

CONTINUING EDUCATION AT HUMBER COLLEGE

# Encore

MAGAZINE

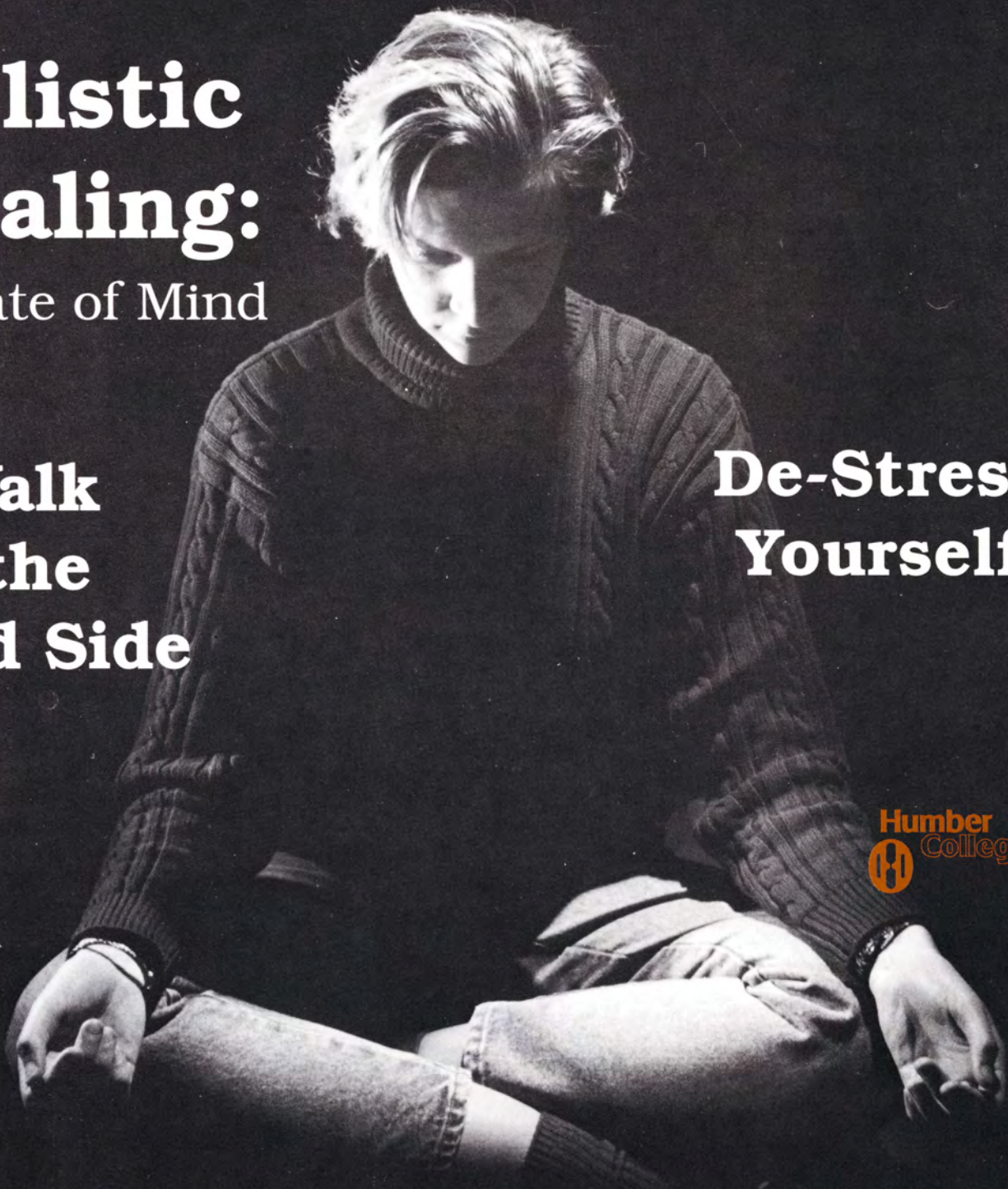
January/February 1993

## Holistic Healing:

A State of Mind

A Walk  
on the  
Wild Side

De-Stress  
Yourself!



Humber  
College





# Encore

...is published for part-time students in Continuing Education at Humber College. It is intended to inform, guide and entertain students, faculty and administrators in the life-long learning experience at Humber College.

Encore is written and produced by magazine students in Humber's School of Journalism.

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Did your instructor give you your copy of Humber's Student Handbook? This orange and yellow book provides valuable information on:

1. How to register for a Continuing Education class at Humber College,
2. Who to talk to at Humber about financial assistance,



3. And lots more!  
If you haven't yet received yours, please drop by and pick one up at the Continuing Education Centre, Room #H101, North Campus.

If you have any questions or comments about either Continuing Education at Humber College or Encore Magazine, we hope you will write.

**PLEASE WRITE US!**

**Encore**  
MAGAZINE

WE WOULD LOVE TO HEAR FROM YOU

Please Address all letters to:

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Kathryn A. Barber  
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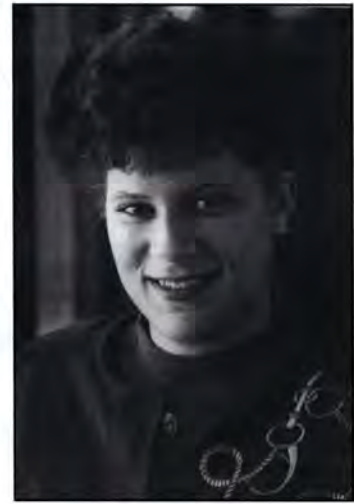


Photo: Gary Gellert

## Resolving to be Realistic

Every year by this time, like almost everyone else, I have made my New Year's resolutions and broken them.

Each year people set unrealistic goals for themselves and most of them are forgotten before the month is over.

One year I even made a New Year's resolution to stop making these silly promises -- I broke that one too.

I have promised, over the years, to study harder (every day for five hours), write letters to all the people I haven't seen in a long time, to lose lots of weight, work out at the gym, be patient with people, save more money, quit smoking. The list goes on. Sound familiar?

I do believe, however, we all need to set our own goals. Like returning to school. That is a big step to take, but it's not an unrealistic goal. We have to make sure that the resolutions we make are carefully thought out and will stick.

The problem with the New Year's resolution is that it is something you put off doing until January 1st (which shows you really don't want to change that badly anyway). It's often a decision made at some New Year's party in a festive haze; then it's either quickly forgotten or else it's an unattainable challenge: for example, losing 40 pounds in a week -- while your fridge is still brimming with holiday treats.

The key, I think, is not to forget about these resolutions altogether, but to remember to take a reality check on each one: is it possible?

For example, I realized this year that there is probably a reason why I haven't spoken to certain peo-

ple in a long time, so why would I want to write them? I hate the gym, so I know I am never going to go there to work out. My impatience is something that helps me get the job done. Besides, I'm really not that impatient anyway. I'm going to have to make more money before I am able to save more of it. And instead of promising five hours every night, maybe I should give the studying thing a try before I commit myself to so much of it. Anybody with a family, friends, and a job, knows five hours is impossible to dedicate to anything unless it makes you money or brings you pleasure.

You must also be careful not to rationalize so much that you will never make another goal for yourself again.

For example, it's not realistic to say that the reason you ate the entire bag of cookies is because you didn't want them going stale once you'd opened them. So you don't like the gym? Don't stop there: exercise can be a walk to the corner store instead of driving over. Bite your tongue a little more; don't give a lecture on the results of tardiness when your friend is only 10 minutes late. I know that I can save at least seven dollars more a week, since that is the price of cigarettes, and that will also help me cut down. These are the kinds of challenges that can be met and you don't have to wait until next January 1st to give them a try. Start now.

Our goals and achievements are what keep us going. But we never seem to give ourselves credit for the achievements that we have already made.

And really, what is college but several mini goals or projects and achievements with every grade we make?

A handwritten signature in black ink, appearing to read 'Lara Thais King'.

Lara Thais King  
Editor



# THROUGH THE LOOKING GLASS

by Stephanie Caley

**Humber photography  
instructor Anne Zbitnew  
offers Continuing Education  
students a fresh  
perspective**



Imagine walking into an apartment virtually covered from floor to ceiling with negatives, half-finished and completed photographs, and you can imagine stepping into the world of Anne Zbitnew.

Zbitnew, a Continuing Education teacher at Humber, says that by decorating her apartment with the work of her students, friends and herself, she stays inspired. In fact inspiration is perhaps the key to her success as a teacher and as a photographer.

