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Help Community Education
to grow in
British Columbia



ASSOCIATION FOR COMMUNITY EDUCATION IN BRITISH COLUMBIA

MEMBERSHIP APPLICATION

- ACTIVE \$10 ORGANIZATION \$30
 MEMBER RENEWING MEMBER

Mr./Mrs. _____

Address _____

City _____ Postal Code _____

Phone (H) _____ (W) _____

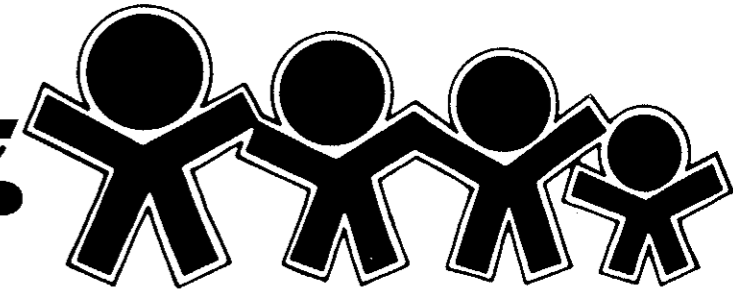
School or Agency associated with _____

ACE Membership
Bob Rosen Coordinator
Holly Community School
10719 - 150th St., Surrey, B.C. V3R 4C8

Accessory.

FEBRUARY 1982

N E W S L E T T E R



THE ASSOCIATION FOR COMMUNITY EDUCATION IN BRITISH COLUMBIA

CONFERENCE 81 ATTRACTS LARGE TURNOUT

The theme was 'Coming of Age in The 80's' and if the turnout was any indication, community schools in British Columbia have reached maturity.

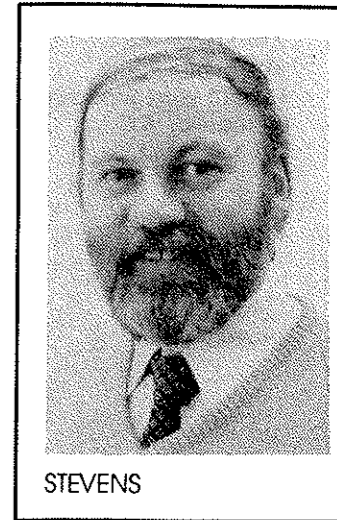
ACE's sixth annual conference, hosted by the Surrey School District, attracted a record number — 565 registrants. The two-day gathering which was held at Richmond's Delta Inn, attracted participants from Saskatchewan, Alberta, Washington, Michigan, England, and throughout British Columbia.

The conference was opened by Colin Fletcher from England who spoke of community education in the United Kingdom. Provincial ombudsman Karl Friedman and popular Father Lucien Larre were other keynote speakers.

Evaluations rated the workshop sessions as informative and worthwhile. Outgoing ACE president, Les Fairweather congratulated the conference planners from Surrey School District for a job well done.



WILLIAMS



STEVENS

STEVENS ELECTED PRESIDENT

JACK STEVENS, who started British Columbia's first Community School ten years ago, was elected president of ACE at the association's annual general meeting in October. "Ramblin' Jack" is principal of Westover Community School in North Vancouver and has been involved with ACE since its inception. Dr. C. Inge Williams, or just plain Inge to many, is the president elect. Inge presently co-directs the community education teacher training program at UBC and will take office following the annual general meeting in October.

Barb Muir and Ron Gulmans were elected secretary and treasurer respectively. Barb is a teacher in North Vancouver and former co-ordinator at Boundary Community School. Ron is the former co-ordinator at James Bay in Victoria and is now in private business there. Bob Rosen, co-ordinator at Holly Community School in Surrey, is the Membership Co-ordinator. Newsletter Co-ordinator is Elliott Grieve, District Community Education Co-ordinator in Burnaby.

Two Vancouverites, Ray Yee and Helene Minishka round out the elected members-at-large. Ray is the co-ordinator at Bayview and Helene is a very active parent at Sexsmith. The eight elected members join seven district appointees to form the fifteen member Board of Directors.

"We're raring to go" says Stevens following the first Board meeting. "We've got some housekeeping matters to deal with and some catching up to do, but by February we will be moving." "I believe it" moaned membership co-ordinator, Rosen, as he lugged his overflowing 3-ring ACE binder out of the first five hour Saturday Board meeting.

COMMUNITY EDUCATION CENTRE TASK TEAM APPOINTED

The annual general meeting of the Association directed the new Board to "strike a task force to develop a proposal for the establishment of a Community Education Development Centre in British Columbia."

At its first meeting the new Board appointed Inge Williams and Elliott Grieve to co-chair this task force. Members of the task team include Malcolm Pratt, Principal of Franklin Community School in Vancouver; Mary Prothro, Coordinator of Lochdale Community School in Burnaby; Don McKinnon, Supervisor of Community Education in Surrey; Sharon Babiuk, a community resident from North Vancouver, and Susan Dehnel from the Community Education program at University of British Columbia.

