

The NEWS and VIEWS Letter about  
people and happenings at  
Vancouver Community College  
December, 1985

# VANCOUVER COMMUNITY COLLEGE

ARCHIVES

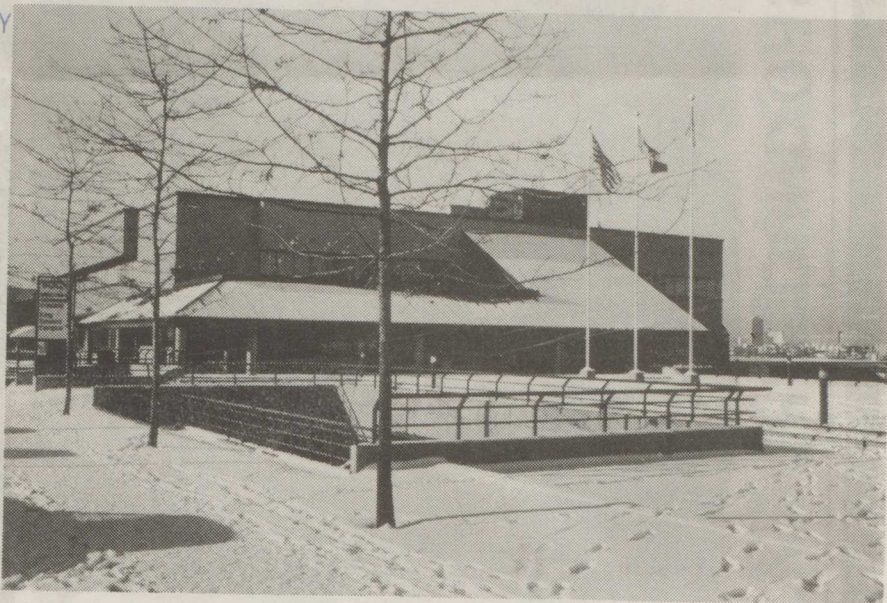
# INTERCOM



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## IF YOU NEED TO KNOW



Let's be honest. King Edward Campus can be confusing — particularly to the uninitiated. Who expects to climb off the No. 9 bus, push open the glass front doors and wind up on the fourth floor? Then there are the people who confidently push the elevator button for the first floor and look flustered when they find themselves in the depths of the mechanical trades.

These difficulties were anticipated from the start. But the need to assess the flow of traffic — people, paper and information — along with a lack of funds — put an information centre on the back burner for a couple of years.

Last summer, after much research and canvassing of opinion by Vicky Monroy of the counselling resource centre, an information centre opened in the kiosk, just inside the main entrance on the fourth floor. KEC's counselling centre and Continuing Education share the staffing duties. There is a friendly face to direct students to registration; find the lost meeting room or confirm the time of the music department's concert. Unlike the days of the good Samaritan, the puzzled visitor gets only one answer to a query — the right one. The kiosk is open from 8:30 a.m. to 8 p.m. Monday through

Thursday, closing at 4:30 p.m. Friday. The centre handles enquiries for Central Administration, as well as KEC and Continuing Education.

"It was quite a task getting this off the ground," says Monroy. "There was a lot of information to be compiled and centralized. Now it is a matter of making sure people know where we are. We give out all kinds of information — directions on how to find a particular office, registration and course information."

The centre takes some of the load off the other switchboards, directing calls to the appropriate channel and scouting out phone information. The quickest response in the case of emergency is to call into the information centre at #777. First aid, fire trucks and whatever else might be needed will be summoned with dispatch.

"To keep people from going up and down and around, we need the co-operation of everyone at KEC," Monroy explains. "The centre is only as good as the information we have. That's why I urge everyone to keep us informed."

So when you are at KEC in search of a place, person, or program, the information centre is your one-stop center of enlightenment.



# CHAN MAN HO: A SUCCESS STORY!



*Division Chairman Lyle Larrigan presents a Xerox scholarship to computer information systems student Chan Man Ho.*

Chan Man Ho was among the Vancouver Community College students at Langara Campus who recently received recognition for their outstanding efforts at a scholarship ceremony. The 28-year-old computer information systems student was presented with a scholarship from Xerox.

