

Backsacks

MARCH
1990

SPECTRUM

Vancouver Community College
King Edward Campus - Library
P.O. Box 24620 - Stn. C
1155 East Broadway
Vancouver, B.C. V6T 1K6

m a g a z i n e



CONTENTS



David Cane
Page 11



Norm Dooley
Page 14



Barbara Alldritt
Page 22

REPORT ON INTERNATIONAL EDUCATION

- 2 The world is at our doorstep
- 4 Students face distances that can't be measured in miles
- 5 Art of matchmaking is vital to Homestay success
- 7 Fourteen students in four years call Sinclair's house home
- 8 Leisure activity bonds local and foreign students
- 9 Paul Gallagher's message: Time to take a hard look at IE
- 10 Japan broadens vision of educational future
- 10 Helping IE students to go home again
- 11 An interview with David Cane
- 13 Patrick Finch is really cookin' now
- 14 Norm Dooley's Berlin notebook
- 17 International hotel and culinary academy studied for Vancouver
- 18 Everyone is bullish on Walter Behnke's Workings of Markets
- 19 Keith Gilley tells the truth, the whole truth and nothing but the truth
- 20 Teaching innovations
- 22 Alumni Association report
- 23 VCC Educational Foundation report
- 24 Letters to the Editor

The world arrives at our doorstep

How big is the potential for International Education at VCC?

I.E. Director Tom Toulson pauses with the question. He swivels his chair and looks for the answer out the window of his downtown office.

"There is a limit on the number of students we are allowed to accept, otherwise the sky would be the limit," says Toulson.

International Education at VCC has been a blockbuster success, opening new worlds of understanding for the college's people—and new worlds of financing for the college's beleaguered budget.

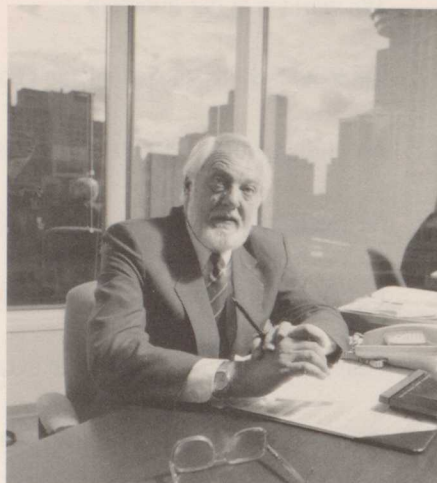
It is the first part of the correlation—educational value—that VCC President Paul Gallagher describes as the "only true justification for international activity at our college."

"We—personnel and students—have a great deal to learn from people of other countries, and we have something to offer in educational and cultural terms to our counterparts in and from other countries," says Gallagher. "We can be better people and a better institution by having an international dimension."

But, as no mere afterthought, Gallagher adds: "There is nothing wrong with the view of international education as an aspect of Canadian international trade or of legitimate Canadian business activity."

VCC greatly expanded its involvement in I.E. in 1986 with a marketing plan and a \$30,000 college loan in support of the project.

"The loan was paid back within a few months and since then this operation has



Tom Toulson...the sky could be the limit

been self-funding," said Toulson.

Self funding, and then some.

In 1989-90, I.E. will net about \$2.5 million for college coffers—revenue which provides each campus with benefits ranging from added sections for local students to new equipment.

"International Education is a unique, cross-college effort," says Toulson. "We have a limit of 500 International FTEs (5 per cent of the college's total Full Time Equivalent students) because by provincial policy, and our own policy, we can not displace Canadian students. When I thought we might be running into that problem last fall, I discussed it with Langara and reduced the number there."

The distribution of the funds by campus activity level is determined by a cross college committee of: Bursar, Max Fleming; Langara Dean of Arts and Science, Joan Horsley; City Centre Dean of Instruction, Marvin Lamoureux; KEC

Dean of Instruction, Patricia Groves; I.E. Program Director for CE, Rorri McBlane; I.E. Associate Director, Jindra Repa and Toulson.

"We operate with the same psychology as the private sector with one essential difference: unlike the private sector where someone may walk away with the profit, all of our profits are put back into the institution," says Toulson.

Ninety per cent of VCC's I.E. students are from Pacific Rim countries and over half of those are from Hong Kong. Many start out at KEC for ESL studies before moving over to Langara for university transfer programs.

Hong Kong is a major source of students because post secondary education is a scarce commodity in the crown colony.

The Hong Kong school system produces 100,000 graduates annually from their equivalent of Grade 12. The four primary post secondary educational institutions in Hong Kong—two universities and two polytechnical institutes—absorb only 20,000 students, mainly those with Grade Point Averages above 3.5. That, of course, leaves 80,000 students who, if they wish to further their education, have to look to another country.

Add to that phenomenon the commonly held view that Canada is an attractive ticket out of 1997 and the communist takeover, and you can appreciate the sellers' market that Hong Kong has become.

"The real strength of what we offer is a two-year program of transferable credits which also allows students to

improve their proficiency in English along the way," said Toulson. "The student can go through the college and transfer easily to a Canadian university, whereas that same student's chances of getting into a Canadian university straight from high school would be slim."

When those students graduate from university, they are prime candidates for landed immigrant status. What's advantageous from the family point of view is that once that student becomes a Canadian, he or she is eligible to apply for immigrant status for the immediate family.

"For many Hong Kong families, this is the only way out of the problems they see facing Hong Kong," says Toulson.

VCC has an office in Hong Kong, manned full time by Philip Lai, originally a Hong Kong resident who was educated in counselling at the University of Manitoba. I.E. uses independent contractors in other Pacific Rim countries.

Says Toulson: "In our marketing, it's necessary to paint a picture of VCC in the Vancouver setting; the city lends itself perfectly to this approach.

"Our marketing is directed primarily toward the parents because they are the ones who make the decision. Our people will set up seminars to talk about VCC. If someone shows interest, we'll give them more personalized service, including testing and help with the documentation."

VCC is not, however, an open door to any student who wishes to enrol.

"The criteria we've laid down for acceptance is success," said Toulson. "We don't want students who will fail, nor does the Canadian government because they must be satisfied that the student is coming here for constructive educational purposes." (The Canadian government requires, among other documentation, a notice of all personal financial holdings by the student's parents to ensure that the student will be supported while in residence here).

VCC also operates its Summer English Language Program (SELP), which attracts Japanese students in groups to Langara for short term stays during the



Japanese SELP students

summer.

But for full time I.E. students, the Japanese market requires an entirely different strategy than the other Pacific Rim countries.

First, office space at an acceptable cost would put a full-time VCC representative about as far away from downtown Tokyo as are the far reaches of Abbotsford from Canada Place. And in terms of selling I.E., Japan is a unique and aggressively competitive challenge.

Toulson: "There are monopolies of Japanese organizations that make money not only on selling education abroad, but also on all of the other things involved. For instance, they will take from the students a substantial commission at source for signing them up. When a student gets on a plane to come here, he or she will travel via the organization's travel agency.

"There's big money—millions—in this business and these people have the market cornered. They'll put on international educational fairs throughout Japan and advertise throughout the world for institutions such as VCC to attend.

"VCC pays its air fare, but they'll take care of our expenses. The student will enrol with the organization over there and then that organization will contract with us or another college. It's really not possible for a little guy like us to break into that market strictly on our own."

Toulson chairs the B.C.-Japanese consortium of ten B.C. institutions

which have joined forces to coordinate their efforts in the face of competition from other countries, other provinces and even other institutions in B.C. which are now being built by Japanese interests.

In China, reaction to the Tiananmen Square massacre promises to send more students to Canada as emissaries for their families.

"Because of Tiananmen, a lot of Chinese students who would have gone back are now hoping to stay," said KEC Counsellor David Miller. "I'm not sure any of us really understand the burden to succeed that this puts on these students."

The college is also becoming more involved in selling I.E. in Singapore and Malaysia. Of particular interest is the growing problem in Malaysia of "ethnic quotas"—a system which gives educational preference to native Malays over Chinese residents. Consequently, many ethnic Chinese are unable to enter the post-secondary system and are searching elsewhere for education.

VCC has responded by appointing a former graduate of Langara, Lim Teh, to promote our educational offerings in Malaysia and Singapore. Teh, who went on to get his B. Comm. from UBC, has a network of business interests in the area and works on a commission basis for the college.

Despite the demand from Asians for a foreign education, the number of I.E. students at B.C. institutions declined by three per cent last year.

A report prepared by the Ministry of Advanced Education, Training and Technology blames B.C.'s shrinking market share on increased demand from domestic students, high fees (the average I.E. fee is about \$3,000 per term) and tough I.E. competition from Britain and Australia.

The ministry pegs the value of I.E. to the B.C. economy at \$75 million annually, a figure which has persuaded the Social Credit government to provide a degree of support, funding and coordination.

The government's Pacific Rim initiatives were developed under the direction of Sandy Peel, who it should be noted is an economist, not an

educator.

"We were missing the boat totally in terms of the shift of the economic power base," says Peel. "We had to recognize the reality of the Asia Pacific area and get on with it."