The task team is presently meeting with organizations and individuals in the Province who are involved in training and providing community education services. The task team will present their proposal to an open meeting of the Association sometime in March.

"The value of experience is not seeing much, but in seeing wisely."

—William Oslen



ACCESSORY is the official newsletter of the Association of Community Education in British Columbia. ACCESSORY is published bi-monthly and distributed to all Association members and others interested in community education and community schools in British Columbia. For subscriptions and additional copies write to:

ACCESSORY
ACE-BC
455-810 West Broadway
Vancouver, B.C.
V5Z 1J8

WHAT OTHERS SAY ABOUT COMMUNITY SCHOOLS

"That the British Columbia Teachers Federation support and encourage the development of community schools....that teachers are encouraged to develop further the relationship between the home and school....and that the BCTF promote and foster organizations and structures to increase community involvement at the school and district level in program planning, school development and operation. "Policy Statements" -
British Columbia Teachers Federation

"Community Schools are making a valuable contribution to their communities. They will continue to gain the cooperation of my ministry in establishing and maintaining the educational component of their program."

Brian Smith
Minister of Education

HOW THE MINISTRY OF EDUCATION DEFINES COMMUNITY EDUCATION

Community Education comprises processes and programs by which individuals or groups are assisted to identify, assess and meet their learning needs in order to improve the quality of community life. Community Education programs contribute to the resolution of such issues as mental illness, pollution, metrication, parent education, and nutrition.

PRESIDENT'S CORNER

Well folks, your new ACE Board of Directors is off to a good start. Some of the items we have taken action on already are:

- 1) a new look complete with a slight logo change
- 2) complete overhaul of Board procedures
- 3) re-organization of Membership procedures
- 4) a fresh new format for ACCESSORY
- 5) formation of a Task Force to examine a community education centre for B.C.
- 6) 1982 Conference planning is well underway and we are looking towards 1983.

As usual, we need your active support and involvement. We plan to be calling on you for help as committee members, workshop leaders, conference planners and for news of Community Education in your area.

One of our most important priorities is to see a Centre for Community Education established in British Columbia. A centre would be an invaluable resource for training, research, consultative assistance, information exchange and Community Education dissemination. There are many and often diverse viewpoints about the structure of such a Centre. That's healthy! Community Education needs more diverse thinking lest we go the way of the sabre-toothed tiger.

One of my very special concerns is that we in British Columbia become much more aware of Community Education practices in the rest of Canada. To that end, I will continue to serve as the ACE representative to the planning committee of a Canadian organization. This new Canadian confederation of provincial associations, to be called hopefully, Community Education Canada, will be established at the Canadian Community Education Conference in Ottawa, May 10-14. Mark this date on your calendar now and let's make sure there is a large British Columbia contingent present in Ottawa. Finally, our organization must continue to grow. You must do your part by promoting ACE to every Community Educator you meet. The Board, and particularly Bob Rosen, our Membership Co-ordinator, will give you lots of incentive. But you must do your part by becoming actively involved in the work of ACE. We hope to keep you informed of all Board activity on your behalf. Please take the time to let us know how we can improve our service to you.

Jack Stevens
President

Modesty is the art of drawing attention to whatever it is you're being humble about."

Coming Up

April 5-9 PRINCIPALS AND SUPERINTENDENT

Community Education Mobile Training Institute
Salem, Oregon

The Northwest Coalition for Community Education Development, representing the states of Alaska, Montana, Oregon, and Washington, is offering an excellent training opportunity for principals and superintendents currently involved in Community Education. It will concentrate on the roles of principals and superintendents in Community Education, and cover at least the following topical areas:

- * Role of the Public School Administrator in Community Education
- * Involving Parents in the Education of their Children
- * Citizen Involvement in Planning and Decision-Making
- * Community Involvement in Improving Schools
- * Community Resources in the Curriculum
- * Home School-Community Communications
- * Community Involvement Alternatives
- * Use of Business Resources
- * Volunteerism

Special Resource Person

Dr. Jack Minzey
Eastern Michigan University

Information and Registration:

Dr. David A. Santellanes, Project Director
Mobile Training Institute — University of Oregon
1724 Moss Street — Eugene, Oregon 97403
(503) 686-3996

May 9-12 CANADIAN COMMUNITY EDUCATION CONFERENCE

Carleton University — Ottawa
Information and Registration:
Mrs. Roberta Histed
R.R. No. 1
L'Orignal, Ontario
K0B 1K0

Low cost charter available for Canadian Conference. Contact Inge Williams at 228-6317 for more information.

