

Treasurer's Report

B. Medemblik

So what can a Treasurer write in a semi-annual newsletter that would keep the reader captivated? Everyone knows the need of the college, right? Support for Covenant College comes from Canada, the United States, and Australia. Most of us would agree that it is indeed a blessing to have our own quality teacher training organization that operates in accordance with Reformed, biblical principles.

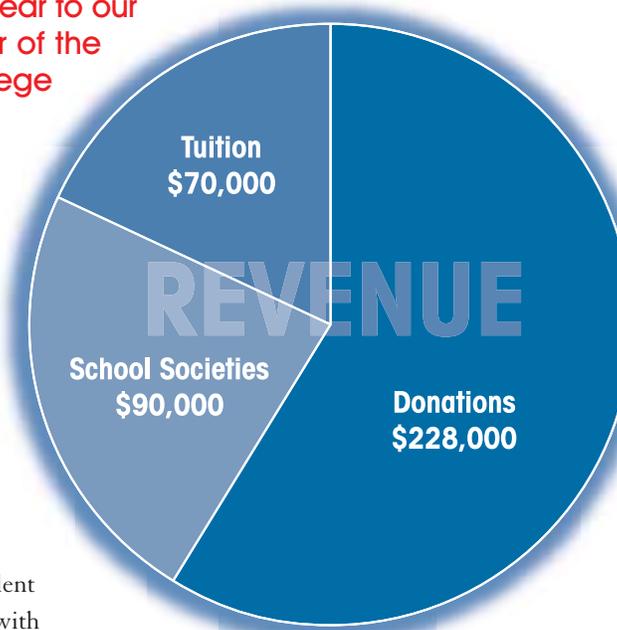
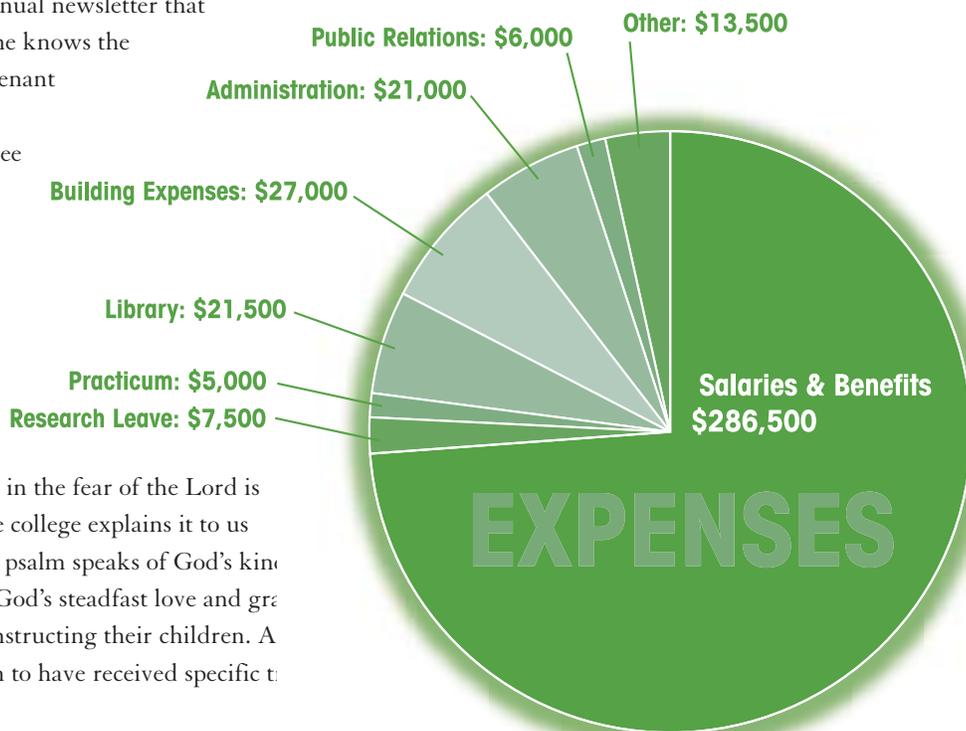
It is a rich blessing to enjoy covenantal schools in virtually all our church communities. These schools are dear to our hearts since the call to raise up the children in the fear of the Lord is to be taken very seriously. The motto of the college explains it to us "... tell the next generation" (Ps. 78:4). This psalm speaks of God's kindness in instructing a sinful people. We see here God's steadfast love and grace. Teachers ably assist parents in the task of instructing their children. A better way to be equipped for this task than to have received specific training at a Reformed college?