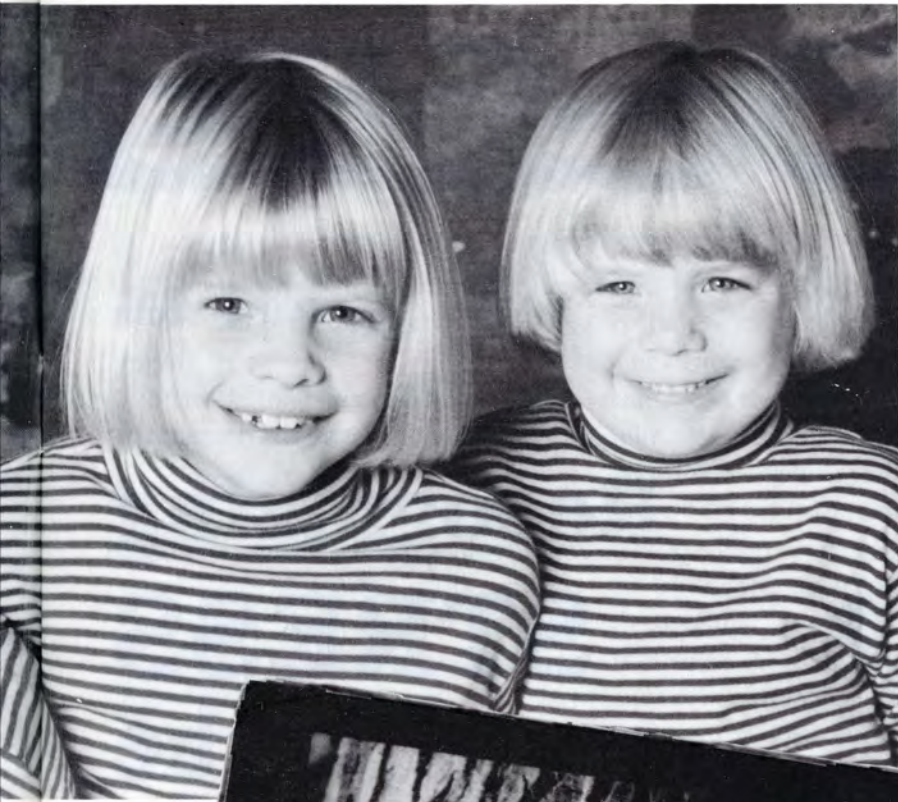
Zbitnew had no formal training as a teacher, but has freelanced for 15 years. She graduated from Humber's photography program in 1980, and has been teaching for three years. Teaching seems to come naturally to Zbitnew.

Dressed in Doc Marten boots and blue jeans, she greets her students while seated in the corridor outside the photography lab. Her two tattoos reflect her down to earth, carefree lifestyle.

With her teaching and her freelance work, Zbitnew's time is anything but free. She specializes in photographing people, her biggest clients being musicians and record companies (although during the Christmas season she found herself working primarily on







children's portraits).

She has photographed concerts, album covers and promotional tours for Bruce Cockburn, Barenaked Ladies and Gloria Estefan. One of Zbitnew's worst photographic memories is of a Gloria Estefan concert. She was backstage with the recording artist when former Toronto Blue Jays third baseman Kelly Gruber appeared. Estefan wanted to have her photo taken with Gruber. Zbitnew obliged, only to discover later that her film had not been loaded properly, a rare but sometimes disastrous occurrence. Fortunately, Zbitnew was able to cover up quickly and easily.

With the little free time she does have for herself, Zbitnew likes to set aside an entire day to experiment with somewhat more creative photography. She is currently experimenting with printing two negatives together, combining people with their environment. In one photograph, for example, she creates the image of humanity being at one with nature by combining a negative of a woman with a negative of a tree.


Zbitnew hopes soon to put together a show displaying this creative side of her photographic ability. 



Photo: Gaye Duncan

**Photography instructor Anne Zbitnew**



# Stress

by Pat Garcia

## Recognizing **STRESS** is the first step to beating it



Illustration: Jason Wilson

**D**iane, a human resources executive responsible for about 90 employees, spends 10 to 12 hour days at work, five days a week. A typical day begins at 8 a.m. and sometimes much earlier. Diane never has time for a coffee break. Updates from the Canadian Human Resource Professional Association need to be read, interpreted and instructions passed on to all line managers. Managers are usually waiting for urgently needed answers to queries

that Diane must research. There are meetings and presentations scheduled for the afternoon. The phone doesn't stop ringing and Diane feels as if she's constantly on a hot wire.

As if work wasn't hectic enough, she enrolled two years ago in the Human Resources Management Certificate Program at Humber College, attending Continuing Education classes two nights a week. Diane says coping at work isn't difficult; she really likes her job even though she finds it time-consuming. What tends to be neglected, she says, are her family life and college studies.

Diane's way of life is not unique; for a number of Continuing Education students, stress is real. It stems from juggling a career, family and school all at once. It takes hold when there is little time to devote your best efforts to career, family or school. And unsupportive family members critical of the many hats you now wear can only add to building feelings of tension and inadequacy.

Continuing Education students need not despair. Help is as close as the Counselling and Special Needs Office at Humber College. Here, counsellors help students solve personal



# ed out

problems, offer stress management advice and provide effective life-long coping techniques.

Stress is the body's "fight or flight" response to life events. Imagine you are a few minutes away from making a really important presentation to a group of colleagues and superiors at work. Although you have painstakingly prepared for a month, your mouth suddenly seems dry, your throat feels constricted and your heart is about to perform somersaults in your chest. Not only are your palms sweaty, but a kind of paralysis has taken hold of your body and you fear you won't be able to get a word out. But you perform anyway, and gradually sensing the audience's approval, the tension slowly evaporates. Experts believe this response can be positive and beneficial, for it enables us to better focus on the task at hand.

Because Continuing Education students tend to go from demanding work situations to exams and family pressures, there is little time to repair the ravages on the inner self. This leads to distress, which is unhealthy and manifests in the body in differing ways, says Catherine Wilson-Cheverie, a counsellor at Humber's Lakeshore Campus. Some people may experience tension headaches, stomach or chest pains and shortness of breath, while others will cry or show feelings of rage and frustration by being abusive. "The more you ignore the signal, the more the signal gets to you. Awareness is 80 percent of the solution," says Wilson-Cheverie.

Some stressors, like the death of a spouse or family member, can cause

such psychological pain that we never fully recover. Even so, Wilson-Cheverie says, everyday challenges can cause the most harm. Seemingly minor incidents can create self-turmoil to which no one is immune. Imagine that this is the first day of new job at a new company, you are already over an hour late, and you are stuck in traffic. How would you control your feelings? Learning to control feelings of frustration and rage is learning to control stress.

The Counselling and Special Needs Office is open for drop-in consultations as well as scheduled appointments Monday to Friday, 8.30 a.m. to 4.30 p.m. at Humber's North and Lakeshore Campuses. The North Campus office is also open to Continuing Education students Monday to Wednesday and the Lakeshore office is open every other Wednesday. Both offices are open 5 p.m. to 8 p.m. Drop-in visitors are given 10 to 20 minutes per session while scheduled appointments can be allotted a maximum of 50 minutes with a counsellor. In addition, stress management seminars are offered to groups of students throughout the year.

Counsellors will spend

as much time as is possible to help students, says Martin Pieke, a counsellor at Humber's North Campus. He says counsellors first attempt to find the cause of the student's stress by asking specific questions. Then a professional evaluation of the situation is prepared and discussed with the student, and stress management solutions

## Test Your Stress Level

Death of spouse	100
Divorce	73
Marital separation	65
Jail term	63
Death of close family member	63
Personal injury or illness	53
Marriage	50
Fired at work	47
Marital reconciliation	45
Retirement	45
Change in health of family member	44
Pregnancy	40
Sex difficulties	39
Gain of new family member	39
Business readjustment	39
Change in financial state	38
Death of close friend	37
Change to different line of work	36
Change in number of arguments with spouse	35
Mortgage over \$10,000	31
Foreclosure of mortgage or loan	30
Son or daughter leaving home	29
Trouble with in-laws	29
Outstanding personal achievement	28
Wife begins or stops work	26
Begin or end of school	26
Change in living conditions	25
Revision of personal habits	24
Trouble with boss	23
Change in work hours or conditions	20
Change in residence	20
Change in schools	20
Change in recreation	19
Change in church activities	19
Change in social activities	18
Mortgage or loan less than \$10,000	17
Change in sleeping habits	16
Change in number of family get-togethers	15
Change in eating habits	15
Vacation	13
Christmas	12
Minor violations of the law	11

If your score adds up to 150 points you are experiencing low level stress. A score of 150 to 199 means you have been exposed to some mild stress, while scores of 200 to 299 indicate a moderate stress level. At 300 and above, you are experiencing major stress and should look at ways to alleviate it.

The Social Readjustment Scale was provided by the Counselling and Special Needs Office at Humber College.



recommended. "There is no prescribed way in which counsellors work, and students may be helped in just one meeting," Pieke says.

Consulting a counsellor is strictly confidential as long as the matter is within the law, he says. Students are given a stress management book and other self-help literature. In severe cases, students are asked if they want to be referred to outside professionals.

In terms of how you deal with day-to-day stress, it is important that you find a technique that works for you, that you can feel good about, says Cheverie-Wilson. Reducing stress can be as simple as listening to your self-talk. Negative thoughts such as, "I'm bound to fail" will undermine your self-esteem. Positive affirmations will replace negative thoughts embedded in the subconscious mind, she says.

Negative images should also be replaced with positive ones. So you are tired, and winter is depressing! Why not take your mind on a vacation to far-off shores and imagine yourself on a sunny tropical beach? Feel the gentle sea breeze on your cheeks and watch the waves foam and froth against the shore. This likely will help you to improve your mood and take your mind off your worries.