The government has increased its I.E. representation in several Pacific Rim countries, including Taiwan. Taiwan presents an economic conundrum for fear that Canada might offend Mainland

China. On the other hand, a VCC-commissioned study and other independent observations suggest that more Taiwanese are ready to travel abroad for education than ever before.

I.E. also has the potential for long-term economic benefit for Canada, says Jindra Repa, Associate Director of I.E.

"When I.E. students return home and rise through their own economic or government structure, they naturally

think of Canada as a second home. I.E. students can serve as invaluable contacts for B.C. for years to come."

How can VCC expand its I.E. potential in other directions? The answer may lie in Contract Services—custom-made packages of training for an organization or corporation in a foreign country.

We'll take a look at I.E. Contract Services in the next edition of Spectrum. □

THE STUDENTS

Distance from home more than just miles

She was only 20 and away from home for the first time. Further away from home than the distance between Vancouver and Korea can be measured in miles.

She had fallen in love with another student, her own age, but not of her own race. What should have been her time for celebration was racked with stress and despair.

Her father would be outraged.

Langara counsellor Christine Peterson picks up the story:

"The two had been going together for a year, but the Korean student was just sick with anxiety over what her father would say. She lived with her sister here, but she was afraid to tell even her about it.

"One day she did confide in her sister. The sister told the father and in four days the father had her out of school and back home.

"The father decided a marriage would be arranged in Korea," added Peterson.

The operative word for many of VCC's foreign students from Asia is "arranged". In their school at home, classes are scrupulously structured, attendance is mandatory, instruction is formalized, and learning is more a process of memory than thought.

"In Hong Kong, the participation by the student in classes is very low," said



Christine Peterson with students prior to Langara orientation session.

Alice Lue, a second year I.E. student at Langara. "Students hardly ever speak in class, even when the teacher asks a question, no one answers."

Adds Taiwanese student Friederike Lee: "In Taiwan, we take notes on what the teacher wants us to know and then write tests. The parents or the teachers always tell us what to do. It is very different here and I think most of us, at first, have very little confidence and feel uncomfortable when we are encouraged to answer in class."

The opportunity for independence and self-reliance tops the list of challenges for Asian students.

"Initially, they don't understand that their ideas are valued," said Barbara Forster-Richard, I.E. Liaison Instructor at KEC. "They are used to classrooms of 60 students where it is almost impossible to deliver instruction unless it is strictly memorization. So not only are they not used to speaking in class, but they are also afraid of speaking up here

because they fear making a mistake and losing face."

In the meantime, VCC officials such as Jindra Repa, Associate Director of I.E., attempt to deal diplomatically with parental worries over their child's progress. What the parents want, in a word, is grades.

"In the Orient it is normal to send the marks to the parent, even if the student is 25 years or older," said Repa. "If students are of legal age in Canada, we must get their authority to send their marks home. If a student withdraws, the issue of whether to advise the parents gets even more complex."

Leisure time also presents its mysteries; for Asian students, dutch treat is a kind of chocolate.

Says Forster-Richard: "The dating customs are hard for them to understand because they come from a more traditional background. We were on a trip to Victoria and there were boys on the ferry who were trying to make dates with the female students. The girls were

really shocked."

What we might consider insignificant differences can appear as a wide gulf between Asians and their Canadian hosts. Here's just a sampling of contrasts: I.E. students are often more trusting and don't understand that they can't leave their things lying around in a classroom; they're not used to calling a teacher by the teacher's first name and they're certainly unaccustomed to seeing a teacher dressed in jeans; they are used to parroting information and must be cautioned against plagiarising; people generally touch more here.

Cultural differences can even manifest themselves when the students are asleep.

"It is so quiet here that I leave the radio on all night," said Lee. "It was also a surprise that when you turn out the lights in your room it is dark...there are no other lights on anywhere.

"I sat in front of the window for a whole morning once and I saw only one person pass by. Everything is so quiet

here."

While I.E. offers the Asian student an opportunity to experience North American society, it also provides a unique occasion to reach a closer understanding with people of other nationalities from their own side of the Pacific Rim.

Consider the case of Lee and Lue, who are from two nationalities which have had a history of tensions.

"We don't watch the news very often (in Hong Kong) and we have very limited knowledge (of Taiwan)," said Lau. "Canadians are used to reading much more about the news and have much more information available to them."

Adds Lee: "We didn't get any information at home about mainland China and only a bit more about Hong Kong. Here we have the chance to learn more about each other. I think we get along very well with each other." □

HOMESTAY

Peters practises the personal touch

The art of matchmaking is central to the success of Homestay, the VCC sponsored program that places foreign students in Lower Mainland homes.

Although Valerie Peters, Homestay Co-ordinator, uses a data base program in her computer, triumphs of harmony between Homestay parent and visiting student are usually chalked up with a personal touch. About 50 per cent of the Homestay experiences are happy and rewarding, 25 per cent are so-so, and in

the other 25 per cent of the cases the students have to be moved to another location; in all, it's an impressive average considering the vast number of unknowns between host and guest, not the least of which being cultural differences.

Two stories from Peters touch the emotional contrasts that can occur within Homestay: one is heart warming, the other, a chilly reminder of what can happen when two cultures fail to

communicate:

"It's hard to pick my favourite story, because there are so many," says Peters. "But we had one case where a Japanese student, who was from a wealthy family, invited her host mother and two sons to Japan over Christmas. It was a Christmas present in return for the way the student was treated over here. We have many stories of students developing a lasting relationship with a Homestay

parent or the parent's children.

"On a sadder note, we had two Japanese students who, because they didn't speak English very well, got into a misunderstanding with the Homestay mother that just couldn't be straightened out.

"One day, the mother planned a picnic and suggested that the students change into something more comfortable for the event. The students thought they were being asked to change because they were dirty or didn't smell good.

"When they got back from the picnic, the mother sprayed some Raid (insecticide) in their room because there were mosquitos buzzing around. The students were aghast; thinking that the mother thought they were bug infested. We just couldn't explain the misunderstanding to the students. I guess they had lost face. The only thing we could do was move them to another home."

More often, the host and guest tune into new experiences together.

"It can be a real eye opener for both of them," said Homestay's Daun Yorke, who is a Homestay parent herself. "I was watching the Love Connection on TV with my student and she remarked that the show was prejudice in that it never matched people of different cultures. Racial prejudice is swept under the carpet in Japan, so she was really developing a new perspective by living in Canada."

Some female Japanese students are astonished at the Canadian husband's willingness to pitch in with the housework and child rearing.

Said Peters: "We've had students tell us that they didn't know how they were ever going to be satisfied with a Japanese husband."

Homestay parents receive \$450 per month for each student, or \$17.50 a day for short-term visits. (Homestay operates on a break-even basis).

In exchange, the host provides a private room and board and hopefully a willingness to have the student take part in the family activities. The money is a primary factor in a Homestay commitment, but so is the opportunity for a cultural exchange. Over a year, one

thousand students are placed with 600 families. More than one student per family only complicates an already tricky mix so the placing of multiple students in a home occurs only in the SELP program during the summer.

Peters said it is becoming increasingly difficult to attract Homestay parents. An ad in the Vancouver Sun three years ago attracted 150 calls, while the same ad this year may bring only 20 responses.

"There are other colleges offering the same thing so it has become a buyer's market with the hosts shopping around for the best deal," said Peters. "We're also thinking that the idea has peaked in the community; people have done it once or twice and then that's it."

Homestay guests often have definite ideas about the type of home they're looking for. The leading consideration is that it be a non-smoking home, followed by a home without animals—Asians form the majority of Homestay guests and they aren't as accustomed to having animals around the house as are North Americans—and then homes without little children, for fear that kids may distract the student from homework. The latter concern may be a mistake.

Says Peters: "Young children often give the student the opportunity to experiment with English because the student is not so embarrassed by mistakes. And young children are usually anxious to listen."

Now and then a student will arrive with an uncommonly healthy pocket-book. On one unusual occasion, a student bought a new, red Corvette two months after arrival; another purchased a half-dozen mink coats to send home as gifts.

That raises the question of the degree of responsibility VCC or Homestay have for acclimatizing the visiting students to the local marketplace.

Says Gail Rochester, Acting Director of CE: "I was driving a student downtown to do some shopping and he insisted we go to a shop near the Hotel Vancouver to buy four Cowichan sweaters at \$285 a crack.

"I finally talked him into another shop that was more reasonable. I've seen

students walk into Purdy's and spend \$85 on white chocolate to send home."

Even some out-of-province Canadian students can suffer a cultural shock when they visit the big city of Vancouver for the first time. Rochester sometimes wonders how you're going to keep them down on the farm once they've seen B.C.

"We had one 20-year-old student from a rural area of Quebec whose only exposure to a city had been one visit to Quebec City. He found Vancouver, the mountains, the sea just mind boggling. He couldn't believe the multi-cultural nature of the city because it was so different from what he was used to.

"But what he may remember the most was a party we went to down on Robson Street and he saw some hookers. All he could say was 'there they were, there they were...right out on the street!' He just couldn't believe that."