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As Board we also recognize that our schools are located in different provinces and states, with widely varying teacher training requirements. This has led to the situation that the teachers trained at covenant College have, for the most part, served the Ontario schools. This has been a major issue for the Board; how do we address the needs of all our schools for both pre-service and in-service training? We plan to be busy with this also in the coming fiscal year. An accreditation committee has been struck to look at options that could lead to the accreditation of teachers. In order to work effectively on this a portion of the time of our staff will be used for this task.

This has led to the decision by the Board of Governors to appoint the equivalent of 3.6 full-time teachers for the year 2004/05. This decision, however, comes with additional financial needs. For that reason we ask for your prayerful and your financial support in order that we may continue in the task of training Reformed teachers for the schools our heavenly Father has granted us.

In order to keep you up to date we have included an abbreviated copy of the Board-approved budget for the fiscal year September 1, 2004 to August 31, 2005. Since the official membership of the College is by participating school societies who are assessed a small fee, we rely mainly on the generous support from individuals and businesses. To that end, the recommended donation for this fiscal year has been set at \$360.00 per donor. Of



course, donations of any amount are most welcome! Please send your donation to your local representative or directly to the College, using the enclosed self-addressed, postage paid envelope. It will help our comptroller greatly if you provide the information in the form on the previous page (pg.7).

covenant

CANADIAN REFORMED TEACHERS' COLLEGE

"...tell the next generation..."

Looking Back...

ANOTHER ACADEMIC YEAR
HAS COME AND GONE.

Article pg. 6



Looking Back...

ANOTHER ACADEMIC YEAR HAS COME AND GONE.

Together with friends and family we could celebrate the graduation of nine students on May 28. We congratulate them at this festive occasion, and wish Cornelius Broersma, Katherine Nijenhuis, Elizabeth Smith, Jackie Reinink, Ed Balch, Angela Dokter, Joel Sandink, Douglas Sikma, and Jonathan VanDyken the Lord's rich blessings as they continue to serve him in his ways.

Together we may look back in gratitude. The 2003-04 year was a good year. We thank our God for health and strength so that the instruction at Covenant could take place unhindered and in a spirit of good cooperation. And our appreciation is extended to all who are involved with Covenant College one way or another:



BACK ROW: Doug Sikma, Cornelius Broersma, Joel Sandink, Ed Balch | **FRONT:** Elizabeth Smith, Jackie Reinink, Katherine Nijenhuis, Angela Dokter, Jonathan VanDyken

We thank the faculty for its dedication: Rev. D.G.J. Agema, Mme. T. Boisvert, Mr. W.F. Horsman, Miss J. Kingma, Dr. F.G. Oosterhoff, and Dr. A.Witten.

We express our appreciation for the excellent support received from principals and teachers in our schools: All our schools in Ontario, as well as Carman and Winnipeg, and Heritage Christian School in Jordan Station opened their doors to our student-teachers. Our elementary and high school classrooms play an important role in the academic program offered at the College. It is in these classrooms that our students receive an opportunity to connect theory and practice under the guidance of (and often with much wisdom and tact from) experienced teachers. In this context, Mr. Horsman deserves a very special "Thank You" for his work as practicum coordinator. With twenty-one students on practicum placements four times per year, this adds up to an equivalent of 162 weeks of practicum, and lots of site visits for the College faculty supervisors.

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Also this year our students could be instructed by guest speakers who shared their knowledge and experience in different areas of expertise: Miss Diane Breukelman (True Colours personality theory), Miss Diane Poort and Miss Marlaïne Vanderhorst (What first-year teachers really learn . . .), Mr. H. Faber (The teacher and the law), Mrs. Sharon Hofsink (Special needs learners: Identification and modification), Mr. Nick Vanderven (Teaching and technology), and Mr. J.Vandooren (Principal-teacher relationships). During the Winter semester, ten high school teachers hailing from four different schools attended and enjoyed a series of five Shakespeare evening workshops offered by Dr. Ben Faber.

