

# Science as biological weapon

For thousand years from that time on the human being has been striving for development, for inventions of new technologies which could be for his benefit. In this way during the last century the "peaceable mind" created a new technology for a large - scale defeat which could scare even the life out of our galaxy - **THE BIOLOGICAL WEAPON.**

Although instances of what might be styled as chemical weapons date to antiquity, much of the lore of chemical weapons as viewed today has its origins in World War I. During that conflict "gas" (actually an aerosol or vapor) was used effectively on numerous occasions by both sides to alter the outcome of battles. A significant number of battlefield casualties were sustained. The Geneva Protocol, prohibiting use of chemical weapons in warfare, was signed in 1925. Several nations, the United States included, signed with a reservation forswearing only the first use of the weapons and reserved the right to retaliate in kind if chemical weapons were used against them (the United States did not ratify the Protocol until 1975). Chemical weapons were employed in the intervening period by Italy (in Ethiopia) and Japan (in Manchuria and China). Both nations were signatories to the Geneva Convention. Chemical weapons were never deliberately employed by the Allies or the Axis during World War II, despite the accumulation of enormous stockpiles by both sides. Instances of employment of chemical weapons in the local wars since then are arguable, although they were definitely used in the Iran-Iraq conflict of 1982-87.

## A VISION OF THE FUTURE

The first director of DARPA's Unconventional Countermeasures Program, Shaun Jones, had his own

clear vision of the future. A doctor and Navy commander who had been a member of the Navy's elite commando unit, the SEALs, Jones had travelled the world on secret missions. He believed that defence against germ weapons required radical new approaches.

The medical breakthroughs of the late 20th century had often been driven by profit. Pharmaceutical companies had made billions targeting individual diseases or maladies. There were blockbuster drugs to fight allergies, to slow baldness, to restore sexual prowess. Jones wanted to go in the opposite direction, to search for breakthroughs that would provide widespread protection.

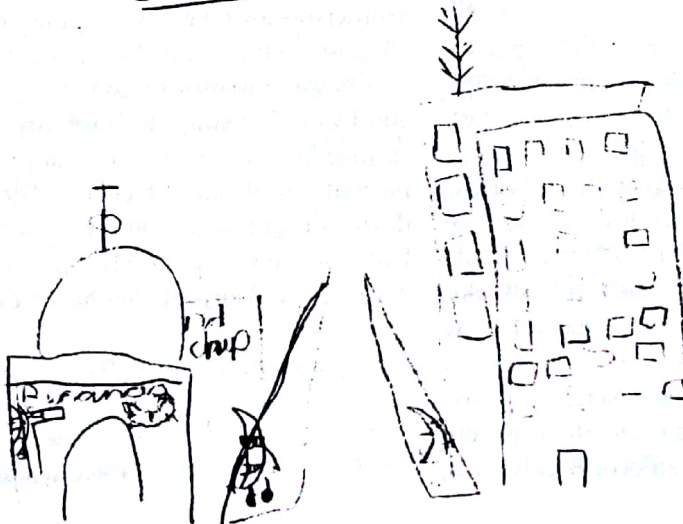
One focus was multivalent vaccines that could prime the body's immune system to ward off a range of microbial threats. Someday, perhaps, researchers could come up with a single shot that conferred immunity against, say, plague, anthrax, and botulinum. Jones was also fascinated by the potential of antiviral drugs. The viruses, which infiltrate and hide in human cells, had largely escaped medicine's weapons. But Jones believed new research might yield new ways to attack viral enemies like smallpox.

And at last the human brain converted his dream into reality. Man invented biological weapons for destruction of every part of the body. Naturally everything was made in the name of **"KEEPING OUR LIFE AND PROTECTING THE PEACE IN THE WORLD"**. This "peace" which can demolish every life force in the Universe.

Krum Blagoev

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Martin B. Banana town in Black and white



Martin Blagoev, Oxted - Sofia



## One Aquarium Without Fish...

"An aquarium without fish..." even though it sounds strange it isn't! I have one with other forms of life, which are even more complicated than fish are. I'm talking about water plants.

The flora if examined in depth is no different than the fauna. One can say that every plant has its own personality.

In my "glass box" I have a number of water plants, and the more I spend time watching them the more they seem to me like people. They live their own life, which is very similar to ours. These organisms have both friends and enemies; they behave like human beings; they have their own thoughts and feelings. Sometimes they seem happy, other times they are sad.

One day, while reading the book "The mirror of Rose" I realized that similar to it I have one beauty in my aquarium as well. "The water rose" (*alternanthera rosea*) is a somewhat reddish and delicate plant which strikes you with its beauty, but be aware "Rose" - beauty is not always enough, and the water rose is a very delicate plant.

"Anubia nana" is a very small, gracious and a very timid plant. It reminds me of a very quiet person and is very much like my own mother, who is petite and shy. This type of a plant has dark green leaves and it is very short - approximately 10 cm.

Another type of a plant, completely the opposite of "anubia nana" is "water cabomba". This is a very tall and thin plant, which grows by making its way through the others. It has small leaves and yellow flowers. I think that this plant can be compared to Spanish people - people with warm blood, impulsive and easy to make contacts with.

And now...my father in the form of water plant. The "echinodorus" is a very resistant plant with green leaves like swords, which grow out of the water in a somewhat aggressive way. They are so long that they can actually stare at my pencil box. They are just like my dad - always very proud with the things he has achieved, and with a good heart.

The "cryptocorine" can be compared to a person who is always skeptical and suspicious about things, shy and even pessimist at times. This plant likes dark areas and it will not grow if it is too light. Often, when I am sad I feel like this plant. A good friend of the "cryptocorine" is the "lemma". It lives on the surface and it forms a lid, which provides the necessary shade for the "cryptocorine", but at the same time it blocks the light for the other plants in my aquarium. The "lemma" reminds me exactly of my aunt - one typical egoist. Another type of a selfish plant is the so-called "algae". It uses up all the oxygen and there is very little left for the rest of his companions. Besides this,

it is so beautiful that it is worth its presence.

Having mentioned beautiful, I would like to present to you one real beauty and this is "apogoneton fenestralis". This coquet plant that lives in a well-lit place. It has leaves like a spider web, which are green and red. It is very pleasant to look at, which is an excellent way to rest. It relaxes my soul. This water plant is like my sister, who always finds the right words and the best solution of everything and is always there for me. This plant by far is my favorite!