Occasionally the students' parents demand that Homestay parents be of European origin only. While this is often because parents want their children to thoroughly experience Western culture, such demands can also be motivated by racial prejudice.

"I had not realized before how ethnocentric some of the Japanese parents can be," said Rochester. "Some do not like our multicultural society and do not want their children in Chinese-Canadian homes."

Those types of requests, adds Rochester, are never accommodated.

Without question though, the rewards of Homestay outnumber the problems.

"When students arrive they are often extremely frustrated by difficulty with the language," says Peters. That's why it's a real joy for the parent to watch the student become comfortable with the language and the culture. The saddest part is when the student finally has to return home after the student and parent have developed such a close relationship."

If you want to be a Homestay parent, give Valerie Peters a call at 875-8235. □

Sinclair's open house for foreign students

Kelda and Doug Sinclair have had 14 "children" in the past four years.

The children ranged in age from 16 to 26 years and stayed with the Sinclairs through International Education's Homestay program.

"The students have enriched our lives," says Kelda. "You give up some privacy, but you gain so much."

While most students are enriched by their Homestay experience, the hosts also benefit. And Kelda has gained more than the average person.

As a result of her Homestay experience she has completed VCC's Teaching English As A Second Language (TESL) program and is now a teacher at Columbia College in Burnaby.

"Homestay is such good groundwork for teaching," Kelda said. In the future she would like to teach abroad and write resource material for international students.

Kelda thinks it's ironic that her TESL training was at KEC.

"I feel like I've come full circle. Twenty years ago, when I first came from England, I studied at the old KEC and got a two year arts diploma. It's strange that I came back to King Edward where I first started."

In 1985, Kelda was working in a legal office when a secretary there mentioned the Homestay program. She and Doug had been married six years and were considering adopting a child.

Their first "children" were two 18-year-old Japanese girls, Keiko and Mihoko, who stayed for two weeks.



Kelda Sinclair and Takako Akiyama

"You get good at charades. Their English was limited. We did lots of 'physical' talking. Instead of saying the word 'shower' and expecting them to understand, we would take them to the shower and show them," Kelda said. "In just two weeks they gained enough confidence to try the language."

That same winter, the Sinclairs hosted their oldest student. He was a 26-year-old Taiwanese named Ya-Te who stayed with them for eight months.

"He arrived on a Saturday. We got up on Sunday morning and couldn't find him anywhere. Finally we looked out the window and saw him cleaning our car with his own T-shirt," she remembers.

The Sinclairs have remained close to most of their students and visited Ya-Te and others on a recent three week business trip to Japan and Hong Kong.

Ya-Te is now married and the father of an infant son. The Sinclairs became the

baby's godparents and were asked to give him an English name. They chose Christopher.

Kelda says Ya-Te and his wife want to have a more equal relationship than most Taiwanese couples. In fact, the one thing that has impressed most of the Sinclair's international guests is the equality between Kelda and Doug.

"They are all surprised at how much my husband does in the house. They always comment on the fact that he cooks. The girls like it and even the boys seem to," she said.

In addition to VCC's Homestay program, Kelda and Doug also host French Canadian students through a Kwantlen College program.

"We are not often without a student and I have to admit we enjoy our break when it comes." But she is quick to add, "A young person adds so much to your life. You learn about their culture and you see your own culture through their eyes. Each experience is different."

Kelda sums up her Homestay experience with, "I'm happy with where it's led me."

—By Gayle Thody

Buddy, can you spare some time?

With a little help from their new friends, I.E. students are learning about Canada outside the classroom.

The "buddy program" matches students in Langara's Physical Education and Recreation Program with I.E. students, primarily Japanese students from the Summer English Language Program (SELP).

The peer power has had positive results.

"It's been a fantastic success," says Norm Olenick, Chairman of the P.E. and Rec department. "Leisure is a strong



Ed Millman and Yuki Ono get into swing of peer power at Langara.

cultural dimension of any society and there's no better way to reinforce language and culture than through personal relationships. Both of the buddies benefit."

The buddies are expected to spend two hours a week together, although it's often more. They enjoy a wide range of activities—ice skating parties, trips to the art gallery, trips to the pub—with leisure acting as the catalyst to the outing.

"The leisure-time relationship with the local students can produce profound changes in the I.E. students that you can see week-by-week," said Olenick. "The I.E. students 'come out' as individuals; their confidence builds and you begin to see that they're full of innovation and enthusiasm. When we stage an event like a country and western dance, it doesn't have to be orchestrated because the interaction is already there."

The farewell party for the SELP

students at the end of last summer started tears flowing for the students—and opened the eyes of several Japanese administrators who were visiting.

"The administrators couldn't believe how Canadianized the Japanese students had become," said Olenick. "The students were telling jokes and crying at the same time because it was likely the last they were going to see of each other.

"But we've even had occasions where some of the local students have gone to Japan to visit their buddies."

Olenick adds that the Japanese students often take pieces of Canadian culture home with them.

"When the Japanese students arrive here, they have very little sense of voluntarism, such as helping the elderly. But this program can have such an impact on them that they go home with a greatly expanded concept of leisure for social good." □

Time to take a critical look at IE policies



Paul Gallagher

VCC is well respected in Canadian educational circles for our initiatives in international education. One of the first community colleges to take international education seriously, we are now generally regarded as a Canadian leader in the field. Yet the truth of the matter is that we have a long way to go to achieve our own objectives.

The pace of our development has been such that even people within the college are not aware of the significant changes that have taken place. Five years ago, we had barely begun; today, we have five hundred international students on campus throughout the year and even more during the summer months, as well as a growing number of contracts through which we provide educational services in several countries. At home, we have reached the limits of our capacity—until we have an expansion of the college. Overseas, the possibilities are virtually limitless, but we must be careful not to divert our attention and resources from our domestic students.

The governing board of the college has recently played a particularly strong role in directing our international efforts. In September 1989, the College Board decided that we should not expand our international efforts on campus, but that

we should now pay greater attention to the quality of the international experience for both domestic and international students. With the international student population at 5% of the domestic student population, it is now timely for us to enrich rather than expand the international dimension of our work.

Where are we heading? From one perspective, it is clear that we need to bring our international students into closer contact with our Canadian students. As Canada and B.C. become more assertive in the Pacific Rim, it is vital that our domestic students become more international in outlook and career goals. What a wonderful opportunity we can provide to British Columbians to learn from and about their international colleagues! But that will not happen automatically; we must work at sharing our experiences.

From another perspective, we need to internationalize our whole curriculum and student body in this age of a global economy and social and environmental issues of international scope. We are fortunate to have international students to help us in this task. They have not displaced domestic students, but they have not yet really enriched the social and cultural dimensions of education for B.C. students. We need to proceed purposefully to that objective; it won't just happen.

It is good that we have recently been more careful in the selection and orientation of our international students.

Five years ago, we recruited those who wished to come here and provided little assistance to them. Now we are able to select those candidates who are most likely to benefit from the experience we can offer and to provide them with the counselling and information they require. In effect, we no longer recruit; we select from a large and diverse pool of candidates who know our strengths and limitations in advance.

From an organizational perspective, we now need to merge our separate international initiatives into one coherent operation. The Continuing Education Division, the International Education unit, and all campuses are involved. A college-wide International Education committee now co-ordinates our efforts, but we need to take further steps soon if our international efforts are to realize their potential for all students.

There are those amongst us who feel that our international students get preferential treatment on campus. I hope that they are indeed treated as guests. Our goal should be to treat them even better and to treat Canadian students equally well.

We have the opportunity to convert a local college education into a truly cosmopolitan experience as our city strives to become a humane and sensitive centre of international stature.

—By Paul Gallagher
President VCC

The IE imperative emerges in Japan



Rorri McBlane

The little girl was dressed in a pink kimono, her tiny feet perched on traditional sandals and her perfect hair garlanded with impeccable decoration. An

obviously proud mother and father sat on opposite sides of her. The calm of the shrine at Kamakura surrounded them and, in spite of the crowds of visitors, allowed them a sense of privacy and occasion.

I was an outsider looking into the shrine, and reflecting on the beauty of that little girl, on my first trip to Japan. A moment had arrived when the physical and emotional effort involved in coping with a different culture became of secondary importance. An opportunity was presented which revealed the Japanese in a "public-private" moment. Japan, after all, was not only trains and subways, freeways and high-rises; people, people and more people. It was also little girls in pink

kimonos, and mums and dads helping their children in solemn and gracious ceremony.

That moment, and others which came later in my trip, allowed me some appreciation of a Japan which was largely concealed by the nature of my trip. I was there on behalf of the college, undertaking numerous activities related to Japanese students studying and participating in VCC programs. In just over three weeks, I visited Nagoya, Okayama, Hiroshima, Sendai, Tokyo—south of which I found Kamakura and the little girl—Osaka and Okinawa. The most dominant impressions were the overwhelming number of people (Tokyo Central train station has 3.5 million people passing through it every day, all of them on the same train as me!), and the wonderful ability which the Japanese have to move these people rapidly, efficiently and safely.