We express our thanks to the W.A.T.C.H. [Women Aid the Teachers' College in Hamilton] whose ever-watchful eye is open to new and innovative ways of raising funds within our church and school communities to help us meet the extra-special needs we may have. This year their dollars were happily spent on furniture for one of the classrooms, and a fridge and microwave for the staff room.



that-be. We rejoice with our next-door-neighbour, Redeemer University College in Ancaster ON, now that many years of prayer and hard work have been crowned with the right to grant a B. Ed. degree, as well as receiving an unrestricted initial accreditation by the Ontario College of Teachers for the new teacher education program.

The recently-appointed Ad Hoc Committee has received the mandate to investigate possibilities of accreditation for our College, and to do so within the context of our mission statement as cited above. This will not be an easy task, and we solicit your prayerful support in these matters. We welcome your thoughts and comments, and will keep you informed via our Newsletter.

Dear readers of our Covenant College Newsletter,

We send a thank you from West to East for your overwhelming reactions to our request. You read, you responded, you cleaned up, and we received: Boxes and bags and boxes and bags and boxes and bags and boxes of "Clarions."

You will recall that the purpose of the request was to gather these volumes to be used as resource and support for the church history program. As the boxes and bags came in, it became clear that the very material we received carried a church historical stamp: Some 1950s copies of The Canadian Reformed Magazine display the mailing label of "The Utter Farm, Burlington, Ontario," a well known address for many early settlers in the area.

Dear readers, we thank you for your response. But--we also want to let you know that (for now) we have "enough!"

Teaching Mathematics at Covenant

The College programs include a number of Curriculum Methods courses in Language Arts and Mathematics as well as most of the other subjects usually taught in the elementary school.

Mathematics is considered important enough to warrant two courses, one primarily dealing with mathematical concepts that elementary teachers should master, and the other with how teachers can help children learn mathematics. Both courses share many of the following principles:

- The primary objective of math instruction in elementary school is to help children learn to think, reason, and solve problems.
- Mathematics includes arithmetic (numbers and numeration) but also, geometry, measurement, patterns, algebra, probability, statistics, data analysis, logic, and discrete mathematics.
- Problem solving should be part of every unit or topic.
- Problem solving should be used as a way of teaching mathematics.
- Teachers should help students think through a problem rather than depend on a memorized rule or formula.
- Teachers should use the knowledge that children bring with them to the classroom.
- Teachers should help students understand the concepts behind rules or procedures.
- Teachers should help students make connections between various mathematical ideas.
- Students should be encouraged to talk and write about mathematics.
- Students should have the opportunity to work in pairs, small groups, as well as individually.
- Teachers should not depend on textbooks that encourage "doing the page" rather than "doing mathematics."
- Manipulatives can be used to enhance understanding.
- Teachers should help students recognize when it is appropriate to use a calculator and when it isn't.
- Teachers should teach mathematics so that it is meaning-oriented as opposed to symbol-oriented.

W.F. Horsman

Please tear off and send with your donation.

I enclose my donation of \$ _____

I enclose post-dated cheques for a total amount of \$ _____

Name: _____

Address: _____

Congregation: _____

CCRTC

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Recognition & Accreditation

C. van Halen-Faber

Since its inception in 1977, and since its doors opened in 1981, the term “seeking recognition” has been a well-used expression around the board and committee



tables at Covenant College. Faculty and Board members are faced with a daunting task: How do the two programs of study offered at our College “fit” with the provincial requirements for teacher education and certification across Canada? And, most importantly, how do the programs offered at our College reflect the present mission statement of the College as “Providing academic teacher training and professional development in accordance with Biblical principles as summarized in the confessions of the Canadian Reformed Churches.”

Universities, and other teacher training institutions (pp.3-5). It also noted the frustrations experienced in attempting to initiate and establish this process beyond personal and individual contacts.

At its recent Annual Meeting, the Board of Governors re-affirmed its commitment to pursue possible avenues for forms of recognition and accreditation. To this end, an Ad Hoc Committee was appointed. You may ask, “Why now? What has changed within the Canadian educational scene? Why is this issue important for us?” Indeed, these are valid questions. And indeed, some things have changed since the 1993 Report. Closer ties between the College and school societies have been forged in the provinces of Ontario and Manitoba. On the other hand, the interest and support received from school communities west of Manitoba has decreased steadily. Since the mandate to offer Reformed teacher education has not changed, it appears that much of

In one of its reports to the Board of Governors, the Recognition Committee observed that “a concerted effort is required to affirm the need of a reformed teacher training program in order to help maintain the scriptural / confessional identity of our schools across the nation” (RC Report November 1993, p.3). The same Report recognized the importance of establishing meaningful contact with provincial federations of independent schools, provincial authorities, the Association of Colleges and

the decrease in support is directly linked to the status of our College and its inability to offer a “recognized” teacher education program. “We cannot ‘use’ your graduates in our schools, so why should we continue to support the College?” is a question that has been posed to us many times.