Maintaining a self-care regime such as regular exercise and choice of healthy foods is the number one stress combatant. Exercise not only utilizes excess adrenaline stored in the body, but builds resistance to future stressors. Excessive amounts of caffeine, salt, sugar, alcohol and fat intake can aggravate stress, experts say.

Other techniques include deep breathing, muscular relaxation and repetition of a calming phrase. *The Anti-Stress Book*, by Humber College professor Larry Richard, states that "repeating phrases with a vibrating 'MMM' or 'OUM' sound seems to help

a lot."

These techniques can be used time and time again as your life situation changes, says Cheverie-Wilson.


But you must also be patient, realizing that no one is perfect, that a lapse into the former behaviour means the change is not going to happen overnight, that you have to work harder at it, says Cheverie-Wilson. "You have to listen to what you're saying to yourself; even though you've had a terrible day, you have to commit to the change, one step at a time."

Diane now takes time out from her busy schedule to relax; she follows a weekly exercise program and finds that this works well.

In addition, spending some quality recreational time with her spouse has added a bonus to her life. To obtain the extra time she has had to cut back classes to one night a

week.

You may have your own special method of self-care. But what is important is that you recognize that your stress exists and commit to a plan of action. As *The Anti-Stress Book* states, see a counsellor: It's a sign of strength to ask help from a professional when you need it. You'll discover that there are ways that you hadn't thought about to reduce your stress. Why tough it out alone when available help could make you a happier and better student?

Students often find themselves stressed because they have far too many commitments to fit into too little time. Setting priorities will help you complete projects on time and help reduce some of your stress. 

**Survey on Planning Your Time For College Survival**  
 This survey will raise your consciousness about how you are using your time.  
 Circle "yes" or "no" in light of your current use of time.

1. I set priorities on how I will use my time each day.	yes	no
2. I stick to this list of priorities.	yes	no
3. I know when I am most alert during the day and utilize it for achieving my goals.	yes	no
4. I do less important work before more important tasks.	yes	no
5. I socialize at great lengths between tasks.	yes	no
6. I frequently leave work unfinished.	yes	no
7. I have difficulty saying "no" to family and friends who interrupt study time.	yes	no
8. I usually put off important tasks and school work.	yes	no
9. I keep a weekly schedule.	yes	no
10. I list the most important tasks I want to finish each day.	yes	no
11. I begin a job before thinking it through.	yes	no
12. I keep a semester calendar.	yes	no
13. I avoid important work because I'm afraid I won't be able to handle it.	yes	no
14. I get involved in personal work or conversation before starting to study.	yes	no
15. I try to be a perfectionist.	yes	no

This survey was provided by the Office of Counselling and Special Needs Office at Humber College.



# MY TWO CENTS

by Lisa Dunn

**If you have been taking your loved ones for granted, listen to Lisa's message. Pay attention to the people you care about, not just on Valentine's Day, but every day**

**I** I was 11 years old when I first learned about love.

February 14, 1981 started out as an ordinary day; I got up, had breakfast and went off to school. Walking into the classroom, I noticed an envelope on my desk. When I opened it, I was in shock; Bobby Anderson, the boy of my dreams, had sent me a Valentine.

As of that moment, that was the most important event of my life. But the follow-up to the card was lacking considerably. Bobby did nothing. He still ignored me at recess, wouldn't sit with me at lunch, and, perhaps worst of all, never roller skated with me at Roller Country. In fact, the Valentine card was the high point of our relationship.

That was a watershed experience for me; I learned one of the most important lessons of my life. I realized that tokens of love don't really mean much; it is the follow-up that really counts.

I have never understood why this one day a year is reserved for telling people we love them. Shouldn't we be telling that special person how we feel often, and not just on special occasions?

Now, I'm not saying it isn't nice to receive a card or present from someone; in fact, I do have many special memories from Valentine's Days gone by.

Just like a lot of people, I have had many good experiences on



Illustration: Paul Ambrosio

Valentine's Day, as well as many sad, depressing days. I mean, let's face it, being single on Valentine's Day is not a fun experience. It is not easy watching friends receive red roses, stuffed animals and jewelry while you sit there with a converter in one hand and a chocolate bar in the other.

Sure, we may be happy for our friends, but let's admit: on the inside we are seething—sometimes because we are single, often because our own boyfriend, or soon to be ex-boyfriend, has forgotten to send us something.

I have always been lucky, however, because I have always received at least one Valentine's card; my mother always sends me one. It is nice to know that at least one person cares, and remembers.

However, my point here is that even the Valentine's Days I was remembered by a guy were not as great as the days when I received presents for no special reason, or when my boyfriend just performed some little task for me, such as cooking me dinner as a surprise, or ditching his buddies to spend the night with me, alone. These are the days that truly live on in my mind. And let's not forget the other important people in our lives. When was the last time you wrote your mom a letter, or picked up the phone just to say hi?

So let's stop focusing on this one date on the calendar. Why not surprise that special person on any of the other 364 days of the year with something special?

And it doesn't have to be just a present. Why not cook your beloved his favorite childhood dinner, rent her favorite movie as a surprise, or even just take time out to spend together? It is, after all, the little actions that speak volumes about how you feel.



# Mind Over Matter

by Peter Joedicke

## Holistic Medicine: An Alternative Approach to Health Care

**W**ould you go to a physician if you found out he/she wouldn't prescribe traditional medicines, condemns surgery, and uses "healing touch" or other "New Age" techniques? What if O.H.I.P. wouldn't cover it?

No? Nor would most people. Still holistic and alternative health care practitioners are a small but growing movement. "Holistic organizations are manifesting themselves all over North America - there's a big network right here in Toronto," says Sylvia Segal, of Humber's Health Sciences Division. "Humber College is one of the few North American colleges that teaches Holistic Nursing Health Care," she adds.

"I've been studying this field for the last eight years, and have taken the course offered here at Humber." The benefits, she says, are that, "you open people's minds to other options to control pain other than drugs. My husband falls into a meditative state every time he passes a kidney stone, and is able to control the pain. If we can give people that sense of power and control - it's a very powerful tool."

Holistics (according to the American Holistic Nurses Association) is: "A philosophical approach to health care that considers many aspects of well being: the state of the body, mind, emotions, and spirit, within the framework of an ever changing environment." In other words, holistic tends to be a philosophy rather than a technique.

"Holism is very individual to everyone;" says Segal. "To me it means looking at the whole person, you don't look at just their physical being, you look at the person as a spiritual being, an individual."

Much of holism involves harnessing the



energy that's already in your system, and is based on the notion that the body has the power to heal itself. Its supporters say it works by putting a person in touch far beyond the physical being.

Some Holistic techniques include therapy, herbal and homeopathic medicines, guided imagery (creative visualization), stress management and meditations.

How people view themselves, how they work with their diseases, and how they work to keep themselves in balance, directly determines their health and longevity. The mind has a lot to play in it.

Holistic philosophy has existed for centuries. Eastern philosophies (some exclusively) still use holism within their medical practices. "In the Western culture we have a lot of difficulty with that, just because we are not exposed to it, but that's changing," says Segal.

"In North America we tend to think first of the body and *then* mental health. We tend to be more interested in your fitness level than what you eat," she adds.

Holistics have a lot to do with nutrition. For example, health practitioners believe that cutting down on red meat, at least partially, may increase the body's energy levels, as will eating plenty of fresh fruits and vegetables. Not to mention the use of imagery, colors, music, and other positive affirmations.

Therapeutic or healing touch is used by holistic health care practitioners to maintain balance. The adept assess the energy field of the individuals they will try to heal. The method does not require physically touching the body. In very simple terms, the practitioner smoothes out the person's energy field. The required number of treatments depends on the person.

"You don't have to be in the health field to learn the technique," says Segal. "Many can actually learn the technique and become a healer."

Part-time teacher and full-time holistic practitioner Mary Simpson says, "There's a lot

of public misunderstanding. Holistics offer an alternative to drugs or western medical model treatment."

Since 1983 Simpson has practiced at the Positive Alternative Wellness Education Centre, located in Brampton, Ont. "The reason people are opting for alternative therapies is because they're so effective without the side effects of current drugs," she maintains. "I'm not sure that for a long time it will take off -- because there is no money to do research."

According to Simpson, "Holism views everything about you as an individual, and there are times when you need doctors, drugs and surgery. However, she says, "there are also times you need stress management, meditation, or aromatherapy and massage."

There is a difference between complementary and alternative health care modalities, but they are sometimes interchangeable. For example; complementary to blood pressure medication would be stress management and relaxation meditations.

"On the other hand, Western medicine is really good with infections. We've really eliminated infectious diseases, but they are not as good with chronic diseases,"

notes Simpson.

Many people perceive holistic and related health care as being tied to some religious dogma.

"If you mention spirituality everybody goes into a faint, because they see that as religion - which I don't. Religion may be the most limiting thing on spirituality there is; people have to go beyond that," says Simpson.

"I talk of living mindfully (consciously) instead of mindlessly," says Simpson.