But staying in huge urban areas and shooting back and forth across the country in, appropriately, the bullet train, revealed very little of the Japanese or how they see themselves. It was only the unexpected moments in Kamakura

and elsewhere which raised the cultural curtain. Once lifted, however, it revealed a people concerned not only about their economic future, but their environmental, social, political and educational futures as well.

A broadening vision of the educational future is reflected in part by the number of young people who participate in study abroad programs. Many parents and institutions support such activity. The emerging idea of international education, which sometimes seems to have more currency than content, is generating interest in VCC and our programs. The idea of international education will mature with time. What I see now are the beginnings of efforts by Japanese young people to take some new steps into the international arena.

What were the little girl in the pink kimono and her parents doing at Kamakura? They were taking part in shichi-go-san (seven-five-three) which petitions for health and happiness and acts as a marker for one of the steps in the life of their child. Where those steps might end up taking the child, however, remains to be seen.

—By Rorri McBlane

Re-entry Culture Shock

When I.E. students return to their homeland, they often face a culture shock that's just as baffling as the mysteries that greeted them on their first day in Canada.

The Canadian lifestyle often drastically alters the relationships that I.E. students have with their native culture, family and old friends.

"These students understand that there will be a culture shock when they arrive

here and to some extent they're prepared for it, but they're not always prepared for the re-entry shock they get when they return home," said Rorri McBlane, I.E. Program Co-ordinator for Continuing Education at Langara. "We learned a lot about reverse culture shock from Canadians who came back from CUSO (Canadian University Services Overseas) assignments. A good way to learn about your own culture is to stand outside and look at it objectively." ▸



Students return home to relationships and a society that may appear out of focus.

McBlane, who recently came to VCC from eight years as Executive Director at UBC's International House, said I.E. students have to be told how to recognize and deal with the problem just as they received orientation to Canadian society when they arrived here.

"Some of these students haven't spoken their own language for four years or longer and they've become more comfortable in English," said McBlane. "Their co-workers or friends at home can become mistrustful if the students keep throwing English at them. Or, the students may find that the kind of equipment they've been using

here doesn't even exist on the same job back home."

Asian women who have become accustomed to a different role in North American society may face a good deal of frustration if they take their new values home.

Adds McBlane: "All kinds of things can have changed for them, perhaps finding that their friends have taken a different path and that they feel as lonely as they did when they first came to Canada. We can't do anything for them once they're back there, but we can give them some tips on what to expect and how to handle it." □

SPECTRUM'S INTERVIEW

An interview with Langara's David Cane

Langara Principal David Cane joined VCC last August from Cariboo College in Kamloops where he was Vice President. He taught and held several administrative posts at Cariboo over 11 years. He has a PhD. in chemistry from the University of Birmingham in England and post-doctoral and teaching experience at the University of Alberta.

Spectrum recently talked with him about his impressions of VCC and the issues affecting the college and Langara.

Spectrum—What attracted you to VCC and/or the Langara campus?

Cane—I felt that after 11 years in one institution, I needed some experience in another college. I was attracted to VCC partly because of its size—Langara is the largest career-academic centre in a college in B.C.—and partly because of

its reputation. Also, I wanted to work with Paul Gallagher.

Spectrum—Have you found the college to be what you expected?

Cane—For the most part, yes. For example, I knew that Langara had the reputation of being more academic in its programs than most colleges and I've found this to be true. Also, I knew it was over-crowded, but I didn't know how badly over-crowded.

I was really surprised though by the lack of support for instruction, both in terms of support staff and equipment.

I had heard that VCC was having something of an identity crisis over whether it was a totally integrated college or an amalgamation of relatively separate entities. And I certainly found on the Langara campus people who fervently believe that Langara's best

future would be to separate from VCC. There are others who recognize the value of diversity in a comprehensive college. But I didn't really expect the intensity of feeling on the separation side. I haven't chosen to investigate how wide spread this is, but I've heard it very strongly from some people.

Spectrum—What do you say to them in reply?

Cane—I try to point out that if we focus on sub groups and separation so much, it seriously detracts from our ability to function as a college.

Our ability to do things depends on funding. The extent to which we get funding depends very heavily on our image and our ability to lobby and present options which the funding group can not easily refuse. We have to pay attention to that image; we have to stop

gazing at our navels. If Langara were directly under the ministry, that would not solve most of Langara's problems. There would be just as much blaming of the ministry as there now is blaming of central administration.

I think there is a great tendency on the part of some people on the campus to say 'Well, "they" did it to us again.' People need to take more responsibility for their own destiny. If Langara isn't getting what Langara needs, then Langara is responsible regardless of whether it's dealing with a ministry or a central administration. We have to take responsibility and stop being the victims.

Spectrum—Why is Langara lacking in staff and equipment?

Cane—During the years of restraint there was a strategy to do anything but reduce enrolment and instruction. The decision to save instructional programs at all costs was very much a student oriented decision; it was great for the students because they certainly needed the programs. But that has resulted in our running programs without the necessary support structure, and now it's really hard to recover. While there's more money coming into the system now, it's for new FTEs (Full Time Equivalent students), not to provide more adequately for the FTEs that already exist. We have a major problem in convincing the ministry that we need to better provide for the students we have now before taking on more.

Spectrum—Do you see any relief in sight?

Cane—We need money for equipment and a major renovation of the facility. We're going to have to work extremely hard and be extremely firm. We'll have to go after these things as a whole campus and get the whole of VCC on our side. If we do that, I'm convinced that we'll succeed.

I think the ministry people recognize what we need. But we'll have to do a fair deal of work in terms of convincing politicians.

Spectrum—What have you done to foster that cross-campus unity?

Cane—Some people have an expectation that the principal of Langara spends 100 per cent of his time as principal.



David Cane

That really is not the case. I spend about 60 per cent of my time as principal, about 30 per cent as an executive officer of VCC doing things that affect the whole college, and the remainder being involved in provincial and national educational activities. I think that's important in terms of increasing the profile of this campus within VCC, and of VCC within the province.

It's important that all of our people do things within the college and outside it. It has been traditional for the president to do most of the external work and most of the other senior executives haven't been involved. I think that's definitely changing.

Spectrum—How do you feel about a fourth campus and the possible relocation of arts and science programs to that campus?

Cane—I think that our first priority should be to properly accommodate the students we now have. That means a major renovation/upgrading at Langara, and also renovations at KEC. If a fourth campus is planned, it will likely be in the East Vancouver/North Burnaby area, and while it may include some arts and science programming, I do not see it impacting Langara. I do not see a plan to relocate Langara programs.

The Langara student population may decline somewhat in 1992 when the new Richmond Campus of Kwantlen College opens, but my guess is that we'll stabilize here at around 4000 FTE (we now have 4500). To accommodate those students - and the faculty and staff - appropriately, we need to add to and renovate Langara's space. There is no

doubt in my mind that a 20 acre site here can easily handle that enrolment, and that we can get the cars off the streets too!

Spectrum—How do you find working with the people at Langara?

Cane—Fine. I'm really enjoying working with them. I wish I had the chance to meet more of the people here. It's much more effective for me to meet people in settings where I can spend a little more time with them and get to know them better. That's better than meeting people at random by walking down the halls, although it does take more time.

Spectrum—Your proposal to give students voting rights on the Academic Council was approved. Why not take it a step further, as has been suggested, and put students on the Management Committee where they would have some say in not just what they study, but under what conditions they study?

Cane—I have a fair deal of sympathy with that approach. But on the other hand, I'm trying to create a management team that will take responsibility for providing management and leadership for this campus. So the committee has to be comprised of people who have real management responsibilities. If I included other people, such as students or even members of the library staff who have been lobbying for membership, that would cause problems with the management committee's primary objective: providing cohesive and responsible leadership for the campus.

I know there's a loss in that approach and we will have to look at other ways of providing broader input from other groups.

Spectrum—The LFA has been unsuccessful in convincing the College Board to re-open the LFA's contract on salary. Rumour is that you've been making some entreaties on their behalf. Comments?

Cane—I've discussed it with the LFA, the college president and the Board...a lot. I will be continuing to do so. It's an active issue.

Spectrum—What's the most pleasant surprise you've had here?

Cane—The attitude that people have

around instruction. Despite all of the problems, everybody I've come in contact with is firmly committed to doing a good job in the classroom.

I've been particularly impressed with the support staff. The support staff is usually the most neglected group at any college, this one included. I don't think we solicit their involvement enough, encourage their professional development enough, or give them enough recognition for the value they are to the college.

We need ways to involve them separate from their union. Not to exclude their union, but to give them a forum from which to speak in which they're seen as full members of this campus, on the same level as everyone else.

Also, on the plus side, I didn't know when I arrived how well I would be able to function in a new setting. But I felt I was able to fit in right away and make a contribution. That makes me feel good as an individual.

Spectrum—How do you spend your leisure time?

Cane—I take skiing and playing squash quite seriously...and run to stay in shape for them.

Spectrum—Are you highly competitive on the job?