While all the scholarships are a tribute to perseverance and hard work, Chan's effort goes beyond the usual realm of recognition. He came to Canada from Macau, a city in the South China Sea, in 1981, along with his younger brother and parents. He knew almost no English. He's had one artificial eye since early childhood and he has only partial sight in the remaining eye. Chan's first stop at VCC was King Edward Campus, where he studied English and math through the adult special education department. From there he went on to College Foundations,

mastering both a new language and the high school courses he needed for more advanced education.

"I was helped greatly by the tutors who reviewed my lessons with me, and the special equipment, reading machines and photocopiers that would enlarge print," Chan explained. "I can't see the blackboard so I have to listen to the lectures very carefully and go over them soon afterwards. I tried taping lectures, but I found it took too long to review and it was hard to find the particular point I wanted. I've had to discipline myself to be very organized, otherwise there is no way I could do it."

All the time he was studying at KEC, Chan held down a job as a dishwasher at the Canadian National Institute for the Blind cafeteria, doing his part to support the family. He would study in the morning and early afternoon, then head off to work.

Chan, who came to Vancouver in the hope of finding a better job — he'd left school in grade eight and worked as a baker for eight years in Macau — and getting surgery for his one eye — took his setbacks philosophically. "I found jobs weren't that easy to get," he says simply. And, after making the rounds of eye specialists in the city he found the expert consensus was that he would be unwise to risk damage to his one eye by going ahead with surgery.

Chan is in his final term of the computer information systems program at Langara Campus. Asked what he hopes to do in the future, he is quick to reply that he would take whatever job he could find. But pressed, he allows he would like to use his computer skills to work in accounting.

His quiet determination and exceptional effort have won the admiration of his teachers and counsellors. "He is probably the most remarkable person I've ever met," says Langara counsellor Janet Currie.

## FIRST PRIZE FOR EXCELLENCE

The December 15 graduation of 26 nursing students at Vancouver Community College's Langara Campus was particularly special because it saw the first presentation of the Irma Musil Memorial Award for Excellence in nursing.

The first person to receive the prize, established as a tribute to a graduate of the Langara Campus program by nursing instructors Pamela Novak Cawley and Emily Knor, is Jeanette Margaret Smith. She was singled out for her proficiency in clinical nursing practice and her outstanding academic record. She was presented

with a book, "Nursing: the Finest Art — An Illustrated History" by M. Patricia Donahue.

During the ceremony in the theatre at Langara Campus, instructors Veronica Nickerson and Gail Campbell presented the graduates with flowers and their nursing pins. The new graduates must go on to exams set by the Registered Nurses' Association of B.C. before they can practice as nurses.

The prize for nursing excellence is only one part of the Irma Musil Award. In addition there is a scholarship to be awarded to a student studying in the program.



# VANCOUVER COMMUNITY COLLEGE

## NEWS MAKERS



VVI Principal Hans Rerup awards a bursary to VVI al la carte cooking student Mee-Ja Young.

## THE SOUND OF SUCCESS. . .



VVI Principal Hans Rerup recently awarded a special bursary to cooking student Mee-Ja Young, one that doesn't fall into the usual categories of such awards.

The bursary was a recognition of Mee-Ja's special effort in assisting fellow à la carte cooking student Brian Blais. Brian is the first deaf student to graduate from VVI's cooking program. While most of the time he was assisted by a regular interpreter, Mee-Ja helped him out on those occasions when the interpreter wasn't available. Her skills and generosity made it possible for Brian to share in class activities he otherwise would have been excluded from.

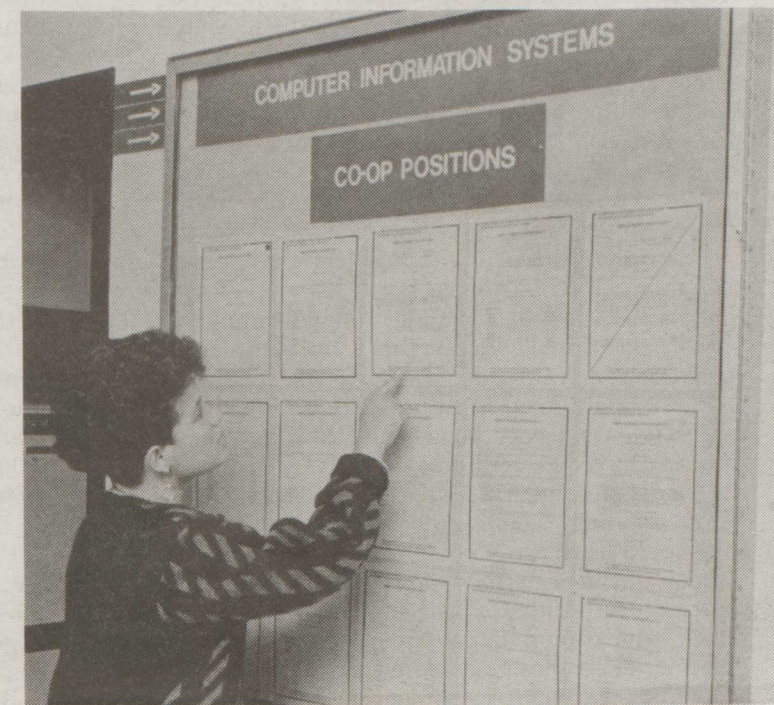
Mee-Ja was adopted by Canadian parents, coming here from Korea when she was nine.