"There's an introductory 'body scanning' meditation I offer to new patients (to make them more aware of their bodies) in which the individual is completely still and concentrates on placing their consciousness in their big toe - they can actually feel their energies centered at this point," she explains. "Some people come out of it almost spaced out, because they have never done this--they have never been aware of themselves in this way. Thank good-

**"In North America we tend to think of the body first and *then* mental health. We tend to be more interested in your fitness level than what you eat."**



Supporters of the holistic approach say it puts the caring back into nursing and puts us back in touch with ourselves and others.

ness that in Canada we have the ability to grow and expand beyond the set cultural restrictions."

A general practitioner has the biggest opportunity to be holistic. That is now happening, more so, in the people who come out of the McMaster University Medical

Centre family practice. "I see them as having much more exposure to alternative therapies," says Simpson.

"It's the family doctor who should be holistic. I know a couple of doctors who have had such profound things happen to them that they are quite convinced of the ability of spiritual healing--but they won't come out and say a lot about it."

Things like healing touch (which requires no physical contact) although, apparently effective, if not accepted, at some hospitals can leave a nurse vulnerable. If a patient complains of the use of such a technique, that nurse can get caught up in disciplinary actions.

"Some people are down right paranoid about alternative health care," says Simpson. "You get these people out there who try to 'debunk' anything spiritual or psychic. Of course there are quacks in this business, and it's still consumer beware."

What Simpson calls "political nonsense" is compounded by the fact that very few "New Age" practitioners are covered by O.H.I.P. So, some stay in "safe" territory and maintain the status quo.

Simpson suggests that if you are or wish to get involved in alternative and complementary therapies, you get a college or university degree, which gives you a certain amount of credibility.

"Ideally in the future we will see groups of alternative practitioners--such as a holistic health care centres arising," she says. "We're on the edge of 21st century medicine - things

are going to change. We have to reach that critical mass consciousness where we begin to understand."

And Segal adds, "the approach puts the caring back into nursing, puts us back in touch with ourselves--we can then finally be in touch with others."

**Humber's "Therapeutic Touch Within a Holistic Framework" course is offered at the North Campus. The fee is \$83.20 (all inclusive) and runs for approximately 10 weeks. The next course runs March 1 to May 3 and is taught by Mary Simpson.**

## Examples of Alternative Therapies

**Acupuncture** - A method of producing analgesia by inserting fine, wire-thin needles into the skin at specific sites on the body.

**Shiatsu** - Massage that includes pressure at specific points.

**Reflexology** - Treating certain disorders by massaging the soles of the feet, using principles similar to those of acupuncture.

**Kinesiology** - The scientific study of muscular activity and of the anatomy.

**Naturopathy** - A system of therapeutics based on natural foods, light, warmth, massage, fresh air and regular exercise.

**Osteopathy** - A branch of medicine that emphasizes the role of the relationship of the organs and the musculoskeletal system.

**Homeopathy** - A system based on the theory that "like cures like."

**Radionics** - A branch of medicine concerned with radioactive substances.

Other fields frequently associated with alternative medicine include herbology, massage, psychosynthesis, visualization and meditation.



# TAKING CHANCES

by Renée Shute

## Globe-trotting Humber student Tess Bastica is getting the most out of life, right here in Canada



Photo: Renée Shute

**I**n the surface, standing barely five feet tall, Tess Bastica seems shy and very reserved. At times I have to strain to hear her soft voice. Underneath, however, is a person who has incredible courage and determination. Tess has seen and done more than some of us will in a lifetime.

Bastica was born, raised and university educated in the Philippines. When she was in school, some of her friends encouraged her to quit and start looking for a job as soon as possible - if she could. The unemployment rate in the Philippines is very high; even with a university degree the chances of getting a job can be slim. But Bastica stayed motivated, persevered and finished university by holding on to her belief that a degree would be her ticket to travel. Just as she'd hoped and dreamed, she started on her globe-trotting adventures shortly after graduation.

"Once I finished school I worked



for an insurance company for a few months," she recalls. "Then I went to Bahrain for two years (1985 to 1987) as a nanny. After that I went home for six months and processed my papers to get into Amman, Jordan. I stayed there for three years, also as a nanny, and then came to Canada."

Bastica says this as if she was asked what she did today, or what she did this weekend. She recites it all effortlessly. In fact, Bastica makes everything sound easy. Even Canada's foreign-domestic program, in which she is participating, has some pressing expectations. This government-run program requires that immigrants spend three years employed in domestic (or care-giving) work; during these three years they can upgrade their education. In the third year they may apply for landed immigrancy status - which means that if they qualify they can work wherever they want to work in Canada.

In keeping with government requirements, Bastica is a full-time nanny for two children, is enrolled in weekly night school classes at Humber College's North Campus and takes Banking Procedures every Saturday afternoon (her university degree is not honored here in Canada). With a schedule like this, spare time is scarce. It seems that five minutes alone, anywhere, would be precious. And it is - but rather than take her spare time out to relax, Bastica does just the opposite.

"I volunteer. It's my responsibility to show how I'll go along with life here. So I try to do volunteering in my spare time. I worked with the Daily Bread Food Bank and got a certificate for completing more than 40 hours," she points out.

Wouldn't it be interesting if all Canadians were required to show how they'd "get along" in this country? Suddenly, all of the complaints I heard this week, including my own, seemed so petty. Sitting across from me, smiling, was a woman whose schedule has got "overworked" written all over it.

**B**astica has been in Canada almost two and a half years. She came here alone, without the comfort of any close friends or family, because she's always wanted to travel. Still, it's one thing to travel, it's another to leave your country, alone, to explore the world. When asked if she was afraid, she says, unequivocally, "No. If you're really determined you can do whatever you want...right?"

"So, you feel determined?" I ask. She starts laughing. "If you set your goal," she smiles.

Later, Bastica admits that she cried a little bit when she first got to Bahrain. And for good reason. Not being of Islamic faith made life awkward, considering she was now living in a country where daily Islamic religious rituals are practised faithfully. Her employer encouraged her to adapt to Islamic ways - sort of fake her religion, she explains. Things like praying five times a day and fasting from dusk to dawn came as quite a culture shock. But, she continues, "you get to understand the culture and go along with them. It's nothing hard."


She has a hard time imagining any of her brothers or sisters following in her footsteps. Bastica is the youngest of seven children - she has three brothers and three sisters and doesn't think that any of them will travel as she has. In fact, she laughs at the question and says "...I don't think so. I'm the only one and they're all married."

There is a brief silence as Bastica contemplates why she was drawn to Canada after her three-year stay in Amman. "The thing about Canada is that we're given a chance. We can pursue an education and upgrade our skills. That interests me most. I came here, I can go to school."

Bastica has a subtle way of shrugging off any sort of praise. As I give her a pat on the back, congratulating her on her accomplishments, I can tell by her surprise that congratulations were the last thing she expected.

"I just told myself that maybe, if I finished university, I could go wherever I wanted to go. And that's it."

"And you just did it?," I ask.

She smiles at me, pats my knee, and says "Uh-huh. I just did it." 

Rather than  
take her spare  
time out to  
relax, Bastica  
does just the  
opposite.



# Survival of the Fittest

A glimpse into a course  
that will take you

**BEYOND YOUR  
LIMITS**

by Lara Thais King

I guess I would never make it in the wilderness: I couldn't kill the bunny for night school.

I joined Humber College's Wilderness Survival night course last fall because I like to camp and it had to be one of the most interesting courses I'd ever heard of. I have never been more right.

Interesting is an understatement. Within the first few weeks I was offered the opportunity to join the advanced group taught by the man who created the course, Dr. Gino Ferri. He has a PhD in Wilderness Survival. I clearly remember thinking when I accepted that I may be in over my head. The advanced course takes you through the psychology of survival and goes through the skills that can help someone lost in the wild. The course teaches fire-starting techniques, identifying plants, and yes, how to kill, skin, and prepare a rabbit and other small game.

On the first night of class at Humber, the classroom was covered in wilderness paraphernalia that assured the new students they were in the right place. From the doorway one could see handmade moccasins, leather pants, fringed jackets, wool ponchos, books about survival, and some crude tools covering table tops around the room, as well as some sort of



Photographer Andrew Napier takes a walk on the wild side as part of Humber College's Wilderness Survival night course.



animal skin rug on the floor. The scent of rose hip and mint teas brewing filled the air and students started to gather around the tables. This was not the traditional scene pictured for night school.

The instructor of this beginner class, David Arama, says he was the first student to graduate from the Humber Outdoor Education certificate program and has been an instructor for the last eight years at the College. Before teaching, he was a field aid since 1979. Arama says he takes as many courses as he can to help improve his skills in outdoor survival.

His classes - which include a diverse group made up of fishers, hunters, campers, people interested in completing the certificate program, and photographers - are taught mainly down in the dark valley along the campus edge. His teaching tone, mixed with the seriousness of survival and a little strange humor, helps the novices ease into this new surrounding. Arama takes his subject matter seriously but says "If I could pass this course, anybody could. I used to think that to go two days without pizza was roughing it."

Arama now takes his beginner students to rough it on two weekend overnights in Algonquin Park where they will bring only the bare necessities. They include a wool blanket, a handful of homemade beef jerky, a knife, and a poncho raincoat that can also be used for a tent to sleep under at night. NO matches, no sleeping bags, not even any backpacks.

