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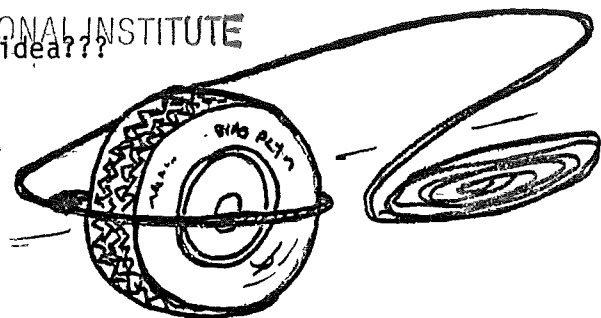
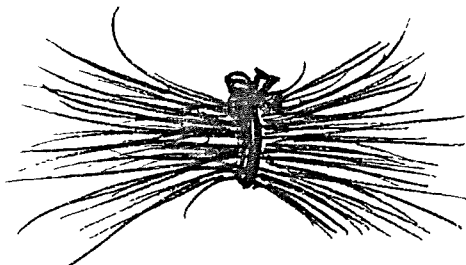
WVinsider

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BROTHER CAN YOU SPARE A DIME? . . . or an idea???

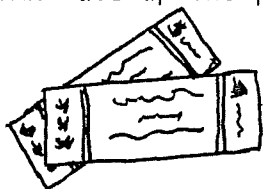
KING EDWARD lassoed a Mustang

1986



..... and made hay from Ain't Misbehavin.

LANGARA ate up the profits from 2 for 1 dinners



..... and theatre too!!



Now it's VVI'S turn to lead the search for the elusive \$, to help needy VVI students obtain an education.



The VVI Fund Raising committee is looking for ideas to raise money. If you have any, please call Joe Brown 303, Dana Fister 439, or Jackie Sandy 216.

This committee is not proud; it will accept any (legal) ideas!!!!

JS

CHAIRMAN OF THE BOARD

At its February 19th meeting, the College Board elected Mrs. E. Jarvis as Chairman of the Board, and Ms. C. Miller as Vice-Chairman for 1986. The Board also moved to retain, for the time being, the current memberships of the Board's standing committees: the Administration Committee, the Education and Students Services Committee, and the Personnel and Staff Services Committee.

MORE COURSES

- VVI has applied for a C.E.I.C. funded class of the Nursing Aide program for the period from March to July of 1986.
- VVI has also signed a contract for \$12,000 to develop the "Automating the Office Telecourse" program for the Telecollege consortium.

QUOTE OF THE WEEK

A real friend is someone who takes a winter vacation on a sundrenched beach and doesn't send a card!



TIME IS RUNNING OUT

The sale of tickets on the Mustang has reached \$11,000 and if you haven't bought your ticket yet now is the time to do so. You can't win without a ticket!!

INSTRUCTOR DIPLOMA PROGRAM

The College Board approved a joint VVI and OLI proposal to offer the Instructor Diploma program which is no longer available through UBC. The proposal suggests a combination of correspondence and face-to-face instructional delivery of the standard I.D. 101-104 courses by VVI and OLI. The proposal, an excellent one developed by Brian Dwyer, has gone to the Ministry which is receiving alternate proposals from other institutions as well. A decision by the Ministry is expected soon.

HWR

HERITAGE BUILDING RESTORATION PROJECT

The Board approved the VVI Local Economic Renewal and Development (LERD) Project to upgrade carpenters in the skills required for the restoration of heritage buildings. The project is worth \$100,000 over the next year and a half. The project proposal was the excellent work of Mr. A.W. Griffiths and others at the VVI.

HWR

AS FAR AWAY AS NEW BRUNSWICK

Counselling receives many interesting requests and queries . . . one of them is this letter from C.B. in Dieppe N.B.

"To whom it may concern,

As an 8th grade student in New Brunswick, I feel the responsibility to inform myself about my futur. At 13 years of age, I like to make people smile, laugh & feel wanted. Also, I would appreciate it for you to send me that information about an "actress". My main interests & goals is to make it to television. I thank you very much for your time & hope to see you in the futur.

Sincerly yours, C.B."

So tell us Counselling, how did we reply to C.B.?

CONGRATULATIONS KARL

Karl Gregg of the Program Development Department has been officially appointed to the M.O.E. Provincial Advisory Committee on computer technology. The main task of this group will be to assist the Ministry in preparing a discussion paper that will identify the current and potential issues facing the post-secondary system, as various aspects of computer technology are adopted in instructional environments.

****TAKE SPECIAL NOTE****

Effective immediately, the outgoing mail will be picked up at 11:30 am only. Be sure to have your mail in the mailroom before 11:30 if it must be routed that same day!!

LG

INSTITUTIONAL EVALUATION UPDATE

The Institutional Evaluation Steering Committee for VCC has spent eight months in its task of appraising and evaluating our College system, and recently the Steering Committee met with the Chairmen of the sub-committees to review the final reports. The reports were based on surveys and extensive interviews, and reflected a great amount of dedication, work, time and enthusiasm on the part of all committee chairmen and members.

Once the review of the final reports has taken place, an extensive public circulation of the draft will take place in April and May, encompassing open forums and providing further opportunities for input from anyone in the College Community.

It is expected that the complete report will be available to the External Audit Team, selected by the B.C. Institutional Evaluation Steering Committee of the Council of Principals, sometime in August.