"I first learned to sign when I was 10," she explained. "That chart came in handy when I first started signing to Brian."

She says they communicated initially using basic, everyday terms, but by the end of the program she had developed an extensive vocabulary.

Mee-Ja is a graduate of West Vancouver Secondary School. She hopes to take her enthusiasm and new cooking skills to create a successful career in the field.

## CO-OP STUDENTS COME UP WINNERS



Computer information systems student Beatrix Gomid looks over a full job board in front of the Langara Campus co-op office. Despite B.C.'s reportedly sluggish economy, co-op co-ordinator Fred Wuhrer reports he has more jobs open in January than he has students to fill them.

"There are 20 jobs open for the first term in the new year and I have all 16 qualified students placed," he reports. "In fact, I'm now negotiating with employers to place some students who don't meet all the usual co-op criteria. Often it is a matter of having one low mark or one area where they need to bring up their skills. In fact, I know many of them have the dedication and enthusiasm to become excellent employees."

He reports that, with federal government support, Langara Campus's food services program is moving to co-op in the new year. Even before the official start on co-op has been made one student has already been placed for a work team at RCMP headquarters in Ottawa.

Wuhrer says the message in this is that those who are motivated and hard working can find jobs despite the ups and downs in the economy.

## OFF TO A GOOD START



Gyda Chud

Just as the face of Vancouver has changed over the past decade, reflecting a rich mix of peoples and cultures from all over the world, so, too, have our institutions. Now there are service agencies for immigrants and classes in schools and colleges where they can learn English and the ways of life in Canada, a critical first step in forging an existence here. In public and high schools, as well, there are special programs for students who have English as a second language.

As immigrant mothers join the workforce, multi-culturalism is a growing fact of life in daycare centres and pre-schools. Gyda Chud, coordinator of CE's early childhood education program is an author, along with Ruth Fahlman, Reena Baker and Patricia Wakefield, of a recently published book "Early Childhood Education for a Multi-Cultural Society," that tackles some of the challenges educators face in this new reality.

### KEY TO THE FUTURE

"Obviously, the experience a child has at this age can be fairly critical in setting the stage for the rest of life," Chud said. "But we found there were few resources materials to direct teachers in successfully meeting the needs of children from a wide range of backgrounds."

The authors, with co-sponsorship from the Pre-school ESL Committee and Pre-school Multicultural Services, drew on their own experiences and those of colleagues in the field to create a handbook that would guide teachers in developing the skills, attitudes and knowledge necessary to provide a positive multi-cultural experience for the children in their care.

There are a number of considerations teachers must face in meeting this challenge, Chud said. First, they have to look at their own frame of

reference and guard against superimposing their values and expectations on children from different backgrounds. Second, they need some sound knowledge about the variables in expectations that exist between different cultures.

### RESPECT FOR DIFFERENCES

"In Canada," Chud explained, "we place a high value on independence. A child who dresses himself, feeds himself and picks up after himself is considered a success. This is what most Canadian mothers want for their children. Now a mother from Eastern Europe or Asia would never expect this. They care for the child almost totally until school age. This mother's self-esteem is closely tied to this role. Now she is going to feel very unhappy and uncomfortable facing a teacher who clearly thinks her child should be learning to do these things for himself."

"The teacher has to be very careful in approaching the mother in a way that doesn't threaten her or her role."

"There is a real balance to be struck here. You don't want to make the mother or the child feel inadequate. But you do want to help the mother to understand the skills the child is going to need to cope in our society."

Chud says it is generally accepted in Canada that the pre-school experience is geared to play and here children learn the social skills and physical abilities that they need in life. However, parents from other cultures, such as the Chinese, think of learning only in a structured, classroom environment, directed by the teacher.

