria/Cook Training 11

Safety, Sanitation and Equipment

Principles of Food Preparation

Food Preparation

E - Learning Activities Cafeteria/Cook Training 12

Principles of Food Preparation

Food Preparation

Food Service

F - Background Information

Appendix

Learning Outcomes

On Cooking

"Grow BC" A Teacher's Handbook on BC's Agriculture, Fish and Food Business: greenhouse vegetables, lettuce.

Unit 1 AGSC 210, G. Intercultural Communication (iceberg view of culture)

Unit 8 AGSC 210 (reading A)

Unit 1 AGSC 210, E, F

A - Introduction, Description

In cooking, it is important to know where our food comes from. Cooks and Chefs play a crucial role in the communication between the 98% of us



who live in urban areas and are physically disconnected from the land and our sources of food supply and the remaining 2% of us who work in the agricultural industry ("Promise in The Land" p.9). By educating cooks and Chefs about the agricultural industry we can contribute to establishing a necessary connection. In participating in different activities and completing this unit, I believe that participants will gain valuable knowledge about the agriculture industry and develop an awareness toward some of the controversial issues of this industry.

For this unit on Agriculture in the Classroom, I have chosen, among the diversity of agriculture activities: the Greenhouse production industry in BC. This unit will be presented to Grade 11 and 12 Culinary Arts students in parallel with their regular curriculum. Students who study Culinary Arts in school are exploring the possibility of having a career in the food and hospitality industry. The current curriculum is divided into 11 "lines", each line developing a specific topic, for example 'cold kitchen' 'meat products', 'eggs'. Each line covers theoretical, technical and practical aspects of a topic for culinary applications, but those lines offer little information about the origin, and production of the raw foodstuff. This unit will be a valuable addition to the curriculum. During the course, students work with BC Greenhouse products in the teaching kitchen, in combination with products commercially grown from different parts of the world.

This unit will be the first step of an awareness program of the whole agriculture industry in B.C focused on greenhouse production. The development of an unit on the beef cattle production, for example, will have the same effect when delivered in conjunction to the 'meat product' line of the Culinary Arts curriculum.

Through the delivery of this topic, I want the students to develop their own critical analysis of the greenhouse production by active research and comparisons with "traditional" commercial and organic culture production. The greenhouse industry is still young in BC., it is expanding rapidly and is also an example of using advanced technology in order to deliver quality product, not only for B.C. consumers but successfully for the rest of Canada, the US, and Japanese markets.

B - Learning Outcomes

The Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. The IRP have guided all aspects of the development including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these principles, the Ministry of Education wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component has been guided by a series of cross-curricular reviews. Each of these cross-curricular interest is intended to guide the instructor for the classroom organization and instructional planning and practice.

For this unit I will use 5 of the 11 areas of cross-curricular interest pre-

*Daniel Lesnes
Chef Instructor
Garibaldi
Secondary,
Maple Ridge*



Daniel Lesnes
Chef Instructor
Garibaldi
Secondary,
Maple Ridge



sented in the appendix C of the IRP. These 5 areas are the most directly related to the Agriculture in the Classroom concept. They are:

- Environment and Sustainability
- Multiculturalism and Anti-Racism
- Aboriginal Studies
- Science-Technology-Society
- Career Development

Value of Integrating Environment and Sustainability Themes

Integrating "environment and sustainability" themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Some guiding principles in subjects from Kindergarten to Grade 12 include:

- direct experience is the base of human learning.
- analysis of interaction helps human make sense of their environment.
- responsible action is both integral to, and the consequence of, environmental education.
- students should be provided opportunities to develop an aesthetic appreciation of the environment.

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society. Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism. Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social, economic, political, and cultural equity.

Some key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity.
- to increase creative intercultural communication in a pluralistic society.
- to develop self-worth, respect for oneself and others, and social responsibility.

Value of Integrating Aboriginal Studies

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga'a, Kwakwaka'wakw, Nlaka'pamux, Secwepemc, Skomish, Tsimshian). The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

- First Nations values and beliefs are durable and relevant today.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual

re-



spect.

