

BRANCHES



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The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's Kingdom.

From the Chairman....

Chris Hoff

It was great to see strong attendance yet again at the October General Meeting. While we clearly had important business to address at the meeting, the meeting also served as an opportunity to reflect yet again upon God's abundant grace on us over the past year.

During this period we continue to be able to operate with autonomy, and without interference from governing authorities. We saw a harmony of purpose between many people with different roles - students, teachers, administration, parents (grandparents) volunteers, committees and the Board. Through God's favour we were again able to pool our collective resources to support the school over the last year, and enable CCES to remain a vital institution in support of growing our covenant children. This harmony of purpose and community commitment was also expressed through the decision by membership to advance a four-room addition ... but more on that later.

Board Elections and Duties

We would like to extend special thanks to Ed Visscher (6 years), Valerie Sikkema (5 years) and John Lof (3 years) for their contributions to the Board, and their respective portfolios. Ed - you have seen a lot in six years, and have been around long enough to see some matters come up for a second (or perhaps even third) time. With your leadership the Maintenance Committee has accomplished much, the CCSTA has evolved and become viable, and you established a new standard for secretary. Valerie - during your tenure the special education has grown and thrived, and you have served as a valued member of the high-school Board. John - thank you also for your versatility to serve in various capacities (finance, maintenance), and for bringing the school into the 21st century with the IT committee! We will also miss each of your thoughtful and well considered views at the Board table, and all of us benefited from your hard work. On behalf of all us and membership - thank you. May God bless each of you as you find other ways to work in His service.

We also welcome Al Leyenhorst, Fiona Jansen and Will VanOene, who were elected at the October General Meeting. We also welcome back Wilfred

Bulthuis. In order to move back to a more balanced rotation of directors, it was agreed that Wilfred would serve a one-year term, and retire next November. It is a blessing that we had a slate of fully capable and willing candidates. For those who did not get elected, we thank you for your willingness to have your name stand, and encourage you to seek other opportunities to serve.

For Al, Fiona and Will - we trust that you will find the opportunity to contribute over the next three years stimulating and rewarding. On behalf of all of us, we consider it a privilege to serve and thank membership for the confidence you place in us.

Given that there are three new Directors, there was considerable change in Board portfolios. In addition, the Board created an Ad-hoc Expansion Committee, which is expected to consume considerable time for Tim and Oliver over the next year or so. A complete list of Director responsibilities can be found on the back page of *Branches*. In summary:

- Al Leyenhorst will lead the Maintenance Committee and represent us on the CCSTA.
- Fiona Jansen will serve as our representative on the CCHS Board and Special Education, and as our public relations liaison.
- Oliver Hansma has agreed to assume responsibilities as treasurer, and also serve on the new Ad-hoc expansion committee.
- Ron Scheper will lead the Development Committee and also serve on the Finance Committee.
- Tim Bontkes will lead the Ad-Hoc Expansion Committee, and also serve on the Maintenance Committee.
- Wilfred Bulthuis will serve on the Education Committee and as Vice-Chair.
- Will VanOene brought his laptop to the first meeting and was naturally appointed as secretary, and to the IT committee.

Personnel Matters

Some personnel matters merit our attention as well. First of all, Jessica and Kevin Deboer expect their first child in April 2014. Reasonably enough, Jessica plans go on leave after March break. We seek God's blessing upon your family during this exciting time. Rachel Vanderhorst is recovering from her surgery,

and expects to phase her return to teaching Grade 7 over the next month or so, and return full-time in January 2014. Given that Otto's last day is December 11, the students can expect to see a temporary teacher(s) during the rest of the month of December. Rachel - we wish you the best with your continued convalescence and return to teaching. And finally, we thank Otto (very, very much!) for being available during this time.

While the Board has not made a decision on program delivery for the 2014-2105 school year, we do expect that we will need at least one new teacher for the next school year. As such you will notice that we have advertised for both primary and intermediate teachers. As always, it is quite helpful if you spread this news by word of mouth!

Building Expansion

As noted, membership decided to proceed with a four room building expansion at the membership meeting held on October 30 2013. The four rooms are expected to support student enrolment over the next 5+ years, provide for much needed 'multi-purpose rooms', and enable the staff room to be extended. We are of the view that these major changes to CCES will have a lasting value. At the same time, the Board still subscribes to the Joint Strategic Planning Committee vision. We look forward to re-engaging the other Canadian Reformed Schools in the Fraser Valley at the appropriate time.

While the tiered approach to the motions at the meeting was a bit complex, it did serve to advise the Board on the preferred direction from membership. Based upon the first motion regarding a phased approach and the supplementary question, we can conclude that 96% of membership was in favour of an expansion. This dropped to 77% in the second motion for a four room expansion. Some of those who voted against the second motion have privately indicated that they did so because they did not personally have the finances to contribute, but were

in favour of expansion. Indeed our community is a mix of different capabilities - financial, skills, energy and time. While we all have different skills (Romans 12), we trust that the entire community will galvanize around this project. To this end, please keep an eye out for a 'skills survey', which would serve to identify ways that each of us can contribute.