February 18-20 "BLAZING NEW TRAILS"

Oregon Community Education Association Annual Convention. Holiday Inn in Wilsonville, Oregon. (15 minutes south of Portland on 15) John Wherry — National Schools Public Relation Association will be the featured speaker. Information and registration — (503) 686-3996

March 17-19 COORDINATOR'S RETREAT

Provincial Community School Coordinators' Retreat (Reliable rumour has it the annual retreat will be held on these dates on some isolated island. More information as it arrives)

March 19-20 "IMMIGRANT WOMEN'S CONFERENCE"

Sponsored by B.C. Task Force of Immigrant Women (Robson Square, Vancouver) Information and Registration:
Eleanor Strong
622 Seymour Street
Vancouver, B.C. V6B, 3K5
684-2561

March 27 "SINGLE MOTHER'S CONFERENCE"

Sponsored by Kwantlen College, Surrey School Board, Guildford Family Program, Y.W.C.A.
Holly Community School
10719 - 150th Street
Surrey, B.C.,
Information and Registration
585-2566

April 1-3 "TEAL CONFERENCE '82"

Sponsored by Teal Association of B.C. Information and Registration:
TEAL '82 Registration
3254 West 10th Avenue,
Vancouver, B.C. V6K 2L2

TOGETHER



WE CAN DO IT

October 28, 29, 30

The seventh annual Ace Conference for people working and living in communities hosted by Burnaby's Community schools.

Location and program to be announced soon.



Association for Community Education in British Columbia Board of Directors:

Past President **Les Fairweather**
President **Jack Stevens** Tel: 984-0345
President-Elect **Inge Williams** Tel: 228-6317
Secretary **Barb Muir**,
Treasurer **Ron Gulmans**
Membership Coordinator **Bob Rosen**
Newsletter Coordinator **Elliott Griève**
Members At Large **Helene Minishka**,
Ray Yee,

District Appointments **Liz Dill**, Burnaby;
Harvey Crowie, Vancouver; **Susan Dehnel**,
UBC; **Sheila Dodd**, West Vancouver;
Janice Damkier, North Vancouver; **Sharon Babiuk**, North Vancouver; **Nancy Jennings**, Victoria; **Joyce Lilleniit**, Surrey

Resources

British Columbia Forest Centre

The Forest Centre Planning Workshop is open to elementary schools every Tuesday and Wednesday, January 12 to June 16th.

Four one-hour programs are available each day from 9:30 to 10:30, 10:45 to 11:45, 12:15 to 1:15, and 1:30 to 2:30.

Group size is limited to thirty (one class) for each one-hour program. In cases where two classes are travelling together, we would suggest booking two consecutive programs with us, and while one class visits the Forest Centre Workshop the other explores Granville Island. Although we are the major public viewing facility on the island, many of its other features would be of interest to school groups. We will give you a map, when you come, to help direct your travels. The Planetarium and Centennial Museum are about 20 minutes walking distance from Granville Island. We charge \$1.75 per student for our school programs. For this fee, we provide:

1. a one-hour program (plus take-aways)
2. a booklet of suggested follow-up activities
3. a map of Granville Island, pin-pointing its special features
4. a discovery guide to the Island

Reservations can be made by phoning us at (604) 685-8541, or writing to:

The British Columbia Forest Foundation
40 Creekhous, 1551 Johnston Street,
Granville Island, Vancouver, B.C.
V6H 3R9

"Business-School Partnerships: A Plus for Kids" is a 96-page book published by the National School Public Relations Association that focuses on how schools and businesses are working together. It describes a number of successful school-business programs, including Junior Achievement, Adopt-A-School, Industry Education Councils, and more. COST: \$11.95

AVAILABLE FROM:

National School Public Relations Association
Department M-4
1801 North Monroe Street
Arlington, Virginia 22209

Citizens Handbook

The Salem (Oregon) Public Schools have developed and published an excellent handbook for citizen groups. **Working Together: A Handbook for Citizen Advisory Groups**, compiled by GREG HANSEN and ALAN KIRK, provides citizens and school district staff with a variety of tools, tips, and techniques for improving the effectiveness of their citizen advisory committees. It is available for \$5.00 (includes postage) from:

GREG HANSEN
Citizen Involvement Coordinator
Salem Public Schools
P.O. Box 12024
Salem, Oregon 97309

Volunteers: How To Find Them, How To Keep Them

Mike Haines 73 pp \$4.50

This is an easy to read workbook full of ideas on how, when and where to recruit volunteers. Designed to be used as a resource for a workshop, or to be read on its own, it involves the newcomer to voluntarism in a series of creative exercises which impart a full knowledge of volunteer recruitment as well as the basics of volunteer management.

Resource Kit For Starting A Volunteer Centre

24 pp \$3.00

This kit contains a 21 page paper by Margaret Haines entitled **Strategies for Starting a Volunteer Centre** which is accompanied by 19 supplements relevant to the topic. They offer suggestions in such areas as interviewing, budgeting, publicity and developing a constitution.

A Practical Fundraising Manual: Shortcuts to Survival

J. Young 78 pp \$6.00

This book explores corporate, foundation and government sources of funding; contains innovative strategies; and examines essential aspects of direct mail campaigns. As a source of new ideas and solutions, this manual will be particularly useful for evaluating various fundraising techniques.