Cane—I don't know if it's competitive, but I expect to succeed and I expect this campus to succeed. □

Cooking program puts a fire in Finch's future

Patrick Finch doesn't know the meaning of the word handicapped and he doesn't intend to learn it.

The 23-year-old student from Prince George was born with a genetic disorder called "Turner's Syndrome". It affects his ability to read, learn mathematics and do certain physical tasks. Some people would call Patrick retarded, but he doesn't accept that definition. In fact, he views his situation more as a challenge than a disability.

This fall Patrick enrolled in City Centre's 10-month Basic Foodservice Worker Program, and has plunged enthusiastically into his studies.

He's one of several Adult Special Education students at City Centre who are integrated into a regular program. He studies the same material as everyone else, but gets special help with theory and exams.

"My father was a chef and ever since I was little I always liked cooking, so I decided to come here," said Finch. "At home I watched my mother cook, but I didn't really have to cook for myself until I left home."

Leaving home came early. Because he was "different", he often found it hard to get along with his parents and sisters while he was growing up.

"I used to get blamed for a lot of things and I did a lot of time being grounded when I was little," said Finch. "My sisters always blamed me for stuff that wasn't really my fault."



Patrick Finch

At sixteen, Finch moved out into a series of foster and group homes. Now he's happily living on his own, sharing an apartment with a friend in Vancouver's West End, with the help of a provincial government handicapped pension.

But the thought of becoming dependent on that pension has spurred him on.

Says Finch: "After this course I want to work for about a year and then start my own business. I'd like to go to the States, because I'll have a better chance of success there. There aren't as many resources here for people starting up their own business. They seem to have more to offer down there. You can get grants and things like that."

Starting a small business is a big task, but Finch doesn't hesitate.

"If you want something in life you have to go for it. I know I have to do my

research and my homework. But I have lots of determination and ability. If someone tells me I can't do something, that it's not possible, I say I'm going to make it possible. That's my attitude.

"If people tell me I'm retarded, I tell them 'no, no I'm not.' I have a better feeling about myself than that and I don't believe them. It used to hurt me when people called me slow. I would get mad. And at home I got yelled at a lot.

"But here the students and the instructors treat me just like them. I don't want to be treated differently. When my instructor gives me criticism, I can take it. I'm good at taking criticism and that's very important."

To get into the integrated cooking program, Finch had to take a special test and get at least 95 per cent. "We were tested on things like personal hygiene, our behaviour, and whether we could be on time. I got 95 percent, so I'm in the program."

He has advice for other special needs students at City Centre: "Don't fool around in class and be on time. Treat it like a job, because that's what it is."

Looking ahead, Finch sees financial independence as his life goal. "I don't want to be dependent on anybody. If I can show my mother that I can, I'll feel really good about myself."

He adds the last words with characteristic self confidence: "I know I can do it."

—By Barbara Cameron

FALL OF THE WALL

Norm Dooley, Associate Dean of Instruction at KEC, was visiting in West Berlin when the Wall came tumbling down. Here's his account of the event:

Norm Dooley's Berlin Notebook



Norm Dooley

Every flight to and from West Berlin begins with a nod to 1945. Once on board Pan Am flight 640—West German airlines aren't allowed to fly there—the American pilot announced that there would be fog in Berlin, but closed on an up-beat note: "It's a great day in Berlin".

During the previous three days, the Frankfurt papers had been filled with stories and photos of the cracks in the Berlin Wall. On the first weekend of unrestricted travel, even Frankfurt, which is relatively far from the border, had received 10,000 unexpected visitors from the East; but it was to Berlin that everyone was looking.

On Sunday, November 12, 850,000 East Berliners had poured into West Berlin. Joy mixed with amazement seemed to be the standard response of everyone. My brother-in-law, Peter, had phoned me the night before to say that he didn't know if he would be able to get to the airport. On Sunday, the city freeway had been closed because

pedestrians from the East had been walking down the lanes. It was faster than driving.

As my plane descended through the low cloud over Berlin, I didn't know what to expect. But as the aircraft rolled to a stop in front of the terminal at Tegel airport, it was immediately surrounded by heavily armed West Berlin police, including an armoured personnel carrier. This was not what I thought I would see on arrival.

While waiting for my luggage, I watched the mystery explain itself. There was neither a bomb nor a politically sensitive passenger on board. Instead, an armoured car rolled up to the plane and dozens of bags of deutsche-marks were off-loaded, probably to replace the millions of marks that had been given out to visitors from the East that weekend.

Peter took me to a nearby Yugoslav restaurant for lunch. The conversation alternated between the condition of my mother-in-law, which was the reason that I had come, and the events taking place in the city—a lucky coincidence.

We drove to Peter's apartment through very normal looking streets and then past the huge grey barracks of the American military base at Tempelhof. In front of the base stood the 'Luftbrücke' statue and the 'Raisin Bomber' airplane—both monuments to the Berlin airlift of 1948. For nearly one entire year, Josef Stalin had attempted to starve the Allies and the people of West Berlin into capitulating. That was the beginning of the Cold War, and Berlin has been living with the fall-out of that era ever since.

I have never been able to decide if I

like Berlin. Over the last fifteen years I have visited the city a number of times. It is, however, somehow out of step with West Germany. It is just as prosperous and the pace of life is just as fast. Yet, surrounded by a wall 150 kilometres inside an unfriendly state, your mind is always drawn to the past and to conditions which one felt would never change. The Cold War had continued to keep Berlin in its bloodless grip these last forty years and it has not been the place for a picturesque holiday.

Berlin is a city of living memories—of a history that we would all like to forget, but cannot: politics and the Wall won't let us. It was built almost overnight in 1961 in response to the mass migration of East Germans into the West. Ironically, it was built to keep Easterners OUT, but also sufficed to keep West Berliners IN. (note: check...other way around?) And its cold, grey, 10-foot-high walls symbolized naked force and callous disregard for human rights.

Still, I had come to appreciate some of the place's charm. Berlin is a city of forests and lakes with more miles of canals than Venice. And more trees than Vancouver. There is also a kind of infectious quality to the Berliners' determination to make the best of life. "Berlin remains Berlin" is the city's motto in the face of the open wounds of history that time has not been allowed to heal.

As we neared his apartment, Peter asked if I wanted to see the crossing in the wall that had just been opened that day. We drove into nearby Kreuzberg and parked the car. In front of us—as if in a movie—stood the wall wrenched open. Ten-foot-high slabs of concrete had been picked up and neatly stacked

just inside the "zone". A small crane was still working to one side while dozens of West Berliners gawked and milled around still unable to believe what they were seeing.

In front of the opening, temporary crowd control fences had been set up and the notorious "Grepes", the East German border guards, were standing just inside West Berlin, talking and laughing with their West Berlin counterparts. These were the same young men who manned the watch towers within the double wall—each tower strategically placed to allow over-lapping gunfire.

East Berliners were coming and going through the "hole". The East guards exchanged polite words with each one. I couldn't help but notice how the "gropes" had lightened up. They stood at ease and actually joked with passers-by. Someone had stuck a bouquet of yellow chrysanthemums on to the edge of the wall that now formed the gate. It was an enormous contrast to the set piece of theatre that I experienced on each occasion that I had crossed into East Berlin: line-ups, searches, shouted commands, and inspection of documents on a one to one basis in a closed room. You always felt powerless and vulnerable.

Now, it was a perfunctory question and "have a nice day" to the East Berliners returning home. For sure, twenty eight years of ugly history were dissolving right in front of my eyes and I wanted to get a picture of it, even if I couldn't fully grasp it all.

A lot of other people came that Monday to the Wall. The President of the Federal Republic, Mr. Weizacker, had walked across the Wall to speak to the East German guards. Helmut Kohl, the Chancellor, had cut short a visit to Poland that same day to come to Berlin. The mayor of West Berlin walked over to have a beer with the mayor of East Berlin, but they couldn't find a pub that was open. But in the remaining days of the week, it became clear to everyone the significance of what was happening was best understood in human terms rather than just political ones.

Out on the streets of Neukölln, where I was staying, the face of daily life had



changed. The streets were filled with the small Trabbi and Wartburg automobiles from the East. You couldn't get inside a bank for the line-ups of East Berliners waiting patiently to get their 100 marks of "welcome money" guaranteed them by the Federal Republic once each year. The sidewalks were packed to the point that one had to step out on to the street to get by as East Berliners window shopped their way down Karl Marx Strasse—one of Neukölln's largest shopping areas. Inside the department stores it reminded me of the last minute shopping rush before Christmas. The aisles were packed with young East Berliners in their "anti-Honecker uniform"—stonewashed denims. The most popular items were: electronics for the men, soaps and lotions for the women, toys for the kids and fruit and chocolate for everyone. I watched a young father and his daughter from the East carefully open a bag of every Berlin kid's favourite candy "Gummi Bears", chewy candy shaped like little bears. She was about to sample something that she had probably always wanted to try; for the little candy is not to be had in her part of the city.