Value of Integrating Science-Technology-Society

Science-Technology-Society addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society. The aim of Science-Technology-Society is to enable learners to investigate, analyze, understand, and experience the dynamic interconnection of science, technology, and human and natural systems. The study gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation.
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors.
- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology.

Career Development

Career development is an on-going process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices. The main emphases of career development for Grades 11 and 12 focuses on issues related to the world of work. These include:

- connection with what they learn in school with the skills
- knowledge needed in the workplace and society in general.
- experience both theoretical and applied learning, which is part of a broad liberal education.

C - Activities

At Garibaldi Secondary School, we have a semester timetable. The mandate of the teaching kitchen is first to deliver professional cooking instruction to students enrolled in the Culinary Arts program, and secondly to provide nutritious, appealing meals to the school population.

Since I have often a combination of Cafeteria/Cook Training 11 and 12 students in a single teaching block, and the students work in multigrade-groups, I have developed different activities for those two grades.

From the Prescribed Learning Outcomes of the Cafeteria Training 11 and 12 IRP's, I have selected the sections which have a relation with the Greenhouse production (Appendix I). Then, I have developed activities which will expand the student's knowledge about greenhouse industry issues and help them to reflect on their own values. This is not a linear format of activities but rather a collection of different components inserted in the delivery of the curriculum when appropriate. With the completion of all activities related to the greenhouse industry, I hope to trigger an awareness of some of the agricultural controversial issues from students so they have enough knowledge to develop responsible actions and position about greenhouse production as well as other agricultural activities.

*Daniel Lesnes
Chef Instructor
Garibaldi
Secondary,
Maple Ridge*



D. Learning Activities Grade 11

D, E, and F will be in the next Bouquet Garni. for those who are eager to view the entire unit plan, it is available on our web site.

*Daniel Lesnes
Chef Instructor
Garibaldi
Secondary,
Maple Ridge*



*Peter Brine
Chef Instructor
Maple Ridge
Secondary,
Maple Ridge*

*The Province:
Monday,
November 10,
2003*

High-school students to cook for kids

By Wendy McLellan
Education Reporter

Vancouver elementary schools are about to offer healthy, low-cost, kid-friendly lunches while giving high-school students work experience. "We're pretty excited," said Trudy Douglas, co-ordinator of the Vancouver School Board's culinary arts program and the person who came up with the idea. "We want to be inundated with calls."

The lunches will be prepared by students at John Oliver Secondary who are in the school's cooking program. The school district's cafeteria staff at Churchill and Killarney high schools will also help.

The weekly menu looks like a child-pleasure. On Mondays, it's pasta and tomato sauce and milk. Tuesdays is macaroni and cheese with juice. Wednesday, a hot sub and milk. Thursdays is a coldsub and milk. Fridays is pizza and juice.

Prices are \$3 to \$3.50 a day. Elementary schools can pick up their orders for a 10 per-cent discount, or the high schools will deliver.



*Pierre Dubrulle
Chef Instructor
Thomas Haney
Secondary,
Maple Ridge*

The last two weeks have seen a media frenzy on vending machines and junk foods in schools. Our own Minister of Education Christie Clark jumped on the band wagon and said she would like to see pop machines banned from schools and junk foods served in school cafeterias monitored and geared more towards good, healthy nutrition. These are well meaning words and ideas but when looked at closely a whole lot of arguments come to the surface.

Doctor Kendall, the Chief Medical Officer in BC would like to see the junk foods in vending machines replaced with healthy nutritional items. This could be implemented immediately. Sales would go down and in the majority of schools in the lower mainland students who cannot get their sugar, caffeine or/and salt fix will get it at break or/and at lunch time from the local 7-11, McDonald's, etc.

Why is the Minister of Education ignoring the revenue that those vending machines generate? In most cases it amounts to \$30,000 per year and ironically enough these monies are used to subsidize sports venues that otherwise would not be happening. Is Ms. Clark willing to replace these monies with some government subsidies? We all know too well what the answer to this question is! Recently I was asked by my Principal to take a second look at my menus in the cafeteria and let my creative juices take over. This was not hard to implement as we have always stressed health and nutrition for the past twelve years. Like most teaching kitchens in this province Chef Instructors make it a point to serve nutritious, well balanced meals, limiting the amount of junk, greasy salty foods being offered. I say "limiting" because it would be very difficult not to offer French fries which in many kitchens are a best seller and money maker.