The crazy species in my aquarium is the "vesicularia dubyana", which is know as "musgo de Java". I said it's crazy because it reminds me of a person who is a hip-hop fan and this to me automatically means madness. It covers the bottom of the aquarium and it doesn't like fresh water very much. Since I started the topic about music, I must say that there is a plant, which represents my favorite music style - Latino. This plant is called "vallisneria spiralis". It has leaves like spirals, which look like beautiful dancing girls with all her curves.

One fat boy, that looks like a ball is the "chiladoflor". It is a funny, but at the same time delicate plant and my nick name for it is "fluffy". Next to it is the "adorata alba". I call it "the princess", because it is the most delicate plant with white flowers. Its cousin is a subaquatic water plant: the "nymphoides aquatica". It likes both lit and shady areas and this makes it similar to my grandfather - one typical realist. He sees the world the way it is, he is not giving up on life and he stands right on his feet, rather than up in the clouds.

The last type of plants, which completes the water society of my aquarium, is "hemigraphis colorata". It is an extremely modern plant. The leaves are somewhat messy. On the topside they are green and on the bottom side they are purple-red. It is suitable not only for aquariums but also for terrariums. It looks as if it has a great sense of humor and it reminds me of my brother-in-law Chris. This plant very often gives me ideas of what to wear during the day.

My water plants are something very extraordinary and I wouldn't swap them for anything. It may sound strange but the silent conversation with them relaxes me and fills me up with energy. They can give me cure during my gray days and therefore they keep away the bad mood and sadness. My water society is a big treasure to me and anyone that hasn't experienced this has a lot to lose.

My aquarium has no fish...but it's full of life.

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## Un Acuario Sin Peces...

Un acuario sin peces, aunque suene raro no lo es. Yo tengo uno con otras formas de vida tan o mas complejas que los peces, les estoy hablando de las plantas acuaticas.

La flora, si la observamos detenidamente no es muy distinta de la fauna. Se podría llegar a decir que cada planta tiene personalidad propia.

En mi caja de cristal tengo un monton de plantas, y contemplandolas puedo imaginar que se comportan como los seres humanos. Ellas viven una vida que se parece mucho a nuestra.

Estos organismos tienen amigos, enemigos, se comportan como criaturas vivaces y tienen sentimientos...tienen su propio estado de animo, a veces estan tristes, a veces - alegres.

Leyendo un cuento llamado "El espejo de Rosaura", en el que se habla de una andaluza muy linda, me di cuenta que tengo una "Rosaura" en mi acuario: "La rosa de agua" (*alternanthera rosea*) es rojiza, coqueta y algo frivola, pero cuidado "Rosaura" porque la dicha de la fea la hermosa la desea, y la "rosa de agua" por desgracia es muy delicada.

La "anubia nana" es una planta chiquita, graciosa y un poco tímida. Este tipo de floral es una planta rampante y baja... me parece que es como mi mamá - muy menuda y que a veces se avergüenza. Es callada y silenciosa. Esta especie se distingue por sus hojas verde oscuras de peciolo corto, robustas, y de un tamaño aproximado de 10 centímetros - es bastante chiquita.

El siguiente personaje, que es exactamente lo contrario a la "anubia nana", es la "cabomba acuática". Esta es una planta muy alta y muy delgada: cuando crece, brota entre las otras plantas en el acuario como una si fuera charlar con sus "compañeras". Tiene pequeñas hojas opuestas y finamente recortadas. Sus flores son amarillas. Creo que es como los españoles, gente de sangre caliente, a los que no les cuesta nada hablar, es muy comunicativa.

Y ahora...mi papá en forma de planta. Los "echinodorus" son plantas muy fuertes. Sus hojas parecen espadas. Tienen color verde y salen fuera del agua de una manera muy agresiva. El mío es tan alto que parece contemplar mi estuche y mis cuadernos en el banco. Es como mi papá: siempre muy orgulloso por lo que ha hecho y un bonachón de alma.

La "cryptocorine" es como una persona muy desconfiada y escéptica. Es bastante tímida y un poco pesimista. Esta planta crece a la sombra y desdena los lugares soleados. Muy amenudo cuando estoy triste me siento como este ser. Una amiga de la "cryptocorine" es la "lemma". Esta planta flota encima del agua y

cuando hay muchas forman una tapa que no deja luz ninguna. Así hace la sombra necesaria para la "cryptocorine" pero, daña a los otros "compañeros" robándoles la luz. La "lemma" es exactamente como la esposa de mi tío, es una gran egoísta. No obstante la "lemma" es una planta flotante muy bonita.

Otro ejemplo de criatura pícaro es el "alga". Esta forma de vida toma todo el aire del acuario para si mismo y apenas deja algo para las demás. Aunque es maligno y astuto, encanta por su belleza y la verdad es que hace falta tenerlo en el acuario. Hablando de hermosura me gustaría presentar una bella total: la "aponogeton fenestralis". Esta coqueta es una planta solitaria con hojas de rejilla y color verde rojizo. Es muy grata para la vista y contemplandola es fácil relajarse. Ella calma mi estado de animo. Es como mi hermana que siempre me ayuda en los momentos difíciles y tiene la mas conveniente solución para los problemas. Esta planta es la que mas me gusta.

Cuando escucho música latina, que es la que mas me gusta, me fijo en la "vallisneria spiralis". Tiene hojas largas y fuertes en forma de espiral. Es como una bailadora.

Un gordinflón muy chiquito en forma de bola redonda de aspecto musgoso es la "chiladoflor". Esta planta es muy divertida y al mismo tiempo muy suave: se parece a una bolita de algodón; es muy cariñosa. La he llamado "plumon".

Otra planta tan o mas tierna que la "chiladoflor" es la "odorata alba". Es una nymphaea. Sus flores son muy blancas y muy lindas. Ella es la princesa entre todas las plantas aunque tiene sus defectos. Le gustan los lugares soleados y con algo de sombra, por eso creo que es como mi abuela.

Mis plantas, para mi, son insustituibles, ellas son algo central en mi habitación: hacen mi cuarto muy detallado y le dan personalidad. Aunque mi caja de cristal no tiene peces esto no significa que carece de vida. Todo lo contrario, este mundo inmóvil es aun mas complejo que el de la fauna; y quizá esto lo hace tan especial para mi.

