

# INTERNATIONAL TEACHER TEACHER



A peace pedagogical newsletter since 1982  
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might be free of charge for colleagues in Eastern Europe,  
Asia and the developing countries,  
- please mail a letter and your name and address  
to **Oksana Khomutenko Jørgensen**  
(Look please at page 3)

*Happy to let you know,  
that our magazine  
is supported by  
the **Danish Ministry of Education**  
("Receipts of the state football and lotto pools")*

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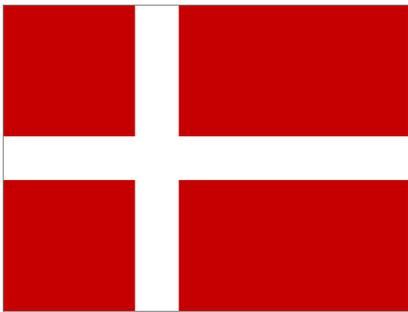
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Indbetal på girokort eller på flg. **konto 1551 16454494**

**Årsmøde lørdag den 12. november 2011**

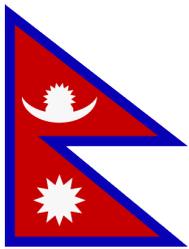
Vi mødes kl. 13 på Helms Skole i Korsør

Kom og hør ITA-rejsen til Nepal

Udsendelse af volontører til Nepal

Årsmøde i Kirgistan

Programmet er endnu ikke fastlagt, så flere spændende indlæg er velkomne.



**Nepal**

Har du lyst til at støtte arbejdet i Nepal er bidrag meget velkomne.

Vi betaler 2½ lærerlønning og har doneret penge til indkøb af undervisningsmaterialer.

Læs mere på hjemmesiden [www.International-Teacher.dk](http://www.International-Teacher.dk)

**The purpose of  
INTERNATIONAL TEACHER - Post**

is to be the international quarterly magazine for "International Teacher Association", - a network of teachers and pedagogues in order to promote a culture of peace and non-violence, which UN has defined as *"respect for human rights, democracy and tolerance, the promotion of development, education for peace, the free flow of information and the wider participation of women as an integral approach to preventing violence [and creating] conditions for peace and its consolidation."* (UN Resolution A/58/11)

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THE EDITORIAL BOARD is open to all interested and active colleagues who want to support international understanding through educational work.

We are looking forward receiving your letter to the editor, an interesting article, pictures, students' work, pedagogical projects, information of common interest, "advertisements", poems etc.!

**Notice please:** *Our English language might not always be perfectly correct, but we hope that the sincere intentions will be clear!*

Also notice please: Opinions expressed in the articles don't need to reflect the views of ITA or the editorial board!



# International Teacher Association Annual Conference 2011

## *"Education for International Understanding: Peace Studies in the Context of the Dialogue of Cultures"*

July 25 - August 5, 2011. Bishkek, Kyrgyz Republic



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We, the International Teacher Association (ITA), will be very happy to invite you to take part in the Annual International Teacher Association conference in Bishkek, the Kyrgyz Republic, scheduled for July 25 - August 5, 2011.

As an independent non-governmental scholarly association, ITA does not have the resources to assist colleagues coming from their countries and to cover other expenses during the stay in Kyrgyzstan. Nevertheless, we are hopeful that you might find the necessary means to join us in Bishkek and contribute your opinion, knowledge, and experience to the discussions among international educators.

You can find some details in the Conference information letter or on the ITA web-site.

We look forward to seeing you with us in the Kyrgyz Republic in July-August.

Yours sincerely,

Guldzhamal Esenalieva,

Chair of the Conference 2011  
organization committee  
Director, Educational Complex "ILIM"



Read more at [www.International-Teacher.dk](http://www.International-Teacher.dk)

# An Approach in Teaching English Intensively: Reflection from Experience

Pegova Valentina Vladimirovna, English language instructor,



**I've been teaching English for more than 42 years at various language programs.**

I've been teaching English at AUCA (American University in Central Asia) since August as a full time instructor of the Preparatory Program to conduct TOEFL (Test of English as a Foreign Language) EAP (English for Academic Purposes), Grammar, Composition to the yearly learners of the program and most of my learners usually pass the exams in March on the first try with the score enough to enter the programs they choose.

I've also been performing advising duties. Before teaching at AUCA I taught English

having various positions: an English language instructor, English language Senior instructor of the Highest category, methodology specialist,

Vice-Principal at different periods of time. I also had my teaching position of Assistant Professor to teach EAP and Business English for Law, Finance and Computer Science majors at International University in Kyrgyzstan.

My approach in teaching English intensively focuses on the importance of structuring and systematizing

learners' knowledge, especially its grammar system. I am dependent on a series of tables for this purpose. They are intended to be distributed by the instructor for inclusion in the Grammar Ref-

“My approach in teaching English intensively focuses on the importance of structuring and systematizing learners’

erence Portfolios.

The article is targeted to students and teachers of foreign languages, especially those dealing with preparation low level English knowledge students for the TOEFL exam. My article as it is does not offer any innovations, but the focus is how to use teaching tools as students' portfolios in drilling the language skills, particular in grammar.

The goal of using grammar blocks and charts is to provide learners of the preparatory program with a number of opportunities to be confident, comfortable, and skilled during their studies at prep program. My students always needed to have some ways to organize their knowledge in a short time frame. I was busy deliberating and adjusting my own intensive English language teaching course based on the use of a wide variety of tools aimed at a speedy acquisition and practical usage of the English language.

Additionally, the standard English language knowledge proficiency level of my learners, who are primarily high school students, has recently fallen down and keeps decreasing. However, the overall goal of the preparatory program has remained the same: to ensure successful passing of the TOEFL test and subsequent enrollment in AUCA. The combination of these factors has inspired me to find a creative solution to this problem.