I overheard two young East German men near the Berlin Philharmonic Hall as one said, "I just can't believe that I would ever be able to walk down these streets in my lifetime." Simple joys—a chance to walk in you own city, to visit old friends, to go shopping. West Berliners greeted each new opening in the Wall with flowers, tears and applause. Strangers walked up to East Germans and pressed money into their hands, and invited others up to their apartments for a cup of coffee or a meal. Still others offered visitors from out of town a place to stay overnight. It was in the little gestures that one sensed the importance of what was happening. The vignettes of kindness and joy were played thousands of times each day. Yet, no one seemed tired of hearing and reading more.

I returned on Thursday to the crossing point that I had visited on the day of my arrival in Berlin. The cold fog of Monday had given way to beautiful sunshine and as I walked along the canal toward the crossing, I was joined by a group of seven-year-olds on their way to

the same place. As they walked hand in hand on their school outing, they chanted "Die Mauer ist weg" - The Wall is gone.

When I arrived at the Wall, I was greeted by a sight that caught me totally by surprise. Where I had expected to see a small but steady flow of people coming over from the East, I was met by a throng. Thousands were lined up into the distance in the East waiting to get through this relatively obscure crossing point on a working day. I watched their faces as they set foot in the West, many for the first time.

There were smiles and the good cheer was almost palpable. A group of three teenage girls walked through the Wall and instead of moving on like all the rest, they stopped, turned around and looked back at the Wall, this time from the other side. They laughed at some cartoons and slogans scrawled on the West Berlin side, and then set off quickly on their adventure. A few feet away, the same group of school kids who had walked over with me were busy interviewing a West Berlin policeman. Earnestly, they asked him if the Wall would ever be closed again; the officer assured them that he didn't think that it would. I climbed the steps of an adjoining building to get a better view. People just simply kept coming; young and old, some even on crutches.

The following day, Peter and I went to see the opening in the Wall on Potsdamer Platz. Before the war, this square was considered the heart of Berlin. In 1953, it served as a battle ground in the June 19 workers' uprising in which untold numbers of East Berliners died. It had been the fear of a similar revolt that had forced the Wall open this time. Since 1953, the square has been left a barren field, in the geographical centre of the city. Because of its symbolic value, second only to that of the Brandenburg Gate, several prominent West German politicians had crossed into the East at Potsdamer Platz to celebrate the historic moment. When I arrived, it was being celebrated by several bus loads of German tourists and a number of teenagers who were busy with hammers and chisels removing pieces of the Wall as souvenirs.

There was a definite holiday atmos-

phere to the crowd, even among the East border guards. A non-Berliner from West Germany walked up and asked permission to cross into the East with his bicycle. The border guard politely informed him that this crossing point was only accessible for the citizens of Berlin both East and West. A colleague standing with him quickly added that it was "not yet" open to everyone else. Having thought of Berlin most of my life as the great testing ground of western willpower and as a potential starting point in a war between the Americans and Soviets, it was touching to see and hear such a simple expression of optimism.

Two nights before my departure, I was sitting in the living room of my mother-in-law's apartment when the doorbell rang. It was dinner time and it is not usual for people to come visiting unannounced. Standing at the door were Hans Werner and his wife from the East. My mother-in-law had known Hans, now fifty, since he was a baby. He and his wife had just come over that evening for the first time in twenty-eight years on a quick "Bummel" - a stroll. Since he hadn't been in this part of Berlin since 1961, it was difficult to remember exactly where the apartment was and he had to ask directions.

"My goodness, you certainly have a lot of cars here," Hans' wife observed as she took off her coat. We all agreed that there were probably too many. Over a beer, Hans and his wife attempted to convey their impressions of the last few days. They described their feelings as almost that of bewilderment.

Two things had struck them as particularly indicative of the changes that were taking place. One was the change in the tone and content of the newspapers. Suddenly, they were reading critical commentary and reportage of conditions in the GDR, including criticism of the Communist Party. Equally striking was their impression of the act of crossing into the West. Hans had been allowed to visit the West once before on the occasion of an uncle's death. This time, he explained, he found it difficult to grasp how friendly the East German border guards had been to him. They went on to describe the economic conditions in East

Germany and how they had been deteriorating recently. They lived in a "run down" apartment on the outskirts of the city.

As a master mechanic, Hans did not lack the skills to keep his place in good repair. There simply weren't any building supplies available. It took seven years to get a telephone—a new car twelve, although a ten year old used model could be purchased immediately for the same price as a new one. They spoke cautiously of their apprehension; that the pace of change may be too fast and they feared an "ausverkauf"—a selling out of property and goods by hard currency starved East Germans to the wealthy Westerners.

As they got ready to leave, we gave them a few small gifts. But they had already gotten what they came for—the reestablishment of contact with their past. That was all, I thought, that they really wanted.

My turn to leave was also at hand. On Saturday, I drove back to the airport in Tegel. After getting through the stringent security measures required to board the Pan Am flight back to Frankfurt, my last impression of Berlin boarded with me. Several young refugees from East Germany were seated last on the plane as stand-by passengers. Clutching their bags, a recently purchased portable radio cassette player and other worldly goods, they sat down across the aisle from me at the back of the plane for their flight to the West.

They were just ordinary people living in extraordinary times and, like us, they now had the right to go where they wanted. □

Vancouver is one step closer to having an international hotel school and culinary academy and VCC has been instrumental in moving that initiative forward.

In mid-December, the Hotel and Culinary Academy Consortium, chaired by Stephanie Forsyth, Assistant Dean of Instruction at City Centre, along with the Pacific Rim Institute of Tourism (PRIT), announced the launch of a \$70,000 study into the possibility of such an international facility in the Lower Mainland.

As well as VCC and PRIT, the consortium includes the B.C. and Yukon Hotels Association, the Vancouver Hotel Association, the B.C. Chefs Association, the Canadian Foodservice Executives Association, the Restaurant and Foodservices Association, the B.C. Motels, Campgrounds and Resorts Association and Simon Fraser University. The B.C. Pavilion Corporation is an associate member.

Consortium members contributed money directly to the study along with a major contribution of \$40,000 from the Asia Pacific Initiative, a federal/provincial advisory group. VCC contributed \$10,000. The study is expected to take eight months to complete, with a preliminary report to be released in mid-March.

Forsyth said the idea for an international hotel school in Vancouver has been around for many years. The recent transfer of tourism and hospitality programs from BCIT to City Centre and the creation of our own Tourism and Hospitality Centre helped re-kindle the dream.

"I think the transfer was one of the

International hotel & culinary academy studied for Vancouver

catalysts for bringing people together and getting us thinking about the real need for management training in our industry," says Forsyth. "People were wondering what impact the transfer was going to have. We were all feeling the need for co-operation and long term planning.

"The college decided to take a leading role. We began by trying to find out what current opportunities there are for recruiting students to upper level tourism and hospitality management programs. Our initial research shows there is a need and there should be a hotel school of management."

Forsyth said that the consortium has not pre-judged what such a school would look like or who would run it. But she argues strongly for a hands-on approach to advanced hotel and culinary training.

In the long term, Forsyth's personal vision is a "bricks and mortar" facility which would be a degree-granting institution, perhaps in conjunction with SFU or the University of Victoria. And she believes it must include an actual hotel where students can work and learn at the same time.

"One possible model is a hotel school just outside Tokyo. It's run by students, but the hotel is owned by the YWCA. That kind of situation would be ideal—a non-profit organization and a community service, which is not in competition with any hotelier downtown."

It's no accident that the consortium is looking to other Pacific Rim countries for suitable models. Forsyth points to the changing demographics of Vancouver and to our strategic location within the Pacific Rim.

"In Vancouver one is acutely aware of those changing demographics," says Forsyth. "Most of our classes are 50 to 70 per cent new Canadians. We have many enquiries from the Asian market—people wanting to come to Vancouver so they can learn English and the culture, and then go back to their own countries in the Pacific Rim."

Forsyth is excited about the way the tourism and hospitality industry has come together through this initiative. "Never before, to my knowledge, has the hospitality industry sat down with public educators, putting money on the table, and saying 'let's work together'."

Forsyth believes it's because of the changing nature of the tourism and hospitality industry itself. "The industry is experiencing a lot of international competition. Vancouver is an international city, growing at a rapid pace. And the consumer is much more sophisticated and discriminating.

"The industry's attitude to training and education is also changing. They're saying to the colleges: 'We need to increase our professionalism at all levels and we want to work with you to make that happen.'"

Summing it up Forsyth says: "I guess underlying all of this is the bold statement that the tourism and hospitality industry is a profession and offers professional careers. Therefore we must have programs and education to provide those professional opportunities for our students."

With that vision of an international hotel and culinary academy on the agenda, students may soon be able to take Forsyth at her word.

—By Barbara Cameron

WORKINGS OF MARKETS

Everyone bullish on Behnke's markets program

I exhumed my Economics 101 textbook from its cardboard mausoleum the other day, just to make sure the presentation of the subject was as tedious and boring as I remembered from way back then.

Sure enough, after 20 some years, the obligatory supply and demand curve still laid lifeless on the cover, introducing unsuspecting students to 387 pages of greyness and graphs which, for reasons unknown, were clearly designed to glaze the eyes and repress the imagination.