Tienen su personalidad propia y aunque suene raro hablo con ellas. Mis conversaciones silenciosas calman el alma y me hacen descansar de una manera muy agradable. Estos seres florales son el remedio para mal humor y de la tristeza. Esta acuática es una gran ríequeza; si alguien nega esto el pierde mucho.

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## Science As Cloning Technology

Cloning has been started by many scientists who believe that it could be used to save species from extinction by cloning the dying members of the breed that is going extinct. But this would pose several problems immediately.

The most apparent is that cloning is indeed a long way off. Most scientists believe that it will develop in a full success after at least fifty years. The second is argued by ethicists when they say that cloning the dying members of a breed limits cultural and cell diversity. These select survivors would create a new population who would be based solely on their genetic code. This would limit further natural offspring and the species, once fully restored, would have extremely limited genetic code in comparison to the wide array of it they had before. This ties in with the third reason whether it is morally and scientifically just to prolong a dying species through artificial implications. Ethicists say that it would be wrong to prolong our existence by cloning dying humans and restoring the population. Scientists argue that, we, humans, are unique, in that we have such a high degree of consciousness, we want to survive, no matter what the consequences. They continue to defy ethicists' outcries, saying that cloning may simply modify the evolutionary change imposed by nature. But as you can probably deduce, I believe that cloning should be used to save a species from going extinct as would any sane individual.

Organ donation is not so efficient at this point in time. It does help, but more often it doesn't because there are a lot of factors that are taken into account when an organ is replaced with a donated one. If someone dies, and they have signed a paper allowing for their organs to be removed from their corpse and donated to needy people, and the needed organ proves to be healthy and working, and it is not rejected by the body of the receiver then things work out. If not, things aren't okay. And the fact that every second more people are born than people that die contin-

ues to limit the usefulness of this program. First of all, cloning, at least, if it is developed using the methods now being implemented, will be a somewhat inefficient process. Cloning a human would take up a fair amount of time, resources, and attempts. The second reason is why would someone clone an entire human for organ extraction when one could simply clone just an organ? Scientists are not only cloning entire organisms, but they are also proficiently cloning organs by keeping them inside select subjects. Besides, we already have natural clones roaming around on Planet Earth. We call them identical twins. They do have one difference from artificial clones, which is that they are both the same age, as a synthetic clone would start all over as a baby while his/her source human continued to age. And, as far as I know, I have never seen or heard of one identical twin being harvested for organs to be used for the other. So cloning would dramatically improve the organ donation program beyond all imagination, but that's not all.

People throughout the world are constantly starving. This is a huge problem in many other places, including portions of Africa. And some of those places not only don't have enough food, they don't have enough money to produce sufficient food even if they have the resources to do it. How could a very devoted hunger-prevention go about solving a problem of such enormity? There are many ways. Establishing farms, donating food or cash for others to use to buy food, etc... But that barely helps the problem at all from a global perspective. So you delay fifty people from starving to death for a day or two. Well, there is a possible solution. And it comes from an unexpected place-science. The fact comes from an even more unexpected place of science-cloning.

I understand that cloning does have its advantages, but it would help tremendously.

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## The conversation with Science

- I don't believe in Science.  
- Why? I'm one of the most significant things created by you, the human.

- You think you're better than your creator is and now you are too proud. For a long time you don't serve the people, rather you go against them.

- What are you talking about? If it weren't me, you couldn't be what you're now. Just look the clothes that you wear, the car you drive or your home, full of all kinds of devices, which are my invention and without which your life will be boring, hard even inconceivable. Without me you couldn't fly or travel all over the world.

- No doubt my clothes are great. And about the car that I drive — it is more dangerous than useful. You don't think that all of those modern technologies are amassed at my home, do you? I just want to say that in one's opinion you are wonderful, because you complete all their freaks, while you are killing thousands of innocent people every given day. Did you invent for good biological weapons and bombs? Is it for good to kill slowly the Nature, calming us that with your help we can save it.

It doesn't matter if I could fly or not. You put me in all kind of insecure machines, after you declared I couldn't do it alone. You're restricting me. Forbid that; deny other just to impose your awful toys. I don't need anything else; I just want to live peacefully — without sicknesses, murders and guns. I need to know that my friend will get better and won't die. You can't provide anyone of these things I need, that's why you are creating not only to distract our attention, as if you

make our life easier. You even don't treat people similarly— you are generous only to those who "respect" you.

-If you are angry because I can't cure your friend, you have to remind yourself that your God couldn't either. No one can put in order the whole world. At least I'm real and I try to improve the things here, together with you. I help many people, if you don't see.

And to your merciless accusations — I won't claim innocence. I just will help you to understand the situation. At first — I don't restrict you. With or without me you'll never fly. But I can explain why and aid you to get over your inability.

You are excessively blind, if you really don't see, that I am not guilty of the world disorder. You'll agree that you, the human, created me and till now you still rule me. You are the one who makes me advance in one or other direction. If I make mistakes, it's why I serve everybody equally. I'm not the problem. The problem is you. Someone abuses my possibilities, in favour of himself. You are warring between yourselves using me. The people are these, who are killing off their own kind without a logical reason. Something is wrong in your society, as there is no injustice. To my regret I can't change anything alone, but I really can help you, the people, who want to fight, to improve the world, where you live. It all depends on you.

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Dear colleagues,

We are writing this report in order to share with you a wonderful experience we had at our school at the end of last school year.

We have a tradition of putting on stage Christmas Talent Shows there. This is what gave us the idea to create a show in English where the students from 1-st to 6-th grades could show their parents what they had learned in our English classes. We also decided to use this opportunity and by making tickets for the show collect some money for the needs of these classes. The price of a single ticket was to be 2 lvs. And for those who bought more than three we were ready to make a 50 percent discount. The date for the show was set for the 14-th and 15-th of May, because after that the first graders left school. Having in mind that most of the parents do not speak English and would not understand what was going on on the stage, we decided to have printed small programs telling the story in Bulgarian. This was done by Ady's husband.