Building the Collaborative Community

Eva Schindler-Rainman & R. Lippitt

164 pp \$12.00

As a how-to text for generating team efforts toward community improvement, this publication offers sound advice on delineating goals, planning strategies and taking positive action. The authors point out which steps to take and which errors to avoid. Also included is a series of "tools" to be used in specific stages of collaborative meetings.

Reaching Out: Publicity Techniques For Community Groups

Margaret Davidson 24 pp \$4.00

The aim of this booklet is to introduce community groups to ways in which they can project a dynamic, forceful and professional image of their organization without breaking their budget. Includes guidelines on ways to publicize an organization through television, radio, newspapers and print media.

Order From
Volunteer Action Resource Centre
1625 West 8th Avenue
Vancouver, B.C.

Postman, Neil. Teaching as a Conserving Activity. New York, Delacorte, 1979. 244 pp. hard \$12.50.

Teachers who remember that back in 1969 Neil Postman was the co-author (with Charles Weingartner) of a book called *Teaching as a Subversive Activity*, may be surprised to see the new Postman title: *Teaching as a Conserving Activity*.

What happened? Is the explosive apple of the former still lurking between the deep blue covers of the latter? Or has Postman, a '60s radical who wanted to "subvert" through "relevant" teaching, become an '80s reactionary wishing to "conserve" those tried and true "basics" of education?

The author has indeed shifted his outlook on education over the past 10 years. But — and this is the welcome surprise — he has not simply swung with the pendulum from left to right. Instead, Postman explores some underlying principles for any thinking and talking about education. The book is refreshingly down to earth. It is free of heavy-handed educational jargon and, thanks to Postman's clear, lively style, it is accessible to all.

Resource Manual For A Living Revolution Alias The Monster Manual

This manual is for people who are concerned or angered by the deterioration of our society and who, because they have some sense that their efforts can have an effect for change, are looking for tools to transform it. It is a working reference for those who are prepared to act to create a better life for themselves and others.

People can and want to change their environment so that human needs can be more adequately met. This manual illustrates that the process can be learned and that people working together can assume leadership and make changes.

Copies available from:
Resource Manual Movement for a New Society
4722 Baltimore Ave.,
Philadelphia, PA 19143



ENERGY USE IN COMMUNITY SCHOOLS

... a 32-page report summarizing in non-technical language the latest research of the Council of Educational Facility Planners, Inc., on the energy effects of the extended school day.

© November 1980. 32 pages. Single copy, \$4.50 (includes postage). Order from: National Community Education Association, 1030 15th Street, NW, Suite 536, Washington, D.C. 20005.

Point of View

Point of View welcomes Community Education articles, comments, editorials and assorted thoughts. Please keep the length between 250 - 500 words. All articles must be signed.

TAKING STOCK

"You really don't believe in political solutions, do you?"

"I believe in political solutions to political problems. But man's primary problems aren't political; they're philosophical. Until humans can solve their philosophical problems, they're condemned to solve their political problems over and over again. It's a cruel, repetitious bore."

Tom Robbins, Even Cowgirls Get the Blues

Occasionally it is essential that one pause, "take stock" and determine whether the course one runs is in line with the target. It is my belief, that it is time for those of us involved with community schools and community education to "take stock." To pause, and determine where we are today and where we might be heading.

Last September marked the tenth anniversary of the first "formally designated community school" in British Columbia. For an educational innovation — which I consider community schools to be — to have lasted ten years, speaks well of their worth. They have survived various monetary and political attacks including a legal challenge. Today 32 communities in the province have formally designated community schools. Why are there not more? There appears to be three major reasons — money, politics and philosophical differences. It is the latter, which I believe we as an association can influence and must discuss. We must determine where community schools fit in the broader community education picture.

In British Columbia, there are many institutions, organizations and individuals involved in community education. Each interprets community education uniquely — yet together they share common principles. These common principles should form the basis of working relationships. But for the most part, there are no working relationships, no effort made to put aside philosophical differences.

Community school advocates are often labeled as too school based to really be considered as community educators. Continuing Educators are often accused of being too program or adult centred. Recreators attempt to provide a wide range of services and programs but are often viewed narrowly and lack community credibility. Yet all three can justifiably claim to be doing community education. So how can they start working together? I believe by putting aside the philosophical differences, identifying common beliefs and building upon these beliefs. We as an association must encourage and provide leadership for this to happen. We must rekindle our relationships with others — Home and School Association, British Columbia Recreation Association, Pacific Association of Continuing Education — to form a coalition for community education.

