

KING EDWARD TIMES

VOLUME V, No. 33

November 30, 1979

1) SUCCESS!

The staff in the Information Centre recently finished giving orientations to K.E.C. Student Services for students in the E.L.T. and B.T.S.D. programs.

Thanks to all the instructors who participated and special thanks to Barb Little, Starr Owen, Jean Benetti, Marg Thompson and Pat Kennedy for help in organizing the tours and making them successful.

Remember -- keep your students up-to-date on post secondary educational and career opportunities by visiting the Information Centre.

If anyone wants a class tour of the Information Centre or K.E.C. Student Services, give us a call and a time will be arranged.

N.C.

1a) CONGRATULATIONS TO HOMEFRONT LEARNING

In Homefront Learning, our target was 60 volunteers, and we have 17 on duty out in the community and another 37 who will finish their 12 hours of volunteer training on December 6. As for Home-Learners - we have 24 matched with the volunteers, 33 have been interviewed and are waiting to be matched, and 35 are on the waiting list to be interviewed. How to be successful by really trying.

R.M.

2) COLLEGE BOARD MEETING

The Vancouver Community College Board met in regular session on Wednesday, November 28, 1979.

Of great significance to King Edward Campus and, indeed, of importance for the College as a whole, was J. Kennedy's report that the Management Advisory Council (MAC) last Friday recommended to the Minister that the China Creek site be purchased for the new King Edward Campus and that the Minister approve the construction of our new facility, all for a total of \$17,408,000 (land plus new building construction). Mr. Kennedy also reported that MAC recommended to the Minister for his approval the renovations and new construction at the VVI as previously requested by the College Board.

As an immediate follow-up on the above, the Board approved the necessary resolution requesting the Minister to authorize the expenditure of \$5,150,000 for the acquisition of the China Creek site.

After considerable discussion, the Board reaffirmed its policy of November, 1976 that the regional offices of V.C.C. be located at the new campus for K.E.C.

The Board approved a policy statement on distance education.

Board member E. Jarvis report on literacy was received and staff were requested to study it before it is discussed at an early meeting in January.

Documentation respecting the above, the College Principal's report to the Board and the minutes of the Board meeting of November 14, 1979 have been placed in the library for the perusal of those interested.

H.E.P.

2a) GRANTS FOR STUDENT ATHLETES

Please inform students that Grants-In-Aid for Canadian Student Athletes engaged in non-game plan sports are available for the 80/81 academic year. Non-game plan sports include amputee sports, blind sports, cycling, handball, karate, racquetball, roller skating, silent sports, wheelchair sports and a number of other categories. Students may contact Rita Shelley in the Administration Office for further information.

R.S.

Employers told to seek skilled workers

By KARENN KRANGLE

Vancouver employers and personnel officers were urged Monday to consider the individual skills of prospective employees, rather than seek university graduates only.

At a seminar jointly sponsored by Vancouver Community College and the Vancouver Board of Trade, about 50 business representatives were told that university-educated applicants do not always make the best employees.

They were advised to work closely with other post-secondary institutions that can train students to fit particular job categories.

"Education is now more of a consumer-oriented product, and unless we get feedback we're not going to be successful," said VCC principal Tony Manera. "Rather than capsule job qualifications into one university degree, employers should look more at the job specifications, and the types of employees who have those skills."

"Jobs are constantly changing, and it's

ridiculous to preconceive (about qualifications). Sometimes higher education can act as a handicap."

Manera, and the principals of VCC's other campuses, gave a rundown of the programs offered by the college which, they said, "address the in-house needs of the Vancouver business community."

"For the majority of employers, a university education is not what they're looking for," said King Edward campus principal Harry Pankratz. "VCC, because of its sheer size, has the flexibility, pool of experienced staff and accredited variety of programs to help you, the employer."

John Hatchett, director of employee relations for the B.C. Telephone Co., said employers tend to look for people with up-to-date skills, rather than degrees, diplomas or certificates.

"Being able to solve problems can make the difference between someone who can progress up the hierarchy and someone who stays at the bottom," he said. "One of the problems we face is asking what we want. Do we want a finished product com-

ing out of the school system?

"Do we want someone equipped to face the technology of tomorrow? Are we trying to develop people who will be narrow and specific?"

Audrey Schatz, president of B.C. Personnel, said there's a lack of proper training for secretarial positions.

"Between now and 1985, the largest area of shortage in Canada will be in the secretarial field," she said. "Sixteen thousand secretaries, stenographers and typists will be needed in Canada."

"Specialization in the office will be the name of the game. A college degree will be a less impressive credential."