Work on the show started after the Christmas vacation. First, we got together and decided what the scenario would be. There were a lot of ideas to choose from but the main difficulty came from the fact that we had to make children of different ages come together in a homogeneous show. Finally, we came up with this: there would be a story running throughout the show, telling the audience how the tribes on the British Isles were united into one country; how during the centuries England became a strong naval power and acquired lands all over the world; how English man and women, for different reasons, migrated to these places and took their culture with them; and how today the ancestors of these people still celebrate the main Christian holidays. To make this come to life on stage we decided to create 5 main separate scenes representing first, King Arthur uniting the tribes living in Britain, then Thanksgiving day in two scenes (the village of the Wampanoag Indians and the settlement of the Pilgrims), then a pantomime representing the Christmas story while the girls from the 5-th grades sung the story itself in the background, then the Easter story and finally, Halloween. The acting would be done by the older students - classes 5 and 6 and the fillings, rhymes and songs about flora and fauna related to these greater scenes, would be performed by the younger students — 1-st to 4-th grades. To make the whole thing stick together as a story we decided to have a narrator to fill in a little information about the great historical gaps we were about to make. We turned for help to our colleagues working with the 9-th and 10-th classes. They sent us three girls. So we actually had three narrators.

For two months we searched the Internet for sketches, rhymes, songs, history, anything that could help us write the scenario. We divided into two groups. Ady searched for the primary students and Iskra for the upper primary. Internet turned out to be a real gold mine. We found a lot of material there. For the primary students we found rhymes and songs about almost every living creature or plant on earth. We only had to choose the ones related to our particular needs. Unfortunately we could not download any theatrical sketches because we could not pay online for them. We were forced to write the dialogues ourselves. We chose 22 songs, which were to go into the different scenes. We needed the playbacks so we turned for help to friends, family and colleagues. One of our music teachers, Mrs. Goranova, agreed to help us by playing on the piano some of the playbacks live on the show. Most of them we had made on tape by Iskra's son who is a student at the Musical Academy in Sofia. We also needed some theatrical scenery and props for the stage. We turned to our arts department and there we found help in the face of Mr. Penev, one of our arts teachers. He made for us a beautiful tree, a stone and a bush for the Arthurian scene, some cardboard straw, for baby Jesus to lie in, and a big golden star for the Christmas scene, a big ship to represent the Englishmen's voyages to new lands, and an almost real papier-mâché turkey for the Thanksgiving scene. Iskra's son made the door of the inn for the Christmas scene. Props we brought from home- a tablecloth, some corn, plates, a doll (for Jesus), etc. We are very grateful and gratified by the participation of the parents in the preparation of the costumes of the students. The younger children were dressed originally and with a lot of imagination representing the animal or plant each one of them played. We helped the students from the 5-th and 6-th classes to improvise their own costumes. To do that they had to know what the people they were representing wore at that time. And this is how we come to one of the best parts — in order to help the children understand, feel and believe in what they were about to perform we had to teach them a lot of history, geography, music, art. The older students already knew a lot about Christmas, Easter and Halloween because in the previous years we had made panels about them.

We started giving out the roles, the rhymes and the songs right before the spring vacation. After the vacation we started rehearsals. The younger students rehearsed mostly during the weekends, but the 4-th, 5-th and 6-th graders did that in their English classes. Mrs. Albena Kirova, another of our primary English teachers took an active part in helping to prepare the younger students. We rehearsed separately for a month

and a half and then we met for two final rehearsals. Some 346 students participated in the show – four 1-st classes, two 2-nd classes, two 3-rd classes, two 4-th classes, two 5-th classes and two 6-th classes. The show itself lasted about 1 hour and 45 minutes. Since the number of participants was so great we had to have absolutely perfect organization of waiting to go on stage, coming on stage, getting off and going away, leaving room for the next act. Here we got a lot of help from our Deputy Principal Mrs. Reny Kandilarova, who not only supported us throughout the whole preparation, but personally distributed the participants in nearby classrooms to wait for their turn to come on stage so as not to crush each other while waiting to do so.

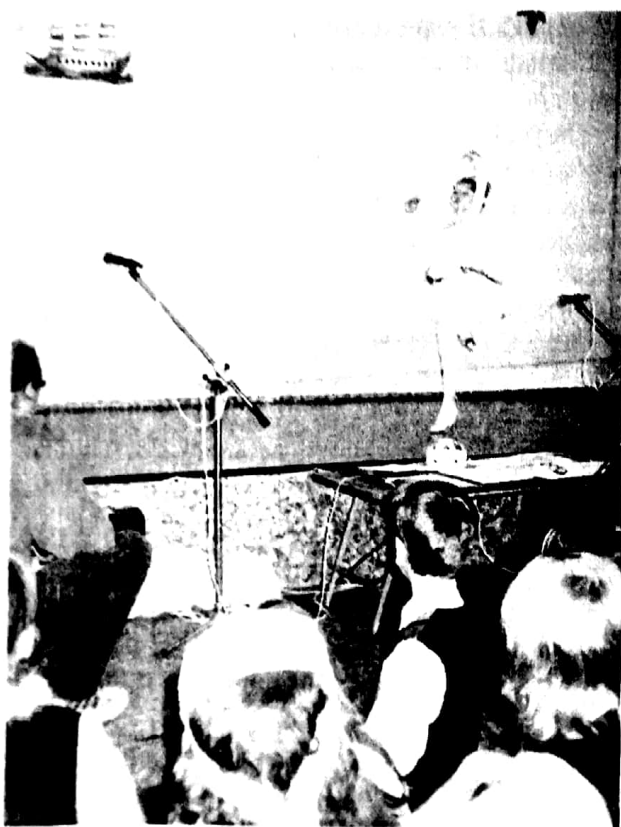
When we started selling the tickets we realized that we would have to perform the show twice. There were so many parents and students from the higher classes

who wanted to see it.

We sent invitations to friends and colleagues from other schools, to Mr. Desmond Thomas, Mr. Keith Kelly, Mr. Ed Richards from the British Council, to Mrs. Siana Harizanova and Ms. Svetla Tashevka from New Bulgarian University, and to colleagues from the BBC Centre – Sofia.

When the great night arrived we were all a little nervous but we had a lot of fun. The children were proud to show off their knowledge and costumes before their parents and fellow students. The parents were happy to see their children radiant up there on the stage. And we were happy to see the result of our work in two great nights of fantasy and joy.