Eating French fries properly done is all right; what is wrong is having them every single day for years to come. I know for a fact that if I do not offer fries students will go to McDonalds and get them. At the end of the year we need to show a positive balance. Principals and/or school districts look at the bottom line and do not care one way or the other if we serve healthy nutritious foods or not. It is up to us to offer choices, alternatives without compromising the bottom line. In my district teaching kitchens pay for their own repairs and maintenance. We subsidize fieldtrips, special courses such as gingerbread house making, cake decorating, lard sculpting and we give away many free meals to students who otherwise would not get much to eat on any given day. We replace used or deficient equipment and we provide a sound education helping students to graduate and facilitating their transition to post secondary education. None of these could be done if we were not generating a profit and French fries are part of the equation. Christie Clark, the Media, Health officers are quick to pass the blame on schools and teachers.

Our kids are fat, obese, they are couch potatoes -- let's blame the teachers. My personal nutrition and health habits were taught to me by my parents and stayed with me up to this day. Unfortunately for them, kids today do not get the food education that I got. Both parents are working so they can pay the car lease, the mortgage, the balance on their Visa and put some fast food on the table. Family members eat at different times and not as a unit like it used to be. The microwave has replaced the stove and the ring



*Pierre Dubrulle
Chef Instructor
Thomas Haney
Secondary,
Maple Ridge*

of the bell tells that the pizza pop is ready rather than Mum saying in a loud voice "dinner is ready". Why is it that everybody is trying to put the blame for their problems on someone else's shoulders? Health and nutrition used to be a family issue as well as sex education. It sounds like nowadays these issues are school and teachers' responsibilities.

Nutritionists, Doctors, Scientists, Ministers of Education, Politicians, Media, and Sociologists, all acknowledge the problems attached to contemporary health and nutrition issues, developing in obesity. Well Ms. Clark I've got news for you: making Physical Education mandatory will not resolve the problem. Blaming schools and teachers for what students eat in schools is not the answer either. Why not tackle the problem at its source and involve the parents for the right cause: the health and good nutrition of their children which starts at home and not in schools.

Education budgets keep being consistently cut and consequently districts, schools and teachers need to be creative in order to keep their program and extra-curricular activities alive. Please do not ask districts, schools and teachers to take the blame for problems society has inflicted upon itself. The old adage still is true to day "You reap what you sow"

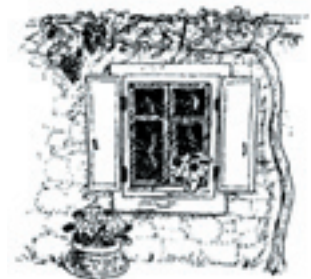
This is how things look to Pierre Dubrulle today November the 11, 2003.

This editorial reflects the thoughts of the writer only and not those of BCCASA

Pierre Dubrulle

Chef Instructor

Thomas Haney Secondary





Brain Teaser #6

What am I?

You can call me nuts, but I am a legume, a good standing member of the pea family. I may not be up there with, Chevrolet, and apple pie, but a baseball game wouldn't be the same without me. While South America and China both claim my origin, I'll go with the Peruvians who in the 15th century were so awed by my existence, they buried pots of us along with their mummified dead. The long journey into the hereafter requires nourishment, you know, and we were there to provide. By the centuries end Columbus' travels had made me a sensation in Portugal and other countries of the Old World. The Portuguese continued my expansion throughout Africa, the Philippines and East Asia. From Africa, I found my way across the ocean again to North America. Today India is my prime producer, with China and America not far behind. I actually form underground, but it is a long strange trip. I grow in subtropical and temperate regions. My plant is bushlike (we're not fond of broccoli either) and I can grow up to 30 inches high. I grow small yellow flowers for a two to three month period that open in the morning at sunrise for fertilization and drop dead by noon. In the days that follow the stems of my flowers grow longer and bend down, toward the ground. These stems then penetrate the ground with a 1 to 3 inch depth. Here the stems expand, ripen, and grow into seed bearing pods. When harvested my pods are dried and become brittle where my thin netted tan colored pod opens to reveal my brownish-red skin that can be eaten plain or brined and roasted. Famous for my oil that can withstand high heat without breaking down I am also well known for my butter. I expand when cooked, and will continue to cook when removed from heat. I am crushed, ground, blended, and served with, meat, fish, poultry, sauces, salads, soups, and desserts. I am 85% unsaturated fat, rich in protein and calories. I am an excellent source of thiamine, niacin, magnesium and potassium. All these wonderful attributes and I am probably best remembered as a comic strip. Good Grief!!