Ad-Hoc Expansion Committee

At the Board meeting held November 12 2013, the Board charged an Ad-hoc Building Expansion Committee to deliver the mandate given by membership. We are well-served by a number of very strong candidates that expressed a desire to serve on this committee: Tim Bontkes (chair), Oliver Hansma, Leslie Scholtens (teacher representative) Ron Wieggers, Ken Stam and Mike Homan. The deadline for completion is September 2014. The committee is working on an ambitious timeline to design and gain necessary approvals, with a desire to begin construction possibly during the 2014 March break. As first step, the Board had engaged Tim Faber from Lynden to advise on the design and architecture.

The plan adopted by membership also showed a deficit of \$315,000, after accounting for reserves. As part of the Ad-hoc Expansion Committee Oliver Hansma will take the lead on finances, including setting up a plan for fundraising. Please do chat with Oliver if you would like to assist with this, or have ideas that you would like to share.

Let's Count our Blessings

For me personally, this is the beginning of my fifth year on the Board. Through each year on the Board, and as I see my children progress through the school, I gain a deeper appreciation for this tremendous blessing that we have. Collectively let us all thank God for Credo, and seek his blessing upon the many people that are involved.

THANK YOU!

EduDeo Ministries would like to thank Credo's students, staff and school community for your participation in the Road2Hope: School Edition race. Through your hard work and generosity, \$5,372.82 was raised! This is fantastic! These funds will support the development of Christian schools in several nations around the world and enable more children to attend quality Christian schools.

Sincerely,
Phil Beck
www.edudeo.com



From the Principal....

Heres Snijder

Unless the LORD will build the house,
its builders only toil in vain;
the city's guards keep watch in vain
unless the LORD upholds their cause.
In all the labour of your hands
success on God alone depends.
Psalms 127, Genevan Psalter

Stories old and stories new - and *The Next Story*.

Just a few moments ago, I had a peek at the September 27 edition of *Branches*. I am left with a sense of awe as well as gratitude. Awe, because so much has developed and happened and launched and concluded and matured, and gratitude because God has sustained His care over us as learning community. Trying to absorb and encapsulate all these events over the last two months is like attempting to drink from a fire hydrant. Abundance, blessings and favors galore at Credo, much along the lines of the Gospel writer John's introduction: "For out of His fullness (abundance) we have all received [all had a share and we were all supplied with] one grace after another and spiritual blessing upon spiritual blessing and even favor upon favor and gift [heaped] upon gift." (John 1:16, AMP).

While the story of the first term of the school year draws to a rapid close, (report cards go home next week Monday!) new stories are introduced with new characters and new challenges. On behalf of staff and administration I extend congratulations, best wishes and God's blessings to all members of the newly formed board. May you carry out all your tasks of governance as well as the new mandate of overseeing the school expansion to the benefit of all and to the glory of our Covenant Father.

With this end in mind, the glory of God and service to fellow saint and neighbor, be encouraged to remain informed with the developments, first and foremost of your own child/ren, and also with the overall well-being of the whole school. Take some moments to read this issue of *Branches*, interact with teachers, principal, v.p. or secretary, read *Leaflets*, step into school for a quick update where necessary (face-to-face is still the best way to communicate!) - and with the well-being of each other in mind, communicate with each other for each other's benefit. May God grant us His presence as we enter into Term two of this school year.

Community Spirit- they came, they saw, they fried

Soon after the many members of the Lice Legion waged a successful battle against the vermin, another cohort of Credo supporters marched into the gym, this time to whip up an out-and out culinary storm. Once it was over, **6480 croquettes** were shaped, fried, bought and sold for a **total profit of \$5000!** A big thank you is in order to organizers and participants!

Awareness Assemblies, Fine Arts events and Extra- Curricular Team Sport

On **Wednesday November 20**, a school-wide assembly focused on the precious gift of life. Age appropriately, the topic of the great need for protection of life in the womb will be raised in various classes or via opening devotions. **December 12** is set aside as a **Craft Day** for primary grades. Every Monday after school Miss Bosch is conducting the brand new **CCES Choir**. They prepare to represent **Pro-Life** in the Langley Christmas Parade on December 7, down Langley's Main Street (the one way section of Fraser Highway). As well, the **Easter Concert Program**, scheduled for April 17 2014, will include contributions from this group of developing singers!

Mrs. DeBoer and VanRhee coach a sizeable group of intermediate students in the fine team sport of **volleyball**, every Monday right after school.

Information Technology and Character Formation.

The topic of information technology continues to receive sustained attention. At the International Conference of Reformed Education (ICRE-IV) in Ontario last month, Mrs. Christine VanHalen-Faber delivered her keynote speech entitled: *Learners leading learners in a technological age*. "In order to lead our students to discipleship", she stated, "we have to understand the context in which they grow up and in which we, their teachers, do our work. We also must have our eyes fixed on our goal - what it means by God's providence "to content ourselves that we are pupils of Christ, who have only to learn those things which he teaches us in his Word, without transgressing these limits" (B.C. art. 13)". Learning was defined as 'a route that a learner travels from the information of educational content to

the formation of personal character.' The conclusion laid before 70 + principals and educational leaders (from Holland, Brazil, Australia, South Africa and Canada) was that now, more than ever before, character formation plays a centrally important role in our Reformed Christian schools. Character formation takes place in community. Social Media challenges former notions of community, since we can be connected to others and still be all by ourselves. This requires a commitment to creating class room spaces that are safe, where children are sent by parents who are committed to building communities with, for and through their children that are shaped into 'living stones' of the home, church, church and societal community in which they grow and mature (1 Peter 2: 5).