**Adelyna Stoyanova and Iskra Angelova are teachers of English at 96-th General Secondary School "Lev Nikolaevitch Tolstoy" – Sofia.**



*Dear All,*

*Our SAW email newsletter will be sent approx. every 3 months to all SAW registered teachers. However, we would also like to broaden its reach and encourage new teachers globally to join our programme.*

*If you would like to receive future newsletters please reply to this email (science@ASE.org.uk), simply saying 'Yes please'!*

*It would be appreciated if you could also forward this email to colleagues that might be interested.*

*As this is our first attempt with electronic newsletters, any ideas for improvement would be very welcome. Please note that the links in the sample below are not live.*

*Yours,  
Marianne Cutler*

[www.scienceacross.org](http://www.scienceacross.org)



## INTERNATIONAL COLLABORATION IN THE KINDERGARTEN

The Rainbow Kindergarten from Izola in Slovenia is one among 1250 schools throughout Europe which are included in the Europe Schools Network – myEurope schools. myEurope is thematic project from teachers to teachers who desire to rise Europe consciousness among their students and collaborators, to teach them about the value of Europe, to restore common projects and to enter in our everyday work Europe dimension with collaboration in pedagogical activities.

9th May – EUROPE DAY was celebrated by all myEurope schools members with different activities on web and in their schools.

My children group of age 1 to 6 presented on myEurope web page product of girl Lin »Pomlad v sadovnjaku = Spring in the fruit garden« [http://www.eun.org/myeurope/MyEurope2/painting\\_list.cfm?row=121](http://www.eun.org/myeurope/MyEurope2/painting_list.cfm?row=121) and fairy tale »Two friends« in Multimedia travel story. [http://www.en.eun.org/myeurope/MyEurope2/travel\\_view.cfm?did=83](http://www.en.eun.org/myeurope/MyEurope2/travel_view.cfm?did=83)

In our Kindergarten we celebrated Europe day in eight children groups. We carried out three different projects which involved 160 children and projects run several weeks.

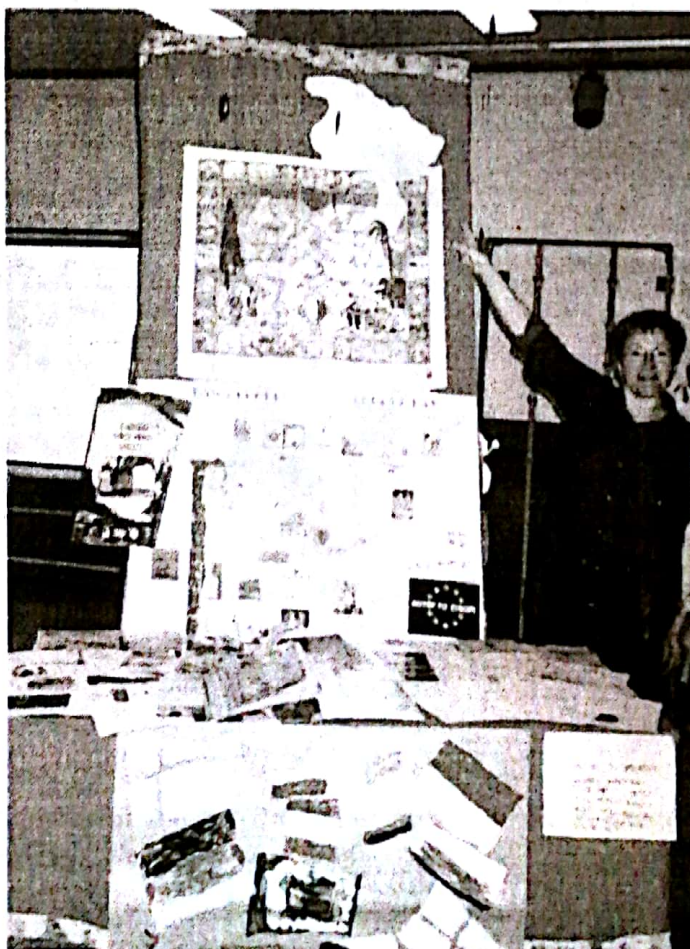
Three groups in the Shell department performed the Tourist agency game. They planned a trip in European countries, they visited Tourist agencies and collected pamphlets and brochures. At the end they set up an exhibition in their department.

In one group in the Meadow department in the Step by step programme baked sweets from European countries. They were helped by the cooking teacher from Secondary Turistic School from Izola.

In my department in Korte village above Izola we learnt about European countries through fairy tales which children know. We established contact with colleagues and schools from Finland, Sweden, Austria, Poland, Bulgaria and Malta by e-mail. After that we exchanged products, drawings, legends, countries symbols and brochures about our town by parcel post. We set up a European map with fairy tales, flags and other materials which were sent to us from our collaborators.

The project aim was: in a kind and in a mode suitable to children bring them near Europe – because this is a generation who will grow up and live in the European Union.

**Ksenija Dujec,**  
preschool teacher





September, 12, 2002

## Health Matters School Awards, 2002 Investigation into Shortsightedness Wins School European Health Award

School students from the First Language School, Varna have shown that they are amongst the best young scientists in Europe after being recognized as winners in the GlaxoSmithKline Health Matters European Schools Awards 2002.

Teams of students, aged between 11 and 17, from across Europe were challenged to design and implement their own community health research projects. The team from Varna, Bulgaria won 500 euros for their school science department after investigating shortsightedness as an optical disorder. The young scientists sought to find whether myopia (shortsightedness) is widespread and whether it is acquired or inherited. They explored the conditions in which young people work at home and at school to discover if myopia depends on the quantity of light in the rooms where people study, and on the hours needed for learning lessons. They also investigated into the family history of myopia of all the students. Their findings were that a greater prevalence of myopia exists among the children of myopic parents than among the children of non-myopic parents: the probability of myopia in offspring of myopic parents is up to three times higher than when neither parent is myopic. Another important finding was that the development of myopia is not influenced by a person's state of health but is greatly influenced by working conditions. At the end of their study they gave some rules and recommendations for proper treating of the eyes.

The team from the First Language School in Varna, Bulgaria are just one of sixteen groups of students from across Europe who have won Health Matters School Awards. Developed with the Association for Science Education, the GlaxoSmithKline (GSK) awards encourage students to use skills learned in the classroom and the latest computer technology to research and present their project.

Caroline McGrath, from the Association for Science Education, sees the awards as an opportunity for students to put their science knowledge into good practice in the world around them.

"Working in a science project which ties into everyday life gives the students an opportunity to con-

solidate their knowledge and understand how science plays an important role in every aspect of our lives," says Caroline.

Kay Roberts, GlaxoSmithKline's Education Programmes Manager, comments "We've found that young people have really enjoyed taking part in the Health Matters Awards. The awards help students to appreciate the benefits of team work, stimulate innovation and problem-solving and introduce them to the importance of health issues in today's society."