Presently, and in the eyes of most provincial educational authorities, teacher certification has two components: Academic Qualifications obtained through Faculties of Education [e.g., through Bachelor of Education Programs] and Professional Qualifications granted through Provincial Colleges of Education and leading to Provincial Certification. Both components are dependent on the institution that grants them, and only those institutions that are “recognized” will be able to grant these qualifications to the successful student. Such recognition is a complex matter and involves political as well as academic powers-

Our appreciation also goes to the part-time staff. Donna VanHuisstede is our administrator who does wonders in her half-day per week position. Eleanor Boeringa continues to keep our library books in order from beginning to end. This year we said our farewell to Allison Schutten, who has served our library



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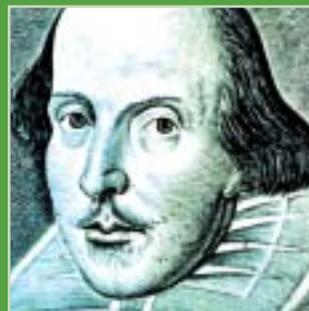
needs for almost a dozen years. It is a little ironic that the very “library automation program” Allison helped introduce to our library, is now one of the reasons why her task as “circulation librarian” has become redundant. “Thank you, Allison for your excellent work!”

Our listing of “Thank you’s” would not be complete without thanking our students: Learning extends beyond the walls of our building . . . This year’s group has illustrated this by taking a number of initiatives: An entertaining visit with the residents at Ebenezer Villa; a Beat- the-Winter-Blahs-Banquet; a visit to the Royal Ontario Museum, complete with an in-service session for teachers; and many in-house activities ranging from lasagna lunches and birthday celebrations to the purchase of a ping-pong table.

All in all we had a good year in which the education of a new generation of teachers for our schools could continue unhindered.

Covenant Shakespeare & Do Mix!

Ten Christian from high schools scattered across this large province of Ontario braved blustery winds and frigid temperatures this past winter to head back to school. Fondly remembering university and college days, these hardy souls stepped back to spend some time under the tutelage of a wizened master.