We must not lose sight of our original community education goal. We must not let what we consider to be the most effective means — community schools — become our end. We must keep our goal in focus — to improve the quality of community life. We must not attempt it in isolation for we can only do it together.

by Elliott Grieve
Administrative Coordinator of
Community Education
Burnaby

COMMUNITIES, COUNCILS AND POLITICS

Community involvement is often synonymous with political involvement. Likewise it is often difficult to separate political issues from social issues. So a community school council must occasionally wear a political hat. The council is the logical starting point when political issues affect the community and demand cohesive action. The Lynmour community of North Vancouver, with its community school council, serve as a case in point. In the past five years Lynmour's residents, partly through the communications network their council has developed, have been notified, mobilized and effective in meeting the following political/social issues: preventing low-income rental housing from being converted to high-priced strata units; preventing a firemen's training-centre from being erected in one of Lynmour's few existing greenbelts; assisting a neighbouring community in stricter vigilance of potentially dangerous chemical and oil re-refining plants; assisting another neighbouring community in decreasing the use of, and eventually closing, the North Vancouver garbage dump. In all the above instances, all levels of government, newspapers and television and radio programs were approached and utilized. Not all of Lynmour's efforts have been successful. But all their efforts have served to unite residents and increase their level of political awareness. It is difficult to separate the Lynmour community and its community school council. Together they are striving to create a better environment through political awareness. A responsible endeavor, and one that seems to be working.

by Joe Campbell
Lynmour Community School Council
North Vancouver

If an idea can survive a bureaucratic review and be implemented — it wasn't worth doing.

"The Kiki Bird, you will recall, used to fly backwards so he could find out where he had been. This habit had the decided advantage of keeping his mind off where he was going. But the Kiki Bird is now extinct!"

EDUCATION FOR DEMOCRACY — A COMPLEX TASK

The Canadian Education Association held its annual meeting in Saskatoon, this fall. A highlight of this meeting was an address by Saskatchewan Premier Allan Blakeney, who spoke to the 800 delegates on September 23. Following are extracts from that speech.

Education in democratic societies has successfully handled a complex task: on the one hand to respond to social change; on the other to be the vehicle for social change. Education has not only reflected changing realities, it has been society's instrument for bringing about change.

"Education for democracy" as defined in the 19th century, served a broadly political function: to prepare citizens for the intelligent exercise of political power. If the whole of society (or at least males of a certain age) was to rule collectively, then the education previously enjoyed only by the ruling classes must be available to all. Everyone must be able to read and write, be acquainted with the structure of government, and have some general knowledge of the history and literature of the prevailing culture. Education was to reflect the nature of society, and to push society toward a democratic ideal. The demands on the educational system in the 20th century increased dramatically. There were two primary causes of change. First, a shift of emphasis from education for political democracy to education for economic opportunity.

In spite of democratic institutions, poverty and powerlessness continued. The freedom to mark an X on a ballot did not put bread on the table. Education, then, must prepare people for jobs, and promote upward mobility.

The second shift of emphasis was from cultural awareness — the wisdom of the ages — to technology. The possibilities of using scientific knowledge to solve problems seemed unlimited. Armed with Keynesian economics, we were confident we could "fix" economies. By a scientifically controlled "green revolution" we could "fix" world hunger. The application of psychology could "fix" education.

In education, there was a change in emphasis which Dr. Hilda Neatby identified as a shift from "knowledge" to "know-how." Through the second World War, the cold war, and the sputnik era, our very survival seemed to hinge on increased "know-how." We in North America pinned our hopes on science. The science of education could evaluate each child's capacity with I.Q. tests. Each one in a slot, all would realize their potential.

The challenge to the view that education should concentrate on producing workers and experts came primarily out of that enigmatic decade, the sixties. More than anything, the counter-culture of the 60s was a denial of the technological world view. For the 60s, the war in Vietnam was a symbol of the failure of technology and "know how" to solve problems. The bamboo villages — defying every so-called scientific calculation — withstood the firebombs.

The 60s' counter-culture looked for answers to the questions of life in "non-scientific" disciplines like astrology, the occult, and eastern religions. An emphasis on the emotional and spiritual side of humanity. And, of course, this new outlook found its way into educational controversy.

What you face in education today is the cumulative legacy of these changes in emphasis. Education today must deliver basic skills, and a broad cultural awareness. At the same time, education must promote economic

equality by preparing people for the world of work. Education must use scientific methods and teach them. Students must leave school with some understanding of today's technology, yet be prepared to cope with the rapid pace of change in technology and in society in the future.

You must teach driver training and values, consumer skills and the principles of a fulfilling family life. You must attempt to answer the students' unspoken questions: "How shall we make our livings?" and the more difficult one "How shall we live?"

Now there are those who maintain that this last question, the broad question of values, has no place in education. But I think most of us would agree that it is impossible to teach anything without imparting values — if only in the sense that we choose to teach those things that we value.

Certainly when we emphasize scientific problem-solving, or "fixing," we are espousing a certain set of values. We impart the idea that problem-solving should proceed "scientifically," that is, in a way which is "value free." As Arthur Koestler wrote in a symposium on ethics in education: "The greatest superstition of our time is the belief in the ethical neutrality of science. Even the slogan of ethical neutrality itself implies a credo and a program." What seems to set apart our consideration of values today is the absence of a broad consensus on values within society itself. The role of the educational system as a mirror for society and as a vehicle of social change becomes very difficult when society does not seem to cohere around an accepted ethical framework and a shared set of goals.