Dr. Ferri's advanced weekend isn't as luxurious. The students work as a team and are allowed a knife, the clothes on their backs and the animal they have prepared. Ferri has travelled extensively throughout Canada and has taught his survival techniques to Inuits, Metis, personnel from the Ontario Ministry of Mines and Northern Development and Ontario Hydro helicopter pilots. His book, *The Psychology of Wilderness Survival*, sold out within two weeks of

the first edition publication. Ferri is also quick to point out that "survival is not a game." His instruction is strongly based on the psychology of survival. "Anyone can learn these skills," says Ferri. "But if you can't learn to stay calm and use what's in here (tapping his temple with his finger) it won't matter."

I was first introduced to Dr. Ferri when he came to speak to the beginner class on some philosophies of wilderness survival: the Armchair Survivor, Religious Techniques, Conservation Ethics, and the Do-Anything-To-Survive

**"I used to  
think that to  
go two days  
without pizza  
was roughing  
it."**

Theory. The Armchair Theory is, as you can guess, a view from the urban dweller with theories that may sound good from a living room but may be somewhat disastrous if put into practice in a real survival situation. Religious theories discourage all forms of tampering with the wilderness and suggest a person gains spiritual strength from watching and appreciating his or her surroundings. The conservation ethicists do not condone killing trees or animals for the purpose of survival training. These theorists seem to treat survival in a flippant manner, making suggestions like catching fish by tickling their bellies. The fourth theory is the Do-Anything-To-Survive mentality, which is Dr. Ferri's. It includes changing a mentality towards pets and animals, and changing our level of acclimatiza-


tion to temperature, comfort, and even smells. He suggests that we have been taught that certain smells are bad and so we believe it.

None of this prepared me for Dr. Ferri's next part of class discussion. He asked if I would mind moving away from my desk, where he slammed down a seemingly heavy garbage bag. He opened it to reveal a large dead bird crawling with maggots and a thick hot smell more horrific than one I had ever smelled before. The rules about mentality toward animals and acclimatization went out the window. Things were getting very warm, uncomfortable and smelling pretty awful. But I did return the following week for more. I witnessed him eat a maggot and was still willing to stick it out. Finally it came down to the moment of truth. "Can you kill a rabbit?" he asked. How could I say no, when the vegetarian next to me said yes?

This course definitely offers a realistic, hands-on approach to survival. Students taking this course will learn about first aid, tool making, making distress signals, personal skills through group dynamics, utilizing the car in emergency situations, trail blazing and a host of other related topics that will be valuable in the wild and in life.

I learned a lot about myself. I could never be mistaken for an animal lover. Besides being allergic to them, they often annoy me. But I lost a long weekend's sleep and finally realized that I couldn't bring myself to kill that rabbit and I became a night school drop-out.

People have a great built-in survival instinct. Put in a survival situation, they will do what they have to, to survive. And there are some impressive people at Humber with the know-how, to teach survival to anyone with more of an iron constitution than mine.

**For more information on the Outdoor Education program, contact Margaret Riley, Humber College Athletic Department at 675-5097.** 



# '93 SURVEY

## HELP HUMBER HELP YOU

Humber, Seneca, Sheridan,  
George Brown and Centennial Colleges are  
conducting the first ever metro-wide survey of  
Continuing Education students.  
You'll be getting a questionnaire in your class:  
its purpose is to help us serve you,  
the student, better.

What was your reason  
for choosing Humber  
College?

How would you rate the:  
- Course?  
- Cafeteria food?  
- Parking facilities?

Do you feel safe on  
campus?

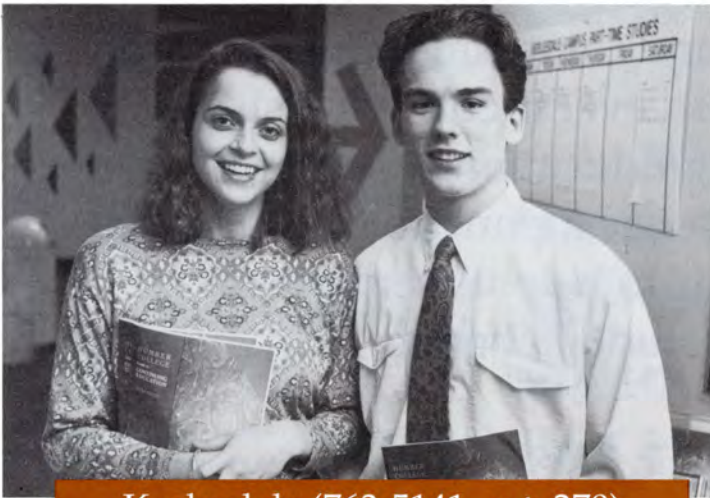
Have you read *Encore*?  
Do you like it?

**Look for your questionnaire  
at the end of February  
and take 15 minutes to help Humber  
help you.**



# MEET OUR C.E. NIGHT STAFF

Here to help you -- whether it's to find your classroom, forward any concerns or handle your inquiries -- are Humber College's Continuing Education Centre evening coordinators. Here's who they are and where to call.



Keelesdale (763-5141, ext. 270)



York Eglinton (763-5141, ext. 278)



Lakeshore (252-5571, ext. 3252)

Ruth Tomkinson	Liz Blundon	Jane Russ (Manager)	Elaine Aries
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North Campus (Room H101; 675-5048)

Holsee Sahid	Bev Bonello	Christine MacKinnon
Sahodra (Indy) Anthony	Merle Dilworth	Carol Partland
Cathy Zeimet		
(Absent: Elizabeth Thomas)		





# What's On

by Naomi Gordon

## Free Saturday Success Workshops

### **Effective Resume and Covering Letter**

**Sat. Feb. 27 1993**

9:30 a.m.-12:30 p.m.  
North Campus, Room NX111

Discover what works to get results from your resume and covering letter. Focus on strategies that relate your resume to your specific career direction.

### **Marketing Yourself to the Employer**

**Sat. March 6**

9:30 a.m.-12:30 p.m.  
Lakeshore Campus, Room A211

Plan a campaign to exhibit your skills in the most positive light. Find out what employers expect and how you can make a dynamic first impression.

### **Finding the Hidden Job Market**

**Sat. March 27 1993**

9:30 a.m.-12:30 p.m.  
North Campus, Room E310

Find out about unique job opportunities, how to use industry publications, and how to research new possibilities.

### **Stress Management: The Challenge of Today Saturday, April 3 1993**

9:30 a.m.-12:30 p.m.  
North Campus, Room NX 111  
York Eglinton Centre, Room 1 OR  
Saturday, April 24, 1993

## Fitness

The Gordon Wragg Athletic Centre is available free to all Continuing Education students. Take advantage of the many facilities, including badminton, basketball, fitness testing, aerobics, weight training and swimming. Your I.D. is your student card which is attached to your "Admit to Class" form.

### **Humber Student Swimming Hours**

Monday - Friday 8:00 a.m. - 9:00 a.m.  
and 1:00 p.m. - 2:00 p.m.

Monday - Thursday 10:00 p.m. - 11:00 p.m.

For more information,  
call 675-6050.

### **Weight Room Hours**

Monday - Thursday 7:00 a.m. - 10:00 p.m.

Friday 7:00 a.m. - 8:00 p.m.

Weekends 12:00 p.m. - 6:00 p.m.

For more information,  
call 675-5097.



# Encore

By Gaye Duncan

## What could Humber College do to make C.E. students feel more a part of student life at Humber?

"Humber does a pretty good job already."

*June Barbour, Activation Techniques*

"I'd like more activities available in the fitness centre in the evenings between 5:00 and 7:00 p.m."

*Vicki Cook, Outdoor Education*

"I don't want to, personally. I don't want to be part of it. My school days are over and I work full-time."

*Rosanne Loftis, Social Psychology*

"They should have an orientation for part-time students. A lot of people feel very uncomfortable in night time classes."

*Tobi Phalen, Early Childhood Education*

"Night students are not treated like day students. Certain facilities are not open to us. Day students are treated much better. They don't take as much interest in us."

*Jerry Minott, Photography, Wedding 1*

"Post all class information on bulletin boards at main entrances — would enable us to avoid running around looking. We have limited time."

*Reynold Hadai, Electronic Engineering*

"Recognition, like a Dean's Honor Role, or a letter saying you did very well."

*Karim Talakshi, C.I.S.*

"I don't want to be part of student life at Humber."

*Maureen McDougall, General Business Certificate*





CONTINUING EDUCATION AT HUMBER COLLEGE

# Encore

**MAGAZINE**

November/December 1992

**Humber's  
Arboretum:  
Our Land of Oz**

**Sexual  
Harassment  
Fighting Back**

**Your Knights  
of the Night:  
Humber's  
Safety Escort  
Program**





# Encore

magazine

..is published for part-time students in Continuing Education at Humber College. It is intended to inform, guide and entertain students, faculty and administrators in the life-long learning experience at Humber College.

Encore is written and produced by magazine students in Humber's School of Journalism.