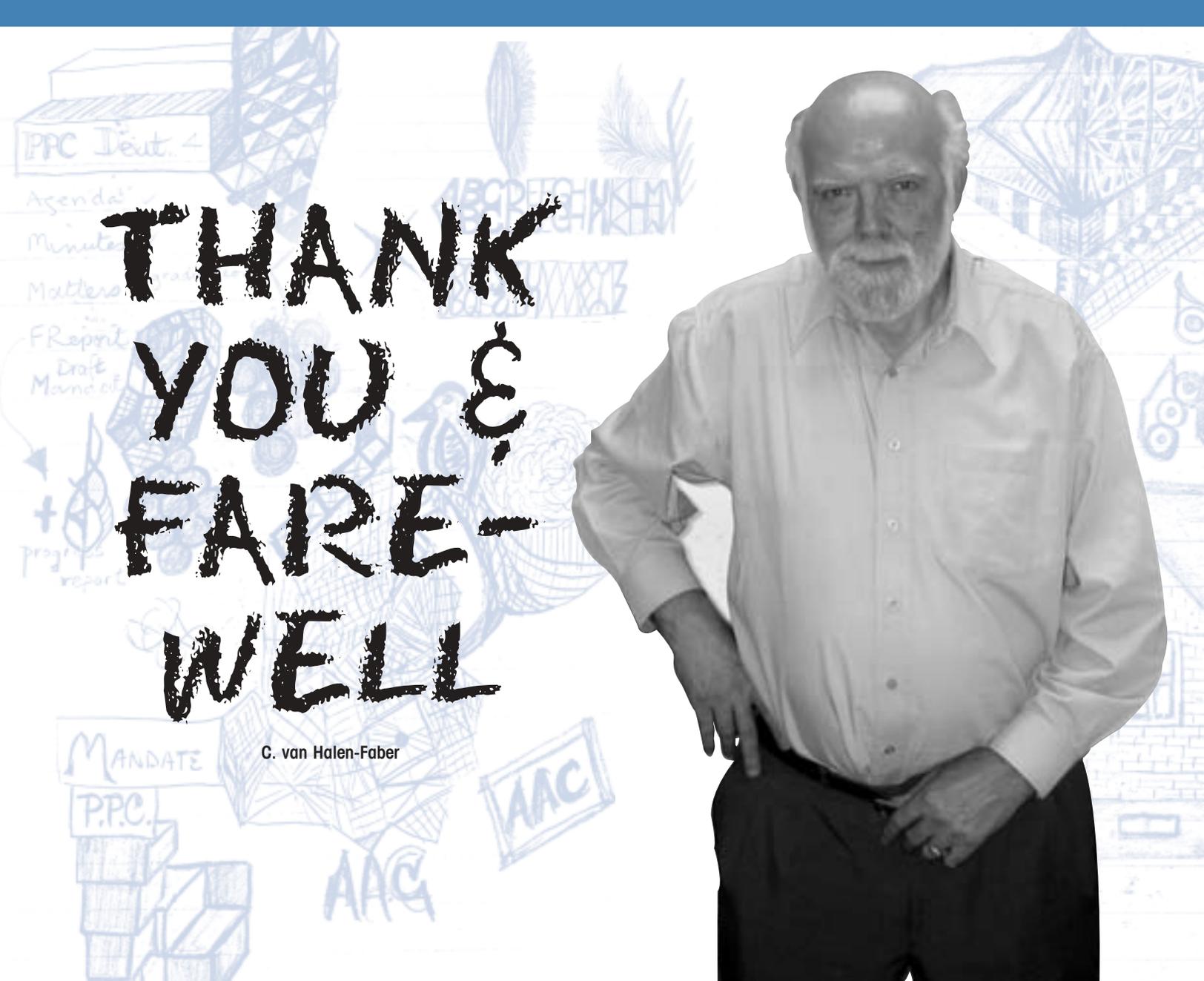
The six-week course, under the very capable leadership of a youthful Dr. Ben Faber of Redeemer College, challenged these teachers to consider how Shakespeare is taught, and how his work can be dealt with in Christian settings.

We considered topics such as “The History”, “Language in Shakespeare”, and “Characterization in Macbeth.” Macbeth received particular attention, as many teachers regularly teach it. The last evening allowed for several comparison viewings of the various versions of Macbeth

The course was capped with a special viewing of Redeemer University College’s performance of Macbeth. A wine and cheese get together allowed all the participants a final goodbye.

This course was welcomed by all. Such professional training and reflection encourages the pursuit of excellence which is the aim of all Christian teachers. **R. VanAndel**





THANK YOU & FARE- WELL

C. van Halen-Faber

Words of Appreciation M. deGelder

For well over twenty years, Mr. Bill Horsman has been busy with the affairs of Covenant College. Even before its doors were opened, Bill was helping the principal at that time, Mr. T. Vandervan, get ready for this new venture, an educational institution which would prepare young people to become teachers in Canadian Reformed schools. This enterprise required a lot of thought and planning and Bill was always there in the background, playing a supporting role.

Throughout the intervening years, Mr. Horsman has continued to serve the College well. Not one to seek the limelight, Bill did his work quietly. He continued his interest and studies in the main subjects that were his responsibility, the Math and Science areas, taught these to the students in his unique style and thus became an influence on over 132 students, including the 21 who are presently under his tutelage.

Also throughout the years, Bill has been of great assistance to the College by serving on various committees and generally helping out

in the 1001 things that need to be done to keep the College running.

The time has now come for Bill Horsman to officially retire. As Board of Covenant College we would like to say a heartfelt THANK YOU! to Bill for his dedicated participation in all the work at the College. We acknowledge with Bill that he did not do this work in his own strength, but he certainly used the talents God gave him for the well-being of the College.

Having said this we also gladly announce that Bill has agreed to return to teach some of the courses which were in his field of expertise. We are especially pleased because we wish to continually enhance the service our College provides. Thus when we may welcome a brand new faculty member, we may also still draw on the knowledge and experience of one who has been involved in the growth of the College from the beginning. We look forward to Bill's continued, if limited, participation!

