

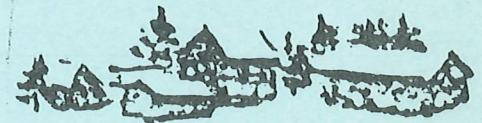
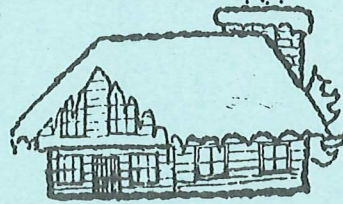
KING EDWARD TIMES

VOLUME VII, No. 37

January 7, 1982

wish you all a
bright New Year-

January



KCC

King Edward Campus

SPECIAL THANKS

A special "Thank You" to the administrators and counsellors who "wined and dined" the clerical staff at K.E.C. on December 21. It was a gala affair - delicious food, excellent wine, a Christmas tree loaded with gifts, and good music for dancing.

We enjoyed every minute of it and appreciate your thoughtfulness in hosting such a wonderful event each year. CHEERS!

M.G.

GOODIES GALORE!

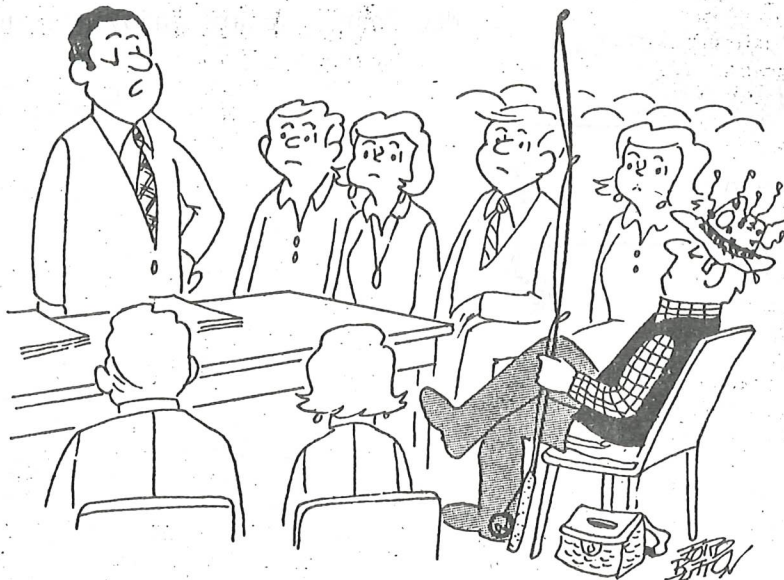
One more special "Thank You" for all the "goodies" brought to us over the Holidays by various faculty and staff members. They more than satisfied our voracious appetites, especially we "Choclaholics"!

M.G.

MORE BOUQUETS

I am sure all participants will join me in giving sincere thanks to the Counselling Department for the "Bangers and Mash Bash" they hosted on December 23. Counsellors, your thought and your efforts in hosting what is becoming a K.E.C. tradition is very much appreciated by us all.

E.C.C.



"I welcome you to our meeting on the handicapped. I can see that some of us are not too familiar with the mainstreaming concept."

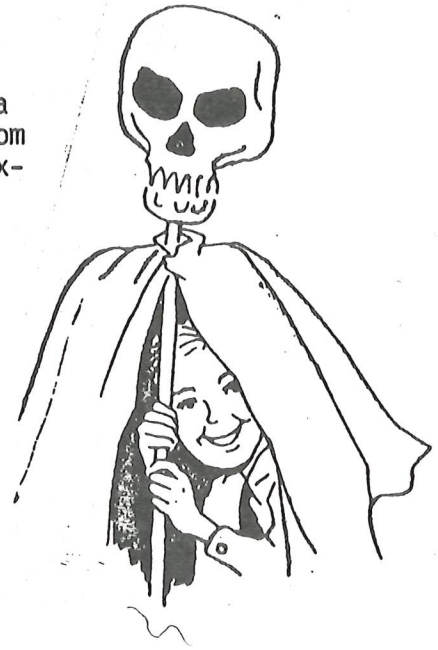
NOSTALGIA

The ghost of 419 was really my invention, but it made a good story and the E.L.T. students up in that attic room in the old King Ed building enjoyed the supernatural explanation for the strange creaks, groans, knocks and bangs they heard daily during our classes. He became our ghost and we were quite fond of him during the several months we spent together.