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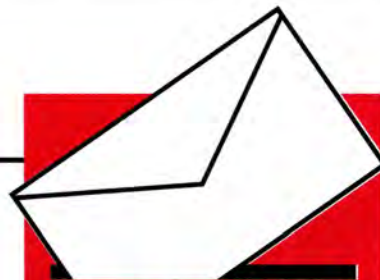
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Photography by Gary Gellert



Lost on campus?

Wondering how to register for a Continuing Education class at Humber College? Not sure who to talk to at Humber about financial assistance?

Continuing Education's new student handbook can point you in the right direction. Our no-fuss, no-nonsense guide lets you carry everything you need to know — from academic policies and

procedures to information on academic upgrading, parking and registration — right in your back pocket.

If you haven't yet received yours, please drop by and pick one up at the Continuing Education Service Centre, Room #H101, North Campus. And if you have questions or comments, about either continuing education at Humber or Encore magazine, we do hope you'll write.

PLEASE WRITE US!

Encore  
magazine

WE WOULD LOVE TO HEAR FROM YOU

Please address all letters to:  
Encore Publisher  
Kathryn A. Barber  
H101A Humber College,  
North Campus.





ur children already know to be on their guard if they are approached by strangers, or lured into lonely places even by people they trust. Parents, teachers and youth leaders

now give even stronger warnings to children in the light of recent scandals over sexual and physical abuse in the most unlikely and trustworthy institutions.

Seasonal events like Hallowe'en's trick or treat, or carol-singing at Christmas, are comparatively safe, for the kids usually hunt in packs, and are warned to go only to neighbors' doors, never into houses.

Unfortunately, however, children are still put at risk throughout the year by rogue salespeople, as well as by schools and young peoples' organizations.

In the area around Humber College there has recently been a growth in the flower-selling scam. This takes two forms. In the less dangerous form, older teenagers go door to door selling cheap flowers at exorbitant prices in order, they say, to obtain scholarships. No reputable organization for educational advance would encourage these methods, and it seems to be a money-raising venture by unethical people seeking a quick buck for themselves. Unfortunately this trick is more dangerous when smaller children are roped in to do the same thing in the name of some humanitarian cause. In my neighborhood recently, a number of smaller kids descended from a van with baskets of flowers almost at dusk and were told by the driver not to come back until their baskets were empty.

The children then went their way in four directions from the crossroads where they were dropped.

More surprisingly (and more dangerously) children are being encouraged to undertake these ventures not only by those seeking a profit, but also by schools and reputable youth organizations. Scarcely a week passes without a smiling youngster coming to my door offering to sell a chocolate bar for school sports equipment or some other worthy cause. These kids always seem to come alone. Only once in the years that this has been going on have I seen a parent hovering in the background while the youngster made his plea.

How can children take the warnings they receive seriously when schools and Cub Scouts encourage them to take part in such ventures? Even if they are told to go only to the homes of people they know, the competitive spirit of children will make them venture beyond this.

We can defeat this danger in two ways. First, we can refuse to buy from kids who come to our door. If we know the children we can tell their parents why we refuse. Second, we can take note of the school or organization which is promoting the venture, and phone the principal or youth leader to protest. We can also lobby our local school trustees to have this method of fund-raising banned from our schools.

The first is the most important. If the profit disappears, both the scams and the honest but misguided fund-raising efforts will also disappear — and children can learn to support their schools and organizations by taking part in concerts, car-washes and other, safer activities.

*Gaye L. Duncan*

Gaye Duncan  
Editor





# OUR OWN ENCHANTED FOREST

By Diane Dunn

Explore the natural wonderland of Humber's Arboretum, a wilderness in the city

**L**

ions and tigers and bears, oh my! Lions and tigers and bears, oh my," exclaimed

Dorothy as she and the Scarecrow walked through the dark and endless forest of Oz.

Although the forest found in the land of Humber, also known as the Arboretum, doesn't contain ferocious wild animals, it does seem endless and has its own species of wildlife and interesting plants for all its students to discover.

The 300 acres of land found behind Humber College on the west

branch of the Humber River provides many activities and sights for people of all interests. On average, 10,000 people visit the Arboretum every year.

The Arboretum began as an idea of Humber students that grew out of field work in their courses around 1973 or 1974. The four partners involved in finally opening the Arboretum in 1982 were the Municipality of Metropolitan Toronto, the City of Etobicoke, the Conservation Authority and Humber College.

While visiting the Arboretum you may have the opportunity to

spot some of the wildlife first hand: a fox, a rabbit or two, or perhaps even a mink. If you're very lucky you might sight a deer; footprints of these animals have been found crisscrossing the paths throughout the park.

"We can point out where to look and what to look for... we are a resource base and can provide any information they [visitors to the Arboretum] may need," says Karen Fullbrook, who runs the Nature Centre within the park.

The Nature Centre is the central point of the Arboretum; staff is on hand there or on the grounds



to answer any questions you might have.

The building itself contains a number of interesting exhibits and displays that change as the seasons do. There is also a variety of programs that are organized there, including Woodland Native People, Pond Life and Soil Study.

Many organized groups, such as the Boy Scouts, Girl Guides, and schools from within Etobicoke and the surrounding area have taken advantage of such programs. There are currently 21 activities to choose from, as well as many outreach programs offered to accommodate those who can't come to the Arboretum.

For those of you who wish to discover the grounds by yourselves, there are six self-guided paths to explore, which cross over the entire park.

"We have special events, such as public walks and garden tours, which families can get involved in. "The Christmas celebration is usually held in early December," says Fullbrook.

The Nature Centre prides itself on its selling of Eco-trees, trees which can be planted after Christmas is over. This event has been running for seven years now; this year's celebration featured not only the selling of crafts but also some classes on how to make ornaments and bird houses.

If you're an avid birdwatcher, the forests and shrubs contain a wide variety of birds to see. Finches, blue jays and chickadees are just a few species found roosting in the trees.

"We have quite a few owls in the Arboretum and they're very visible in the winter," says Fullbrook.

The plant life is extensive

throughout the Arboretum. One hundred hectares is divided into five different areas, each with its own unique vegetation and geography and offering a peek at Ontario's diverse natural environment.

**"We can point out where to look and what to look for."**

"This is the only area of Toronto like this... we're lucky to have it here in Etobicoke," says Gail Allen, secretary to the Arboretum, Applied and Creative Arts (ACA).

Beside the Nature Centre you will find a series of small ponds and pathways which are connected by wooden bridges. This area, named Dunington Grubb Garden, offers an excellent opportunity to see a variety of smaller trees and shrubs as well as many plants not native to Ontario.

**The newest addition is a bicycle path along the Humber River.**

If your interests lie more in hiking, the Woodlot is the place to see. Species of ash, maple and ironwood make up the scenery

along the trails, which run approximately four kilometres.

Another section, Demonstration Gardens, at Highway 27 and Humberline Road, offers suggestions for the do-it-yourself gardener. "We wanted to show people what could be done with limited space," says Sid Baller, superintendent of the Arboretum.

For the sports enthusiast in you, the Arboretum offers both a cricket and soccer field for public use. This area is called Valley Sports Field Gardens and will soon contain large trees of maple and oak around its perimeter.

The Garfield Weston Valley Garden's main attraction is the large pond which makes it a popular spot for many. "We get lots of calls for wedding pictures... people drive by and see it as a perfect photo opportunity," says Allen.

The newest addition to the Arboretum is the bicycle path that runs along the Humber River and is being extended through the park to Finch Avenue. Completion of the path is expected in 1993.

Travelling along this path gives you the unique opportunity to experience all the Arboretum has to offer. If you wish to experience the park even more, you can get involved directly by offering to help out. "We do recruit people to help and they can give us a call to get involved," says Fullbrook.

The staff at the Arboretum is always friendly and willing to answer any questions that a visitor may have. It is quite obvious that all those involved put 100 per cent of themselves into their work to make the grounds appear as they do.

When asked what his own backyard looks like, Superintendent Sid Baller replied, "This is my backyard!"



# DEFINING THE BOUNDARIES OF SEXUAL HARASSMENT

By Mauro Ermacora



Fear is a powerful force which can turn one's stomach into knots. Some people draw on its adrenalin-pumping intensity to heighten their performance. Others find the challenge of coming to grips with a situation over which they have no control debilitating.

No one understands these two contrasting concepts of fear better than Sarah (not her real name).

Sarah was ecstatic about beginning her internship. She had quit her job two years earlier to work toward her master's degree in counselling. Now the personal gamble was finally paying off — she was re-entering the workforce.

Sarah's low self-esteem has, on occasions, been an obstacle for her to overcome. This time she was looking forward to applying herself in the working world. After all, her internship presented her with the opportunity to fulfill a life long ambition: counselling individuals who need solid advice.

Sarah never imagined that she would be the one who required some guidance.

It was while she worked late one evening, alone with her supervisor, that her aspirations of supporting others collapsed. Her boss — whom she respected — abruptly placed his arms around her and before she could say or do anything, began kissing her forcefully.

After freeing herself from his hold, Sarah, flustered and speechless, bolted from the office. But no matter how quickly or how far she ran, her wavering self-respect had been dealt a serious blow.