The solution is found in an attempt to create a systematic organization of the language structure (grammar) in the form of Grammar Reference Portfolio compiled by the learners from the handouts received during class sessions. The rationale behind this approach is the need for students to be able to learn on their own, beyond the classroom. My role of a teacher is not to simply teach the language but to teach them how to learn, independently and continuously with the focus on self-studies.

To facilitate the learning process, for each student I prepare sets of handouts using the information from various printed, online, and my

own resources. Students begin their portfolios from the first lesson when the initial handouts are presented and adequate practice has been offered. The students collect the handouts and use them when they need to look up a grammar construction to support their learning. This support is used in all of their classes: TOEFL, English for Academic Purposes, and Writing.

“My role of a teacher is not to simply teach the language but to teach them how to learn, independently and continuously with the focus on self-studies.

The driving principle of this method is to teach intensively is presentation of what I call “building grammar blocks of the language”.

Each block is presented from the whole (uncomplicated, simple) to the parts (more complex). The blocks are organized in such a way as to recycle the material and accumulate it as a snowball.

#### **My method of teaching embraces 11 blocks.**

The first block includes the phonetic alphabet and rules of reading to build a strong foundation for independent study when students can learn a new language without the help of the instructor.

The second block embraces Parts of the English Sentence where students learn about word order and parts of speech. The material is presented in charts and tables and further practices is accomplished through drill exercises in textbooks. The order of presentation is the following:

- Nouns, Classes of Nouns, and Parts of Speech that define nouns: possessive pronouns, demonstratives, articles.
- Adjectives, Degrees of Comparison
- Pronouns, Cases of Personal Pronouns, Indefinite Pronouns, Demonstratives
- Numerals, Cardinal and Ordinal
- Articles, Indefinite, Definite, Zero
- Adverbs, Degrees of Comparison
- Prepositions and Conjunctions
- Verbs

The third block is dealing with aspects of English predicates (Verbs in some Grammar textbooks).

The fourth block presents Voice and

Moods – Active, Passive, Imperative, and Subjunctive.

The fifth block is about modals – modal verbs and their equivalents in common usage and supposition. For example, the modal verb “must” in its common usage is presented with meanings of duty, obligation, necessity, order, prohibition and its equivalents “to have to + V” and “to be to + V.” However, in its supposition meaning, the verb “must” is used to express a high degree of assurance; for example, *They must be swimming now; we can hear them splashing in the swimming pool.*

The sixth block introduces the types of English sentences: simple, compound, and complex.

The seventh block presents complex on clauses, including only adverb clauses, object clause, and sequence of tenses as it is closely related to object clause.

The eighth block deals with reported speech for requests and orders, reported statements, and reported questions.

Block Nine introduces the non-finite forms of the English verbs: the Infinitive, Participles I and II, and the Gerund. Block Ten explains the rules of Complex Object and Complex Subject. Finally, in the eleventh block the students learn about subjunctive mood, in conditional clauses in particular, with explanations of types of conditions: condition 0, 1, 2, 3 and mixed condition.

The regular practice of my personally developed English language teaching program is based on two language teaching methodological philosophies:

From the whole to the parts

From the simplicity to the complexity

These two foundational principles are applied to all the eleven grammar blocks that are considered in this article. All the grammar blocks are depicted in different charts to present the material from the whole to the parts, from the simplest to the

most complex after which the subject matter is practised in the grammar reference books required for the learners, mainly Understanding and Using English Grammar by Azar B. and Delta’s Key to the TOEFL test. The charts are given as handouts during the initial presentation of the material, and students file them as parts of the portfolio to use as reference material.

As an example to illustrate the use of grammar blocks you can see the grammar block “Non-Finite Forms of the English Verbs” in charts aimed to speed up gives possibilities the mastery of one of the most complicated grammar concepts enable to use different forms of English infinities, participles I and II, and gerund.

[File: Pegova1] (You can see it at the website [www.International-Teacher.dk](http://www.International-Teacher.dk))

### **The goal of this article is to build the grammar reference portfolio by students**

The goal of this article is not only the demonstrate the entire list of all activities that support the charts and tables necessary to increase the four basic skills: listening, speaking, reading and writing, but also to build the grammar reference portfolio by students based on the following principles:

General introduction of the grammar material

Initial practice of the new structure in various situations

Additional practice to help internalize the structure

Use as reference material for independent study

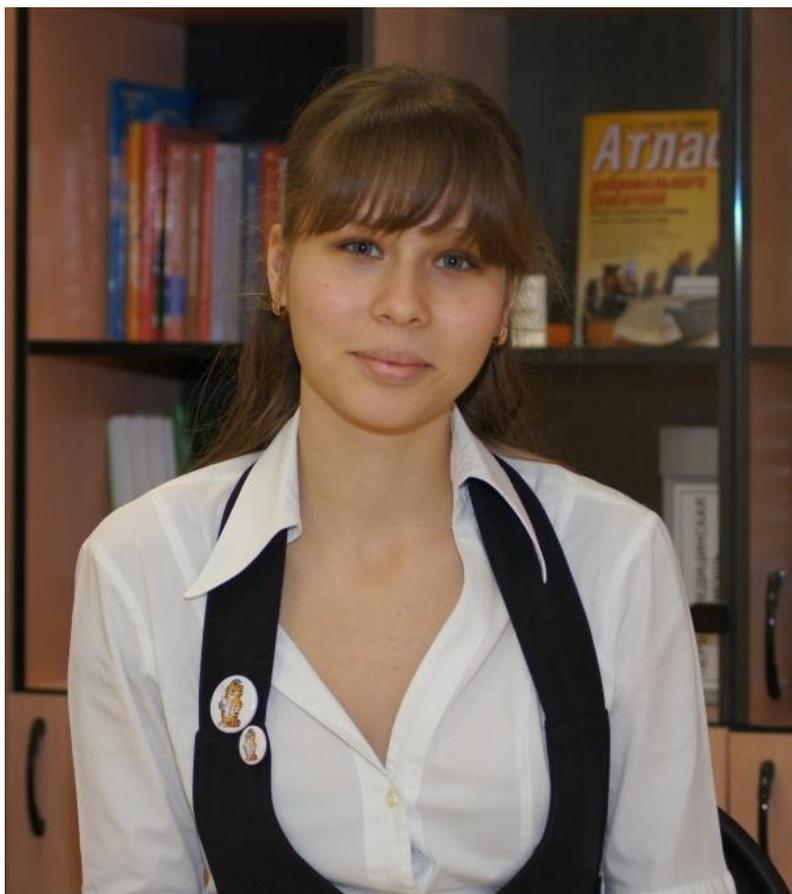
The scope of this article does not allow the teacher to demonstrate all the charts and tables included in the student portfolios, but it is aimed to introduce the intensive teaching of the English

language with the purpose to improve considerably students’ knowledge of the English Language from elementary to upper-intermediate level for one academic year.

“ it is aimed to introduce the intensive teaching of the English language with the purpose to improve considerably students’ knowledge of the English Language from elementary to upper-intermediate level for one academic year.

# The annual school festival of natural sciences

by Alexeeva Anna, School no 985, form 9A, Moscow



Alexeeva Anna, 9A

## My sweet enduring memories of the annual school festival of natural sciences

A annual festival of natural sciences is held in our school. It lasts for 2 weeks and naturally has a symbol. It is a fluffy red fat cat with sausages in one hand and a test tube in the other. You can easily find this symbol on all the accessories that are given as prizes during the festival: flags, badges, diplomas that every pupil can get for the victory, participation or just help in organizing competition or contest.

“a fluffy red fat cat with sausages in one hand and a test tube in the other.”

## An event every day

During these two weeks of the festival every day there is an event that has a theme and held highly cultured and vividly decorated. A month before this holiday of imagination every class from secondary school is given an opportunity to choose the theme of activity they desire to be the leaders of. Pupils must think it over carefully and successfully present it on the previously selected day on the festival.

## A jury is counting the score

For example during the FNS 2010 there were 18 events. My friend Luba and I had to organize and hold one of them. It was “Initiation into chemists”. We checked knowledge of chemistry among the pupils of the eighth form. When the jury was counting the score we showed exciting chemical experiments. Later chemical theme was continued by other pupils. There were many different funny activities : “The wonders of chemistry”, A game ALDY for the 9th form. There were also events with combined subjects where on one contest children had to show knowledge of several subjects at the same time.





For instance a biogeographically game “Intellectual marathon”, a game “Be active” and interfestival competitions, a game: “What? Where? When?”(the analog of popular TV show). In this game pupils from other schools also took part. I would also like to pay attention to a photo and picture competition that has an up-to-date problem: “My city –my responsibility”.

### **Festival forever**

I am absolutely sure that the most interesting and vivid positive unforgettable

thing was the ceremony of closing the festival. It was a bright, wonderful, music show. We got useful experience in different spheres. We were the presenters, the speakers, the organizers only due to our marvellous teachers of chemistry and biology Korshunova Svetlana Alexandrovna and Mirontseva Svetlana Vitaljevna.

This festival made us more friendly and cleverer. Festival forever!

Translated by Meshkova Irina



Teacher of biology Svetlana Mirontseva



Teacher of chemistry Svetlana Korshunova



# What do you think about going to school?

By Brigitte Müller, Neu-Ulm, Germany



The children of Class 4b at Schulzentrum Stadtmitte/Ost – Spitalhofschule in Ulm. are answering the question.

**Ela:** It's cool.

**Emilia:** I think you can learn a lot at school.

**Acelya:** I think, when you go to school, you get a good job afterwards.

**Ulrich:** We think, sometimes school is o.k. and sometimes bad.

**Hamza:** I think school is good and sometimes boring.

**Marco:** I go to school to learn and I like to go to school. I want to be smart.

**Larissa:** I like to go to school, because we are learning a lot. We have different subjects and nice teachers. Everything you have to learn is explained in a good way. We don't have to much homework to do. I don't like that we have so many German lessons, I'd rather have more art and crafts. I like my classmates. We should have more games and equipment for our breaks.

**Lennard:** I go to school to learn. I like sports, because I exercise.

**Isabetl:** I like our school. We make many things for our classroom. I would like to have more art and crafts lessons. The topics at school are usually interesting. I like my classmates. There are three things, I don't like: sometimes the meals, PE and maths.

**Mete:** I like school, but I don't like much homework.

**Jenny:** I like my school, because I'm

here for a long time. I will miss my classmates.\*

*In Baden-Wuerttemberg, where I teach, children change school after class 4. They either go to grammar school, secondary school or lower secondary school. Therefore students have to say good bye to each other at the age of ten. I don't think that's good.*

## Experienced teacher from Germany would like to be a volunteer



**Brigitte Müller, member of International ITA-executive committee is free to be a volunteer within the next 12 month.**

**Write to:**  
mueller.brigitte@web.de

Dear friends and colleagues!