"A child from this background shouldn't just be turned loose in an adventure playground. She would feel uncomfortable and inadequate. You have to introduce new options and ways of looking at things gradually and in non-threatening and non-judgemental ways to both the child and the parent."

### THREE PART APPROACH

The handbook, Chud says, is aimed at assisting ECE teachers in developing the attitudes, knowledge and skills they need to work effectively in the multi-cultural situation that is increasingly the norm in our community.

"Attitude is key," Chud explains. "You have to step back from your own cultural assumptions and see how they may be affecting your approach to parents and their children. Then teachers need factual information about other cultures and their different values, so they spot stumbling blocks or areas that could create problems. For instance, in some cultures time isn't as important as it is in others. If the teacher is aware of this she can broach the problem with the parent early and diplomatically."

"Finally, teachers need the skills to set up programs that reflect positively the cultural heritage of the children in their care, that allow these children to develop pride in their roots and that start to build bridges of understanding between children of different backgrounds."

## WIN A MUSTANG AND HELP A STUDENT



### PLAYING THE PONIES

As part of the drive to increase dollars for students aid, a 1975 Ford Mustang, restored to original condition by students in KEC's auto mechanics and auto body repair programs, goes up for raffle in early January.

The car, a gift from Howard Carter, president of Carter Pontiac Buick Ltd. and a member of the board of the VCC Educational Foundation, is gray with a maroon interior, chrome wheels and a 302 engine. Students spent more than four months bringing the car back to showroom condition.

Marketing and sales students at Langara Campus are combining talents to help in the effort. They are in charge of ticket sales and seeing the car is out on display at centres around town.

Tickets are limited to 22,000 and sell for \$2 apiece. The first tickets should go on sale January and the raffle will be officially launched with a ceremony at KEC January 13.

The draw comes at the end of March. All proceeds from ticket sales go to the VCC Educational Foundation to provide financial aid to needy students. The Vancouver Foundation will match all money collected in this effort.

Remember! You can't win if you don't have a ticket. So have your \$2 handy when the new term begins.

## THE NEST EGG OPTION

Director of Human Resources Dale Jones reminds all who labour permanently under the Vancouver Community College banner that December 23 is the last day you can take up your option to join, for 1986, the Vancouver Community College Employee Benefit Plan.

If you want to make contributions under the plan you must submit a letter of agreement to Jones designating your contributions to the plan through monthly payroll deduction. The plan's administration committee has determined that the minimum monthly contribution is \$100.

Under the plan you can defer a portion of your monthly wages for the purpose of supplementing your retirement income or financing a sabbatical leave. The deferred income isn't taxable until it is withdrawn from the plan. Unlike a

registered retirement savings plan, there is no ceiling on the amount of income that can be directed into the plan. Montreal Trust, the custodian of the plan invests the contributions and interest earnings accrue to contributors.

To accommodate income tax planning, money can be withdrawn from the fund in a lump sum or in pre-determined instalments. Revenue Canada takes the position that money can't be withdrawn from the plan except when an individual retires, dies, voluntarily leaves the job, demonstrates financial need, or takes sabbatical leave.

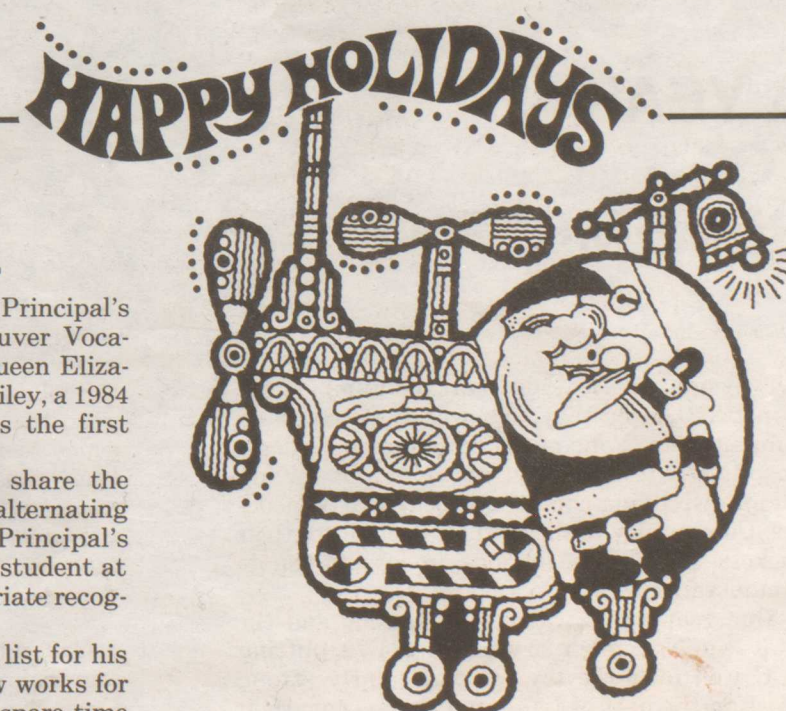
If you are interested in the plan, please obtain and fill in the necessary forms. If you have any queries, Dale Jones will be pleased to answer them. He can be reached at 875-1131, local 289.