After speaking with a few close friends, Sarah decided that she had to

resolve the situation. Her supervisor was, after all, married and a head counsellor at the institute. Surely, she thought, her boss would agree that his conduct that evening was inexcusable.

Optimistic that she would clear up the matter, Sarah approached her supervisor. She told him she did not appreciate his behavior and asked him to refrain from making any more advances.



**How do you know if  
you've been sexually  
harassed?  
And if you have, what  
can you do?**

Rather than apologizing or being sympathetic to her request, he turned her objection against her. He said the reason she didn't enjoy his flirtatious advance was because she had a problem with being a woman.

Sarah felt powerless and she did not know where to turn for advice. The fear that had been building up inside her since that night had

completely paralyzed her emotionally. Still, considering she had little practical counselling experience, Sarah continued at her internship as if nothing had happened.

At the end of her internship fear turned into outrage.

She felt she received a low grade because she didn't approve of her supervisor's advance and had told him so. She was furious at her supervisor for giving her an inferior grade, and angry, most of all, at herself for not telling anyone at her internship or at the university.

Once again, crippling fear kept another victim silent.

Although sexual harassment is often associated with the fear that emerges after an incident occurs, it is first and foremost a power issue, whereby one individual goes to great lengths to control another person. This mistreatment of power can assume various forms in the workplace or in a learning institution. At Humber College, for example, sexual harassment could mean an administrator threatening a staff member with his or her job in exchange for sexual favors. Or, on a different level, an instructor adjusting a student's grade if he or she does not comply with the instructor's advances.

Too often victims fail to admit to themselves, or to others, that they have been sexually harassed. The fear of coming forward with a sexual harassment allegation is like facing a firing squad without a blindfold. Instead of bullets, accusations do the damage. It is these sexual harassment complaints being reported by victims that are affecting the way men and women relate to each other, both on a professional and personal level.

A survey conducted at Humber College's North Campus in November and December of 1991 provided new



insight into sexual harassment attitudes. The survey's 15 questions probed what North Campus students believed to be sexual harassment, and how they would react, if it did occur. Using a technique called "cluster sampling," public-relations students randomly hand-delivered 210 questionnaires to 21 classrooms; 188 students (73 males, 110 females) responded.

Of the 188 daytime students polled, 39 per cent expressed strong opinions about the subject, while 22 per cent had some awareness. This led to a 30 per cent conclusion that sexual harassment does occur at the North Campus. Forty-five per cent felt that it probably does happen, while three per cent remained unconvinced.

"This is not just a fly-by-night survey for students only to receive a credit," says Paul Pieper, an economics professor. "I hope everyone at Humber College can learn from the results. The questions were decided and researched by the students for two solid months. So they took an active part in the process. In fact, the accuracy is 19 times out of 20 with a plus or minus of seven per cent. Statistically speaking, that is quite faithful."

Anne Chesterton, former chair of Humber College's Sexual Harassment Committee, says that while she is grateful to Pieper and his students for undertaking the survey, she is a little apprehensive about what the final results actually indicate.

"While the response rate was tremendous, this random sample is not the final say," she says. "Granted, it's true that figures rarely lie, but what I'm looking at is how many of the students polled genuinely knew what constitutes sexual harassment in the first place. Furthermore, it's not out of the question for students to hide past sexual harassment experiences on these types of polls."

Since sexual harassment is such a broad category of behavior, it is hard to formulate one exact, simple definition. Therefore, statistically gauging what is, and what it is not, sexual harassment may vary among individuals.

In the Ontario Human Rights

Code, sexual harassment is defined as any remark or behavior directed at another individual regarding his or her body, attire or gender. Usually these uncalled for remarks or behavior are divided into two areas: physical and verbal intimidation.

Of the two, physical intimidation is the more obvious. This type of behavior includes any kind of patting, pinching or other unacceptable touching. Of the 188 students surveyed, 118 said they found this type of behavior to be very bothersome.

Verbal intimidation is far more subtle. It is any statement emphasizing sex or sexual orientation, continuous leering or demands for sexual favors. Because this kind of conduct is often implied with words or gestures, rather than with outright

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## **Sexual harassment is first and foremost a power issue.**

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physical touching, individuals approach and identify verbal intimidation in different ways. Almost 62 per cent of the students polled found this type of conduct objectionable, while 37 per cent did not perceive it as a problem. Fifty-eight per cent did not believe sexual remarks constituted sexual harassment, while 40 per cent did. Surprisingly, 68 per cent did not consider sexual or "dirty" jokes of any nature to be intimidation.

In most cases, women are on the receiving end in these confrontations with men, but the opposite can occur. Sexual harassment can arise in both heterosexual and homosexual circumstances. In short, anyone can be a victim or a perpetrator.

Although it is valuable to

recognize what sexual harassment is, it is equally essential to understand what sexual harassment is not: a relationship of mutual consent, a hug between two friends or a common flirtation, so long as both individuals approve.

It is only when one individual disapproves that the problem begins.

"A person who has been sexually harassed verbally can file a complaint," says Barrie Saxton, chair of Applied and Creative Arts, "but in order for a criminal charge to be laid, the incident must involve undesirable touching. If the individual being unwantingly touched makes his or her feelings known to the other person that this manner of behavior is unacceptable and it continues, then sexual harassment becomes sexual assault."

A person found guilty of sexual assault can be put on three years' probation, fined up to \$2,000 or be sentenced six months to life imprisonment. But Saxton states, "all three penalties depend on the seriousness of the assault — aggravated sexual assault being the most severe."

Saxton, who used to work as a police officer, adds that no one is excused under the law including legislators and police officers. He recalls working in the detective division 30 years ago and witnessing police officers "treating the secretaries very badly."

"Some of the officers would lean on the secretaries or put their hands on their behinds," he remembers. "It was very demeaning for the secretaries. Yet the secretaries knew that if any of them reported the incident to a supervisor they might receive further harassment or lose their jobs."

Sometimes, what might be construed as sexual harassment could have been a misunderstanding between two individuals. One person may not enjoy what the other individual said or did but refused to say anything. Accordingly, the person making the rude remark or gesture thought nothing of it — to him or her, it was perfectly normal behavior.

"Some of the incidents that I've



listened to," says Nancy Hood, director of Human Resources, "could have been rectified had the individual who didn't like the remark or gesture said, 'I didn't appreciate what you said or did. Could you stop doing that?' Instead the person does not say anything because he or she might offend the other person and look like the one who has the problem."

Hood maintains that communication is the key. "Especially," she says, "with the size of an institution like Humber College, where there are so many different cultures present. We need to make ourselves clearer when interacting with other people."

Despite the increasing number of complaints making recent headlines, Humber College has recognized the issue for a decade. In 1981, the Women's Educational Council approached Humber's Board of Governors to instigate a sexual harassment policy guideline. The outline was intended to offer students and staff an effective means for dealing with sexual harassment if it should occur.

Doris Tallon, former chair of the Women's Educational Council, now called Women at Humber, says initiating a sexual harassment committee a decade ago was a very important step.

"Let's just say that there were a few incidents occurring at the college that needed to be looked into," she says. "Staff members and students who felt they were being sexually harassed didn't know where to go for advice."

So, for six months, Humber College's newly formed Sexual Harassment Committee — using the Ontario Human Rights Code as a reference — worked on a policy that would define sexual harassment's broad base for the entire college. Nine members, including administrators, support staff, faculty and students, served on the first committee. (There are currently 11 members.)

"We wanted the committee to be a good cross section of people at the college," says Bev Walden, associate dean of Planning, "so that a person needing advice could go to

whomever he or she felt comfortable discussing the problem with."

A committee member will advise students or staff members of their rights under the college policy as well as the Human Rights Code. In addition, the committee member will support the individual in whatever decision he or she makes. Bev Walden stresses that each member on the committee ensures that discussions will be in strict confidence.

"The committee is not interested in body counts," he says. "That's not why it was formed. Our role at Humber College is to educate and



**It is any remark or behavior directed at another individual regarding his or her body, attire, or gender.**

make everyone aware of his or her rights as individuals."

If the harassment persists, even after approaching a committee member, the individual is asked to file a human rights complaint. A staff complaint is filed with the director of Human Resources; a student's complaint is filed with the director of Student Life. If the situation is still unresolved, a formal investigation will be conducted by a panel. Both the complainant and respondent select

one individual to serve on the panel; the chair of the panel is chosen by the president of the college.

While a sexual harassment policy has been in place at Humber College since 1982, more than one-half of the students surveyed in 1991 were unsure whether or not a policy existed. Only 11.7 per cent were confident that such a policy does exist.

That statistic does not surprise Anne Chesterton, who expected the number of even uncertain students to be higher.

"Since there are so many students and staff members at the college, it is hard to get the message across to everyone that Humber does, indeed, have a sexual harassment policy. It's difficult to educate every staff member and every student. Basically, everyone needs to be educated on the issue of sexual harassment."

Chesterton is also the first to admit that the Sexual Harassment Committee, as it is right now, is not the best vehicle for students and staff to come forward with their sexual harassment complaints.

"It's very difficult for a victim to come forward with a sexual harassment allegation and approach a name on the back of a pamphlet. The committee needs to be more centralized. Humber needs to set up a centre where students and faculty can go to if they feel that they have been sexually harassed. At the moment, the Sexual Harassment Committee is this faceless group to a lot of people. We need to change that and be more upfront."