The next teacher in that room, having been rather startled by the noises, accepted my explanation - but with reservations. She never really liked our ghost and when one day he was just too fierce and noisy, she decided that she had had enough. While she went downstairs to report the strange goings-on, her students discovered that the permanently locked door at one end of the long narrow room was hot. They left the room hurriedly; the fire alarm was sounded and ----- you know the rest!

I think the ghost of 419 was trying to tell us something. You see, he always was friendly.

A.F.



A great, big "thank you" to the V.I.A. for the lovely bouquet of flowers which arrived on Tuesday, wishing us a Happy New Year. We are enjoying, enjoying!

K.E.C. Staff



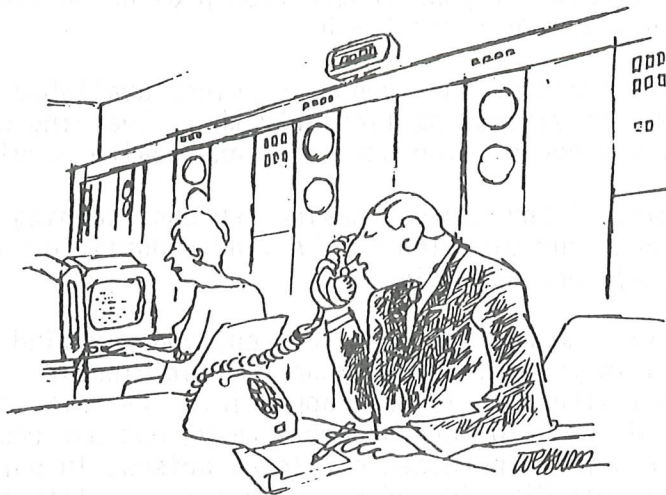
ARE WE DOING OUR PART?

Academicians also have made notable contributions to the state of the bureaucratic art in procedural as well as semantical endeavors. Student registration procedures at colleges, for example, reflect effective collaboration by faculty and administration officials in introducing students to the sanctity of established channels. Though the system may vary from institution to institution, the students quickly learn that planning and logic are matters for classroom discussion, not a basis for campus operations.

Students must master the forms, decipher the course offerings, and learn the sequence-maze that will enable them to find faculty advisers at a table in the gymnasium or in some departmental office. Patience, hope, and charity are taught the students as they experience special meditation periods while waiting to have their course cards initialed or have their money accepted. Variety is occasionally added when computer cards are used, and special artistry may be introduced when the cards are color coded for the clearances used in previous registration periods but no longer in use. The optimal level of procedural instruction is reached, however, when students learn that class sections that fit their schedule needs are filled, and they must begin the course-card process anew.

James H. Boren, "When in Doubt, Mumble" pp 68

G.P.



"Certainly we can answer the question, 'How much is six times nine?' May I ask who's calling?"

STUDENT INFORMATION AND EVALUATION

As you meet your new class(es), your students are very curious and often concerned as to the criteria by which you decide how grades, if applicable, are awarded, or how you decide as to whether or not they are to progress to the next level at the end of the course. (Students earn the grades that you award!)

You must give them this information, preferably in writing, when first you meet each class, and repeat it from time to time.

At the same time, you must advise your students as to the general objectives of the course--what it is that they will have to do to be successful. It may be that on learning the general objectives, they will wish to transfer to courses which more appropriately meet their needs.

As an instructor, you have the responsibility of ensuring that the objectives of each course in which you are involved are consistent with the objectives of the College and of the program. If you have any doubts about these objectives, please discuss them with your department head.

Although many students receive assessments before registering, the assessment process is not foolproof. If you find that some of your students have been inappropriately placed, please advise your co-ordinator or department head as early as is possible so that transfers may be made.

At all times, the student must be made aware of progress being made so that the final grade will not come as a surprise. That most instructors do this is apparent, as there was only one grade appeal made for the September-December period. Please inform your students of the grade appeal procedure.