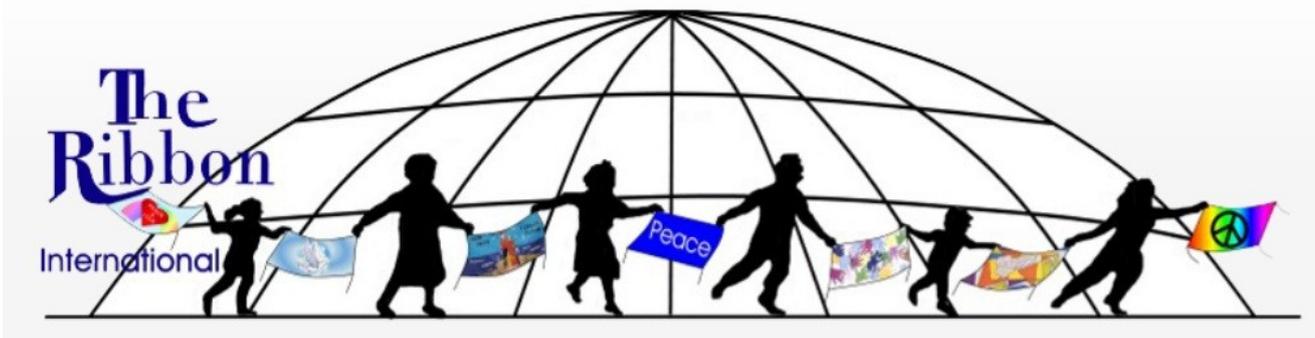
Next school year (from September 2011 to September 2012) I'm going to take one year off.

During that time I'd like to travel and visit people in different countries. Although I'm a teacher I'd like to use that year to learn more about schools, teaching and living in other countries.

I could offer lessons about Germany and Europe in return. As a drama teacher I could also do workshops with your students.

If you perhaps feel like being my host for some days or weeks, please let me know. I would be really grateful and wouldn't ask for much. I would prefer to stay with a family rather than staying at a hotel, because I'd like to get in touch with everyday life. Being a vegetarian, I'm happy with vegetables, cereals, eggs and cheese (no meat, no fish).

I'm looking forward to your response  
Thank you. Brigitte



## The Ribbon is an art project promoting peace

By Michelle Peppers, New York, USA



The Ribbon International is a Non Governmental Organization in association with the United Nations.

You can find information about the Ribbon project from the website ([www.theribboninternational.org](http://www.theribboninternational.org)),

**The Ribbon is an art project created by individuals or groups from children to seniors promoting peace, disarmament and/or care of the environment.**

Ribbon panels are used for events and exhibits, conferences, places of worship, local museums, libraries and schools and other places.

Ribbons can be shown annually on United Nations Day calling attention to peace in a global world or other noted days promoting care of the environment or disarmament.

When an individual or group is interested in doing the Ribbon project a suggestion would be for the UN yearly theme (UN theme 2011 is the International Year of the

Forests) or World Environment Day, United Nations Day, International Day of Peace (Sept. 21) or a community celebrated peace day. Whatever is appropriate for the individual, group, place of worship or community program.

The themes help to inspire people on what to put on the cloth panel and to talk about the U.N. and the work it is doing. Working on the Ribbon project helps to find common ground with people all over the world for care and protection of the earth and all of its inhabitants. By putting ties on each panel and displaying them people are symbolically tying together with Ribbon makers all over the world for peace.

Our UN NGO The Ribbon International, will lend out Ribbons panels if a community or organization wants to have an exhibit or start the project in their community. We use our UN NGO Ribbon collection for for displays at meetings, conferences and workshops. Our NGO will accept one or two panels from a community to add to our international collection. This collection we use for exhibits at UN related conferences and meetings or given away as gifts to people for their peace work.

For instance after attending a spirituality conference in Assisi, Italy, where Ribbons were displayed, a Ribbon workshop presented and panel given away to the conference organizer,

We went on to Rome where we presented Pope John Paul II with a Ribbon panel in honor of the:

**”Decade of a culture of peace and non violence for the children of the world”**

There are Ribbon collections in parts of the world and in museums and other places. It is uncountable how many people have been or are involved with the Ribbon project.

## History

1982: Justine Merritt (1932-2009) is inspired to tie a Ribbon around the Pentagon in Washington, D.C., with the theme: *“What I cannot bear to think of as lost forever in a nuclear war.”*

She writes about her idea to friends and relatives requesting them to create their representations on cloth panels. The idea spread rapidly through places of worship, schools and organizations in many parts of the world. The first major Ribbon events were held in the United States and Japan commemorating the fortieth anniversary of the nuclear bombings in Japan.

They culminated on August 4, 1985 commemorating the fortieth anniversary of the nuclear bombing at Hiroshima and Nagasaki. On that day over ten miles of Ribbons were joined together in Washington, D.C. and in Hiroshima the A-Bomb Memorial Dome was encircled with Ribbons. Since then the Ribbon has become an ongoing project in countries around the world disarmament, peace and care of the environment. (please see: [www.theribboninternational.org](http://www.theribboninternational.org))





Children from School No 985 in Moscow are watching exiting science experiments during the science festival. (Read more p 6-9)



We are looking forward to meet our colleges at the annual meeting in Bishkek, Kyrgyzstan.



A Nepali group and a danish group followed the four Danish volunteers to the mountain villages Nakote and Tartong. They were going to stay there for one month. We are standing on the mountain Tharepati 3500 m



Anne lived with her Nepali family while she worked as a volunteer at Tartong School.

Photo Linn Skov

# Social activities to the benefit of indigent children

By Dr. Julia Kipko, Lugansk, Ukraine



## **Lugansk regional committee "Educators for Peace & Mutual Understanding" has started the 21st year of its social activities to the benefit of indigent children.**

In the town of Alchevsk (60km from Lugansk) there was a plenary meeting on an actual and noble agenda. Many a people took part in the meeting.

