

HUMBER STUDENT HOLDS ART SHOW

By Melanie Panitch
Co-ordinator
C.I.C.E. Program

Monette Daigle, 23, is currently enrolled in the Community Integration Through Cooperative Education Program at Humber College. She is an established artist with a string of awards to her name. Most recently, she was the winner of a Christmas Card contest sponsored by the Metro Toronto Association for Community Living with her watercolour entitled, "Three Candles". Included in the collection were designs by Harold Town and James Keirstead.

The C.I.C.E. Program, in which Monette is a second year student, provides academic upgrading and vocational training for students whose experiences before coming to Humber have included sheltered workshops, segregated or integrated
Continued on Page 2

**INSIDE**

**Student on Board
To Math With Love
Profile: Jane Russ
University Grads**

Continued ...

opportunities at school, or in some cases, years of staying at home. Because the program is small, the strengths and interest of each student can be pursued with a focus on integrated opportunities to learn and work. Equally important are the opportunities to meet other College students and to participate in whatever it is that's going on - pubs, aerobics, or even spaghetti-eating contests.

C.I.C.E. Program has allowed Monette to balance her interest in art with relevant work experiences. She has taken courses in Drawing and Floral Design. In addition, she worked one summer for Real Canada Post Cards, visiting downtown stores to ensure that stocks and the racks were full. Last fall, she painted murals for the Brampton Art Gallery and assisted the artist in the Mississauga Library System with making posters, typing, paste-ups and photography.

Whatever skills and encouragement that Humber has offered this enthusiastic student to develop her talent, Monette has reciprocated with her presence and growing reputation. Imaginings, a collection of her watercolours and acrylics, will be shown at the Mississauga Central Library throughout the month of February.

If you would like more information about Monette's Art Show, or the C.I.C.E. Program, please feel free to contact the Program Coordinator.

John Fortin:

FIRST STUDENT REPRESENTATIVE ON HUMBER'S BOARD OF GOVERNORS

**By John D. Liphardt
Dean
Lakeshore Campus**

In January, John Fortin, a bilingual Lakeshore business student, was elected as the first student representative to Humber's Board of Governors. Though a non-voting member, he will be the official voice of the students at Board meetings, a job he is looking forward to because it offers the opportunity to contribute to the discussion which set educational policies for the college. Following his election, I interviewed John and came away impressed with his intelligence and dedication. I was even more impressed, however, with the story behind John's election story, for it revealed something important about the Lakeshore Campus in general.

John has travelled over 600 kilometers to attend Humber. He is from Larder Lake, near Kirkland Lake in Northern Ontario. In high school, he was a good student and involved in community sports. In fact, he was the coach of the local ski team.

After graduating from high school, John decided to seek his post-secondary education in a major city, but he did not want to be overwhelmed by a large campus. He didn't want to feel he was just a "number", a faceless student among the crowd. He looked for a small campus setting where personal attention from teachers was possible, but where most of the activities found at large institutions would still be available. Furthermore, he wanted an active intramural athletic program, an involved student association which hosted activities such as ski trips, festivals, speaker series and so on. For all these reasons, John chose Humber's Lakeshore campus with its 1500 student population.

Once he was in Toronto, John felt that the best way to avoid culture shock was to "get involved quickly". He did that. He got elected to the Student Academic Council as Finance Director and participated in intramural activities. In early January, he organized a ski trip to Jay Peak, Vermont, for 34 students. Then came his election to the Board of Governors, an honour and responsibility which also illuminate

how far John has travelled from his home in Larder Lake.

John's story attests to his fine qualities, and the students and the College are fortunate to have him on the Board, but his story also illustrates the positive learning environment the Lakeshore Campus offers to students. John may be from Larder Lake but he is clearly one of us now, and we are fortunate to have him.