HWR

LIBRARY NEWS

EXPO INFORMATION MANUAL

The EXPO '86 Information Manual is here! The VVI Library carries a subscription to this manual which, with regular updates, provides up to date information on all pavilions, participants, exhibits, entertainment, special events and programs of EXPO '86. It is available for your use in the library -- ask at the circulation counter.

TUESDAY FILMS - 12:00 NOON

March 4 . . . SEE YOU IN THE FUNNY PAPERS

This documentary is a personal profile of Lynn Johnston, the witty, articulate Canadian cartoonist who has captured a large and devoted audience with her internationally syndicated comic strip "For Better or for Worse". She talks of her career and of juggling fame and fortune with her role as wife and mother. The film affords a glimpse of the real lives that feed the comic strip - before they hit the funny papers.

March 11 . . . THEY CALLED ME STUPID

Dyslexia is a learning disability that affects language skills. When children with this problem struggle and fail to learn to read and write, few teachers and even fewer parents recognize what's wrong. The "electronic ear", devised by Dr. Alfred Tomatis, is being used in a Montessori School in Toronto, and is shown in this film to help children to overcome this frustrating and perplexing problem.

and EYE

Inwardly, eyes may be the windows of the soul, but when the gaze is directed outward, they become much more than organs for perceiving the world around - they become also an instrument of involvement in all of life's drama. In this highly imaginative animation film, one disembodied eye embarks on life's adventures.

NEW A/V MATERIALS

The National Nutrition Quiz
College Algebra, Level 1
Hanging Doors

PKU, Preventable Mental Retardation
Living French
Plane Geometry

Planned Ambiguity

Planned ambiguity is a technique that has to be learned by students. The following is a simplified modus operandi:

(1) Design a text study guide which requires students to make an active hunt for specific units of information and which leads them, like a road map, across difficult terrain.

(2) Design questions that tap this detailed knowledge. My favorite form is a multiple true-false question—e.g., "Which of the following is/are correct?"—that is followed by five statements

(3) Make some or all of your questions "window" questions—i.e., purposefully open to alternative interpretations. For example:

Which of the following is/are true about *Australopithecus africanus*?

- a. Raymond Dart said it was a hominid.
- b. Raymond Dart said it was a transitional ape, not yet human
- c. W. Le Gros Clark said it was a hominid.
- d. a, b and c
- e. b and c

The ambiguity of the question stems from the history of the use and significance of the term "hominid" in defining what it means to be human. When Dart found *A. africanus* in the 1920's, the Neo-Latin term *Hominidae* was available in terminological literature to describe closely related primates, but it had not taken on its modern emphasis on bipedalism. When Dart wrote, paleontologists assumed that for an early fossil to be considered human, it had to have a large brain, even though other aspects of its anatomy were primitive. The Piltdown Hoax had a large cranium and ape-like jaw and was widely accepted until the 50's as the predicted transitional form. *A. africanus* had too small a brain and was frequently interpreted as an infant chimpanzee whose skull had not yet taken on the more massive contours of ape adulthood. What was puzzling about the post-cranial remains of *A. africanus* was the clear evidence of bipedalism. The ilium of the pelvic inominates was broad and flared, almost like that of modern humans. A small-brained, bipedal creature was the reverse of the large-brained, skeletally ape-like creature which was the accepted model of early man. The same problem was confronted in the 1930's and 40's with *Homo erectus* of Java and China. Franz Weidenreich, who succeeded Davidson Black as director of the site of Choukoutien, was an expert on the characteristics of the pelvis and foot which make upright posture possible. His classic studies of Peking Man supported Black's contention that Peking Man was a primitive human, not a transitional ape, because he walked upright.

Technically, then, the answer to the multiple-choice question is "e." When W. Le Gros Clark called *A. africanus* a hominid, he was using the modern label by which early forms are now recognized as being capable of entering the human cultural niche and was expressing the modern emphasis on bipedalism vs. a large brain. Dart called *A. africanus* a transitional ape ("pithecus") because at that time a large brain was considered more definitive of humanness than was bipedalism. If during discussion of the exam a student defends the answer "d" by recapitulating the history of the development of the concept of "hominid" and by stressing that Dart emphasized the position of the foramen magnum (the "big hole" through which the spinal cord enters the cranium) as demonstrating that *A. africanus* was bipedal, I give him full credit.

Why not just give an essay question on the evolution of the concept of hominid? Other teachers may find essays more useful and reliable. I have found that when students have to struggle and fight for a point, they are more likely to grasp the significance of an idea. An active confrontation of chaos makes cosmos more likely. Also, this technique tends to make them more self-conscious about their thinking process. I tell the students that my purpose is not to trip them up with tricky questions; but to get them to examine the logical steps in their reasoning by which they arrive at an answer. I reward them for dealing actively with ambiguity. I could legitimately mark a "d" response wrong, but I would lose the opportunity to use the review of the test as an added teaching device. And once the students realize that the test review is a forum for display of logical reasoning and mobilization of knowledge, they attack the tests themselves in a more relaxed, imaginative frame of mind. The discussions which follow are challenging and awe-inspiring in their display of applied knowledge.

I accept only certain types of argument, and all arguments must be based on specific knowledge, not hypothetical could-haves. In other words, I am not promoting a relaxation of educational standards or an individualistic definition of reality. I want to stimulate imagination without relaxing standards. I believe it is important, and possible, to teach the responsible use of the imagination.

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