The awards, which are in their eighth year, are funded by GSK through its Global Community Partnerships department and judged by a panel of scientists and teachers. Judges were looking for good investigative skills, innovative ideas, accuracy of facts and concepts and eye-catching designs.

GlaxoSmithKline — one of the world's leading research-based pharmaceutical and healthcare companies — is committed to improving the quality of human life by enabling people to do more, feel better and live longer.

Petranka Vankova Yonova,  
Biology Teacher,  
First Language School, Varna





Association Européenne des Enseignants  
European Association of Teachers

### Procès-verbal du comité européen des 5 et 6 octobre 2002 à Bruxelles

Présents : Paolo Farnararo, Yves-Henri Nouailhat, Christos Collocas, Fritz Mairleitner, José Manuel Vega Perez, Claude Reckinger, Jean-Claude Gonon, Benoît Guillaume, Pierre Kernen, Sophie Malinowski, Silvano Marseglia, Hugo Ramon, Brigitte Thibaudet, Corneliu D Zeana, Maurice-Paul Gautier, Rod Holmes, Jürgen Kummetat, Suzanne Rober, Willy Devaere, Stefka Kitanova, Manuel de Nova Barron, Martine Meheut, Francesco Giglio, Kitty Deville, Rick Matser, Maria Carmen Mendoza,

**Présidence : Paolo Farnararo**  
Traduction : Maurice-Paul Gautier

Hommage à Pierre Vanbergen

Ce comité restera marqué par l'hommage à Pierre Vanbergen, président d'honneur de l'AEDE, décédé au cours de l'année. Samedi, en fin de matinée, les membres du comité ont eu le privilège d'accueillir Mme M. Vanbergen, épouse de Pierre, son fils, Jean-Pierre Vanbergen, sa femme et ses deux enfants.

Au cours de la cérémonie, Paolo Farnararo et Yves-Henri Nouailhat se sont exprimés au nom de l'AEDE, M. Jean-Pierre Vanbergen et Mme Marthe Vanbergen au nom de la famille. Des extraits de textes et des poèmes ont illustré la richesse de son œuvre et rappelé la constance de l'engagement européen de Pierre Vanbergen dont les propos sont très souvent encore d'une étonnante actualité.

La cérémonie s'est poursuivie par le dévoilement d'une plaque commémorative et l'inauguration d'une salle «Pierre Vanbergen» au rez-de-chaussée de l'internat.

Une brochure intitulée «Messages de Pierre Vanbergen», réunissant une riche palette de textes significatifs de ses réflexions, sera distribuée prochainement à toutes les sections.

#### 1. Accueil par le président Paolo Farnararo

P. Farnararo salue les membres qu'il incite à concrétiser les projets sans se perdre dans des discussions stériles.

#### 2. Adoption de l'ordre du jour

Les modifications dans la succession des points à

l'ordre du jour proposées par le président sont acceptées ainsi que l'organisation de travaux en groupes durant l'après-midi. Maurice-Paul Gautier accepte la tâche de traducteur.

#### 3. Adoption du procès-verbal du comité du 13 octobre 2001

Accepté à l'unanimité

#### 4. Compte-rendu de la réunion du bureau du 6 avril 2002 à Ostuni

Pierre Kernen résume les travaux qui ont abouti aux réalisations et projets proposés au comité actuel. Paolo Farnararo accepte les remarques (J. Kummetat) concernant la présence de nombreux membres élus du comité. Il fait toutefois remarquer que le président a toute compétence pour inviter des experts au bureau.

#### 5. Statut juridique de notre association

Le comité adopte à l'unanimité, dans une formulation proche préparée par le bureau, la motion de trois sections (EBB/AEDE, EVOP et AEDE Nederland) concernant l'inscription légale de l'AEDE Europe, à Bruxelles, sous la loi belge.

Un document sera élaboré à l'intention de toutes les sections, expliquant la nécessité d'une base juridique pour l'obtention de subventions et le pourquoi du «détour» technique par la loi belge (Christos Collocas).

#### 6. Les relations entre l'AEDE et les sections

De la discussion générale, il ressort que les jeunes enseignants devraient trouver dans l'AEDE de quoi satisfaire leur demande de documents européens spécifiquement adaptés. A cette fin, les sections attendent des instances européennes une politique mettant en œuvre une coopération accrue entre sections. Une attention particulière est requise dans les contacts avec les groupes ou nouvelles sections de l'Est.

Le comité accepte à l'unanimité la proposition (Rick Matser et Jürgen Kummetat) d'envoyer un questionnaire aux sections afin de connaître leurs besoins, leurs projets, leurs activités et leur vision de l'avenir (réponse par internet).

Le comité accepte aussi la proposition (Rick Matser) de créer un groupe de réflexion sur l'avenir de l'AEDE dont la présidence est confiée à Yves-Henri Nouailhat, groupe dont les propositions concrètes seront soumises au prochain comité.

#### 7. Site web AEDE

Le comité adopte la proposition (Hugo Ramon et Rod Holmes) de confier la réorganisation et la gestion de notre site web à EUN Schoolnet.

Cette organisation financée par les Etats européens nous garantit sur le long terme une structure performante, une gestion professionnelle et un emploi facilité par un langage didactique très compréhensible.



Chaque section sera appelée à désigner un responsable de l'information et un webmaster européen sera mandaté pour orchestrer le tout en collaboration avec EUN Schoolnet. Les dépenses prévues pour la conception et la maintenance annuelle sont avantageuses pour la qualité professionnelle des services. Le site comprendra trois secteurs : celui des sections, celui de l'AEDE européenne et celui des liens.

Rod Holmes est remercié chaleureusement pour tout le travail accompli et son dévouement total à l'association qui a ainsi amorcé avec succès le virage des communications nouvelles au sein de l'AEDE.

#### **8. Compte-rendu des 5 groupes de travail**

Les groupes ci-dessous se sont chacun engagés à rédiger un bref document à l'intention des sections qui seront chargées de faire sur cette base des propositions constructives. Les quelques lignes ci-dessous ne sont donc que le reflet des premières discussions dans les groupes et le comité.

□ **Groupe « Règlement de l'AEDE », rapporteur Christo Collocas** : notre association fonctionne sur une base démocratique (loi du nombre). Mais afin d'éviter que les « petits » ne soient écrasés par les « grands », une pondération est nécessaire. Ainsi, cotisation et délégation sont-elles liées, si l'on change l'une il faut changer l'autre. D'autre part, l'idée est émise de prendre aussi en compte le nombre et la qualité des activités des sections.