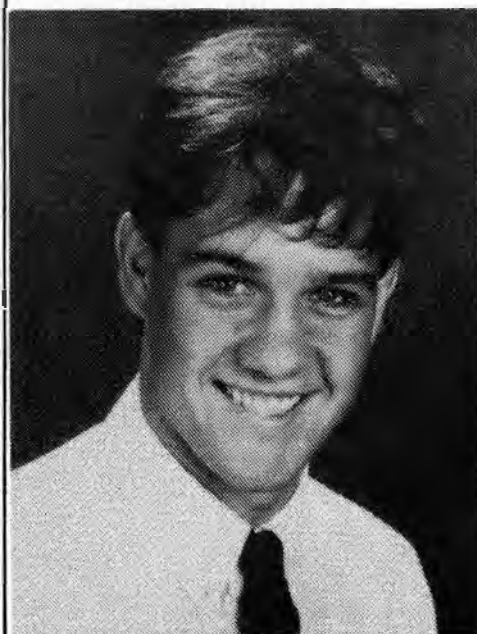


Photo by Gary Gellert- Marketing

TO MATH WITH LOVE

By Alan Tarant
Math Faculty
Lakeshore Campus

Editor's Note: Interspersed in the following article are comments made by two of Alan's students, Janet Bryson and Kin Carriere.

I sometimes wonder if the methods that teachers use in their classroom reflect to some degree how they themselves were taught. In my own case my highschool education took place in Manchester England during the 50's and early 60's. My math teacher employed the fear method, that is, if you didn't perform as he expected you could expect to receive the strap I experienced the strap with great regularity.

When quite unexpectedly, I became a teacher, I wanted to be the kind of teacher that I wished I had had, one who could teach math without causing the student any anxiety. This is especially important in mathematics. For many people, the word "mathematics" is closely connected with anxiety and the fear of failure. What I attempt to do in the classroom is to help each student feel comfortable and secure so that the classroom experience is positive and non-stressful.

Alan was Janet Bryson's ninth math teacher: *"This has been my first experience ever of actually enjoying math. It was quite extraordinary for me to understand the concepts and to know that the teacher felt what we felt. I had always approached math before with a great deal of fear, knowing that I'd have to memorize because I never did understand the concepts."*

Teaching for me is a sharing of thoughts and feelings between student and teacher in such a way that a relationship of mutual trust

and respect is built. If I were to use a single phrase to describe my teaching method, I would say that I teach with love. This method is a process of teaching by being caring, understanding, helpful and nurturing. I love teaching and honestly care about each and every one of my students. This does not mean that the standards I expect from my students are relaxed - far from it. I help my students to motivate themselves to produce the highest standard in math of which they are capable.

"Alan told us from the first, don't feel shy about asking questions, and if we had trouble over a particular concept, he'd have many different ways of explaining until we did understand" said Kin Carriere.

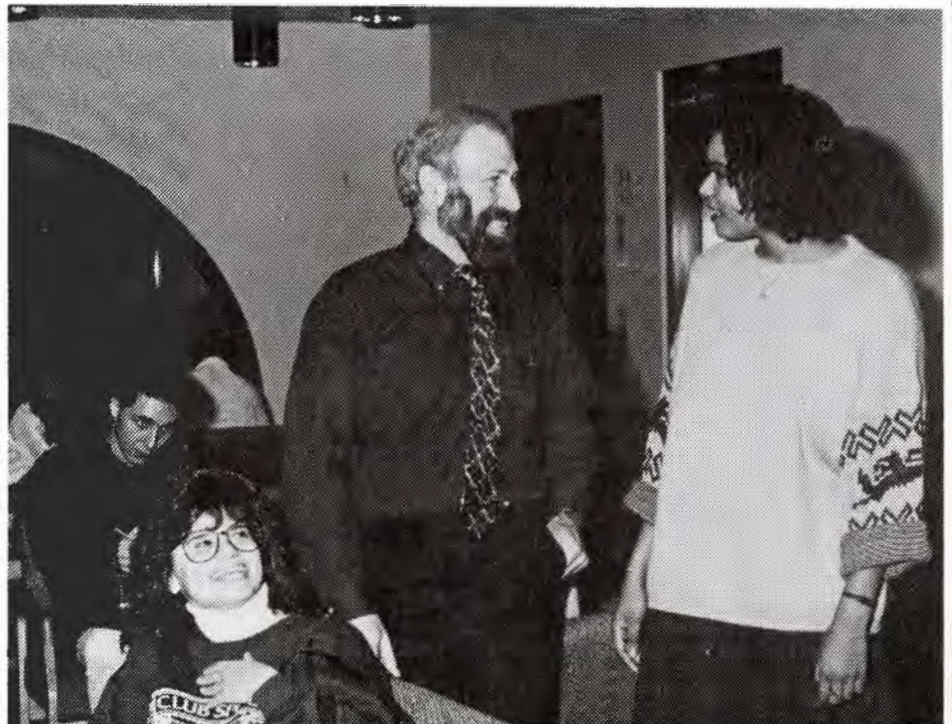
Providing a positive environment in which students can realize their highest potential in solving math problems has a dual effect. Firstly, it strengthens their problem solving ability in math and secondly, and most importantly, it helps them become more confident in their own