## VVI AWARDS FIRST PRINCIPAL'S MEDAL

The first presentation of the silver Principal's Medal was made during the Vancouver Vocational Institute graduation at the Queen Elizabeth Playhouse December 5. Ross Bailey, a 1984 graduate in computer electronics, is the first recipient.

VVI and King Edward Campus share the silver Lieutenant-Governor's medal, alternating the presentation each year. The Principal's Medal was created to ensure the top student at both campuses would receive appropriate recognition each year.

Bailey was at the top of the dean's list for his entire student career at VVI. He now works for CN/CP Telecommunications. In his spare time he is a volunteer sound technician with the "Maple Leaf Singers", a community choir that performs for seniors and the handicapped.





## INTERNATIONAL EDUCATION: A TWO-WAY STREET

Vancouver Community College has always been a mosaic of different interests, age groups, cultures and aspirations. This fall a new element was added when the college welcomed for the first time 42 overseas students into its regular programs at King Edward Campus and Langara Campus.

On first glance, it might seem a paradox for VCC to take in students from abroad at a time when restraint has stretched our resources to their limit simply trying to meet the needs of our own students. In fact, not only can the college give foreign students the English language training and university transfer programs they want, but in so doing we have opened up resources and provided opportunities to our students that government funding could never accommodate.

Unlike their Canadian classmates, the overseas students get no government subsidy on their fees. In other words, the taxpayers of British Columbia don't collectively pay for their education, in the expectation that their skills and know-how are the resources for a prosperous future in this province. This expectation is the rationale whereby public dollars do fund about 85 percent of the cost of a Canadian or landed immigrant student at Vancouver Community College.

Students from overseas cover all their own costs, paying \$2,000 or more each term. The fees these foreign students pay enabled the college to open up new course sections and provide services that would otherwise never exist.

"We committed international education money upfront to curriculum development that took our advanced and intermediate level English language training programs from part-time to full-time," explained Gerry Sylvester, dean of administration and student services at KEC and that campus's representative on the international education committee. "This fall these two

full-time ELT programs had 13 international students and 17 regular students. Now without the international education dollars, there is no way regular students could have had access to programs like these. We added new sections in grade 12 chemistry and physics too. Again, our regular students gained along with the foreign students. So there is that kind of extremely valuable carry-over.

"We've opened a new English language training computer lab, one of the first of its kind. International education funds helped there. And once more all our students benefit."

Sylvester emphasized that it is misleading to view international education as a one way street with all the advantages flowing to the college.

"You should keep in mind we're giving overseas students a very good education, one they wouldn't have in their homelands. KEC is one of the leading centres in Canada for English language training. There is no better place where they could learn.

Look at the situation from other perspectives too. All the students and instructors have a richer educational experience because of the diversity of people and cultures here. Our foreign students are going to carry their Canadian experience with them through the rest of their lives. These are the kinds of bridges we need to build in the international community."

Lawrence Fast, Langara Campus dean of instruction and their representative on the international education committee, reflects many of these ideas.

"Our intention in taking foreign students was two-fold," he said. "First, we wanted to broaden our own international experience. For a number of years, we've had students coming from overseas for summer English language programs, or the Canadian School of Takudai. One of our instructors is currently on exchange in Macau and we have 10 student in Japan taking an intensive program of language, culture and economics. These moves reflect the reality of the world we live in, one where nations are becoming increasingly interdependent.

"Second, we knew we could use the resources that would accrue from foreign students to provide opportunities for our own students. Foreign students never took places away from Canadian students. In fact, their presence created opportunities for regular students that wouldn't have been there otherwise."