Information Technology and the Challenges of Communication

Credo Staff continues to pay attention to this area in the field of education. Last Wednesday we explored the scope of our current digital forms of communication: 'we come to the unavoidable conclusion that we are making our way into uncharted territory. And whenever we approach a frontier, we need to be especially cautious, unusually careful, as we learn and relearn how to live. This new frontier of constant communication introduces us to difficult challenges and exciting opportunities' (Challies, *The Next Story*, 76). The decline of face-to-face communication, the importance of restraining the tongue in this age of near-constant and instant communication, the misuse of words, challenges us to speak the truth in love. That said, as we learn to handle digital media better, 'bit by bit', we also realize 'the amazing opportunities we have to speak this truth in love across the world in an instant, to thousands of brothers and sisters whom we may never meet on this side of eternity. What an opportunity! What a blessing!' (Challies, 84)

Boundaries

Your Education Committee has already spent considerable time responding to next year's student enrolment and grade divisions. While this matter remains on its radar, the Memory Work program will receive attention soon. As well, regular discussions of the book *Boundaries with Kids* are held. This book is written by Dr. Henry Cloud and Dr. John Townsend. *Boundaries* is a practical book for parents

and teachers about the blessing of understanding and implementing clear boundaries with children, for the purpose of preventing child behavior problems. Issues like 'nagging', developing self-control instead controlling children's behavior compared to, and especially character formation are presented in this resource. A parent evening is planned for March 2014 to discuss these matters further.

Library

"....With the Reformation came the ordinary person's right to read and also the corresponding responsibility to understand and evaluate the printed word. This responsibility is greater than ever in today's world with its flood of information and opinion presented through mass media and books."

This quote from the chart listing Criteria for recommending books in favor or against inclusion in the CCES library collection illustrates the important work librarians, volunteers and volunteer readers are doing on behalf of the school community. After the fall visit to a major book sale, the pre-reading is big project requiring time, reflection and prayer to ensure that the library collection remains an effective and consistent teaching tool and resource in our school. The work of the librarians continues to be much appreciated.

The symbol of peace:

is it possible to sport both  and  ?

"Pupils should wear clothing depicting a Christian lifestyle.." *Parent-Student Handbook, School Order and Discipline, page 6,*

This question was raised at the recent Education Committee meeting. It was decided to include an article about this topic in *Branches*. Currently, the pacifist peace symbol is featured on children's clothes, earrings, bags, shoes and coats. In light of the general guideline in the Parent-Student Handbook, you are encouraged to reflect on the matter of inadvertently sending a message that is not in line with Scripture's directives.

Looking ahead

We are looking forward to continuous growth in character, wisdom and knowledge in our students as we transition from term one to term two. May God bless us day by day ...

Who will prosper your work and defend you.
Surely his goodness and mercy shall daily attend you.
Ponder anew what the Almighty will do;
he with his love will befriend you.

Hy 78:3

The Peace Sign

Retrieved October 12, <http://www.thinkinginchrist.com/2010/10/25/peace-sign/>

Entire stores are dedicated to selling clothes with them. People are starting to wear them in necklaces, bracelets, and other jewelry. They're showing up in art and commercials and pop culture.

The peace sign.

Should Christians wear or display it? It's just a symbol for love, or a symbol for the desire for world peace, right? So what's the big deal? Aren't love and world peace good things, things all Christians should favor, right? To understand a little better, let's delve a bit farther into the history of this symbol.

What is the origin of this sign, and what does it mean? The most common explanation for the origin and meaning of the sign comes from the peace movement itself. They state this sign was designed in 1958 when Gerald Holtom combined the semaphore N with the semaphore D ("nuclear disarmament"), to symbolize the link between the end of nuclear weapons and peace. The combined symbol is enclosed in a circle to represent "all encompassing," or "total." There are number of problems with this explanation, of course. The first is simply the words of the designer himself.

Holtom later wrote to Hugh Brock, editor of Peace News, explaining the genesis of his idea in greater depth: "I was in despair. Deep despair. I drew myself: the representative of an individual in despair, with hands palm outstretched outwards and downwards in the manner of Goya's peasant before the firing squad. I formalised the drawing into a line and put a circle round it." -Wikipedia

Holtom asked that the symbol be placed on his tomb upside down, showing arms stretching up rather than down, and he refused to draw it with the arms stretching down for most of his life. So here we have the first negative connotation of the sign: It means despair.