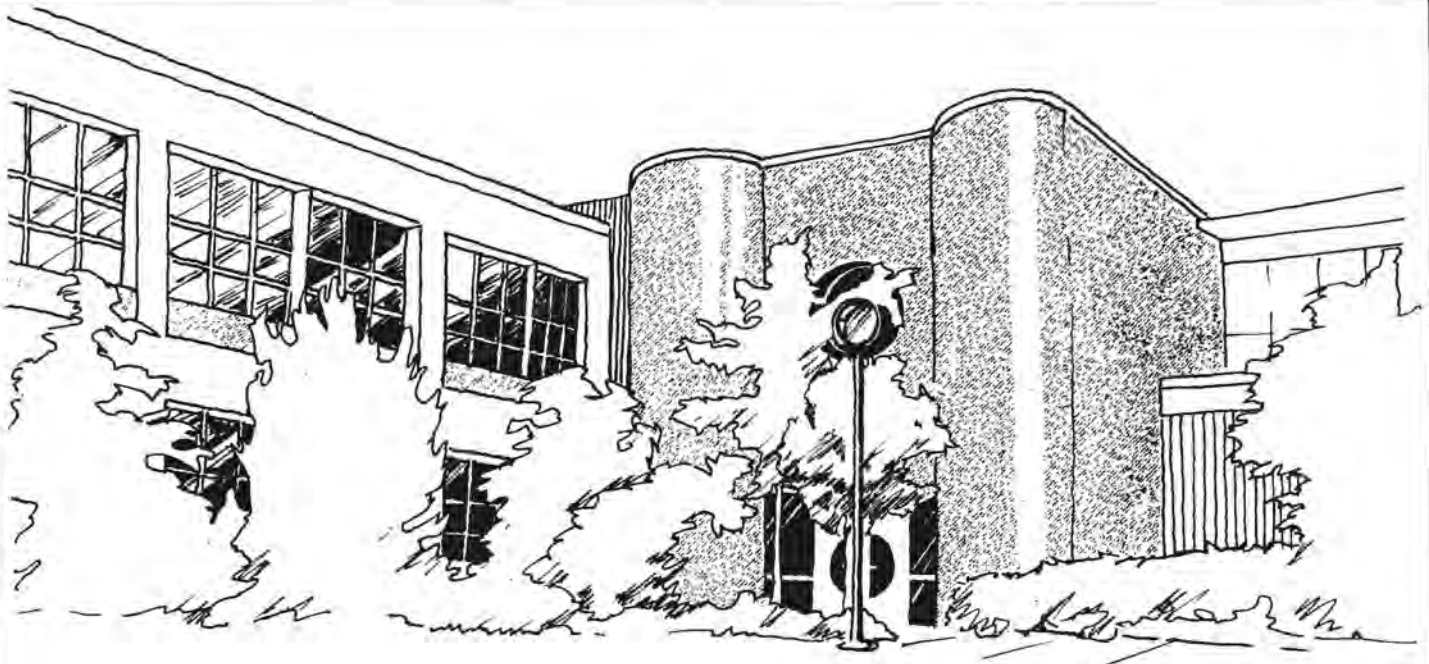
abilities in other areas in their life.

"His enthusiasm for the subject was infectious" added Janet Bryson. "I have no qualms about saying that Alan is the best math teacher I have ever had."

The process of problem solving allows the student to understand the process of finding solutions in math by thinking for themselves rather than memorizing only what the teacher has shown them in the classroom. In my math class students stop memorizing solutions to math problems and start to understand how to solve problems in math. In the words of W.W. Sawyer, a mathematician and a brilliant teacher, "In discovering something for ourselves, we have a sense of freedom and conquest. In memorizing what another person tells us and that we do not understand we are slaves."