Also ensure that aspects of your instruction provide sufficient challenge to each individual you teach.

Keep your students aware of the support services available to supplement classroom activities, particularly the: Learning Centre, the Resource Centre, counselling services, and health services.

If you become aware of any student having serious learning difficulties, please inform your division's IEPA (Individualized Education Program for Adults) representative.

Enrolment is up in some courses this term and you may find that there are more students in your class(es) than you anticipated. Your efforts in handling such a situation is much appreciated by both students and administrators. We hate to turn students away, but our resources to handle them are finite. Increased enrolment arises, in part, because of the reputation that King Edward Campus has for quality instruction, provided by excellent instructors.

The responsibility for maintaining that high quality is yours--it is the least of your students' expectations. I have every confidence that you, as an individual, will meet or even surpass all expectations.

KING EDWARD DAY

The New Year has arrived. Can King Edward Day be far behind?

March 19, 1982 will be upon us before we know it and with your help the fourth King Edward Day can exceed its predecessors in the success department.

Volunteer now! Put your check mark in one of the spaces provided and leave the slip, in the office, with June Anderson (nee: Lucas) or in Howard Turpin's mail box.

THANK YOU!!

I would like to help with K.E.C. Day 1982.

Nostalgia and Ideas

☐

Food and Drink

☐

Music and Entertainment

☐

Publicity and Prizes

☐

Space and Decorations

☐

NAME: _____



COMMUNICATIONS ARTS DIVISIONAL DAY

Friday, February 12, 1982 at the Langara Campus. This is the second reminder of "D-Day" for all staff within the division. You are reminded that it is a duty day, but the diverse, multi-cultural program that is organized should be sufficiently stimulating to encourage attendance.

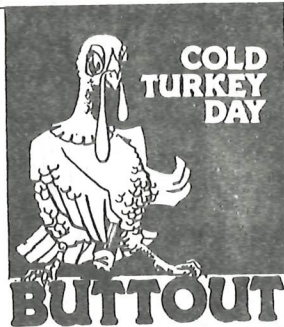
Luncheon tickets at \$5 each (subsidized by the Division) will be available after January 12 from your department heads. Please purchase these as soon as possible to facilitate our catering arrangements.

M.K.D.

ENGLISH PLACEMENT TEST

This is an advance notice that there will be an English Placement Test given on Tuesday, March 16. Where appropriate, please inform your students. The scheduled times and rooms will be given near to the date of the tests.

R.F.C.



January 13, 1982
Stop Smoking Today



LUNGS ARE FOR LIFE

The Health Services' next Health Week is January 11 to 15. Plan to visit the Health Services display in Room 110 on Wednesday, January 13 from 10:00 a.m. to 2:00 p.m.

Pick up your free button and pamphlets on smoking, allergies, T.B., and colds: Stay to see a movie; or try the mechanical lung to see what smoke does to your lungs.

Wednesday the 13th is also "Cold Turkey Day" across the Province. Join the non-smoking majority and pick up your lapel sticker and survival tips from Room 319 anytime, or from Room 110 on Wednesday. Try it for a day.

Classes can be arranged by calling Health Services at Local 34.

P.R.

ARE YOU A POTENTIAL INTERVIEWER?

If you are, let me know. We are going to interview various faculty members who have been here for some years... get their stories of their experiences here... for a book we're hoping to get together for King Ed Day.

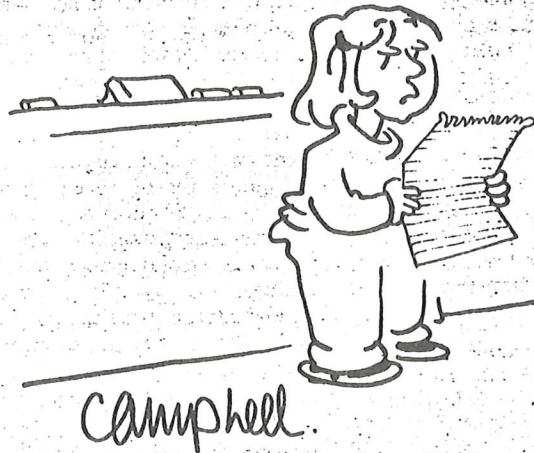
Put your name in my mailbox NOW! Thanks -

Greta Nelson

KNOWLEDGE NETWORK INFORMATION GUIDE

A folder, containing detailed descriptions of all the courses being given on the KNOWLEDGE NETWORK (Channel 18) has been placed in the Counselling Resource Centre.