Now, let's dig a little deeper into the actual image the designer, himself, says he based the symbol on -this is something you won't often hear discussed. The original painting was created in the early 1800's to celebrate the Spanish removal of Napoleon. It has anti-catholic -and possibly anti-Christian- overtones

(though there is some disagreement about this). There are apparently stigmata (imprints of a nail wound) on one of the peasant's two hands, and the scene appears to be modeled after an image of the Roman soldiers arresting Christ in the Garden, based on the way the figures are posed and arranged (Wikipedia). It is seen as a representation of the oppressed worker (peasant) being oppressed by the ruling class; an idea with socialist origins.

But are there other meanings beyond despair?

This same symbol was used by Hitler's 3rd Panzer Division from 1941 to 1945. The image on the left is the regimental 3rd Panzer Division symbol. Soviet, Polish, and Hungarian citizens, having suffered from the Nazi massacres, undoubtedly struggled with Holtom's use of the symbol as a thoughtful way to communicate peace. The symbol can also be found on some of Hitler's SS soldiers' tombstones. -Teachpeace.com

Now, in case you didn't notice, 1958 came after 1945. That's an interesting problem for the modern explanation of the origin of the symbol -how could the National Socialists know that in 10 years time the same symbol they were using as a unit symbol would be invented as the peace sign? While the National Socialists are well known to have taken symbols from all over the place and used them (the Swastika is actually an ancient symbol as well), it's a bit hard for them to have taken over a symbol that hadn't been invented yet. Or were the National Socialists, in 1941, already concerned about nuclear disarmament?

While there are no "official" explanations for this problem, the only known use of the central part of the peace sign, the inverted Y shape with a line down the middle without a circle, before World War II, is in "Nero's Cross."

The fifth and final Roman emperor of the Julio-Claudian dynasty, Nero (born Lucius Domitius Ahenobarbus 37 - 68 AD), is remembered in history for persecuting Christians. Nero's rule was so wicked he even had his mother executed. The First Roman-Jewish War (66 - 70 AD) started during his reign and today the term "Nero Cross" is the symbol

of the "broken Jew" or "broken cross."
-Teachpeace.com

This, and the use of the peace sign by Satanist in modern day Satanic churches, provides the reason for the many Christians who see the symbol as anti-Christian, an upside down broken cross.

So you have your choice in the peace sign. Is it an upside down broken cross? Is it a symbol of National Socialist Germany? Is it a sign of despair, a peasant before a firing squad? Is it socialist? None of these seem like good choices for the Christian to use as a symbol, do they?

So let's turn to the current "meaning" of the sign, simply, "the desire for world peace." Now here Christian understanding is going to differ based on doctrinal issues. For those who are dominist, and within dominist denominations, world peace is not

only achievable, it is necessary for Christ to return. And the way to peace is through political power, social justice, and then end of the Jew as a nation (replacement theology). For those of us who believe that only God can bring peace, however, peace without truth is a lie. Peace, in this form, becomes just another idol, another place to place your faith and trust rather than God.

And that is why I, personally, do not display, wear, or allow my children to wear the peace sign. The origins of the sign lie in despair and communism, the history of the sign is in a mocking of Christ, and the current meaning of the sign is that we can, and should, have peace without truth. It is an idol of the desire for peace without God, no matter what it's origin and history.

Short Reports of Board Meetings

Short Report of the Meeting of the
Board of Directors of Credo Christian Elementary School
September 10, 2013

- Opening and Welcome: The Chairman, Chris Hoff, opened the meeting by reading from Psalm 89 and prayer. He welcomed all the Directors and Principal Heres Snijder to the meeting.
- Agenda Approval: The agenda for the regular board meeting was approved with minor additions.
- Minutes and Short Report: The Minutes and Short Report of the June 11, 2013 Board meeting were adopted.
- Incoming/Outgoing Correspondence: Three letters from society members are received.
- Principal's Report: Heres Snijder presented the Principals Report for September 2013 including activities related to CCRTC, pupil-teacher ratio, student record policy, and teacher certification.
- Chairman's Report: The Chairman's report for September 2013 was received for information. Chris Hoff reported on his activities as chairman.
- General Business: A number of matters were discussed including an upcoming Board-staff social, publication of the director letter of commitment, SCSBC annual conference, vice-principal's job description update, CCES strategic planning, and follow-up with non-members. The Ad-Hoc Committee for Board nominations was struck.
- Education Committee: W. Bulthuis reported on the activities of the Education Committee including plans to explore the book, "Boundaries with Kids". Caroline Visscher and Jessica deBoer have retired and are to be replaced by Lisa VanDyke and Jennifer Onderwater.
- Maintenance Committee: E. Visscher reported on the summer renovations (classroom carpet/lino and locks) and the summer work-bee.
- Finance Committee: The financial statements for June 30, 2013 and the Finance Committee meeting minutes for the September 5, 2013 were submitted and reviewed.
- Development Committee: Oliver Hansma reported on the activities of the Development Committee including family visits and that \$16,695 was raised through the Credo Golf Tournament.
- IT Committee: J. Lof reported on the activities of the IT Committee including the purchase and installation of smart boards and computers.
- Next Meetings / Events: The next Board meeting is planned for October 1, 2013.
- Closing: Tim Bontkes closed with thanksgiving prayer. Chris Hoff adjourned the meeting and thanked all for coming.