How does one go about marking milestones? How does one share memories with others? When does one do so? These questions have occupied the minds of Board and faculty members for some time now. And they have all circled around our "Mr. Horsman". In light of the full-time employment policy of Covenant College and of the fact that 2004 is the year in which our esteemed colleague reaches a very special age, we find ourselves at a milestone: Bill's retirement as a full-time lecturer at the College. It's time to look at some other milestones and highlights:

In 1939, Bill was born in the town of Aalsmeer, the Netherlands. He came to Canada in 1952, and attended elementary and secondary schools in Napanee, Fergus, and Guelph. In 1959-60 he entered Hamilton Teachers' College and obtained his Ontario Teaching Certificate. Licensed to teach, he began his career in a one-room country school Amaranth Township (Dufferin County; 1960-62). In 1962, Bill became the founding principal/teacher at John Calvin School in Burlington, and in the following year he married Evelyn Van Huisstede. From 1969-1972, Bill taught at the Calvin Christian School in Hamilton, and earned his B.A degree through part-time studies at McMaster University. He then returned to Burlington. From 1972-81 he worked at the John Calvin School as teacher and vice-principal, and completed his M.Ed degree at Brock University. From 1981-2004, Bill has worked as a full-time lecturer at Covenant Teachers College.

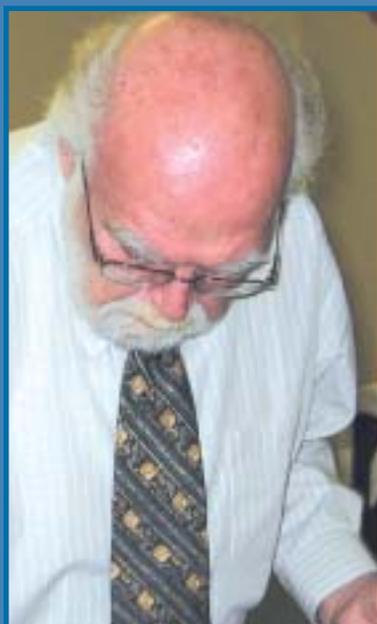
I first met Bill in the mid-1970s when I entered the doors of the John Calvin School in Burlington as a very young, very inexperienced Grade One teacher. My first impression of Bill at that time: Very old and very wise. . . Many years later, I met him again. This time I entered the doors of Covenant Teachers' College as a not-quite-so-young, but still very inexperienced lecturer. My impres-

sion at that time: Not quite-so-old, but wiser still.

Over the years I have come to appreciate Bill for who he is: Someone who is dedicated to the task, laid-back, interested in many different aspects of learning and teaching, well-read, realistic, to-the-point, patient (usually), down-to-earth, and knowledgeable. I have also come to appreciate him for his memory, his sense of humour, his love for the world of words and numbers, and his interest in and concern for people-as-persons.

We thank Bill for his many years of service in and for our schools. We especially thank him for all the work he has done (often behind the scenes) for the College: Bill, you have played a big role in the forming of many teachers as they in turn "tell the next generation"! May the LORD continue to establish the work of your hands.

As we say our formal fare-well, we also may say a fond "welcome back." For although it is our wish that Bill may continue to receive good health so he can spend more time with his wife, his children, and as a proud grandfather with his fifteen grandchildren, we are also happy that Mr.Horsman will continue to teach on a part-time basis at our College. "A Dieu."



Students' Perspectives

We asked our current student body to help you, our readers, get to know the Mr. Horsman they know. Here's what they had to share:

An Ode To Mr. H

Mr. William Horsman

I'm his favourite fan.

He's a doodling fanatic

Locked himself in the attic.

I will remember Mr. Horsman because:

- > He is interested in what I am reading and what I think about it.
- > He has lots of teaching aids - jars of pennies, see-through calculators.
- > He actually knows what each one is for.
- > He often says, "So, how did we get to talking about this again?"
- > He is a defender of problem solving: "We must teach for understanding."
- > I'll still be able to hear his infectious chuckle years from now.
- > Of his common sense (his "practical" side).
- > His hands are always busy with pencils or elastics when he teaches.
- > He understands people's weaknesses and strives to help them rise above or get around them.
- > Of his cheerful and good-natured manner.
- > His response to totally irrelevant discussion points: "I'll have to see it, to believe it!"
- > Discussions in his class are "such a blast"!