"The pay for nuts-and-bolts jobs will be getting better."

Schatz said office workers need more comprehensive training in shorthand, use of office equipment — including computers, and typing, and should have a greater academic knowledge.

"Students are being routed into commercial courses without an academic background," she said. "Few students who can-

not maintain their academic levels are capable of working in an office."

Schatz and other employers expressed concern about the lack of "communication" skills of job applicants and their poor grammar and writing abilities.

"We throw it to the universities, and they tend to send the ball back to the high schools," one employer said. "They in turn blame the elementary schools who cannot blame anyone."

Manera replied that although communications courses are taught at VCC, instructors in all subjects are encouraged to monitor students' use of language.

Employers also were concerned about the long waiting lists for some of VCC's limited-enrolment programs.

Manera said the college is trying to expand its facilities.

Board of Trade spokesman Mark Ricketts said Monday's seminar was to be the first in a series, and that other sessions, with vocational and technical institutions, may be held in the near future.

4) LOST, STRAYED OR STOLEN!



SOME VERY IMPORTANT MATERIALS DISAPPEARED FROM JIM MACNAB'S LETTER SLOT LATE MONDAY, NOVEMBER 26 OR EARLY TUESDAY, NOVEMBER 27; HOPEFULLY TAKEN IN ERROR.

IF ANYONE HAS MATERIALS WITH JIM'S NAME ON THEM, PLEASE RETURN THEM.

B.L.

ALSO MISSING! A BOOK FROM THE INFORMATION CENTRE ENTITLED "IF YOU DON'T KNOW WHERE YOU'RE GOING YOU'LL PROBABLY END UP SOMEWHERE ELSE".

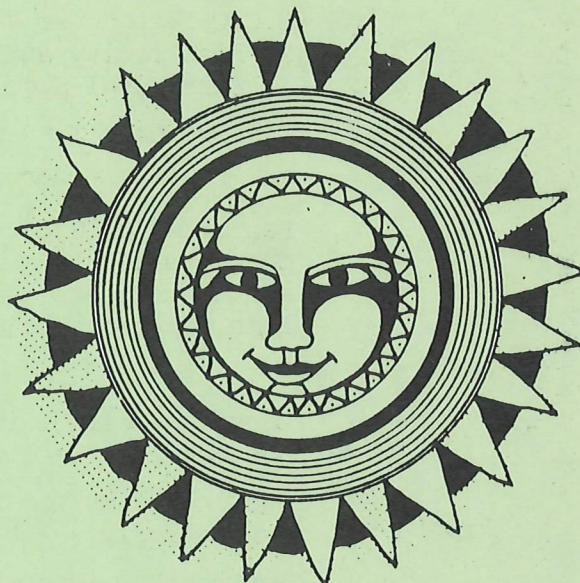
This is a book that is very difficult to procure. We would appreciate its return.

N.C.

5) TROPICAL PARADISE???????

Peter Littleboy is vacationing in SUNNY Fort Langley until 17th December and Barbara Little has taken over BTSD! (Don't get sunburned, Peter!

P.L.



6) CANADIAN WOMEN'S STUDIES JOURNAL

The forthcoming publications of Canadian Women's Studies need your contribution: in writing, that is. The theme of the April publication is Decade; that for next August is Creativity: Photography. Since deadlines are mid-January and mid-April, now is the time to make your submission. Submissions for Decade should consider an overview of, or a specific accomplishment of the Seventies in Canada. The useful areas to cover may range from "Male Responses to the Movement Over the Decade" to "Overview of Provincial Women's Issues".

For further information, see letter on bulletin boards or contact Barbara Latham at Camosun College.

J.C.

7) POSITION OPENINGS

Vancouver Community College requires a College Facilities Planning Coordinator. The appointment is immediate for an initial two-year term which may be extended by mutual agreement until project completion.

Closing date for applications is December 7, 1979.

V.C.C. Vancouver Vocational Institute requires an Instructor in Electricity and Industrial Electronics and an Instructor in Structural Steel Drafting.

Closing date for applications is November 30, 1979.