But that was then and this is the '90s: the age of computers and Walter Behnke's instructive, imaginative—better yet, Walter Behnke's FUN!!—economics program called The Workings of Markets.

Behnke is a KEC economics instructor and Computer Based Education (CBE) consultant. He served as co-ordinator for the "Workings" project, a joint venture between the provincial government, VCC and several corporations.

One of the supporting corporations was Olivetti Canada, whose spokesperson, Cheryl MacNaughton, had this to say about Workings: "This is a great way to learn a dry subject like economics. With a high level of interaction and response, I think students are likely to learn better."

Here's how Workings works:

The course has been installed on several PCs at KEC. Students access the program with a personalized disk which tracks their progress through the lessons and keeps records of their performance on tests. Students can even leave messages and comments for the instructor.



Walter Behnke demonstrates Workings of Markets

"Feedback from the students and professionals played an important part in the development process," said Behnke. "The students even caught a couple of spelling mistakes in the program," said Behnke.

With contributions from computer system designer Marie Burlinson, artist Jennifer Sowerby, and programmer Chris Constabaris, Workings offers screen after screen of information, interaction and entertainment—all in high resolution colour.

Visages of Adam Smith and Karl Marx face off in a discussion of economic theory. Graphic vignettes—coupled with the familiar supply and demand curves—depict surpluses from milk price floors and oil shortages as a result of price controls; graphs and illustrations spring to life at the touch of a key... or a mouse.

Learners respond to questions on real

life issues, do calculations and make business decisions. Compared with old economics textbooks, Workings is slick and exciting, with a hint of Saturday morning cartoons.

And the students have responded by giving Workings a survey rating above "8" on the one-to-ten scale.

Said Behnke: "Computer based learning has to keep students active and involved. Simple 'page turner' and space bar programs just won't do. They present no challenge and don't develop critical thinking skills. The problem with a lot of computer based education programs is that they are as boring as many of the textbooks.

"This program is also easy to use. People who have never touched a computer before are able to use it very quickly."

As Workings encourages better performance among the student, instructors also find it an attractive instructional tool. Workings is designed to develop learner competency in the knowledge of economic concepts and analytical and practical skills. Instructors are freed to devote more time to the discussion of policies and issues.

"With economic pressures on instructor contact time, computer based education opens innovative approaches to instructional scheduling," says Behnke. "The program is quite flexible; Workings could be used for remedial work, self paced learning and testing and possibly for distance learning."

The VCC project stands out among four similar undertakings of colleges by coming in on-time and on-budget. The \$150,000 project had participation from

the provincial government, VCC, Olivetti, Softwords and RJM Systems.

Behnke is now promoting the software at conferences and to interested groups.

"We've been talking to software distributors," said Behnke. "It's necessary to hook up with a major distributor if you're going to recover those kinds of

costs."

McGraw Hill's Barbara Lawrence describes the program as "editable, expandable and adaptable to meet the needs of a student or a lecturer...say, even in Houston, Texas."

The final words on any marketing program though, should come from the

marketplace. After a demonstration of the program to instructors recently, Behnke found this message left on the screen by a potential customer:

"This is a cool program."

—By Chuck Poulsen

GILLEY ON DUTY

Sentenced to time in the jury box



Keith Gilley

Langara English Instructor Keith Gilley writes about his experience on jury duty...the truth, the whole truth and nothing but the truth.

No matter when the blue slip arrives in the mail, your first reaction is likely to be hostile: "Jury duty? It couldn't come at a worse time. What a nuisance!"

Because it's unexpected and almost certainly you have been planning something else, the sheriff's summons is never convenient. I was certainly annoyed last year when I was instructed to attend a panel of prospective jurors in mid-April, just when my students were writing exams. I knew that whatever else I was doing, I would still be marking exams and evaluating final grades.

Still, when I arrived at the Court House on the appointed day, I figured the odds were on my side. The trial was a civil case, so only eight jurors would be chosen from the thirty-odd people on the panel. Eight names were called, and mine was not among them. I relaxed in my seat. The defendant's lawyer rejected none; she was clearly taking all comers. The plaintiff's lawyer, however, rejected four, all he was allowed. The next four names from the hat were sure to stay. When my name was called, I knew I was in for the duration. In all, the trial took three weeks.

It's possible—and sometimes necessary—to delay your duty

to another time if you can convince the Court that you're indispensable to your employer's operations. Putting our indispensability aside, however, and ignoring the inconvenience, serving on a jury can be an interesting, even valuable experience.

For one thing, instead of merely reading about it in newspapers, you get to observe the justice system from the inside. More than that, you are a participant, and an important one. The judge makes all the decisions about the law and its application. But the judgements about facts and evidence, about whose testimony is true and whose is false, about who's guilty or not and of what—these are the responsibility of the jurors.

For another thing, you may be surprised and encouraged by how seriously you and your fellow jurors take that responsibility. Like you, they were summoned to join the panel because their names were picked from the provincial voters list, and most of them were as annoyed as you at having their normal lives interrupted. But you get to know these people quickly and in a special way. Like you, they've been separated from their ordinary lives and varied occupations. Among my fellow jurors were a kindergarten teacher, a banker, a medical receptionist, a plastics factory worker, someone who typed computer data for an airline, and the operator of a park concession. After a few hours in each other's company we had traded stories about hobbies, our family lives, and many of our dreams and fears. Almost unconsciously, we were learning to trust each other.

Parts of the trial were dull. When you've heard eight witnesses describe the same events occurring at the same times and in the same locations, the ninth witness's testimony sounds only too familiar. We listened to thirty in all. And where lawyers must try to create doubt about the credibility of opposing witnesses by grinding through the details to try to uncover discrepancies in testimony, you can tire of the details—and of the lawyers.

Fortunately, the dull parts are outweighed by what's lively, intriguing, seriously involving. As you watch the competing stories unfold—each lawyer trying to convince you that her or his version is the truest—you can get the feeling you're reading or even participating in a mystery novel in which you are the detective. At the story's end, you will be the one to draw the facts together and reveal "whodunit."

TEACHING INNOVATIONS

These thoughts evaporate in the final hours when you and your fellow jurors deliberate the case, weighing all the evidence, arguing pro and con. Then the emotions intensify, the pressure builds. You learn why you had to build the shelter of trust.

Whatever your collective decision, it has a real impact on the lives of real people sitting in that courtroom. You reach your decision, now aware that the trial has always been aimed at this point. Back in the courtroom, the foreman rises and delivers the verdict, the other jurors rise and give their assent. The judge formally dismisses the jury and the trial is over.

You leave the room, satisfied that the system works, and proud that you live in a country where trial-by-jury is a citizen's right. □

Ballin helps students learn how to learn

First student: "I used to write professionally. I haven't been able to write for ten years; I've had a block. I've tried and I've had counselling about it, but nothing's worked. Now I'm writing again."

Second student: "Getting depressed used to get in the way of my studies a lot. I've been happy lately. I've adopted a mentor in my head. If I don't know what to do about a situation, I ask Albert Einstein what he would have done, then rehearse it. I follow that advice and it works."

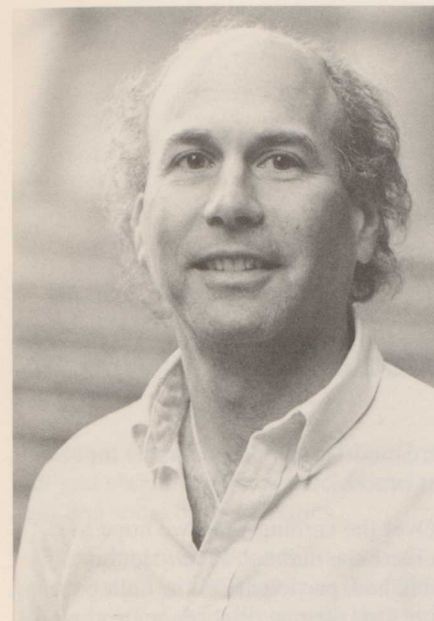
These weren't exactly the first two responses I expected to hear when I asked my students to share how they had applied new techniques to improve their success at college. They had completed eleven sessions—less than 22 hours—of the new workshop series at KEC, Introduction to College Studies: Becoming a Master Student.

While I was still fairly reeling from the magnitude of what amounted to testimonials, others followed. I knew changes had taken place with the eleven students who pioneered our first run, but not the kinds of changes and acknowledgements that would set my insides quivering. But then the workshop series was conceived with change in mind. Why not present students with offerings to effectively manage their lives as students? Students, especially adult students, face major shifts in lifestyle when returning to school. Not only do they need to re-adjust to studying and being in class, but often they must squeeze in work, take care of children as single parents, feed themselves on scant budgets and otherwise live rather unreasonably. Workshops for supervisory personnel in business commonly address problems such as stress, time planning, goal setting, project organization, agreements and

contracts, communication and personal responsibility. Wouldn't these skills facilitate the management of our students' professional lives as students? Wouldn't they facilitate the management of our students' day to day lives so that they can be more effective as students?

The assumption is quite simple, both in business and in our workshops: substitute habits which work well for those which don't.