Among them teachers, doctors, social workers, scientists, sportsmen, musicians, psychologists, etc. This wide circle of participants was stipulated by a specific central problem: inclusive education and ensuring of equal educational conditions for all the children - with limited physical abilities, either.

The agenda was being realized in the

process of analytical and summarizing work in the kinder garden 34 and gymnasium 12. Both institutions have nice and bright traditions in bringing-up and teaching the children with diseases of vertebral column, etc. (Photo 1).

The institutions have practically the same clients, only age is differing. Little children are users of the kinder garden, elder ones go to school 12. So the ties between them are caused and strong. The final goals of the staffs could be defined as follows:

To promote the education in the spirit of entire health - physical, moral, mental.

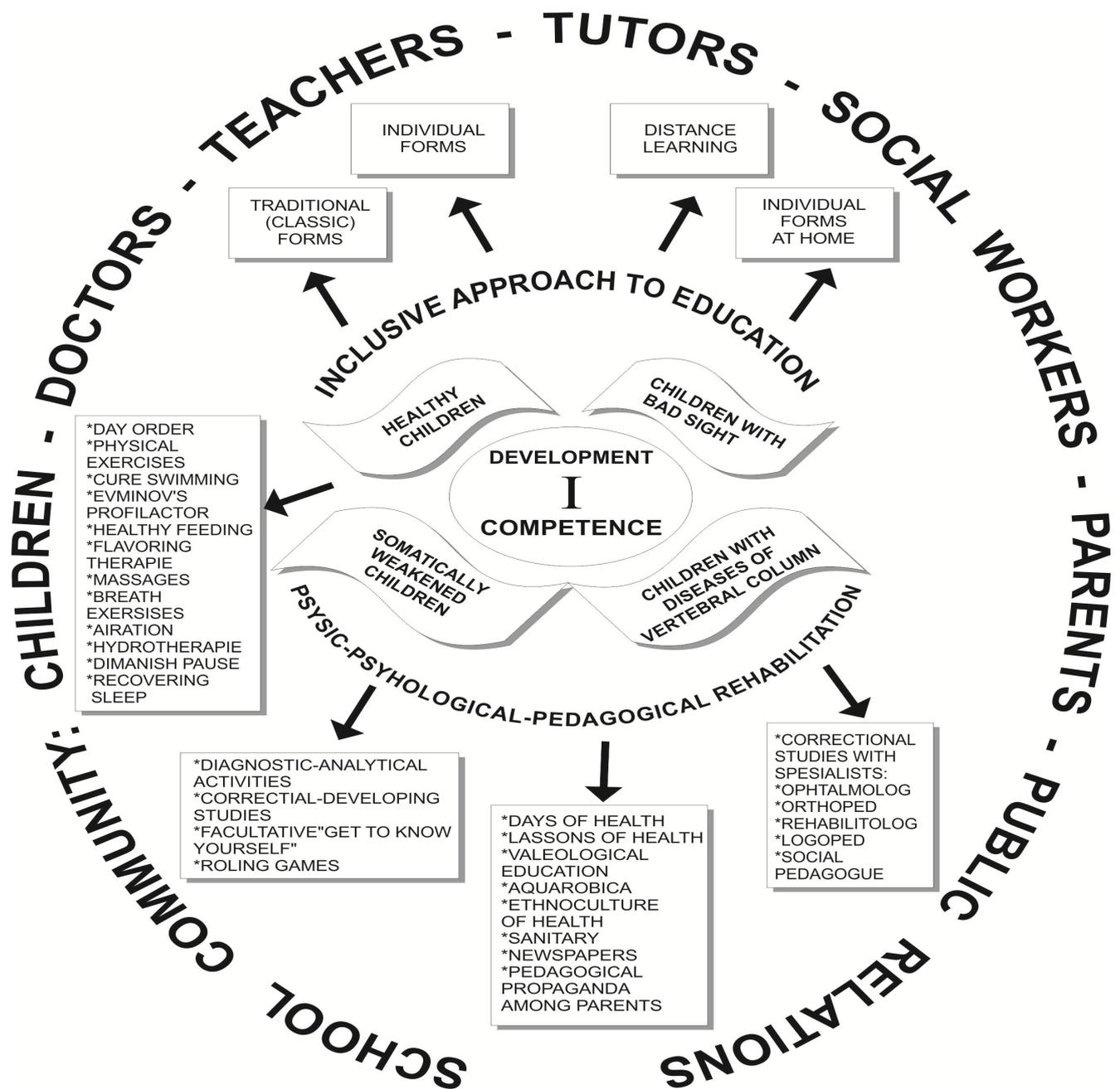
To educate the clients' competence.

To reach the high degree of their social adaptation.

To make them capable for self-realization and self-improving. To develop their abilities for non-standard solutions. Taking into consideration very peculiar needs of diseased children the school staff use not only traditional but individual methods of education as well. Either on the basis of their school lessons or at home. And the distance computer education also. There are 330 pupils in the school. Among them 36 invalid children and 16 with limited physical abilities cannot visit school lessons. So as to embody the right of the child on education the staff and the town administration created for such clients the project "Interactive Education of Children with Limited Abilities via Distance Methodics". Such interactive technologies have in use different computer programmes in

ordinary and multi-media variants : educational informations, audio-&-video materials, laboratory trainings, electronic tests, virtual visits to lessons, discussions on-line. The lessons are likewise video-conferences with simultaneous participation of 1 - 3 pupils and a teacher. The children are taught a special psychological course "Get to Know Yourself" that promotes down-grading of social deprivation and up-grading of self-appreciation. Due to master classes of psychologist with the children their communicative level increased on 25% and the level of stress resistance - on 30%. During the 3 years of such learning in the frames of distance methodics the pupils won convincing victories in regional competitions for researching works on informatics in 2009 - 2010. Creativity and