Daniel Lesnes
Chef Instructor
Garibaldi
Secondary



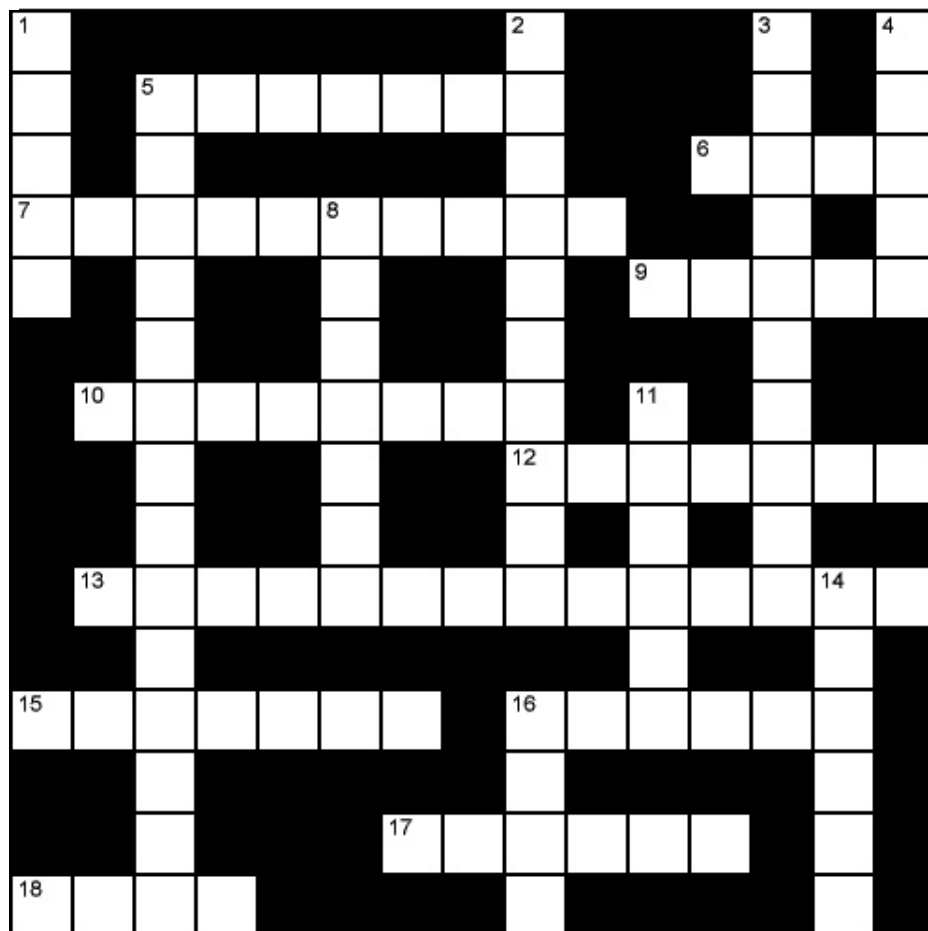
For the correct answer
check our website



Soup Crossword

Daniel Lesnes
 Chef Instructor
 Garibaldi
 Secondary
 Maple Ridge

Copyright ©
 2001, James
 T. Ehler. Web
 page created
 by Crossword
 Compiler.