By learning to think for oneself, the student will be better prepared to live an emotionally healthy and satisfying life and math can be one of the ways to accomplish this goal.





LAKESHORE CAMPUS -- NEW AND BEAUTIFUL FOR THE 1990's

With beautiful Lake Ontario to the south, a park to the east and a pleasant residential setting to the west, the Campus is already situated in a beautiful setting. To match this setting for the 1990's, we are now entering the planning stage to re-build and expand a large part of the campus.

Our plans call for the Campus to be increased to accommodate 2,000 full-time and a greater number of part-time students. The building will be contemporary and the Campus as a whole dedicated to providing excellent personal educational experiences for students. We also want to have the facilities to provide a stimulating campus life. Though we will be a smaller campus - don't be misled by the term smaller - we will be complete and more exciting than ever.

We will include ample and well-equipped class and seminar rooms, an improved library and resource centre, a larger food service centre, an expanded student area with provision for greater planned athletic and leisure activities. There may be a planned 100,000

square feet of additional space added.

The plan will be driven by the desire to provide a well-designed environment for learning with an

exciting environment for the campus life of all adult students and participants from the community.

The 1990's look very optimistic for Humber, Lakeshore.



PROFILE:

Jane Russ Co-ordinator Continuing Education



By George Byrnes
Communications
Lakeshore Campus

"Continuing Education, Jane Russ." These are the words you will hear when you phone the Lakeshore Continuing Education Program to find out about one of our many night and weekend class offerings. When you hear Jane's greeting, relax. You've reached one of the professionals at Humber who has the experience and program knowledge to answer your questions.

Jane has worked in the Continuing Education department for the last eight years, at both the North and Lakeshore campuses, and has seen

the department grow dramatically in that time. She praises the "great team" she joined at the North campus in 1980 which considerably reduced her qualms about returning to the workforce, but by 1985 she was ready for a new challenge. In moving to Lakeshore, she also moved up to assume the position of Coordinator. As Coordinator, she continues to look after non-credit courses (for example, the Canine Training Course) and is also responsible for scheduling post-secondary credit courses (from Communications to Computer Programming) and for establishing programs to meet the training needs of various groups such as the Association of Munciple Clerks and Treasurers. In April, a part-time tutorial course is starting up to complement the Canadian

Securities Correspondence Course.

Given the above description, it is no surprise that Jane's phone is continually ringing. She picks it up: "Yes, it started last night. What I could do for you is" A few moments later, the phone rings again. As she listens, she punches a few keys on her computer and finds the answer to another problem.

It's the variety of the job that Jane likes. Each day is different, and she is given the opportunity to be involved at many different levels -- with students, instructors, administrators -- doing many different jobs -- counselling, negotiating, scheduling. Her job takes her into the planning councils of the college and into the community.

Jane is also impressed with the Continuing Education Program's multi-year plan. She points out, "the artsy-craft days are gone. Personal growth classes (Assertiveness Training, Public Speaking, Time Management, for example) are still popular, but we are working to offer more top-quality business courses. Our job is to meet the specific needs of the community. We do that by researching magazines and newspapers to keep on top of trends. To teach the skills that are needed we must have the facilities in place."

Jane sees the Lakeshore Continuing Education Program expanding in the future and looks forward to the new challenges this will bring her. She would like to see career counselling established as a night-time service as well as other services which will support the adult learner who is updating or changing careers or who is returning to the workforce.

The phone rings again. "Continuing Education, Jane Russ." Yes, she certainly is doing that -- continuing education.



Planning for Personal Change? ... Contact Humber Lakeshore

Humber College is a community college. What does that actually mean? It means meeting the diverse educational, personal, and social needs of community members and students. One of the ways this responsibility is met is through the efforts of the counselling office.

College counsellors work with a variety of people who come directly

community people who see a counsellor want a career change. This more complex process involves four distinct steps.