Branches

Short Report of the Meeting of the
Board of Directors of Credo Christian Elementary School
October 1, 2013

- Opening and Welcome: The Chairman, Chris Hoff, opened the meeting by reading from Psalm 103 and prayer. He welcomed the Directors and Principal Heres Snijder to the meeting. Valerie Sikkema was absent with notice.
- Agenda Approval: The agenda for the Board meeting was approved with minor additions.
- Incoming/Outgoing Correspondence: Letter received from WOCS.
- Principal's Report: Heres Snijder presented the Principal's Report for October 2013 including an update on Teacher Certifications, International Conference of Reformed Education, and baby blessings to the Stephen Chase family.
- Chairman's Report: The Chairman's report for October 2013 was received for information.

Chris Hoff reported on his activities as chairman.

- General Business: A number of matters were discussed including CCES strategic planning, proposal to membership for building expansion, and Board nominations.
- Finance Committee: The financial outlook suggests that the deficit budget may be less than budgeted. Rob Bisschop and Jacoba Leyenhorst appointed as reviewers of the financials.
- Development Committee: Oliver Hansma reported on the activities of the Development Committee including that Mary-Anne Vanderhorst's has now joined this committee.
- Next Meetings / Events: The fall membership meeting is planned for October 30th, 2013. The next Board meeting is planned for November 12, 2013.
- Closing: Tim Bontkes closed with thanksgiving prayer. Chris Hoff adjourned the meeting and thanked all for coming.

Employment Opportunity

Due to large class sizes in the primary division and great expectations for family expansion the Board of Credo Christian Elementary School is inviting suitable candidates to apply for a

Grade 6 teaching position, effective April 1, 2014.

and

A Primary Teaching position, effective September 2014

The successful candidate is passionate about teaching in a Christian day school setting. S/He understands the privilege of education as the process of unpacking God's baptism promises to covenant children. The applicant holds or is able to obtain a BC Teaching Certificate. Membership of a Canadian or American Reformed Church or sister church is prerequisite.

If these qualifications suit your profile, you are encouraged to submit a resumé and application as soon as possible.

For inquiries, please contact:

Heres Snijder, Principal
Credo Christian Elementary School
Ph. 604. 530.1131 (school) or 604.576.4930 (home)
e-mail: h.snijder@credoces.org

Please submit your application to:
Credo Christian Elementary School
c/o Mr. Will VanOene, secretary of the School Board
21919 52 Ave.
Langley, BC V2Y 2M7
e-mail: wvanoene@telus.net

How do our children learn to read? Debates about teaching methods.

T.M.P. Vanderven

Taken with permission from Clarion Vol. 46, No. 8 (1997)

Recently, the public debate about the best method to teach reading to young children lit up again as fiercely as ever. You may have noticed this in your local newspaper. An educational psychologist reported the result of her study in which she compared the relative merits of the phonics and the whole language methods of learning to read; the results strongly favoured a phonics-first approach to the teaching of reading. The newspaper article reported that this study has been billed as the first hard scientific comparison. Parents were so impressed with the results that they moved their children to those schools that are using the phonics program. Even the venerable *The Globe and Mail* found this topic worthy of an editorial.

Of course, advocates of phonics-first and those of whole language have their supporters and claim their irrefutable evidence, as has become clear from a series of letters-to-the-editor, some signed by university professors, respected researchers in their own rights. It is not my purpose to settle the phonics vs. whole language debate; in my view this debate is pointless for reasons that will become clear, I trust. My purpose is to speak about the place and use of methods within Reformed education.

As Reformed people we are very much aware of the importance of reading a point that needs reemphasis when the world around us has become so strongly visual in TV and advertisements, for example. By conviction, we are people of *The Book*, and therefore reading instruction ought to take pride of place on the curriculum of our Christian schools. I sincerely hope that society's rate of illiteracy, reportedly at 25%, does not apply to our church communities. What would be left of our Christian faith if the Bible would become a closed book to one out of every four children? I realize that there may be alternatives, yet it remains a tremendously important goal of Christian education to teach the youngsters to read so that personal Bible reading and family devotions around an open Bible is indeed possible. (Do invite your children to read along with you at meal times, from as early an age as possible.) Therefore, we ought to be interested when recommendations are made by researchers, recommendations which may improve the effectiveness of our teaching. We ought to be open to new methods, or perhaps revisions of old methods, in order to help our students as well as possible.

There are at least three aspects to the recent reading method debate that are of interest to me. First, as a reading instructor, I am always on the look out for new ideas to help provide my students with the best possible background to their own work as future teachers. Reading

research studies is not the most exciting pastime, I can assure you, but it is my professional responsibility to scrutinize new findings, and, if convincing, to include them in my own teaching. College instructors must be up to date with the latest ... always keeping a sober mind since the latest is not necessarily the best. Those who attempt to teach others ought to spend considerable time studying themselves. This is not a search for the cure-all of the best method with the implied promise that in the future there will be no learning problems. Continued study provides the teacher with an increasing understanding of the complexity of the learning processes, as well as with additional tools with which to help individual students.