R.F.C.



"Susan B. Anthony was an American woman minted in nineteen seventy-nine. . . ."

FROM THE AQUARIAN CONSPIRACY - by Marilyn Ferguson - 1980

ASSUMPTIONS OF THE OLD PARADIGM OF EDUCATION	ASSUMPTIONS OF THE NEW PARADIGM OF LEARNING	ASSUMPTIONS OF THE OLD PARADIGM OF EDUCATION	ASSUMPTIONS OF THE NEW PARADIGM OF LEARNING
Emphasis on <i>content</i> , acquiring a body of "right" information, once and for all.	Emphasis on learning how to learn, how to ask good questions, pay attention to the right things, be open to and evaluate new concepts, have access to information. What is now "known" may change. Importance of <i>context</i> .	Guessing and divergent thinking discouraged.	Guessing and divergent thinking encouraged as part of the creative process.
Learning as a <i>product</i> , a destination.	Learning as a <i>process</i> , a journey.	Emphasis on analytical, linear, left-brain thinking.	Strives for whole-brain education. Augments left-brain rationality with holistic, nonlinear, and intuitive strategies. Confluence and fusion of the two processes emphasized.
Hierarchical and authoritarian structure. Rewards conformity, discourages dissent.	Egalitarian. Candor and dissent permitted. Students and teachers see each other as people, not roles. Encourages autonomy.	Labeling (remedial, gifted, minimally brain dysfunctional, etc.) contributes to self- fulfilling prophecy.	Labeling used only in minor prescriptive role and not as fixed evaluation that dogs the individual's educational career.
Relatively rigid structure, prescribed curriculum.	Relatively flexible structure. Belief that there are many ways to teach a given subject.	Concern with norms.	Concern with the individual's performance in terms of potential. Interest in testing outer limits, transcending perceived limitations.
Lockstep progress, emphasis on the "appropriate" ages for certain activities, age segregation. Compartmentalized.	Flexibility and integration of age groupings. Individual not automatically limited to certain subject matter by age.	Primary reliance on theoretical, abstract "book knowledge."	Theoretical and abstract knowledge heavily complemented by experiment and experience, both in and out of classroom. Field trips, apprenticeships, demonstrations, visiting experts.
Priority on performance.	Priority on self-image as the generator of performance.	Classrooms designed for efficiency, convenience.	Concern for the environment of learning: lighting, colors, air, physical comfort, needs for privacy and interaction, quiet and exuberant activities.
Emphasis on external world. Inner experience often considered inappropriate in school setting.	Inner experience seen as context for learning. Use of imagery, storytelling, dream journals, "centering" exercises, and exploration of feelings encouraged.		

**ASSUMPTIONS OF THE OLD
PARADIGM OF EDUCATION**

Bureaucratically
determined, resistant
to community input.

Education seen as a social
necessity for a certain
period of time, to
inculcate minimum skills
and train for a specific
role.

Increasing reliance on
technology (audiovisual
equipment, computers,
tapes, texts),
dehumanization.

Teacher imparts
knowledge; one-way
street.

**ASSUMPTIONS OF THE NEW
PARADIGM OF LEARNING**

Encourages community
input, even community
control.

Education seen as lifelong
process, one only
tangentially related to
schools.

Appropriate technology,
human relationships
between teachers and
learners of primary
importance.

Teacher is learner, too,
learning from students.

The old assumptions generate questions about how to achieve norms, obedience, and correct answers. The new assumptions lead to questions about how to motivate for lifelong learning, how to strengthen self-discipline, how to awaken curiosity, and how to encourage creative risk in people of all ages.