In the past, there appeared to be a consensus — an ethical framework safeguarded largely by the churches. When we look back to the relationship between the small rural school and the community, that consensus seems evident. Fifty years ago, communities had pretty direct control over education. Any teacher who failed to reflect, either in the classroom or in personal conduct, the prevailing ethical norms of a prairie village, did not last long.

But let's look at that model for a minute. First of all, was there agreement on values? Well, yes. Among the "people who mattered" in the community. That enlargement of the group of "people that matter" has meant the development of competing views of the role of the family, the rights of women and minority groups, of the importance of religion, a whole range of issues which find their way into educational controversy.

In the place of social consensus, we have a pluralistic democracy. The question educators face is this: How do we accommodate pluralism within a system of universal education? How can educators reflect community values if the community itself does not agree on what these values are?

The obvious answer would seem to lie in diversity. If the society is pluralistic, then the schools simply reflect that pluralism.

Unfortunately, that solution may, in fact, satisfy no one. Because if pluralism is the social reality, it does not represent an accepted goal. People simply do not agree that the school should attempt to represent everybody's point of view, even if it could. They not only want their views in the school but other views out.

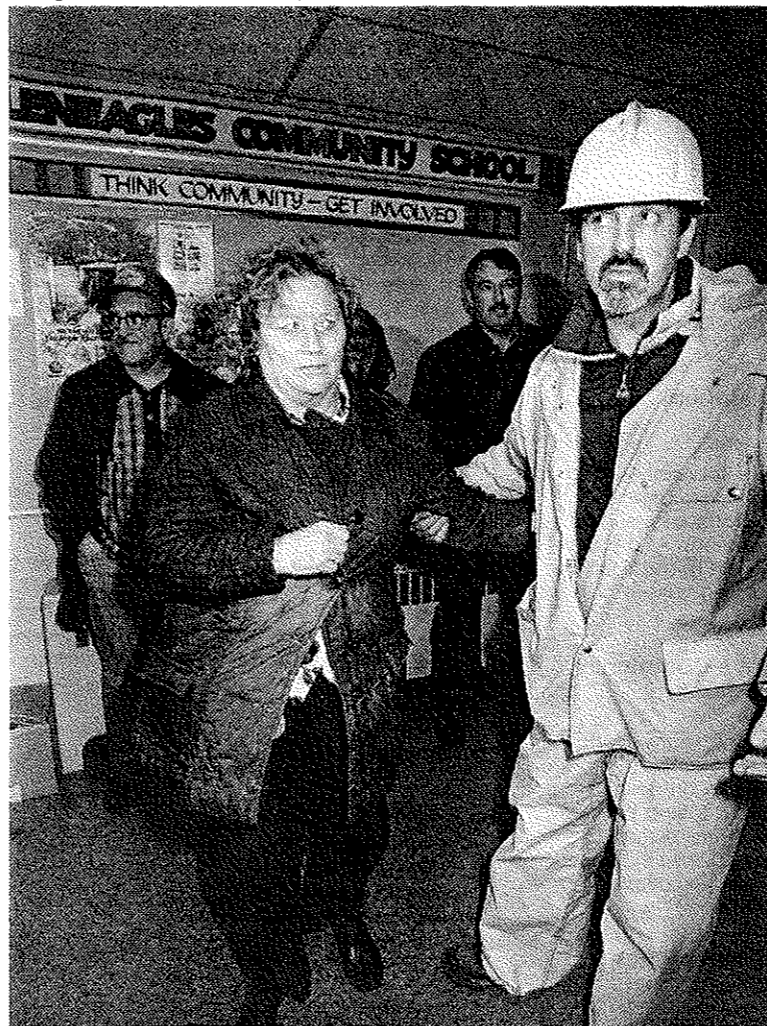
One political expression of democratic pluralism is what is known as interest group politics. Special interest groups do a good job of bringing particular points of view and specific requests to the attention of decision makers. But

"Women who want to be equal to men lack ambition."

Ace'in Around

IN WEST VANCOUVER

The recent slides that caused damage to homes and roads along the Squamish Highway resulted in Gleneagles Community School being used as an emergency shelter. However, we think that the community folks had other things in mind with the sign in the background below.



VANCOUVER SUN PHOTO

IN VANCOUVER

The Community Schools District Advisory Council in Vancouver is presently developing a district community school philosophy statement. The committee, which is made up of representatives of local advisory councils and school staffs, will be presenting their statement to trustees and officials very soon. Vancouver School District has supported community schools since 1973.



IN NORTH VANCOUVER

Highlands Community School has turned a vacant classroom into a senior citizens centre. The room, which is called The Neighbours' Centre, gives the seniors living in the neighbourhood an opportunity to have a place to get together, to socialize, make friends and acquire new interests. It also provides an opportunity for both seniors and school children to share interests and learn together. The seniors applied for a federal New Horizons grant and received \$6,000 to buy furniture and equipment for the centre.

IN BURNABY

A district-wide assessment of Burnaby's community schools should be completed by late spring. Gilmore Community School has a new logo — thanks to a school-wide contest. Stride Community School is hosting a day-long multi-cultural work-shop for school staffs and community residents on February 17.