Second, if you have seen the newspaper articles on this subject, you will, no doubt, have been struck by the strong political overtones of the debate around reading methods. Stakeholders become fiercely vocal and, if possible, force action. As results of the study became known, parents started to move their children to the schools with the "better" program. No doubt, all this will bring further submissions to local educational authorities to force teachers to use those "best" methods. *The Globe and Mail* editorial illustrates this political element quite well in its concluding comments: When parents reward the best methods and educators who yield the best results by moving their children into those programs, those positive outcomes spread and are reinforced. Are provincial governments doing enough to put such information in the hands of students and parents? The answer, at this point, is no. (Feb 25, 1997). Our Christian schools also know about political pressure. I do not mean this derogatorily, but I simply want to note that school decisions always involve people with different interests and views. Therefore, such decisions require much discussion, negotiation, and, if possible, consensus. If there is no clear consensus, than someone must decide, always with the risk of criticism. Often such criticism centres around questions of authority and control. I do hope, though, that our schools do not suffer from the kind of suspicion alluded to in this editorial. There must be at all times an open and honest discussion, without hidden agendas. It is not the particular method that is important; of importance is the learning of our students. Throughout our deliberations we must be well aware of the danger to lock ourselves into one method at the exclusion of all other reasonable options the one recommended to use as, the best of course. We must not lose sight of the instructional and personal needs of our individual students. Although it is most valuable to learn about instructional methods in a general manner, and although there are general learning

principles, it remains true that we do not all learn in the same manner, and that the usefulness of each method depends on how well it can be and actually is applied with real children. Simplistically demanding that teachers use the best methods may not help the students at all.

A third aspect I want to point out is a generally strong belief that scientific research can and will provide us with methods of instruction which will really work, guaranteed. Note how it is reported that the Houston study is the first scientific comparison of reading methods. This implies that this reading experiment can be repeated many times by many others, always with the same results providing the conditions are kept the same. Thus, a scientifically sound teaching method applied in a Texas classroom would be equally effective when applied by a different teacher in a different classroom with different children. The problem sits in how to keep the conditions the same. One classroom full of children is never the same as another classroom full of children; there will always be many variables and many differences.

This is not to say that careful scientific study of the learning process would be useless. On the contrary, it can help us to describe human learning in valid and useful ways. Yet, as with the rest of creation, science can never claim to say everything there is to say about human action or human learning, and therefore we ought to acknowledge the limitations of such scientific studies. Although we share many traits with each other, not one person is quite like another and not one person leans quite like another. In my view, it is not the particular method employed that is of first importance in teaching, but the relationship between adult and child and how they interact with each other. The Bible tells us to speak to our children, to model for them, to counsel, to comfort, to be compassionate, to love them in short, to be teacher-fathers and teach mothers, as Dr. van Dam exhorted us some time ago. That ingredient cannot be captured in a scientific formula and it makes teaching much larger than an application of the best method.

The teacher in her classroom work must consider her students as persons with their unique traits and needs. She has to make sensible instructional decisions and make effective use of the various activities and resources offered by the textbooks she uses in her reading classes (basal readers, phonics books, comprehension activities, vocabulary exercises). She has to monitor the progress of her students, and take effective measures when things do not quite develop in the manner desired. In order to do all these things, she must have a sound understanding of the reading process, that is, the necessary theoretical background, and a wide repertoire of teaching techniques, that is, a toolbox full of sound instructional methods. Teachers have to make many decisions, and therefore they need to understand the problem situation as well as possible, and have available the tools to implement their decisions. Studies like those referred to above can help teachers to extend their instructional toolbox. Rather than

spend energy in controversy about what is the best method, as parents and teachers we do well to strive to understand the unique qualities of each of the tools that are in our toolbox.

What are the essential tools to help our children learn to read, you ask? just some examples:

Parents,

- read to your children (indeed, both mom and dad). Show them that reading is important to you.
- make your home a place that values The Book as well as many other books: books open worlds and minds.
- show the wonderful world of letters and sounds, of concepts and words, of ideas and sentences; language itself is such a tremendously fascinating gift.
- take your children to the local library; help them to broaden their reading horizon.
- most importantly, help them to discern between what is valuable and wasteful.
- talk to your children about interesting topics they have read about.
- prepare your vacation spots with some advance reading about interesting things to see and learn about. practise what you preach.

Teachers,

- inform yourselves as fully as possible about that wonderful and awesome ability to read: how letters and sounds relate, how words and sentences are formed, how paragraphs connect, how stories work
- make your classroom a place where reading is valued as a source of information as well as enjoyment, as a means by which we may be persuaded to another point of view.
- make quality books readily available not just one hour per week during library period; textbooks are usually not the most exciting reading fare: use real books to learn about things.
- read to your students on a daily basis, fiction as well as nonfiction; why not read out loud an article from Popular Science to your Grade 8 students?
- practice what you preach.

Young people,

- discover the marvellous world of books; become world travellers in your own home.
- develop your own thinking abilities by reading; books contain the thoughts and experiences of other people and reading them brings you into contact with their authors; you can argue, debate, agree, disagree, even cry and swoon . . . you might discover something about yourself.
- make use of the many resources available to you; never in the history of the world have so many different books been available.
- learn to discern: not every book or article is equally wholesome; read at least one article from each issue of Reformed Perspective and Clarion
- talk about a good book with your friends; give them a good book for their birthday.