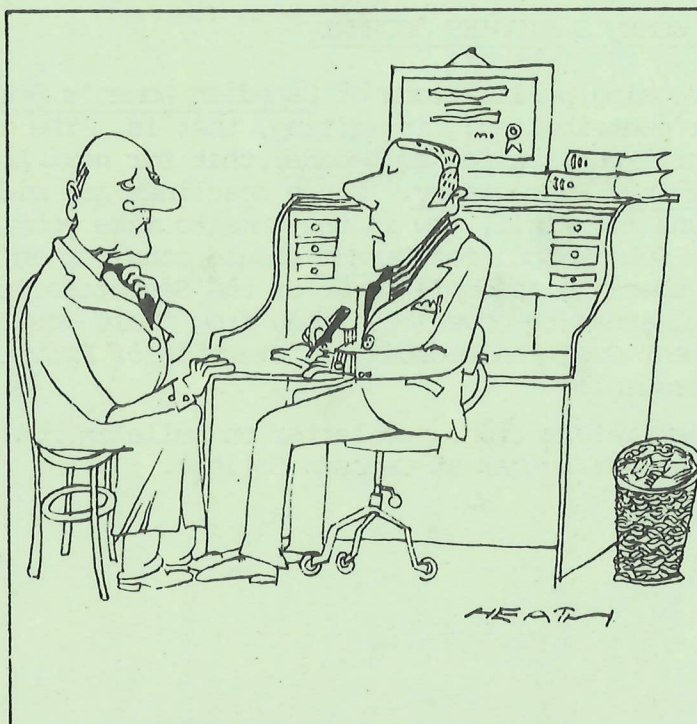
Fairview College (500 Ks northwest of Edmonton) has openings for a Business Instructor - Secretarial Arts, and a Business Instructor - Local Government Option. Both positions to start January 2, 1980.

Okanagan College in Kelowna has openings for: Information and Resource Development Officer & a Mathematics Instructor.

Closing dates for applications is December 5 and December 12, respectively.

For further information on the above positions, please see postings on faculty bulletin boards.

H.E.P.



"There's nothing much wrong with you,
it's just that you're becoming obsolete."

8) CONDOLENCES

Duc Vinh Duong, an E.L.T. student at our campus, passed away this past week. Funeral services were on Tuesday.

Vinh was 42 and was a successful businessman in Vietnam, but valued freedom. On his third attempt, Vinh Duc escaped to Malaysia in 1978 and was held there in a refugee camp until coming to Canada this past July. Some of his family also fled Vietnam and are scattered around the world. His E.L.T. class remembers him saying "If the Communists come to Canada, I will be the first man there fighting." Strange words - for Vinh Duc was such a quiet man.

J.P.

9) "A HIMALAYAN EXPERIENCE"

V.C.C. Continuing Education Langara presents the above named film by Dr. Vinod J. Modi. This is the third slide series that Dr. Modi has created and presented publicly. He has selected 160 slides from hundreds he too last year in his travels in Nepal.

DATE: Friday, December 7, 1979
TIME: 20.00 hours
PLACE: Main Theatre, Langara Campus
ADMISSION: \$1.50 per adult (payable at the door) - half price to students and pensioners)

M.G.



10) PROCEDURE REGARDING ABSENCE OWING TO
ILLNESS IN EXCESS OF TEN (10) CONSECUTIVE
DUTY DAYS

Faculty are reminded that the following procedure MUST be followed when absent for duty in excess of ten (10) consecutive duty days.

1. A "Notification of Long-Term Absence" form must be completed, indicating the date of commencement of absence and the reason for such absence. (This form can be completed in advance in cases where surgery is scheduled, etc.)

Please note that computation of sick leave credits, initiation of insurance coverage, etc. can not be undertaken until the above form is received in the Campus Principal's office.

If, after receipt of this Notification and computation of sick leave credits, it is discovered that these sick leave credits will expire before the anticipated return to duty, a Request for Personal Leave of Absence (without pay) must then be requested by the instructor concerned, and at that time the salary indemnity plan will go into effect.

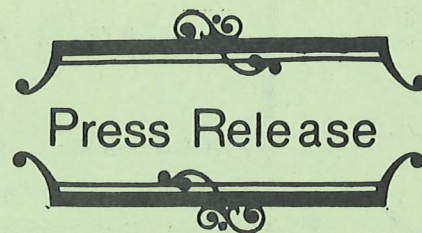
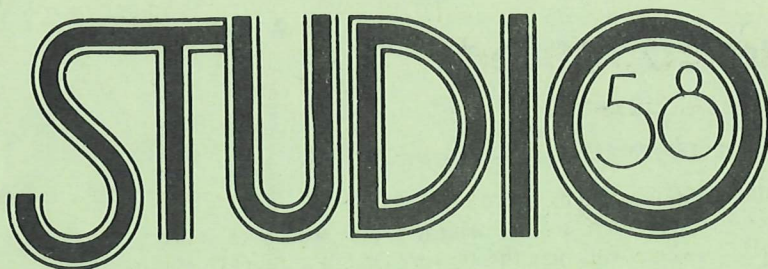
2. A "Notice of Intention to Return to Duty" must be completed and submitted to the Campus Principal before any scheduled return to duty. This notice should be submitted to the Campus Principal well in advance of the anticipated return. (It is suggested that one month's notice be provided by instructors on leave for six months or longer, and at least one week's notice by those instructors absent for less than six months.)