LEARNING IS TRANSFORMING

If the right side of this dichotomy is where you are or where you are going, consider the following K.E.C. Continuing Education courses for professional development:

Ventures I (begins February 3)

Inner Dimensions

Communicating Effectively

Effective Strategies for

Teaching, Living and Learning

Language Learning the Silent Way

} (begin next week

See the Continuing Education bulletin board or contact Peter Ballin or Dawn Eurchuk in Room 308 B (local 50) for more information.

P.J.B.

WIN A PRIZE

The following is a letter from someone who would like to work for us. Unfortunately, I am having difficulty in deciding in which department this person would be best suited.

Please help me!

I am offering a small prize to the reader who will provide me with the best lucid six line précis of the application so that I can understand it and provide an appropriate response.

R.F.C.

December 29, 1981

Vancouver Community College
King Edward Campus
2750 Oak Street
Vancouver, B.C.

Dear Sir/Madam:

Enclosed is a current resume forwarded for your review in the hope that you presently have or anticipate having some vacancy that would correspond with my background.

Over the past years, I have combined working experience in the general area of administration and money management with theoretical background in the area of interpersonal and mediated (print, oral-aural, photography, video, film, etc.) communication integrated with teaching and research skills.

My goal remains one of working in a capacity where all of this acquired knowledge would be useful in the long term. The concerns of my thesis focus on intercultural values and how they are structured, perceived and mediated within the film environment as part of a pluralistic societal framework. Specifically, my area of interest is Russia in the 1920's and the 1930's. A parallel inquiry is the validity of the methodological approach being used and the use of still shots as a data base as compared with other existing methods and arguments therein. This area of study and understanding can provide a necessary sensitivity when dealing with film and the public.

References are available upon request.

Thanking you in advance for your consideration, I remain.