Credo Aid Update....

We've had a great start to the year! Here are the profits so far:

Entertainment Books: \$4020
 Veggie Packs: \$3448
 Vessey Bulbs: \$247
 Purdey's Chocolates: \$1132
 Croquetten: approx.. \$4500-5000 (final numbers still to come in)

And with Christmas around the corner we have a few more fundraisers lined up:

Christmas Wreaths: Credo Aid will be making and selling evergreen wreaths again this year. They will be \$ 20.00 and will be available for pick-up from CCES on Wednesday, Dec.4. Call Shelley Sikma or Susan Stam to order yours by Friday, Nov 29th! The wreath making date is set for the day before pick up: Tuesday, Dec. 3 - please consider coming out for a day of fun! There are jobs for everyone and you don't need to be super crafty to be able to help! Contact Shelley (paulandshelley@shaw.ca) or Susan (stam.susan@gmail.com) to sign up.

Gift Baskets: We are also again putting together gift baskets this year for a local company, and since they need to go out by Dec. 10th we have set the production dates for Dec. 5 from 7-10pm as well as Monday, Dec. 9th from 10am -2:30 (if needed). This is a fun group activity; if you're able to come on and help out please contact Loretta Saide @ 604.626.4160 or lorettahoman@hotmail.com.

Book Sales: In order to promote reading and to support our school, Vanderheide Publishing Co Ltd is working together with Credo Aid to give you great deals on some classic books, with a generous 30% of sales going towards Credo Aid. Remember the Scout series and other great books by Piet Prins? These and many more great heritage books are now being offered in discount packages through this book sale and would be great to consider for Christmas gifts! While this fundraiser is ongoing throughout the rest of the year, if you would like to purchase in time for Christmas please order by Dec. 3. Contact Jackie VanOene (604-626-0642) for more

information and to place your order!

Gift Certificates: And finally, don't forget about the gift certificate program! Remember, the funds raised by the gift certificate purchase are a separate entity from the rest of our fundraisers and are usually saved up for a specific cause. With the decision for the school expansion in place, we now have a great cause to support and the gift certificates are an excellent way to raise the funds needed for the expansion costs! Please consider participating in this program!

Aside from regular grocery gift certificate purchases there are also other certificate opportunities to consider. Christmas is coming - gift cards make great gifts for friends and family but also for employees! See the gift card order form elsewhere or look for it on the CCES website under Credo Aid...just remember that all orders for Christmas should be in by Dec. 6.

Also, there are a number of gift cards that the organizers usually always have on hand if you need a quick pick up:

The Keg	IGA	Shoppers
Olive Garden	Esquires	Subway
Starbucks	HBC	ToysRUs
Canadian Tire	Boston Pizza	Winners
Home Depot	White Spot	Boathouse
Chapters	Cactus Club	SportChek
Kelsey's	Marks Work	Itunes
Best Buy	WearHouse	Dominos

So if you miss the deadline, or want to order something at different times of the year, (wedding, birthday, shower gifts etc) these ones will still usually be in stock. Most of them are in \$25 amounts, some in \$10 amounts, and of course the grocery ones are always in stock, so give Shauna Stam, Ang deBoer and Marcia Wildeboer any time to see if they have what you're looking for! Every little bit counts!

As you can see, December will be a busy month, but hopefully productive one. And as always, thanks again to the entire community for your support, and contributions!



Credo Aid
CERTIFICATE ORDER FORM

Credo Christian Elementary School
21919 52 Ave. Langley BC V2Y 2M7
Phone: 604-530-1131 Fax:604 530-4268
e-mail cces@telus.net
web site: www.credoces.org

GROCERY STORES – ALWAYS AVAILABLE

Superstore (5%)	_____	x	\$50.00	=	\$ _____
	_____	x	\$100.00	=	\$ _____
	_____	x	\$250.00	=	\$ _____
Save On Foods (8%)	_____	x	\$50.00	=	\$ _____
(Pricesmart)	_____	x	\$100.00	=	\$ _____
IGA (reloadable)(5%)	_____	x	\$50.00	=	\$ _____
Safeway (8%)	_____	x	\$50.00	=	\$ _____
	_____	x	\$100.00	=	\$ _____

COFFEE AND TREATS

Tim Horton's (5%)	_____	x	\$10.00	=	\$ _____
	_____	x	\$25.00	=	\$ _____
Starbucks (5%)	_____	x	\$10.00	=	\$ _____
	_____	x	\$25.00	=	\$ _____
Esquires (10%)	_____	x	\$25.00	=	\$ _____

RESTAURANTS

Available in \$25's:

- Domino's (10%)
- Olive Garden (7%)
- Earls (7%)
- The Keg (7%)
- Kelsey's Multibrand (3%)
(Milestone's, Kelsey's, Montanna's, Second Cup)
- Moxie's (10%)
- Red Robin (7%)
- The Boathouse (7%)
- White Spot (7%)
- Boston Pizza (5%)
- Old Spagetti Factory (5%)
- Wendy's (3%) and Subway (5%) also available in \$10