OK students, here it is: The purpose of this workshop series is to provide opportunity for you to learn and adopt methods which promote your success in college. We recognize that adults returning to college studies face a major lifestyle change and that success at college depends more upon employing effective strategies than upon having fundamental ability and motivation. The workshops are designed for adults who



Peter Ballin

wish to improve their studies and command of personal and college resources and serves as an introduction to more extensive academic skills courses.

Any takers? Yes there were. Fourteen showed up for the September start of Master Student I (12 sessions). Eleven completed. Ten of those are now in Master Student II (10 sessions). And as one of them commented: "Our faces look different than when we began."

I know I'll have trouble getting rid of them when the series is over. These people are hooked on their success. Twenty-four filled up the next session of Master Student I, and 7 were on the wait list.

Well, it wasn't quite that easy. It all started moving in the summer of 1987 when Lawrence Fast signed on as principal at KEC. We met. He told me his vision of the college. I said it sounds good. I told him my vision of how to make students much more effective. He said 'give me a proposal'. I did. He liked it, Paul Gallagher liked it. We quickly received a grant from the ministry. I consulted a lot of people who knew about student success, did a little reading, attended a number of conferences and wrote a course on my next summer's vacation. That was the easy part.

After running the course proposal by

faculty, department heads, and several ABE division chairpeople, Dean Patricia Groves engineered a compromise which seemed to please the majority of interested parties, wedding an inveterate zoologist loosely to the Humanities Department. The result is a non-credit workshop series totalling 22 two-hour sessions.

We employ a bit of lecture, but mostly we do exercises which allow students to try on new habits to see if they are worthwhile adopting. By having a choice about what to learn, relevance is insured. We also talk with one another a lot, watch videos, listen to music and guest speakers. While much of what we do is not conventional, we do learn to use the library and go on a college "treasure hunt" to find resource people on campus. And yes, there are quizzes and there is homework—quite a bit. A common reaction to the homework is, "I can't seem to stop doing it, because I'm learning about me." User satisfaction is high and I'm glad: it translates into satisfaction with self, satisfaction with others and satisfaction with a set of strategies to deal effectively with college life. These workshops are a series. No drop-ins. The group is of critical importance to the success of these workshops. The continuity of people leads to mutual support. Continuity of people and process allows for reinforcement and the integration of the new learning into effective actions.

The Master Student Workshops have rallied a broad base of support from faculty, staff and administration. Our counselling department has been enthusiastic. College personnel who have visited us have all commented very positively about the students and our activities.

The workshops are currently offered free of charge, and are open to anyone who can understand English. An integral part of our work is our textbook, *Becoming a Master Student*, by David Ellis (College Survival, Inc., 1985).

I'm excited about what will happen next. I'd like to have more faculty participation...please give me a call at 875-6111, local 566. And thanks to all of you who have contributed support and ideas, especially you students.

—By Peter Ballin

EDITOR'S NOTE

Spectrum is truly an employee publication.

For instance, this edition has had direct production involvement from: IMS Graphic Designer Irene Scholten, IMS Photographers Michael Letzring and Brian Bissett (Brian took the fine cover photo), PR&D's Barbara Cameron, Gayle Thody, Doreen Chui Chai and Elizabeth Chong, Cathy Nishikawa, now in the Payroll Department, President Paul Gallagher, I.E.'s Rorri McBlane, KEC's Associate Dean of Instruction, Norm Dooley, Langara English Instructor Keith Gilley, KEC Science Instructor Peter Ballin, Sheliah Grant of the Educational Foundation, Alumni Association President Carole Wilson, and PR&D Production Coordinator Lynda Hurst. In addition, there was input from the people who have been interviewed for articles and those who took time to write to the editor (Page 24).

By the way, Hurst did the artwork on Page 15 and there's a very clever visual witticism drawn into the picture. If you catch it, call me at 324-5475. Spectrum will give the winner a free VCC sweatshirt featuring the new logo.

Watch for the next edition of Spectrum. We'll be reporting on activities involving conservation at the college.

—Chuck Poulsen
Editor

New director poised to step up activity



Barbara Alldritt

We are very happy to welcome Barbara Alldritt as Executive Director of the VCC Alumni Association. Barbara brings to us a diverse background and the enthusiasm needed to take a hands on approach to implementing the array of policies and tasks set out by the Board of Directors.

Most recently Barbara was contracted to the University of Calgary Faculty of Education for research, handbook publication and conference planning work. As an honours student at the University of Calgary from 1984 to 1988, she was active in student organizing for World University Service of Canada. She was instrumental in establishing a refugee student sponsorship program and an aluminum recycling program on campus. Barbara has also worked in travel and banking.

After four months without an executive director, Barbara's appointment marks an important step in the development of the Alumni Association.

Although we are a very young organization, we feel we have come a long way. In a global sense, alumni work involves three areas of endeavour: the collection of data on members and potential members, communicating with those who become active members, and organizing them to meet the mutual needs and interests of the college and the members. As an alumni association develops, these three main functions are diversified. In just three years we have made substantial progress in all of these areas.

The VCC Alumni Association now has a membership of 2,800 with a potential of thousands more. Our newsletter features articles on graduates and news of college developments and public events and a direct mail correspondence goes out several times a year.

We have organized a number of social and fundraising events. As a result, we have been able to donate to each campus \$500 in bursaries and \$1,500 for library acquisitions, as well as \$500 to the Music Scholarship Fund. We have contributed \$4,000 to our Alumni Endowment Fund which will be used for an ongoing program of scholarships and bursaries. Since May, 1989, individual alumni have contributed an additional \$960.

We will soon acquire a computer system that will allow for a more efficient and sophisticated approach to our membership communications and organization. After two years of studies and consultations, the final decision on a software package to be shared with the Educational Foundation is imminent. Many thanks to the VCC Computer Services department and our treasurer,

Ian Sutcliffe, for their valuable input to this process.

Over the coming year, we hope to increase the number of newsletters published, participate in the college's 25th Anniversary celebrations and plan a strategy for raising the profile of the Association with current students. The Board is also in a strategic planning process for building the financial self sufficiency of the Association.

The support of the faculty and staff of the college is a major factor in the success of all areas of the Association's work. On behalf of the membership and the Board of Directors, I would like to thank all of you who have supported the Association's efforts. Without your help, we could not function effectively.

Barbara will continue this column to keep you informed of our activities. Please feel free to contact her at 875-1131, local 353, or drop by the Association office, #5041, at KEC.

—By Carole Wilson,
VCC Alumni Association President

\$800,000 fund raising goal for 1990

I would like to take this opportunity to tell you about the Educational Foundation and some of its activities.

The Educational Foundation was incorporated in 1983 to act as the fund raising arm of the college with the monies raised to be used for college needs not supported by the basic government budget. Factors such as student aid, equipment, new program development and capital expansion need funding from the private sector to provide the college with that 'margin of excellence' which is required today by the community it serves. The role of the Foundation is to seek that support.

Fourteen community volunteers serve as members of the Board of Directors. Professional staff consists of two full time and one part time.

Since 1983, the Foundation has raised \$2,923,107 in cash, pledges and gifts-in-kind. These donations came from corporations, individuals, the Vancouver Foundation, government matching grants and special events.

In order to qualify for matching grants from the government and the Vancouver Foundation, an endowment fund was established at the Vancouver Foundation and currently amounts to \$1,188,594. Interest earned from these endowment funds is used for student aid either in the form of scholarships or bursaries.

A business plan has been prepared with a goal to raise over \$800,000 in 1990. While this is ambitious, we believe with the support of the college, staff and Board of Directors, we will be successful.

The campaign has been divided into the following categories: direct mail,



Sheilah Grant

corporate, industry-targeted, internal, special events, foundations, provincial government, gifts-in-kind, and interest from the endowment funds.

In order to increase the effectiveness of our activities, we are now evaluating several software packages that will enable us to computerize our operations with regard to tracking past, current and potential donors and managing campaigns. We are working very closely with the Alumni Association to ensure that both of our organizations can benefit from the decision. We hope to be operational with the new system by the end of June.

The Real Estate Programs Scholarship Fund is well on its way with close to \$25,000 raised from individuals and corporations and a matching grant of \$50,000 from the Real Estate Foundation. Corporations that have committed \$1,000 or more include Dorset Realty Group Canada Limited, Johnston, Ross & Co. Ltd., Penny & Keenleyside

Appraisals Ltd., Greater Vancouver Apartment Owners Association, Real Estate Board of Greater Vancouver and Sun Life of Canada.

It is through the efforts of the many volunteers, under the leadership of campaign chairman Ron Schuss, that the goal of \$100,000 will be realized.

The benefit dinner, 'The Annual Notable Event', will be held March 8. Jeff Hyslop and Ruth Nichol are our featured headliners along with entertainers from our own Music Department. The \$100 tickets (\$50 is tax deductible) are available at the Foundation office at KEC or by calling 875-1131, local 359. The monies raised from this evening will support the Scholarships for Music Campaign. I hope that you will come and enjoy a wonderful evening of music and elegance.

—By Sheilah Grant
President