IN SURREY

In the White Rock area there have been some very interesting inter-agency projects. The social service agencies in the area meet once a month, spending half the time finding out what the other is doing, and the other half of the time brainstorming solutions to identified community problems. Some of the results of these brainstorming sessions have been a life skills and recreational services for psychiatric patients in boarding homes; a program entitled WHEELS FOR MEALS that brings seniors to community facilities where they have a chance to socialize and receive a meal five days a week; a program spearheaded by Candy Seaman, coordinator at White Rock Elementary, that identifies community service opportunities for high school students. The students work in the community as part of this regular school credit program.

ELSEWHERE

Eight British Columbia Community Educators attended the annual national Community Education Conference in New Orleans, Louisiana, on December 10-12. Attending were Ray and Charlie Yee, and Enzo and Linda Guerrieo from Vancouver; Inga Williams and David Whitteaker from U.B.C., Wayne Gottschau and Elliott Grieve from Burnaby.

At the conference David Santellanes from the University of Oregon, who has helped train many B.C. community educators, received the N.C.E.A. Distinguished Service Award.

In Victoria, Bill and Angie Preston are the very proud new parents of Zachary Elliott Preston. Angie is on leave from her co-ordinator's position at James Bay and taking her place is Liz Ball, who was a Grade 5 teacher at the school.

Accessory is pleased to report that Kerry Gibbs coordinator at Cedar Hills Community School is home from the hospital following a serious accident. Kerry was out jogging when hit by a car in Surrey.

FOUR AWARDS PRESENTED AT CONFERENCE

The ACE AWARDS committee, chaired by Ron Gulmans of Victoria, presented four awards at the annual conference.

- Community School Coordinator Award went to **Ray Yee** of Bayview Community School in Vancouver.
- Community School Teacher Award went to **Wanda Crawford** of James Bay Community School in Victoria.
- Community Resident Award went to **Sharon Babiuk** and **Janice Damkier** of Lynmour Community School in North Vancouver.
- Community Leadership Award went to the **Bridgeview Pioneer Action Society** from the Bridgeview Community in Surrey.



ACE GETS NEW LOOK

At its January meeting, the Board of Directors approved a new logo for the Association.

The new logo incorporates the name ACE with four stylized figures representing a family. It illustrates the new Community Education focus for the Association — developing an awareness for the services and program that improve the quality of neighbourhood family life. The Board also approved a new mailing address for the Association. All correspondence should be directed to ACE-B.C., 455-810 West Broadway, Vancouver, B.C., V5Z 1J8.

HELP! SOMETHING IS MISSING

Following her very successful and very well attended workshop on community primary curriculum at the Fall ACE Conference, some of Ellie Thorburn's materials went missing. The materials consisted of three primary booklets that were handbound and a large 3-ring green binder full of notes and unit outlines.

The three primary handbooks are particularly important as they belonged to three children and are very special to them.

If anyone picked this material up or knows its whereabouts, please call Ellie at 985-3514 or send it to ACE-BC, 455-810 West Broadway, Vancouver, B.C., V5Z 1J8.

NEA ENDORSES CE

The 1981 National Education Association Convention reaffirmed the organization's support for community education. More than 7,000 delegates representing 1.7 million members adopted the following resolution: "The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems. The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states." The first NEA resolution in support of community education was passed in 1977.

HOW TO "CHAIR" A PUBLIC MEETING

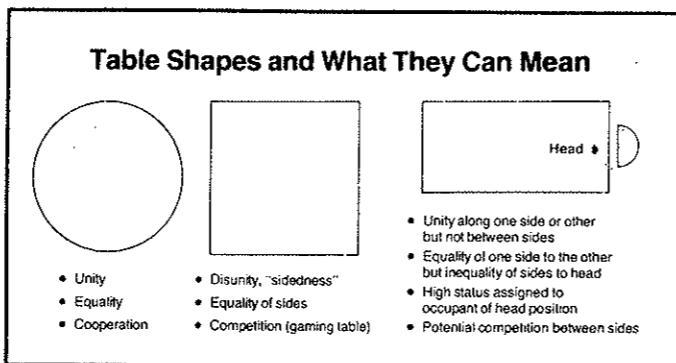
Citizens organize and form community-based groups for the purposes of identifying and solving problems, developing political strategies, and negotiating with government and other "outside" bodies.

Much attention is routinely paid by group facilitators to leadership styles, functional roles of group members, and group problem-solving formats, but the potential significance of the arrangement of chairs and tables as a variable of a meeting's success or failure is often overlooked.