arts are also popular at school. Take it for granted, the studies in the group of fitodesign, in vocal group "Prestige", in the club of European languages stimulate the children to cognition and develop their aesthetic gifts and abilities. And it's not an occasional fact that Valentina Khorunzhaya, graduate of the 11th grade, became a laureate of the regional competition show "Miss Donbass 2009" in the nomination "Miss Artistism". Such active participation of children with limited physical abilities in mass actions

inspires their further successful socialization into society. By the way, this uneasy process is straightly depending upon professional choice of graduates :14% among them become doctors, 10% - teachers, 16% choose sociology and law. Hereby we propose the diagraphical model of inclusive education that has being worked through in Alchevsk as the general educational problem.

But disattracting from official figures and diagrammes we'd confirm : the

working meeting in Alchevsk fed us back with a touching and gratifying conscience. If and when you could improve this hard world and improve childrens' existance in this world in accordance with love and generosity...

Then here in Alchevsk the life starts displaying and constructing its modest but a very expressive model.

We believe that the whole industrial town (marked with bad and dangerous ecological pollutions) make their best to help children deprived of their natural health :

state administration (Mr.V.Chub), teachers and tutors, parents and psychologists,

doctors and sportsmen,activists of culture and arts, pedagogical scientists and computer programmists.

Let their joined efforts and mutual understanding be a success. As final lines we present a poem after Tanya Sokolova (at the age of 7), a first grade pupil of school 12

Dr.Julia Kipko, Chairlady, Lugansk regional committee "Educators for Peace & Mutual Understanding"

Elena Kolossovskia, Chief, Alchevsk Educational department. Feb 2011, Lugansk, Ukraine.



**Tanya Sokolova** (at the age of 7), a first grade pupil of school 12. She uses distance forms of learning - is not capable to move herself).

### **MY EVER DREAM**

I want to walk like all the rest  
(But running - jumping would be best!)  
I'd like to reach my school myself  
And run to shop - for buying bread...

The earth around is in blossom  
Under the shining sun,  
Believe, I do not feel abandoned  
As if I stayed just one.

I lack the friends - it's not a grieve !  
To move, to jump, to go -  
That is my dream, my ever dream

-  
I pray it come true so...

# THE MERMAID... VICE A VERSA

*(Following H-C Andersen's fairy tale)*

By Natalia Shamberova, St Petersburg, Russia



Natalia Shamberova in Copenhagen, 2008

*... Andersen is one of my favorite writers since the childhood.*

I have always been amazed and enchanted with his wise, extremely kind and highly spiritual stories and understood it very early in this life. Hundreds of times we, children of 50-s and 60-s watched the cartoons and read favorite stories 'The Queen of Snows' and 'The Mermaid', 'Wild swans', 'The ugly duckling' and other. What is described in these stories I mean

feelings, thoughts, ideas and relationships are in fact familiar and relevant to life and myself as its part, and always have been. Writers of such kind accumulate in their souls and hearts wisdom, ideas, feelings and culture of the whole nation, as a rule...

Not once different writers and filmmakers of different countries Russia included turned to his stories time and time again and even created new versions of them in different genres preserving basically their wise essentials. As different people are as well different may be their vision... But Love is everlasting.

When later in my daughter's childhood we watched the Japanese beautiful cartoon after this fairy tale, at the end my daughter Maria suddenly cried, loudly and desperately, a single person crying in the cinema. What was she crying over – I wanted to understand... Maybe it has become the reason for this version of the fairy tale to appear as well as Maria's line drawing about it...



*(Line drawing by Maria Shamberova)  
\*Reference to 'New Testament' from St. John*



### I

The sea attracts you strongly by its depth:  
Of that you may be palpably aware.  
I do remember since my early days  
The story of the Mermaid, who could dare...

### II

...Born in the sea, she used to swim and  
sing, and play with water plants and fish  
around...  
Her father was the Under-water king  
And did his utmost on the Fairy ground  
For daughters... since after their mother's  
death  
They were cared about by the old Granny.  
For gracious king that was the second  
breath,  
The remedy from grief it was and more in  
the same strain.

### III

What mermaids sing one cannot under-  
stand,  
And sailors call it sea's unquiet rustle...

But mermaids stretch their white and ten-  
der hands towards people's world, embar-  
rassing and fussy  
The youngest mermaid loved the impalp-  
able dream  
Of coming into real world of people,  
'Cause sisters' stories came in a disjointed  
stream of words and made her feel a fear-  
ful cripple...

### IV

Who heard the bells – at least she thought  
she did –  
She spent her days in melancholic feeling:  
The vision of Life unknown, unper-  
ceived...  
It gave her nevertheless quite real mean-  
ing.  
And when at last her 15-th birthday came,  
Her Granny said: 'To-day you'll join the  
sisters.  
You are the Princess now, and this is not  
the same  
How you look,' – added the old Mistress.

### V

White lilies ring was put on the mermaid's  
head. Each lily-petal made of half a pearl,  
Eight oysters decorated her tail's end  
To show she was not a common 'girl'.

### VI

Oh, how much she wanted to put off  
All decorations of the Princess' honor...  
But suddenly she heard the voice of dis-  
tant surf  
Where might begin the story of her own  
In which she's going to love the people  
and the world  
For that she'd been for a long time wait-  
ing...  
She waved in farewell, but nobody  
thought, that it looked very much like real  
leave-taking.