Of the 42 international education students who came to the college last fall, 16 went to Langara Campus, for the university transfer program, while the rest attended KEC, taking English language training and college foundation programs. The Langara Campus interna-

tional education students provided that campus with \$48,000 in funds for January. Fast says this money will mean between four and seven new course sections in the university transfer program, each accommodating about 30 students.

He worked with Dick Speed, head of the counselling department, and Barrie Brill, division chairman of social sciences and humanities, on a scheme that would allocate these resources to maximum benefit.

In addition to the money for new course sections, funds will go to provide an English improvement class for foreign students. "Most of them do need extra help with their English," Fast explained, "and the program has other benefits too. There is a social aspect. They get to know one another and build friendships. For many of these students coming into a campus of 5,000 people such as we have here is quite overwhelming. This is one of the things we can do to make the transition easier for them."

Funds will go into student services too, increasing the support counsellors can give to all those attending Langara. Small sums are slated to go to each of the career divisions and there will be scholarship monies for foreign students.

Both deans acknowledge that this first term was a learning experience for both the international education students and the college.

"I think when we started out we saw these students as a group, rather than as individuals. Now we look at each one as a person with different strengths and weaknesses, ambitions and interests. At the onset, there was a tendency to assume they would all come in, take a complete load of courses, do brilliantly and move onto university. That simply hasn't been the case. Some are interested in maths and science, others want courses in philosophy. Some can handle a full course load, others can't.

"In January we're prepared to take a more flexible approach, weighing their programs out carefully with them. In the first term students went to either KEC or Langara. Now we see there may be a need to mix programs. You could, for instance, have a student who can handle math here but needs the English language training at KEC. As always, our first goal is to make the program a success for the students.

"We have some work to do in persuading them that they have a powerful role to play in ensuring that success."

Many, he explained, come from cultures where education has been very structured, where in Canada, particularly at the college level, they are being called upon to take an active and independent role in their learning. One of the major transitions many must make is taking on responsibility for themselves.

Langara Campus Principal Dr. J. J. Denholm accepts a United Way certificate of merit from UW rep Cheryl Stevens Schnarr. Looking on are Linda Prince, Pat Mackenzie and Bob Wadsworth



## A YEAR TO REMEMBER

The columns are added and the numbers are crunched. United Way 1985 was an outstanding campaign for Vancouver Community College. Despite whatever impact restraint was having on our own living conditions, people at Vancouver Community College dug deep into their pockets to help the legions in less fortunate circumstances.

This year's goal was set at \$24,000 and the total as of November 25 was \$25,274.72, putting VCC well over the top. A particularly strong effort on the part of Langara Campus saw their total more than double from 1984 to 1985.

For the third year the 24-hour United Way marathon brought people together from across

the college in a spirit of friendly competition and good fun. Though experience has brought this event to the point where it runs like a finely tuned machine, it is the long hours and unstinting effort of Dave Greenall and his committee of volunteers that make this so. This year's marathon enriched the United Way coffers by more than \$4,000.

Once again the pancake breakfast at VVI drew hundreds of people in for an early morning feast. Fred Naso, head of food trades, cajoles and charms the supplies for this from companies throughout the city. VVI's deans, division chairmen and even the VCC president were on hand

bright and early to flip pancakes and turn sausages. The breakfast brought in nearly \$1,200.

The college's organizing committee, headed by CE director Dr. Richard Pearce, knocked on doors, delivered pledge cards and called out the troops to see the new United Way video show. Their efforts weren't ended in a day, a week or even a month. This year Greg King and Joanne Bydal spearheaded the fund raising at KEC and Central Administration. Sheila Slaght handled the campaign at VVI. Linda Prince and Pat MacKenzie were responsible for the remarkable success at Langara.

The latter two showed a true genius for marketing. They sent out pledge cards with a dollar attached and asked their colleagues at Langara to match or better the gift. Response was fantastic.

The United Way presented the VCC committee workers with community service awards at a special ceremony December 5. On December 16 Langara Campus principal Dr. J. J. Denholm hosted a reception where Linda Prince, Pat MacKenzie and LFA President Bob Wadsworth were presented with a special United Way certificate of merit recognizing the campus's outstanding effort.

## INTERCOM

InterCom is produced by the Public Relations and Advertising Services Department of Vancouver Community College. Your comments are welcome. Please call 875-1131, local 355.