The placement of chairs, the shapes of tables, and the meeting place itself can all be significant determinants of who talks to whom, who exerts the most influence, and who is included in or excluded from group discussions. These aspects of the physical environment can also suggest various symbolic meanings to both participants and nonparticipating observers. A meeting place can be defined as a unifying or divisive and has having a location associated with equal or unequal status that, may in turn, make participants appear to be dominant or submissive. Investigations of the communication variables of seating arrangements have been going on for some time, resulting in a conspicuous and durable body of literature in the journals of social psychology, communications, and architecture. Public administration has not escaped the pervasiveness of this field of inquiry. Indeed, the seemingly overzealous treatment of this subject has inspired a tongue-in-cheek suggestion that public administration scholars and practitioners consider the development of a master's program in "chair administration."

It would be unwise, however, for community educators, public officials, and other persons responsible for organizing meetings, hearings, panel discussions, and similar public gatherings to dismiss this topic as a mere passing fancy. The quality of citizen participation can be severely affected by seating arrangements and conference table shapes.

Reprinted from an article by Mele Koneya
Community Education Journal



the proliferation of special interest groups does not promote common goal-setting, does not knit society together. It is left to the public administrators to try to reconcile conflicting ideas held by members of the public. The schools are among the prime targets of those who want, not accommodation, but rather adherence to their values, their point of view. People who want to assert but not debate. Along that road lies the destruction of the democratic ideal in a pluralistic society. And we have started along that road.

If our social reality is pluralism — and it is — then it follows that our social goal must be tolerance and mutual understanding.

I think schools have no choice but to reflect the diversity of society. To recognize competing values is a very different thing than denying the existence of values. That is the first half of the educator's job: reflecting the social reality.

A question arises as to whether the schools can perform this function if the schools themselves become very nearly single interest advocates. We no longer have accepted ethical norms for society — as society factories, so does the school system.

That can be done within the curriculum, by the presentation of alternate points of view. It can be done within the organization, by integrating the disabled or the slow-learner into neighbourhood schools.

But it must be done outside of the classroom as well, and I think that, even here, the schools can lead. The schools share the burden of forwarding the cause of the tolerant society. They can do this by the presentation of alternative points of view. They can do it by including the disabled or the slow-learner in neighbourhood schools. They can do it by organizing different kinds of schools to meet social needs more effectively.

I am thinking of the development, here in Saskatchewan, of what we call **Community Schools**. This is a program for inner-city schools with large native enrolments. It is designed to improve communication between the school and the community.

Education has, over the years, been remarkably successful in the dual task of reflecting social change and identifying common goals. It has never been an easy job, nor is it today. But it remains as important as ever. Your job is not getting any easier. It's just getting more important.

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LEADERSHIP LACKING

People are not so much overwhelmed by the problems we face as underwhelmed by the leaders who are urging us to face them.

Under these conditions, the people have gained a lot of experience in getting out ahead of their leaders.

Specifically, the major social changes and priorities of the past 20 years — from human rights to ecology and conservation — started and gained their momentum at the grass roots, often refuting the stances of formal leaders.

Furthermore, the people are going to continue to make policy.

Yet, because policymaking grows more complex, people are going to need much more help than they have been getting in "getting-it-all-together."

The question is: Where are the people going to get the help they need?

With a few exceptions, the leadership will not come from prominent leaders in the major established institutions... it's just too scary to be the first birds off the wire — until they're sure the rest of the flock will follow.

The leadership will come instead from those who know how to lead by being led, men and women who are not preoccupied with formal power or getting their names in newspapers — people whose concern exceeds even their confusion.

From "Education for Leadership", a December, 1980 speech by Harland Cleveland, director of the Hubert Humphrey Institute of Public Affairs, the University of Minnesota, Minneapolis.

... EVERYBODY ...

EVERYBODY knows that there are three other "BODY'S" in every organization — **SOMEBODY**, **ANYBODY**, and **NOBODY**.

ANYBODY knew that there was work for **EVERYBODY**, but when the leader asked for a volunteer, saying **ANYBODY** could do it, **EVERYBODY** thought that **SOMEBODY** would, but **NOBODY** did.

Then **SOMEBODY** decided that since **ANYBODY** could do it, but **NOBODY** did, that **SOMEBODY** should. So **HE VOLUNTEERED**.

When **EVERYBODY** saw **SOMEBODY** doing what **ANYBODY** could but **NOBODY** did, **EVERYBODY** gladly lent a hand — and soon it was done!

—reprinted from the
Gleneagles Community School
Community News

WHAT ARE THE PEOPLE DOING AND WHY ARE THEY DOING IT?

*"If you are going to do something that looks stupid, do it for a reason."
Old Marx Marvelous Proverb*

These folks may look a little strange but there was a reason. A very good reason — money. It was the annual ACE auction and strange events happening. This famous event usually takes place in the Spring at the annual picnic. However, weather conditions — rain — forced this year's event to be cancelled. So the conference organizer scheduled it to take place before the dance.

Auctioneers Bob Rosen and Elliott Grieve accompanied by a surprise visit from the ACE Chicken, managed to coax over \$1200 into the ACE's coffers. Everything from weekends at remote cabins, exotic dinners, boat rides, 24 hours use of a Mercedes 450, and a wool tie from England went to the mad bidders. All in all it was an ACE event.

PHOTOS BY TOM BAIRD