Yours truly,

POUND-TO-KILOGRAM PRICE TRANSLATION TABLE

	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
PRICE PER POUND \$	PRICE PER KILOGRAM									
0.00	0.00	0.02	0.04	0.07	0.09	0.11	0.13	0.15	0.18	0.20
0.10	0.22	0.24	0.27	0.29	0.31	0.33	0.35	0.38	0.40	0.42
0.20	0.44	0.46	0.49	0.51	0.53	0.55	0.57	0.60	0.62	0.64
0.30	0.66	0.68	0.71	0.73	0.75	0.77	0.79	0.82	0.84	0.86
0.40	0.88	0.90	0.93	0.95	0.97	0.99	1.01	1.04	1.06	1.08
0.50	1.10	1.12	1.15	1.17	1.19	1.21	1.24	1.26	1.28	1.30
0.60	1.32	1.35	1.37	1.39	1.41	1.43	1.46	1.48	1.50	1.52
0.70	1.54	1.57	1.59	1.61	1.63	1.65	1.68	1.70	1.72	1.74
0.80	1.76	1.79	1.81	1.83	1.85	1.88	1.90	1.92	1.94	1.96
0.90	1.98	2.01	2.03	2.05	2.07	2.09	2.12	2.14	2.16	2.18
1.00	2.21	2.23	2.25	2.27	2.29	2.32	2.34	2.36	2.38	2.40
1.10	2.43	2.45	2.47	2.49	2.51	2.54	2.56	2.58	2.60	2.62
1.20	2.65	2.67	2.69	2.71	2.73	2.76	2.78	2.80	2.82	2.84
1.30	2.87	2.89	2.91	2.93	2.95	2.98	3.00	3.02	3.04	3.06
1.40	3.09	3.11	3.13	3.15	3.18	3.20	3.22	3.24	3.26	3.29
1.50	3.31	3.33	3.35	3.37	3.40	3.42	3.44	3.46	3.49	3.51
1.60	3.53	3.55	3.57	3.59	3.62	3.64	3.66	3.68	3.70	3.73
1.70	3.75	3.77	3.79	3.81	3.84	3.86	3.88	3.90	3.92	3.95
1.80	3.97	3.99	4.01	4.03	4.06	4.08	4.10	4.12	4.15	4.17
1.90	4.19	4.21	4.23	4.26	4.28	4.30	4.32	4.34	4.37	4.39
2.00	4.41	4.43	4.45	4.48	4.50	4.52	4.54	4.56	4.59	4.61
2.10	4.63	4.65	4.67	4.70	4.72	4.74	4.76	4.78	4.81	4.83
2.20	4.85	4.87	4.89	4.92	4.94	4.96	4.98	5.00	5.03	5.05
2.30	5.07	5.09	5.12	5.14	5.16	5.18	5.20	5.23	5.25	5.27
2.40	5.29	5.31	5.34	5.36	5.38	5.40	5.42	5.45	5.47	5.49
2.50	5.51	5.53	5.56	5.58	5.60	5.62	5.64	5.67	5.69	5.71
2.60	5.73	5.75	5.78	5.80	5.82	5.84	5.86	5.89	5.91	5.93
2.70	5.95	5.98	6.00	6.02	6.04	6.06	6.09	6.11	6.13	6.15
2.80	6.17	6.19	6.22	6.24	6.26	6.28	6.31	6.33	6.35	6.37
2.90	6.39	6.42	6.44	6.46	6.48	6.50	6.53	6.55	6.57	6.59
3.00	6.61	6.64	6.66	6.68	6.70	6.72	6.75	6.77	6.79	6.81
3.10	6.83	6.86	6.88	6.90	6.92	6.94	6.97	6.99	7.01	7.03
3.20	7.05	7.08	7.10	7.12	7.14	7.16	7.19	7.21	7.23	7.25
3.30	7.28	7.30	7.32	7.34	7.36	7.39	7.41	7.43	7.45	7.47
3.40	7.50	7.52	7.54	7.56	7.58	7.61	7.63	7.65	7.67	7.69
3.50	7.72	7.74	7.76	7.78	7.80	7.83	7.85	7.87	7.89	7.91
3.60	7.94	7.96	7.98	8.00	8.02	8.05	8.07	8.09	8.11	8.13
3.70	8.16	8.18	8.20	8.22	8.25	8.27	8.29	8.31	8.33	8.36
3.80	8.38	8.40	8.42	8.44	8.47	8.49	8.51	8.53	8.55	8.58
3.90	8.60	8.62	8.64	8.66	8.69	8.71	8.73	8.75	8.77	8.80
4.00	8.82	8.84	8.86	8.88	8.91	8.93	8.95	8.97	9.00	9.02
4.10	9.04	9.06	9.08	9.11	9.13	9.15	9.17	9.19	9.22	9.24
4.20	9.26	9.28	9.30	9.33	9.35	9.37	9.39	9.41	9.44	9.46
4.30	9.48	9.50	9.52	9.55	9.57	9.59	9.61	9.63	9.66	9.68
4.40	9.70	9.72	9.74	9.77	9.79	9.81	9.83	9.85	9.88	9.90
4.50	9.92	9.94	9.96	9.99	10.01	10.03	10.05	10.08	10.10	10.12
4.60	10.14	10.16	10.19	10.21	10.23	10.25	10.27	10.30	10.32	10.34
4.70	10.36	10.38	10.41	10.43	10.45	10.47	10.49	10.52	10.54	10.56
4.80	10.58	10.60	10.63	10.65	10.67	10.69	10.71	10.74	10.76	10.78
4.90	10.80	10.82	10.85	10.87	10.89	10.91	10.93	10.96	10.98	11.00

To find price per hundred grams (100 g): Take one-tenth of the price per kilogram and round to the nearest cent.

Example: If price per kilogram is \$4.41, for one hundred grams it is \$0.441, which may be rounded to 44 ¢. In other words, 4.41 \$/kg is equivalent to 44 ¢/100 g.

To calculate kilogram prices: Pound prices multiplied by 2.2046 will give kilogram prices. 1.00 \$/lb. = 2.2046 \$/kg, which may then be rounded to the nearest cent.

Example: If price per pound is \$2.00, \$2.00 x 2.2046 gives \$4.4092. The price per kilogram may be shown as 4.41 \$/kg, rounded to the nearest cent.