The first step is self-assessment in terms of skills, interests, abilities, needs, and values. Sometimes the process may only involve a discussion with a counsellor, or in addition, it may mean some interest

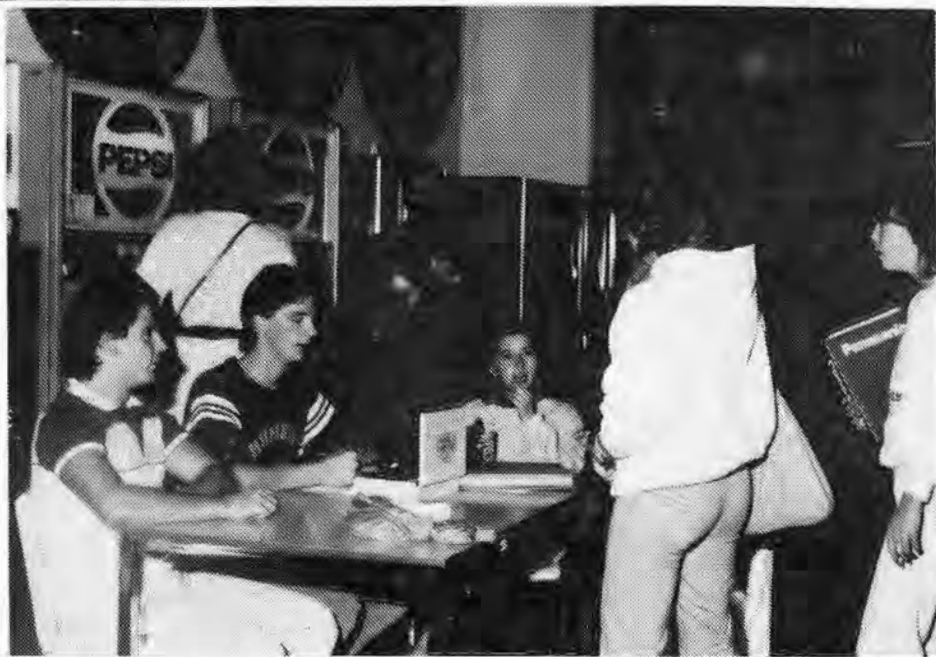
testing. The testing is used as a tool to help people explore new possibilities or to act as a confirmation of their chosen direction. The second step is knowing your options. With a completed self-assessment, the counsellor and client can begin to explore a variety of career options. This part of the process involves doing occupational research. The third step is knowing how to decide. A large part of a counsellor's work is to help the client learn more about effective decision making. The last step is action planning. It is important to have an action plan because some people make a decision but don't act on it. Other people rush into a career change prematurely. These two problems can be avoided by developing a specific plan.

Exploring alternatives and career planning are part of a process that require some time for reflection and commitment. The counsellors encourage anyone who is interested to come in and discover new directions.



from the community, including career changers, displaced workers, housewives returning to school, and single mothers.

Today people are continually changing, growing, and developing, which often requires new career and personal direction. In fact, recent research indicates that the average person may change his or her career direction 4-5 times in a lifetime. One of the counsellor's roles is to work with various people from the community. For people who know what they want, this process is quite simple and involves providing general information on programs, entry requirements, registration, and financial aid. However, most



New Program To Help University Grads Tap Into Market for Executive Assistants.

In response to the business sector's increasing demand for well-rounded, promotable self-starters, Humber Lakeshore is mounting a new program beginning September 1988, the Executive Assistant Program is directed to university graduates, other post-secondary graduates, and individuals who have had comparable work experience. Students of the Executive Assistant Program will be mature individuals who have developed study skills and/or work skills during their years of education or employment but have had only minimal exposure to formal business education.

Select Class

Humber has assigned a number of experienced instructors to the development of special, intensive courses tailored to the needs of this very select, limited-enrollment class, which will probably be filled on an interview basis. The instructors, specialists in fields such as accounting, office automation, management and marketing, have been asked to design a program of study which will quickly cover the basics in each field. In the case of prerequisite computer skills, for example, students would be given reasonable proficiency in major hardware and software (e.g. word processing and spreadsheets), concentrated into several weeks rather than spread over several

New Programs in Business at Lakeshore Campus

Financial Services Administration	- 3 years	Sept. 1988
Microcomputer Management	- 2 years	Sept. 1988
Business Administration Co-op	- 3 years	Sept. 1988
Executive Assistant * (Post-Diploma)	- 1 year	Sept. 1988
Accounting Co-op *	- 2 years	Sept. 1989
Financial Administration Certificate * (Post-Diploma)		Sept. 1989

* Pending approval

months. The students will then be able to use this knowledge in accounting, management and marketing applications.