□ **Groupe « Finances », rapporteur Claude Reckinger** : selon le document remis à chacun par Claude Reckinger, notre manque chronique d'argent persiste depuis 1998 et le subside accordé indirectement aux sections par la réduction des cotisations ne pourra être alloué cette année. Les sections sont donc invitées à payer maintenant sans tarder leur cotisation selon le barème indiqué (voir doc. ci-joint)

Une contribution extraordinaire de 50 Euros par section est demandée pour enrichir le fonds de compensation par lequel nous aidons les sections d'Europe centrale à payer les voyages de leur représentant à nos manifestations.

En l'an 2000, toutes les sections ont reçu un subside supérieur au montant de la cotisation. En 2001, la cotisation a été payée par toutes les sections. Pour fonctionner, l'AEDE européenne a besoin de 20 000 Euros par an.

La section des Canaries, qui suite au congrès a fait un déficit de 17000 Euros, demande la remise de ses cotisations en 2002, soit environ 5000 Euros. Le comité approuve cette demande à la majorité (2 oppositions et 2 abstentions).

Une proposition est faite (Suzanne Rober) d'organiser un prochain comité dans la partie germanophone de Belgique où, grâce au soutien des

autorités, un subside important pourrait être accordé.

Plusieurs idées sont émises pour remédier à l'état des finances dont celle de fixer la cotisation en fonction de la taille des pays, proposition jugée injuste et antidémocratique (Yves-Henri Nouailhat) et celle d'organiser une grande campagne à l'échelon européen avec un projet novateur (Manuel Vega Perez).

Il ressort encore de la discussion que l'AEDE européenne se doit d'être solidaire avec les organisateurs de manifestations aussi bien au niveau européen (congrès) qu'au niveau national (J. Kummetat pour les activités des sections).

La section allemande, par la voix de son président Jürgen Kummetat, déclare se réserver la possibilité de quitter l'AEDE selon les décisions prises dans les domaines discutés ci-dessus. Jean-Claude Gonon, se référant aux importants travaux bénévoles effectués par Benoît Guillaume et lui-même dans le cadre du secrétariat pour mettre sur pied les activités liées aux programmes SOCRATES ET COMENIUS - en particulier Citeuract (congrès, Graz, etc.) et la soumission récente au nouveau programme SOCRATES de soutien aux associations - dit ne plus accepter ce double langage sous forme de chantage au départ.

□ **Groupe « AEDE et Convention européenne », rapporteur Yves-Henri Nouailhat** : le groupe déclare l'AEDE favorable en particulier à la construction d'une Europe politique, à la réalisation d'une Constitution fédérale, à une Commission plus forte dont les membres seraient élus par le Parlement européen, à l'accroissement du rôle du Parlement (autorité législative), à l'inscription dans la constitution du principe de la subsidiarité, etc.

Une motion (Francesco Giglio) qui sera présentée à la Convention et à toutes les organisations européennes est votée à l'unanimité.

□ **Groupe « Congrès AEDE 2004 », rapporteur Fritz Mairleitner** : il est proposé de demander à la jeune section tchèque d'organiser le prochain congrès à Ceske Budejovice, ville universitaire, capitale de la Boême du sud, située à 40km de la frontière autrichienne, à 200km de Prague et atteignable en train et bus. L'entreprise Bosch, premier employeur de la ville, pourrait être sollicitée. Les sections allemande, autrichienne et des Pays-Bas se proposent de soutenir les collègues engagés.

L'alternative à ce premier projet est la Hongrie avec Budapest, en partenariat avec le Conseil de l'Europe. Les collègues hongrois, en contacts étroits avec la section néerlandaise, seront invités à Graz.

Fritz Mairleitner propose que l'on réfléchisse à la participation des parents d'élèves et à celle des élèves, comme à Strasbourg.

Paolo Famararo, Fritz Mairleitner, Jürgen Kummetat



et Jean-Claude Gonon poursuivront les démarches en vue de l'organisation du prochain congrès.

□ **Groupe « programme de travail 2003 », rapporteur Jean-Claude Gonon** qui fait part au comité des grandes lignes du projet communautaire SOCRATES sur le développement associatif auquel notre association a soumissionné très récemment. Ce projet prévoit, pour quelques associations européennes sélectionnées jusqu'à fin novembre prochain, un soutien financier au plan de travail établi d'une durée de trois ans.

Selon le plan de travail proposé par le secrétariat de l'AEDE, ce projet est destiné à :

□ Assurer une meilleure « lisibilité » de l'AEDE (nouveaux moyens électroniques à disposition, site web, etc.)

□ Promouvoir les échanges entre sections (développement de partenariats...)

□ Promouvoir la citoyenneté européenne active (organisation de séminaires...)

□ Promouvoir l'information sur SOCRATES ET COMENIUS.

Parmi les objectifs spécifiques, citons : la modernisation du site web, la transposition progressive du support papier vers le support électronique, l'installation d'un bureau à Bruxelles avec un(e) secrétaire à emploi partiel, l'organisation de séminaires réunissant plusieurs sections nationales à l'exemple de ceux d'Ortenburg, de Wuppertal et de Graz, etc.

Les critères d'éligibilité spécifient que l'association doit compter des membres dans au moins 12 pays européens participant au programme SOCRATES ; cela signifie clairement qu'en cas de sélection, la participation active de toutes nos sections est absolument indispensable au fonctionnement du projet.

#### **Autres projets, activités et propositions :**

□ Pour les activités 2003, le président appelle chaque section à informer l'ensemble de l'AEDE en utilisant le questionnaire prévu à cet effet (voir point 6 ci-dessus).

□ Suzanne Robert propose de généraliser à l'ensemble de l'AEDE une activité belge, soit un questionnaire sur des sujets d'actualité, qui a connu un vif succès auprès des jeunes. Une réunion finale pour une synthèse pourrait être envisagée au Parlement européen. Le rapport complet de l'activité belge sera envoyé à chacun.