3. A "Certificate of Fitness to Resume Instructional Duties" must be completed by the instructor's personal physician and forwarded to the Director of V.C.C. Health Services. Before an instructor may return to duty, this Certificate must be accepted by the Director of V.C.C. Health Services. Until this Certificate has been approved and the notification of approval forwarded to the Campus Principal, an instructor may not resume duty.

Normally, the Certificate is taken to the physician on or about the time that the Notice of Intention to Return to Duty is submitted. Instructors should allow sufficient time for both forms to be completed and received by the Campus Principal before planning on their return to duty.

These forms are quite simple in format and require very little time to complete. However, without them, or lacking any one of them, it is difficult to ensure that all possible help and protection is extended to the instructor concerned.

Forms are available from the file clerk in the main office or through the Principal's office.



RECEIVED NOV 27 1979

NOVEMBER 7, 1979
CONTACT: 324-5227

FOR IMMEDIATE RELEASE

STEVIE THE CANADIAN PREMIERE

NOVEMBER 28 - DECEMBER 15

STUDIO 58 presents the Canadian Premiere of STEVIE by Hugh Whitmore, Nov.28-Dec.15. Performances are nightly Monday-Saturday at 8:00 p.m. Admission is \$3.50 Mon. thru Thurs. and \$4.00 Fri. and Sat. evenings. Reservations: 324-5227.

STEVIE is inspired by the life and writings of English poetess Stevie Smith(1902-71). "Stevie Smith was born old and she never grew up." She was the "suburban poet", content to share her life in the familiar surroundings of her childhood home with a maiden aunt, fondly known as "the lion of Hull." Through her poetry and personal philosophy of life and death, Stevie is revealed as an independently imaginative and intriguing character. Although afflicted with a lack of social confidence and shyness (chain smoking and downing gins before poetry readings), Stevie managed to convert these awkward moments into her own endearing eccentricities. The story of Stevie's life, her poetry, her relationship with her aunt and the men in her life, creates a warm and delightful evening of entertainment.

When first presented in London in March 1977, STEVIE featured Glenda Jackson in the title role. Among the critics who praised the production, Catherine Itzin of Plays & Players claimed it was "a remarkable play", which "not only turned me back "on" to poetry, but left me full of admiration for the playwright, and the production as well as the poet." Glenda Jackson also starred in the movie STEVIE which was released this past summer in Canada.

Brenda Robins will perform the title role in STUDIO 58's production of STEVIE, with Cheryl Swarts as the delicious "tea-time" Aunt and Colin Mochrie as the Man, a composite of friend, lover, literary adviser and narrator. STEVIE is directed by BOB BAKER who also directed the smash hit PRESENT LAUGHTER this past summer at STUDIO 58. Bob directed Blind Dancers for the New Play Centre's Du Maurier Festival, as well as Back to Beulah and Why Hanna's Skirt Won't Stay Down for the Playhouse New Series. Bob's acting experience includes 4 seasons at Stratford, and roles at the Vancouver Playhouse, Toronto's Tarragon Theatre and Alberta Barter Theatre, where he was Co-Artistic Director. He is currently teaching acting at STUDIO 58. Richard Cook and Eunice Pengelly will continue with their outstanding work for STUDIO 58 as set and costume designers, respectively.

LANGARA 100 W.49th AVE. VANCOUVER. V5Y 2Z6. 324-5227

Who Are The Educated?

A (SOLILOQUY) WITH SOCRATES

By DOUGLAS WARNER, *Vice President, Abilene Christian University at Dallas*

Delivered at Abilene Christian University at Dallas, Dallas, Texas, May 13, 1979

MY dear Socrates, I perceive that you would have me discuss the qualities of an educated man. Your inquiry is well timed; for, I have pondered the subject as of late. Perhaps, I have an answer that will satisfy you.

The educated man is one who knows. The educated man knows because he has carefully learned the teachings of the scholars. He is one who can name the animals; he can name the mountains. The educated man can name the seas and the fishes of the seas; and he has learned the names of the great ones — where they were born, when, and when they died. Indeed, the educated man is he who knows.

My friend, I sense disappointment. Have I said something to displease you? Have I said too much; perhaps, I failed to say enough. I will add; the educated man is he who knows and knows he knows. And, because he knows, he is capable of instructing others as to that which is right or wrong; and in this way, he too, becomes a teacher.