	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
PRICE PER POUND	PRICE PER KILOGRAM									
\$										
5.00	11.02	11.05	11.07	11.09	11.11	11.13	11.16	11.18	11.20	11.22
5.10	11.24	11.27	11.29	11.31	11.33	11.35	11.38	11.40	11.42	11.44
5.20	11.46	11.49	11.51	11.53	11.55	11.57	11.60	11.62	11.64	11.66
5.30	11.68	11.71	11.73	11.75	11.77	11.79	11.82	11.84	11.86	11.88
5.40	11.90	11.93	11.95	11.97	11.99	12.02	12.04	12.06	12.08	12.10
5.50	12.13	12.15	12.17	12.19	12.21	12.24	12.26	12.28	12.30	12.32
5.60	12.35	12.37	12.39	12.41	12.43	12.46	12.48	12.50	12.52	12.54
5.70	12.57	12.59	12.61	12.63	12.65	12.68	12.70	12.72	12.74	12.76
5.80	12.79	12.81	12.83	12.85	12.87	12.90	12.92	12.94	12.96	12.99
5.90	13.01	13.03	13.05	13.07	13.10	13.12	13.14	13.16	13.18	13.21
6.00	13.23	13.25	13.27	13.29	13.32	13.34	13.36	13.37	13.40	13.43
6.10	13.45	13.47	13.49	13.51	13.54	13.56	13.58	13.60	13.62	13.65
6.20	13.67	13.69	13.71	13.73	13.76	13.78	13.80	13.82	13.84	13.87
6.30	13.89	13.91	13.93	13.96	13.98	14.00	14.02	14.04	14.07	14.09
6.40	14.11	14.13	14.15	14.18	14.20	14.22	14.24	14.26	14.29	14.31
6.50	14.33	14.35	14.37	14.40	14.42	14.44	14.46	14.48	14.51	14.53
6.60	14.55	14.57	14.59	14.62	14.64	14.66	14.68	14.70	14.73	14.75
6.70	14.77	14.79	14.81	14.84	14.86	14.88	14.90	14.93	14.95	14.97
6.80	14.99	15.01	15.04	15.06	15.08	15.10	15.12	15.15	15.17	15.19
6.90	15.21	15.23	15.25	15.28	15.30	15.32	15.34	15.37	15.39	15.41
7.00	15.43	15.45	15.48	15.50	15.52	15.54	15.56	15.59	15.61	15.63
7.10	15.65	15.67	15.70	15.72	15.74	15.76	15.78	15.81	15.83	15.85
7.20	15.87	15.90	15.92	15.94	15.96	15.98	16.01	16.03	16.05	16.07
7.30	16.09	16.12	16.14	16.16	16.18	16.20	16.23	16.25	16.27	16.29
7.40	16.31	16.34	16.36	16.38	16.40	16.42	16.45	16.47	16.49	16.51
7.50	16.51	16.53	16.56	16.58	16.62	16.64	16.67	16.69	16.71	16.73
7.60	16.75	16.78	16.80	16.82	16.84	16.87	16.89	16.91	16.93	16.95
7.70	16.98	17.00	17.02	17.04	17.06	17.09	17.11	17.13	17.15	17.17
7.80	17.20	17.22	17.24	17.26	17.28	17.31	17.33	17.35	17.37	17.39
7.90	17.42	17.44	17.46	17.48	17.50	17.53	17.55	17.57	17.59	17.61
8.00	17.64	17.66	17.68	17.70	17.72	17.75	17.77	17.79	17.81	17.84
8.10	17.86	17.88	17.90	17.92	17.95	17.97	17.99	18.01	18.03	18.06
8.20	18.08	18.10	18.12	18.14	18.17	18.19	18.21	18.23	18.25	18.28
8.30	18.30	18.32	18.34	18.36	18.39	18.41	18.43	18.45	18.47	18.50
8.40	18.52	18.54	18.56	18.58	18.61	18.63	18.65	18.67	18.70	18.72
8.50	18.74	18.76	18.78	18.81	18.83	18.85	18.87	18.89	18.92	18.94
8.60	18.96	18.98	19.00	19.03	19.05	19.07	19.09	19.11	19.14	19.16
8.70	19.18	19.20	19.22	19.25	19.27	19.29	19.31	19.33	19.36	19.38
8.80	19.40	19.42	19.45	19.47	19.49	19.51	19.53	19.56	19.58	19.60
8.90	19.62	19.64	19.67	19.69	19.71	19.73	19.75	19.78	19.80	19.82
9.00	19.84	19.86	19.89	19.91	19.93	19.95	19.97	20.00	20.02	20.04
9.10	20.06	20.08	20.11	20.13	20.15	20.17	20.19	20.22	20.24	20.26
9.20	20.28	20.30	20.33	20.35	20.37	20.39	20.41	20.44	20.46	20.48
9.30	20.50	20.52	20.55	20.57	20.59	20.61	20.64	20.66	20.68	20.70
9.40	20.72	20.75	20.77	20.79	20.81	20.83	20.86	20.88	20.90	20.92
9.50	20.94	20.97	20.99	21.01	21.03	21.05	21.08	21.10	21.12	21.14
9.60	21.16	21.19	21.21	21.23	21.25	21.27	21.30	21.32	21.34	21.36
9.70	21.38	21.41	21.43	21.45	21.47	21.49	21.52	21.54	21.56	21.58
9.80	21.60	21.63	21.65	21.67	21.69	21.72	21.74	21.76	21.78	21.80
9.90	21.83	21.85	21.87	21.89	21.91	21.94	21.96	21.98	22.00	22.02