Emphasis on Innovation

Rather than relying solely on a traditional in-college course delivery, Humber is examining ideas such as a seminar mode with frequent visits by guest speakers from industry as well as student placements with co-operating firms, which might later serve as potential employers for graduates from the Executive Assistant Program.

A number of aspects of the courses should set them apart from usual post-secondary courses. The courses will be more in-depth

and will require a degree of independent effort on the part of the student. There will be projects designed to give the students the time and opportunity to make useful contacts in industry and to develop expertise in fields of particular interest to the students. The faculty anticipates using a team-teaching approach in some courses so that one course may have more than one teacher, each of whom presents the course's contents from the point of view of his/her particular area of expertise. In addition, the faculty will function as resource people to advise the students how to best pursue their interests.

For information about the course, contact Christine Tomchak (Program Coordinator) or Ken Simon (Chairman-Business) at Humber College, Lakeshore Campus at 252-5571.

HUMBER HEARS GREAT CANADIAN AUTHORS

Did you know that at Humber Lakeshore you can meet some of Canada's finest writers? Yes, thanks to the generous sponsorship of the Canada Council, since 1979 Humber has been hosting a series of literary readings in the Lakeshore library.

The format is simple. For about 40 minutes the writers read selected passages from their work. The readings are followed by a brief question period, and the afternoons conclude with an autographing session and the chance to chat informally with the writers.

The sessions are often

unpredictable. After one reading, a curious student asked Irving Layton where he had acquired his mandalla. The poet playfully replied that it was a talisman to ward off virgins. He explained that he purchased it in Morocco after a vendor in the Casbah had told him that if he wore it, virgins would never cross his path.

On another occasion, W.P. Kinsella was startled by an inquisitive member of the audience who asked if the author had any daughters who were single. Kinsella unwisely replied, "Um, yes. As a matter of fact, I have two." Later, during the

informal autographing session, the questioner approached and asked the author if he had any pictures of his daughters. Taking some photos from his wallet, Kinsella regained enough of his composure to say, "You'd better hurry, though. They're both engaged."

At another reading, the mystical Susan Musgrave captivated her audience with her haunting images and her simple rhythms. She seemed to cast a spell over her enchanted audience. After the reading, several young men tentatively approached to buy copies

Continued on Page 8



Humber Hears Great Canadian Authors Continued

of A Man to Marry, A Man to Bury and Songs of the Sea-Witch. They were taken aback, however, when she paused to take her purse out of her knapsack. Her purse was a long, black woollen sock with an impstone, a witch's fertility symbol buried in the heel.

This coming semester promises to be just as dramatic. Eric Wright, the winner of the 1984 Cressy Award for the best first crime novel of the year for The Night the Gods Smiled, will appear on Wednesday, February 17, 1988. After accepting his invitation to read at Humber, Wright explained that he would like to do something different. He asked if he could do "a sort of vaudeville act entitled 'My Life in Crime.'"

News & Views
c/o Dean
Humber College
Lakeshore Campus
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Etobicoke, Ontario
M8V 1K8

This presentation should be interesting.

The entertaining British Columbia Novelist and short fiction writer Audrey Thomas will close this year's series on Wednesday, March 9. In the New York Times, Margaret Atwood wrote of Audrey Thomas: "Miss Thomas has a faultless ear for dialogue ... a

camera eye for physical detail... (she is) a spinner of prose, a teller of surprising ... tales." Her most recent work includes the celebrated novel Intertidal Life and Goodbye Harold, Good Luck, a collection of short stories.

All of the readings begin at 2 p.m. in the Lakeshore library. Come and bring your friends for an engaging afternoon of free entertainment.

If you would like more information or if you would like to be put on our mailing list, please call Ben Labovitch at 252-5571.

NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

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Technical Advisor: **Jonathan Singh**



UPCOMING EVENTS

British Columbia novelist and short fiction writer Audrey Thomas will appear on March 9, 1988 at 2:00 p.m.

Women's Educational Council presents "Awareness Week" March 21 - 25, 1988 from 12:00 to 1:30 p.m. in the Lakeshore Campus Auditorium.