### VII

Her swimming up was light and smooth as  
a bubble,

She reached the surface of the open sea.  
 Her little heart with neither fear nor trouble  
 stayed open to meet love and perceive  
 The world... Struck by the solemn sunset,  
 She admired the waves' and sky's bright  
 purple and gold.  
 In close vicinity she saw an anchored sailing  
 vessel  
 She gazed and saw she's not from the  
 same mould.

### VIII

And on the deck she saw a handsome  
 prince.  
 She heard the glamour of the celebration.  
 She recognized her Fate which ever since  
 Would be the only possible temptation  
 To live... oh, how strong the feeling was!  
 Just like the storm which all of a sudden  
 broke.  
 Decision came irrevocable, because  
 She heard and almost felt a frightening  
 stroke...

### IX

In no time the vessel flied to bits,  
 The sailors couldn't help the situation.  
 And at that moment she saw the drowning  
 prince  
 And realized she would be his salvation.  
 She took and brought him to a solitary  
 beach,  
 She kissed his forehead, stayed a little  
 longer,  
 And when the tempest dropped, 'twas  
 time to reach  
 Her home, for which she was or wasn't  
 longing...

### X

And here I'd revise the essence of the tale  
 It brings a most disappointing feeling  
 To little girls... and ask the light fresh  
 gale:  
 'Help me create the end of different mean-  
 ing...'  
 You know, my friend, why little mermaid



was depressed,  
 Because the discouraging truth to her was  
 told:

'Sea mermaids don't have immortal souls  
 Like only people in the world possess...

### XI

Instead they live for almost three hundred  
 years  
 And after death turn into sea waves'  
 foam...'

'I'd rather give my whole life for two days  
 of peoples' life to get immortal soul...'  
 Her Granny understood and then ex-  
 plained:

'Of course there's a single painful way –  
 If someone fell in love with you and  
 shared  
 His own soul... Then you'll have to obey  
 Their law – to be wed in the church  
 When God himself connects your souls  
 forever...'

But that couldn't be, 'cause not in a single



church

You'd find legs instead of a fishy tail.'

### XII

There in the Kingdom lived an old witch.  
To her the mermaid swam, encouraged by  
the hope:

She wanted legs to go to that beach  
Where she had left the rescued Prince and  
so...

It was awful what she heard from the old  
witch, but she agreed for the sake of im-  
mortal soul:

To drink a special potion at the beach  
And thus to reach a long-expected goal...

### XIII

Her tail would split in two exquisite legs,  
She would be able to become a human be-  
ing,

But most painful for her would be the  
steps

Moreover, she'd be numb for the rest of  
living...

### XIV

...Is this the price we pay for our dream?  
Why should the dream be so incredibly  
disastrous?

Won't it be better just to follow the stream

—

Outlined for you by Omnipresent Master?

### XV

The world's much clearer seen from Heav-  
ens' side.

He knows better, where we should go.

Instead of obedience we often choose the  
pride

And... cry for Paradise lost long ago...

### XVI

The Mermaid's fate's been living on my  
mind

Through all the trials I don't know why...

'This old tale – so wise still seems unkind'  
I realized when heard my daughter cry...

### XVII

What was she crying over?

In my youth

I thought what I was told was the truth...

In those days I didn't see her world:

'She didn't trust in stories that she  
heard...'

In those days she painted a lot

The Mermaid and the Prince

And Love they got...

I didn't see behind the beautiful scenes,

That she did not believe in Andersen's  
dreams...



### XVIII

Who knows what is right and what is not?

'In the beginning ever was the Word...'\*

The thing is that we differently hear...

The Word and Love whenever they are  
near...



# Japan - view from the West ...

by Oksana Jørgensen, Hejnsvig, Denmark



**No matter what side of the planet you are from, there can hardly be anybody who could stay indifferent to what has recently happened in Japan.**

The whole world expresses deepest sympathies to the people of Japan for the painful tragedy that has befallen this great nation in spring 2011. Like many others, I have been following the media reports from Japan daily being shocked and amazed every time. It is hard to grasp the enormity of this historic natural disaster where thousands of its citizens have been killed,

**“Their courage in the face of overwhelming adversity is almost incomprehensible**

towns and villages have been swept away by a massive tsunami and the nuclear catastrophe has made the nation live under threat.

Rescue and support teams came to Japan from all around the world to provide assistance. The damage was already estimated at hundreds of billion of dollars, but it is too early to know for sure. Because Japan is the world's third largest economy, the financial aftershocks are being felt from Tokyo to London to Wall Street.

**How many days, hours, and minutes more can survivors live trapped beneath the ruins?**

What made me hold my breath was the search for the thousands of missing souls which was frequently interrupted by tsunami warnings. How many days, hours, and minutes more can survivors live trapped beneath the ruins without nourishment and warmth? How many were washed into the ocean when the massive tidal wave surged back to the sea?

The country is heavily reliant on nuclear power. No country has taken greater care with the design and building of these plants than the Japanese. However, the enormity of the disaster overruled their plans. The Fukushima Nuclear Plant reactors overheated due to damage from the earthquake and tsunami. They began to leak radioactive material into the environment

threatening nearby residents and, depending on the wind, perhaps millions more. Even more alarming is the fact that it may still take months to end the threat.

Still in the grips of their catastrophe, the people of Japan have been stoic, reserved and accepting of their suffering and misfortune. They were shown to quietly sit in freezing and poorly furnished shelters that had no power or heat. Hungry and thirsty, they were standing in long lines waiting for a few scraps of food and water. They calmly accepted their quota of gasoline after waiting for hours. Their courage in the face of overwhelming adversity is almost incomprehensible.