Across

5. Soup station chef in brigade system
6. English potage
7. *Solanum tuberosum* potage
9. Turkish soup of beef stock & small meat-filled dumplings, garnished with yogurt, thyme and mint
10. A French dish which provides at the same time soup, boiled meat and vegetables
12. This might have been part of Gregor Johan Mendel's lunch
13. Swedish yellow split pea soup eaten on Thursday
15. Afghan yogurt soup with beef, mung beans, chick peas and black-eyed peas
16. Mussel soup probably created at Maxim's for William B. Leeds
17. Sometimes added to bisques at the table
18. (Spanish) Soup



Down

1. (French) Thick hearty soup with chunks of garnish
2. German cabbage soup with meat stock, meat and vegetables.
3. Soup with coincidental link to Yale University
4. One Italian word for soup
5. What Vichyssoise really is: cold - - -
8. Norwegian soup made with milk, rice, lemon peel & mild beer flavored with sugar
11. Broken dried Jewish noodles for soup
14. Hawaiian noodle soup
16. Alcoholic beverage sometimes paired with cheese in soups



Cooking Utensils
Crossword Solution
from Bouquet Garni
Volume 6 Issue 3.
June 2003



Belcarra Equipment Agencies Ltd.

555 Clarke Rd., Unit #11, Suite #8; Coquitlam BC; V3J 3X0; Canada



Contact Belcarra for your chefs toys and tools:

- Dynamic commercial immersion mixers
- Stainless Pots & Pans with lifetime warranty
- Sanelli Professional kitchen knives
- Best Mfg. Professional kitchen whisks
- Butane Stoves & Fuel, ISI Espumas & whippers
- * Waring Commercial blenders, Waring Commercial by Cusinart Food processors, Dishwashers
- Mandolins, Le Rouet
- COMBI ovens bake, roast, steam



Manufacturers Rep: Peter C. Mah Phone: (604) 939-6382

Fax: (604) 939-7598 Email: peterc_mah@telus.net



Bouquet Garni is a publication of the BC Culinary Art Specialist Association. Three issues are published each school year. Subscription to the BCCASA Newsletter "Bouquet Garni" is included in the BCCASA membership. Payment of fees includes the Newsletter "Bouquet Garni", and information about conferences, workshops, projects, and other BCCASA publications and activities. BCCASA membership or subscription runs for 12 months from the time applications are processed by the BCTF staff.

Notice to Contributors

Articles submitted should be submitted in a package that includes:

- a hard copy of the document (proof read and ready to be included into the publication)
- the author's occupation and/or position in the educational system.

You may also include any photographs or graphics. If you wish to have these returned please include a self addressed envelope in your "package".

We also encourage that you submit your document on a disk. Please proof read and spell check all work. Save the document in (Macintosh) Microsoft Word 6.0 as text only. If you are using Claris Works 3.0 save text format as "Word 5.6."

Please refrain from using any version of Claris Works lower than 3.0 or any other word processing programs.

IBM documents need to be saved as "text" before submission

Address your contribution(s) to
Daniel Lesnes lesgau@mac.com
Garibaldi Secondary School
24789 Dewdney Trunk Road
Maple Ridge, B.C. V4R 1X2

BCCASA Advertising Policy

The British Columbia Culinary Arts Specialist Association reserve the right to be selective in the acceptance of advertisements, including, but not limited to, vendor, content and style. Unless other arrangements have been made, a cheque for the full amount must accompany advertisement copy; otherwise the ad will not be published.

Current advertisement prices are as follows: Business card size \$25.00/issue, Half page \$50.00, Full Page \$100.00 (3 issues / year)

No institution/business shall have access to BCCASA membership lists for the purpose of sending information directly to BCCASA members. All materials are distributed through the provincial specialist association (BCCASA/BCTF)



Have You Signed On to the BCTF's e-mail Communications List Server for BC Culinary Arts Specialists Association?

The BCTF has established an e-mail communication list server to promote communications between Culinary Arts teachers and to keep such teachers informed as to interests and concerns related to the delivery of service to Culinary Arts students.

Information concerning how to join the list is given below.

1- Joining the list

To join the psa-bccasa list, send a message with the following form (the e-mail address is case insensitive):

From: Mickey Mouse <mickey@toontown.bc.ca>

To: list@bctf.bc.ca

Subject: <leave blank>

Message: join psa-bccasa and Send

or go to

www.bctf.bc.ca/About/PSA/ and click on "Mailing Lists" and follow the instructions.