□ Jürgen Kummert appelle chaque section à publier les projets COMENIUS qui regroupent au niveau européen des établissements AEDE, sur les sites [www.aede.org](http://www.aede.org) et [www.deutscherbildungsserver.de](http://www.deutscherbildungsserver.de)

□ Le comité adopte à l'unanimité une motion de

F. Giglio évoquant les problèmes européens communs en vue de la préparation du congrès de 2004.

#### **9. Activités réalisées ou en cours au niveau de l'AEDE européenne.**

□ Le séminaire de Bruges (projet Citeuract) a été reporté. L'appel est lancé aux sections pour obtenir la participation de 2 nouvelles universités par leur faculté d'histoire ou de sociologie.

□ Jean-Claude Gonon signale que des projets COMENIUS 3 pourront être organisés en liaison avec les résultats de l'activité AEDE – E.O.P.E.I.

Il rappelle encore que le projet MICE réalisé par les collègues de la section néerlandaise est très important pour l'évaluation des projets COMENIUS. Ce texte est disponible sur le site : [europa.eu.int](http://europa.eu.int) (en suivant les boîtes de dialogue successives : activités, éducation, socrates).

□ Le résumé du projet Citeuract est disponible sur notre site internet en français et anglais. D'autre part le « Manuel pour promouvoir LA CITOYENNETE EUROPEENNE ACTIVE », issu du même projet Citeuract, disponible en français et anglais, est distribué à chacun (Benoît Guillaume).

□ Plus de cent collègues se sont inscrits au prochain séminaire de Graz : une quarantaine pour SOCRATES et plus de soixante inscrits comme multiplicateurs (Fritz Mairleitner). Lors de cette rencontre, la nouvelle section hongroise prendra naissance avec l'appui de la section néerlandaise (Rick Matser).

#### **10. Projet « L'AEDE et la mobilité des jeunes »**

Sophie Malinowski, responsable, donne les informations suivantes sur les lignes directrices du projet :

□ Il s'agit d'accueil, d'hébergement et d'organisation de rencontres de jeunes. L'internat est un lieu privilégié en raison des nombreux liens avec les écoles et la possibilité de découverte de l'environnement.

□ Les jeunes pourront être groupés selon l'âge : de 6 à 12 ans et de 13 à 18 ans.

□ Il y a 2 possibilités d'accueil : l'une durant les vacances, l'autre durant l'année scolaire pour une durée idéale de 2 à 3 semaines.

□ Les parents seront sollicités pour une participation financière. Le problème des familles de l'Est de l'Europe demeure cependant. Ce projet répondant à un réel besoin d'échanges européens, le soutien de la Commission doit être requis (programme SOCRATES, COMENIUS 3, voir le site « Europe »)

□ Le projet pourrait se concrétiser dès juillet / août 2003.

**Un appel est dès lors lancé aux sections qui sont chargées de contacter les directions d'internats pour les informer du projet et les inciter à prendre contact avec Sophie Malinowski.**



### 11. Prix européen PIERRE VANBERGEN

A l'unanimité, le comité accepte la proposition du président Paolo Farnararo de créer un prix européen Pierre Vanbergen récompensant un jeune chercheur traitant de questions européennes. Le bureau se charge de la mise en œuvre.

### 12. « Charte de l'enseignant européen »

Ce document est très important parce qu'il exprime la spécificité de notre point de vue d'enseignant sur la construction européenne. F. Giglio, S. Marseglia, S. Malinowski, M. de Novoa Barron et S. Rober sont les membres du groupe chargé d'actualiser ce texte sur la base, en particulier, des observations des sections qui devraient leur parvenir jusqu'au 1<sup>er</sup> janvier 2003. Le texte définitif sera à disposition des sections qui seront priées de le traduire à l'intention de tous leurs membres.

### 13. « Etre un enseignant européen »

Ce texte, tout aussi important que le précédent, rédigé à l'occasion du congrès de Nimègue en 1989, a été réactualisé par le président Paolo Farnararo. Une même procédure sera appliquée pour les observations des sections, la traduction et la diffusion.

### 14. Divers

□ le Conseil de l'Europe propose actuellement 2 actions transversales intégrées :

- La première pour «lutter contre la violence dans une société démocratique». Les enseignants de l'AEDE sont sollicités dans l'urgence, pour donner des exemples de situations. Un séminaire (coordination de J.-P. Titz) conclura cette enquête (voir site : [www.coe.int](http://www.coe.int) – Séminaire en français et anglais – frais de déplacement et de séjour assurés par l'organisateur).

- La seconde, accessible sur le site ci-dessus et intitulée «Histoire et citoyenneté» témoigne de la valeur ajoutée apportée par notre association.

Le président Paolo Farnararo remercie Jean-Claude Gonon de tout le travail accompli et lui réitère ses sympathies pour le décès de son père. Il remercie aussi particulièrement le traducteur, Maurice-Paul Gautier.

Pierre Kernen, Secrétaire général adjoint

Au nom de tous les membres du comité, les secrétaires tiennent à remercier vivement Sophie Malinowski et l'équipe de restauration de la chaleur et de la qualité de leur accueil qui contribue fortement au maintien et au renforcement indispensable des liens entre Européens !!!

## English Across the Curriculum Special Interest Group

The EAC SIG is a group of language and content teachers interested in developing and supporting the teaching and learning of integrated content and language. (www address, email address [factbg@yahoo.com](mailto:factbg@yahoo.com))

The group was created within the IATEFL Bulgaria organization BETA (www address, email address) in 2000 and works to raise awareness within the ELT world of issues within content and language integrated learning.

The EAC SIG is officially part of the Global Issues SIG of IATEFL (www address, email address)

If you are interested in joining us with the Forum for Across the Curriculum Teaching (www address and email address [factbg@yahoo.com](mailto:factbg@yahoo.com)) please contact us via the email given with you details and request a subscription form.

The EAC SIG was well represented at the national BETA conference in Sofia, October, 2002. Four of the presentations were on issues related to content and language integrated learning and we hope to be represented at IATEFL UK in Brighton, April, 2003.



Our water's crystal clean,  
bluer skies I've never seen.  
Birds are singing, full of joy,  
All are happy - girls and boys.  
Now this is just a dream  
but it's not as it seems  
to make this shiny place come true-  
it depends on me and you.  
Factories don't work in vain  
but they bring us acid rains,  
so does every kind of war-  
it affects us even more.  
In our textbooks in biology  
It's written about new technologies  
I hope they'll decrease global warming  
And stop Earth's pain and torment!

Zornitsa Todorova, 12 'B' class  
'D-r Peter Beron' Language School,  
Kyustendil



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