To convert pounds to kilograms: During the transition period when some shipments may still be received in pounds, you can convert pounds to kilograms by multiplying the number of pounds by 0.453 59 to get the number of kilograms received.

Example: 50 lb. = (50 x 0.453 59) kg or 22.6795 kg, which may then be rounded to a convenient number of decimal places to suit your purpose.

POSITION OPENINGS

V.C.C./V.V.I. requires a Word Processor Operator in the Program Development Department. Closing date for applications is January 8.

V.C.C./V.V.I. requires a Temporary Librarian. Appointment is between February 15 and August 13, 1982. Closing date for applications is January 22.

V.C.C. Continuing Education Division requires an Assistant Director in Administrative Services. Applications to be submitted by January 22.

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

H.E.P.

TUTORING

In response to many phone calls requesting private Math, English and E.L.T. tutoring, the Learning Centre is compiling a list of teachers and tutors who are available for work in the above areas. If you wish to tutor privately or if you know of people who want private tutoring, please call local 37 starting Monday, January 11 and leave your information with one of the Learning Centre staff.

J.G.K.

CONTINUING EDUCATION - GUEST SPEAKER

Adult Education Specialist, Dr. Boutin de Rehr will be on campus Monday, January 11 at 9:00 a.m. in Room 110 to deliver his paper "On Getting Started". Students, Staff and Faculty are welcome.

P.B.

ADULT BASIC EDUCATION STUDENT ASSISTANCE PROGRAM

Please advise students that those in financial need may now apply for ABESAP for the current term. These are grant funds to cover tuition, books and transportation to a maximum of \$160 total for part-time and \$240 total for full-time students for the January-April period. Students eligible must not be sponsored by Manpower, MHR or other government agencies. Students in College Foundations, E.L.T. and vocational programs, except Homemaker, IHIA, Paraprofessional Worker with the Deaf, and Pharmacy Assistant, are eligible to apply.

Students should obtain applications from instructors, who may obtain them from their Department Heads. Completed applications should be submitted to instructors whose comments regarding students' need and/or attendance are greatly appreciated.

Please have students report "net" income on the budget and have them write "net" or "after taxes." As well, if the student lives at home, he should report money received from his parents above room and board next to "parents" on the budget and write "plus room and board." For example:

Parent \$60 plus room and board.

Students may apply only once during the January-April period.

Your continued assistance is invaluable in administering this worthwhile program.

R.S.

J.D.B.

POSITION OPENING - LATE ARRIVAL

V.C.C./V.V.I. requires a Secretary I in the Provincial Hospitality Industry Resource Centre. Closing date for applications is January 13.

CAPSULE OF WISDOM

Aunt Minnie reads the obituary column each morning and can't understand how people die in alphabetical order.

Some people get lost in thought because it is such unfamiliar territory to them.