But the Japanese have overcome a destructive world war. They have recovered from the uncertain difficulties of a "lost decade" brought on when their economy had a hard time in the early 90s. For sure, images of cars, boats and houses washing across the open fields of northern Japan will last a lifetime. Perhaps the scars will never heal. But, as Japan struggles to right itself, it will certainly recover and rebuild

because it is a strong nation with a resilient people. There will be much for the world to learn from this unimaginable tragedy.

### **I get the news from my Japanese friend**

During these last couple of month I was very pleased to get the news from Japan directly – from a person who lives in the country and sees everything with the own eyes – my new friend, a Japanese lecturer Sekine Kazuaki. At the moment Sekine lectures on two issues: the reasons for earthquakes as well as the possibility of future big earthquakes in Japan, and the problem of Nuclear Power Stations after earthquakes. Our correspondence has been and still is very precious to me, it feels me with inspiration and teaches me to be strong under any circumstances. I am sure our readers all over the world would be happy to hear a true voice from Japan as here comes Sekine's report about the country's life during and after the tragedy. The photos from Sekine's report are provided by Dani Nehushtai.



# Two Crises in Japan

By Kazuaki Sekine, Chichibu / Saitama, Japan



**The two crises, a big earthquake and an accident of Nuclear Power Stations, happened on March 11 in 2011 in Japan.**

First of all we would like to express special thanks to all people and countries that help and support us. The Tsunami (tidal wave) caused by the big earthquake at the size of Magnitude 9 attacked the residents and buildings along the seacoast facing the Pacific Ocean. The number of victims is over 15.000, and the number of missing people is over 13.000. The buildings and houses got broken by the enormous power of Tsunami. Many residents lost not only their houses, furniture, pets

but also their family. Over several ten thousand people still have to live at gyms or public facilities now. The conditions there are very tough, especially for elderly people, children, and pregnant women. We have to solve this terrible condition as soon as possible.

**Nobody knows when residents will be able to come back home**

The accident of Fukushima Nuclear Power Stations has been under the severe situation, which includes high level of radiation of Iodine, Cesium and Strontium, leaking of radioactive matters from the broken plants, a big amount of polluted water including a lot of radioactive matters, many residents who had to evacuate from polluted area etc. The three plants got such terrible hydrogen explosions that they scattered numerous amount of radioactive matters as 630,000,000,000,000 Becquerel, which is as bad as in the case of Chernobyl. Nobody knows when the serious situation will be solved and when residents will be able to come back to their home towns.

**Radiation limit at a school ground is the same in German power plants**

Many teachers and parents got very angry at the instruction announced by the government, on April 19. It said that the limited ra-

radiation level at school ground or field is appropriate for 20 mSv per year, which is almost same as the case of workers at nuclear facilities in Germany. Many people including students demand government to withdraw its decision.

### **The situation for children and students**

I would like to describe the situation of the children and students in the damaged area. Some children lost their parents; they have to live with relatives or at public nursery. Some students have to move to another district because their former schools were destroyed by the Tsunami. Especially since the children and students in Fukushima are suffering from radiation matters, they have to evacuate from their hometowns for a long time, it might be for a year at least. Many children and

students are getting back their smile and hope in spite of these severe conditions, they started studying, playing and laughing again!

### **How can we get safe energy and how can we save energy**

Japanese people consider why the accidents of the Nuclear Power Stations happened in Fukushima. Recently the Prime Minister an-

nounced that Hamaoka NPS which stands just on active faults should be stopped immediately and the energy plan to build new 14 NPS in near future should be revised.

Many Japanese people start on thinking how we can get a safe energy and how we could

“it gives us a good chance to think about our future

save energy. The earthquake and accidents of NPS are a terrible experience for Japanese people, but it gives us a good chance to think about our future



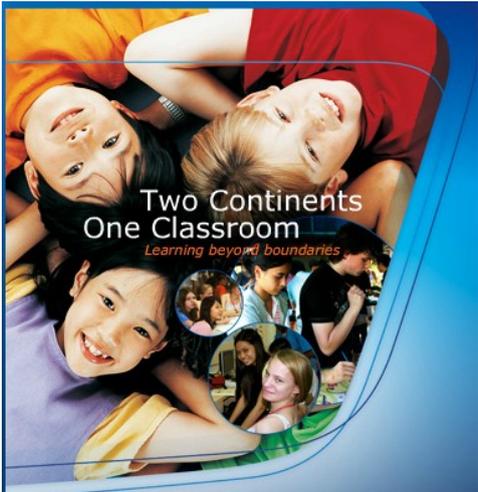


By Sue Howard, Australia

## iEARN

You might find iEARN of interest to you. iEARN (International Education and Resource Network) is the world's largest non-profit global network that enables teachers and youth to use the Internet and other technologies to collaborate on projects that enhance learning and make a difference in the world.

<http://media.earn.org/home>



## Asia & Europe

Why don't we share a classroom in cyberspace?

The Asia-Europe Classroom is a programme under the Asia-Europe Foundation (ASEF), which has a unique structure that connects secondary or high schools in Asia and Europe. Through its activities, the AEC provides opportunities for collaborative learning and intercultural exchanges. It is a cyber-classroom shared by students and teachers to build stronger bi-regional networks and partnerships in the course of implementing common online projects and participating in face-to-face exchanges.

<http://www.aec.asef.org/>



The Danish volunteers are on their way to the villages in the mountains of Nepal

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The teddybear Helmo travelled with us to Nepal. He is telling about his trip in Facebook. His profile is called Helmo Helms.

## The spirit of volunteering



Photo Keshab Thokar

Read the article in the Nepali magazine Republica about Simone Henriksen, Nanna Nordenlund, Linn Skov og Anne Texel Svendsen.  
Read it at the website [www.International-Teacher.dk](http://www.International-Teacher.dk) in Article index.