SPECIALTY STORES

Available in 25's

- | | |
|--------------------------|---------------------|
| Aeroposte (7%) | American Eagle (5%) |
| Canadian Tire (3%) | Chevron (2%) |
| La Senza (7%) | M&M Meat Shops (3%) |
| Old Navy (7%) | Payless Shoes (5%) |
| Shoppers Drug Mart(3%) | Sport Chek (4%) |
| Toy's R Us (2%)(or \$10) | Winners (7%) |

Available in \$20's – Chapters (10%), Roger's Video (7%)

Available in \$50's – Spa Utopia (7%)

Please use this space to write your orders for specific stores (other than grocery/coffee):

Send your form to the school (marked Credo Aid) or phone Shauna Stam 604-514-9805

DEPARTMENT STORES

Available in \$25 and \$100's

- Sears (2%)
- HBC (3%)
(The Bay, Zellers, Home Outfitters)

HOME IMPROVEMENT

Available in 25's and 100's

- Home Depot (2%)
- Home Hardware (3%)
- Rona (3%)

- Best Buy (2%)
- Future Shop (2%)
- Mark's Work Warehouse(7%)
- Petro Canada (2%)
- Staples (3%)

Board of Directors

- | | |
|--------------------------|-----------------------|
| Mr. C. Hoff (2015) | Chairman |
| Mr. W. Bulthuis (2014) | Vice Chair/Ed. Com |
| Mr. W. VanOene (2016) | Secretary/IT Com |
| Mr. O. Hansma (2015) | Treasurer/Expansion |
| Mr. T. Bontkes (2014) | Expansion/Maintenance |
| Mrs. F. Jansen (2016) | CCHS/SpEd |
| Mr. A. Leyenhorst (2016) | Maintenance/CCSTA |
| Mr. R. Scheper (2014) | Development/Finance |

Education Committee

- | | |
|-----------------|--------------------|
| Mr. W. Bulthuis | Mrs. Y. Hoogstra |
| Mr. R. Roukema | Mrs. W. Sikma |
| Mrs. J. VanOene | Mrs. L. VanDyke |
| Mr. H. Snijder | Mrs. J. Onderwater |

Development Committee

- | | |
|-----------------|----------------------|
| Mr. R. Scheper | Mr. B. Deboer |
| Mrs. D. VanDyke | Mrs. M. Vanderhorst |
| | Mr. M. VanWoudenberg |

Special Education Committee

- | | |
|----------------|-----------------|
| Mrs. F. Jansen | Mrs. D. Huttema |
| | Mr. H. Snijder |

Finance Committee

- | | |
|---------------|----------------|
| Mr. O. Hansma | Mr. R. Scheper |
| | Mrs. E. Kuntz |

Expansion Committee

- | | |
|----------------|------------------|
| Mr. T. Bontkes | Mr. O. Hansma |
| Mr. M. Homan | Ms. L. Scholtens |
| Mr. K. Stam | Mr. R. Wiegers |

Maintenance Committee

- | | |
|--------------------|----------------|
| Mr. A. Leyenhorst | Mr. H. Snijder |
| Mr. T. Bontkes | Mr. M. Homan |
| Mr. C. Vanderugten | Mr. B. VanOene |
| Mr. R. VanSpronsen | Mr. R. Wiegers |

Staff

- | | |
|------------------------------------|----------------------|
| Mr. H. Snijder | Principal, Music 4-7 |
| Mrs. J. Onderwater | VP, Kindergarten A |
| Ms. L. Scholtens | Kindergarten B |
| Mrs. M. MacDougal | Grade 1 |
| Miss A. Bosch | Grade 2 |
| Mr. S. Chase | Grade 3A |
| Mr. J.Kanis | Grade 3B |
| Mr. J. Scholtens | Grade 4 |
| Mrs. L. Vanspronsen | Grade 5 |
| Mrs. N. VanRhee | Grade 5 |
| Mrs. J. deBoer | Grade 6 |
| Miss R. Vanderhorst/Mr. O. Bouwman | Grade 7 |
| Mrs. D. Huttema | SpEd, LA |
| Miss M. Bosma | Educational Ass't |
| Mrs. W. Deleeuw | Educational Ass't |
| Mrs. K. Meints | Educational Ass't |
| Miss K. Mostert | Educational Ass't |
| Mrs. J. Spoor | Educational Ass't |
| Miss P. VanDelft | Educational Ass't |
| Mrs. A. VanSpronsen | Educational Ass't |
| Mrs. E. Kuntz | Office Administrator |

Credo Aid

- | | |
|---------------------|--------------------|
| Mrs. E. Scheper | Mrs. L. Leyenhorst |
| Mrs. S. Stam | Mrs. L. Saide |
| Mrs. A. VanSpronsen | Mrs. C. Luiten |

Fee Structure 2013-2014

Membership	110.00	Kindergarten	260.00
Elem. (1-3)	470.00	Elem (4-7)	490.00
Junior High	635.00	Senior High	685.00

CCSTA office 778-395-1706
Curtis Braun email: CCSTA@shaw.ca