Dear Socrates, I think you frown? You must help me if I have missed the mark. If the educated man is not that which I have said, then, what? Is he something more? Is he something less? Do tell me, dear Socrates, who is educated?

Now you smile. Have I said something humorous? If so, I assure you it was not intended. For my inquiry is honest. I earnestly seek an answer.

You smile again. I know there is something in your smile that I should pursue, but your smile is brought by a question. Am I to conclude that there is something special about my question?

Your look would have me believe that I have struck an answer. But, dear Socrates, I have made no definitive statement. Quite to the contrary, I have posed a disturbing inquiry.

Now, you confuse me. Although your eyes burn brightly, as if I am on the path to something, the answer evades me. I say to you that the educated man is he who knows, and you frown. I ask a question; I show my ignorance, and you smile. Do you comfort a fool or would you have me conclude that, "he who is educated is he who does not know?" Perhaps, you would have me say that the educated man is he who asks questions.

Dear Socrates, I spoke in jest; yet, your feeling of approval would support my summation. And, in truth, even when I spoke, I felt something quicken within. As if I had remembered something forgotten, as if I had come upon a truth once known, but long buried.

But, now, having stumbled into this newly discovered thought, I am confronted with two fresh inquiries. If the educated man is he who asks questions, what kind of questions will he ask. More importantly, dear Socrates, if it is the educated man who asks, who is to answer?

First, I shall explore the nature of questions. Is it who I am that is important or would it not be better to ask, why? Is the question, who were the great ones not overshadowed by the inquiry, why were they great? Is it enough to know the labels given to the universe and yet, never quiz its purpose. Would we give names to the nature of man and yet never understand man himself. Would we classify all the flowers of the field and yet never ponder their origin or splendor.

Could I be so bold as to say, the educated man is, indeed, he who dares to ask. It is he who seeks beyond the names, the labels, beyond that which is, and ponder the unknown, probes beyond that which is understood.

answer? If it is the educated man who asks, indeed, from whom will come the answer? Does it matter? Does it matter who will answer. For, is it not the task of the educated to pose the question. Realizing that a question is like a key, it will unlock curiosity; it will enflame inquiry. Would you have me say that a well posed question will not go unchallenged. That, all men seem to respond to a probing question like a kitten who cannot deny a ball of twine. But the kitten, upon seeing the twine, will pounce upon it and will not relinquish the ball until it is completely unraveled, and the end exposed.

Is it not also so with man who is given a probing question. He will play with it, he will ponder, he will unravel, he will find its end.

My dear Socrates, have I stumbled into an answer to the inquiry? Have I, too, like a kitten with a ball of twine, unraveled the question of who is educated? Indeed, may I boldly say that the educated man is he who knows that he does not know. But, the educated man does not fear this truth, and because he does not fear ignorance, he will dare to challenge the unknown. And he knows his challenge will not go unanswered.

And what of this occasion, dear Socrates. What of us who have gathered here today to celebrate what we have accomplished. Would you have me tell them that they have learned only the tools of inquiry. That the greatest learning is yet to come.

Should I reveal to them that education is not something given, it is something found.

Should I tell them that the greatest truths are those discovered in one's own mind, and that the greatest questions to be answered are those that are asked of self.

Should I reveal to them that learning is a life-long quest and that the antonym to knowledge is not ignorance, but complacency.

How do we make them understand that learning is never over, it has no end. Indeed, each day is its beginning.

How do we spark the flame of curiosity; how do we encourage them to seek, to ponder, to wonder and to ask. How do we instill within them the courage to dare challenge the other side of tomorrow. How do we get each one to begin the journey inward, the longest journey in life . . .

Dare we share with them the real truth. There are no gifts of knowledge. Each person must become his own teacher and only from within can one unravel his own web of ignorance.

Dear Socrates, please tell me, how do we share with all mankind — a simple, little ball of twine?

Indeed, is the educated man he who knows and knows he knows, and, if so, what does he really know? Or, can it be that the educated man is one who has learned of his own ignorance and does not find ignorance bliss. But, in recognizing his ignorance, demands to rise above it; he demands to challenge the unknown; he will not accept ignorance.

Indeed, is it not the educated man who can acknowledge his ignorance yet refuses to allow that confession to dampen his curiosity. In fact, his curiosity is aroused to such an audacity that he constantly probes beyond that which is.

Yes, I can see that it is the educated man who asks the questions. Now I am left with a bigger concern, who will

VITAL SPEECHES OF THE DAY

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