As for society's attitudes concerning sexual harassment, Chesterton says that while the rules for men and women are changing, women need to be more assertive and take responsibility for what happens to them.

"Five to 10 years ago, women in the workplace had to put up with a great deal to keep their jobs. They had to tolerate men's chauvinistic jokes or persistent advances. Now, because more women are working and interacting with men, women are saying 'no' to insulting remarks or behavior directed at them."





# YOUR ESCORT TO SAFETY

By Jerry Compierchio

Let an escort from Humber's Escort Program light your way to safety



A burst of static and a voice over the hand-held radio sends the elite forces of Humber's Safety Escort Program into action. Dressed in bright-orange vests with yellow crosses, they aren't crossing guards; they're students dedicated to the protection and safety of Humber's population. Unlike the professional service that bears the same name, Humber's program is offered at no charge. And unlike the other escort services, it provides safety, not pleasure.

Run by Humber security at North Campus, the escort service is available to all Humber staff, faculty, students and visitors every week night from 5 to 11 p.m. The program is provided for those who wish to be escorted to their vehicles or to other destinations within the school's boundaries.

Peter and Jennifer, two veterans of the force, are on duty this particular night. Armed with flashlights, radios, and the highly visible vests, they roam the school between calls, keeping a sharp eye out for any suspicious activities. If any are spotted they are immediately reported to Humber's night security; they are not supposed to get involved. Their main focus is escorting.

It's almost 9 p.m. when the radio breaks the silence and calls

them to the front desk, located at the main entrance near the library. Waiting there is a student who wishes to be escorted through the dark, nearly deserted parking lot. She has filled out the required escort-request form that records the time and her name, program, and destination. All she needs now is to be transported safely to her destination.

The escort service is a fledgling program that Gary Jeynes, Superintendent of Inside Services, says has been very successful. It is in its first full year of operation and is offered exclusively at North Campus. There are currently eight people employed in the program; two work nightly, always in pairs. Concern for student safety, especially at night and in response to the rash of sexual and other violent assaults that plagued Etobicoke and most of Metro in recent years, was the leading factor in creating the program. It's not an expensive program, the only expense being the escorts' salaries, but it is effective. However, Jeynes is disappointed that it isn't used more often. The program averages about five escorts a night.

"It's not well utilized. There are usually about four or five calls a night, mostly female. However, I like to think that it isn't used more often because people perceive Humber as being a safe school."

Two escorts, Peter DiCresce, a second-year Marketing student, and Jennifer MacFarlane, a first-year Safety Engineering student, walk with the woman, flashlights on, searching for

---

**"If we see someone walking to their car alone, we'll ask if they want an escort. People usually appreciate it."**

---



possible dangers. They deliver her to her destination, make sure she's safe, and bid adieu. On their way back they will keep their eyes open for anything out of the ordinary. If anything suspicious is spotted, they will radio security immediately.

Once in the school, they will resume their patrol of the halls, an important supplement to Humber's full-time night security. Sadly, or gladly, depending on your view, these escorts will spend the six hours nightly in relative boredom.

DiCresce explains that troublesome events in the school are few and far between.

"We've never really encountered any serious trouble. Considering the size of the school it's pretty safe over-all."

There are, however, times when one is glad Humber offers such security programs. The sexual assault a year ago in the Arboretum is still on the minds of

many and a long, lonely walk through the dark can be a frightening experience. Who ya gonna call? Humber's Safety Escort Program, of course.

"A lot of people may think it's a bother to walk to the front desk to ask for an escort," says Jennifer, "so they don't bother. If we're out and we see someone walking to their car alone, we'll ask if they want an escort. We'll

check out the car and the back seat to make sure everything is safe. People usually appreciate it."

In addition to the available escorts, Humber offers a wide variety of safety features designed to serve and protect. Emergency phones are located at strategic points in the school and out in the parking lots; look for bright blue lights on top of poles. Maps showing the locations of the phones are located at all exit doors.


How does one become eligible for an escort? Simply walk to the front desk at the main entrance, or use the house phone at the desk at the Registration Entrance and ask. The escorts on duty that night will be contacted by radio and sent to meet you. After filling out the required form (a 30-second procedure at most), you will be accompanied to your vehicle or destination (i.e. bus stop, residence). Got a lot of stuff to



Jerry Compierchio

**If a dark parking lot isn't your field of dreams, Humber's Safety Escorts will accompany you anywhere within the college's perimeters. Above, two of the escorts get ready to venture forth with a "client."**

carry? No problem: the escorts will lend a helping hand. They are there to assist the people of Humber and as Gary Jeynes says: "This is a very successful program that provides a valuable service to our community."

So, there you are; your night classes are over and it's time to leave. You look outside and it's dark. Your arms are full and your car is a long way away. Who ya gonna call? 





# WHAT'S ON ?

By Stephen Anderson

## Free Saturday Success Workshops

### STUDY SKILLS:

#### Tips for Success

Saturday, January 23, 1993

9:30 a.m. - 12:30 p.m.

North Campus, Room E 310

OR

Saturday, January 30, 1993

9:30 a.m. - 12:30 p.m.

Lakeshore Campus, Room A 211

*Success at College is critical for all students. This workshop will focus on such topics as time management, effective note-taking, textbook reading and stress reduction.*

### ENTERTAINMENT

#### The Melville Boys

by Norm Foster

Dates:

January 28 - 31, 8:00 p.m.

January 29 and 31, 1:30 p.m.

Location: Studio Theatre, 829 The Queensway

*For more information call: 251-7005*

#### Christmas Concert

December 18, 12:30 p.m.

North Campus Lecture Theatre

#### Small Group Night

January 27, 7:30 p.m.

North Campus Lecture Theatre

To Register, Call 675-5048



## SWIRLS

...invites Continuing Education students to join them for a bite to eat. The on-campus eatery has changed its hours to cater to part-time students. The new hours are Monday - Thursday, 7:30 a.m. - 8:45 p.m., Friday, 7:30 a.m. - 8:15 p.m. and Saturday from 8:00 a.m. - 1:00 p.m. SWIRLS is located South of the Concourse, E Building, Main Floor.

## HAVE A WONDERFUL HOLIDAY!

Best wishes  
for a safe, happy holiday  
season

from

The Continuing Education  
Department at Humber College  
and the editors and writers of  
Encore magazine.





# THE LAST WORD

By Stephen Anderson & Jerry Compierchio

## Do you feel connected to Humber College?

### Evelyn Bunker

Advertising & Graphic Design Certificate

*Yes, because I'm in an ongoing program so the same people are taking the same courses with me. It's like being in high school again."*

### Maurizio Zin

Business Administration

*"No. I'm only here one night a week so I don't feel connected at all."*

### Kerri Venning

Interior Decorating Certificate

*"No. We're not here during the day so I don't pay attention to what's going on. Besides, a lot of it happens during the day when we're not here."*

### Cara Mephan

Political Science Certificate

*"I don't feel involved with the College but I would support it in sports and other activities. I don't know about the daily events... I don't know where to go..."*

### Bruce Layne

Television Production

*"No. It's just a couple of hours a week. I'm just in and out."*

**Encore**  
WE RECYCLE





CONTINUING EDUCATION AT HUMBER COLLEGE



# Encore

WINTER ISSUE

## MARILYN BEE

TAKING  
THE STING  
OUT OF  
REGISTRATION

HUMBER COLLEGE  
DREAMIN':

BLANCA ROHN

THEATRE  
HUMBER  
THAT'S ENTERTAINMENT!





# Encore

...is published for part-time students in Continuing Education at Humber College. It is intended to inform, guide and entertain students, faculty and administrators in the life-long learning experience at Humber College.

Encore is written and produced by magazine students in Humber's School of Journalism.

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**Cover photography:** Gary Gellert

Congratulations on your new look for Encore. It's exciting. I like it. I am sure everyone associated with continuing education at Humber is proud and I look forward to receiving the next issue. Keep up the good work.

Carl Eriksen  
Dean,  
Applied and Creative Arts Division

**PLEASE WRITE US!**

**Encore**  
magazine

**WE WOULD LOVE TO HEAR FROM YOU**



This is a very well done issue [Fall/Winter Encore]. Paula Grant's profile of Donna Norton was entertaining and motivating. Pictures add a lot to the impact.

Is it possible to include pix of the students who wrote the articles? Also, I have some possible contacts who might be interested in advertising in Encore. Is that possible?

Bill Hlibka  
Program Coordinator,  
Audio Visual Communications  
Program

## EDITOR'S NOTE:

For Ad. information, call: Mary-Jo McCann, 675-3111, Ext. 4514.





by Paula Grant

**C**orrect me if I'm wrong, but has the federal government sounded like a broken record lately? If I had a dollar for every time I've heard the statement, "We're coming out of the recession and the economy is getting stronger," I'd be a wealthy woman.

I want to hear some good news for a change, especially since I'll soon be in the work force. I've spent three years at university and two years at college and I'm ready to start my career. But I'm scared. Will there be a job? And will I be any good if I do get one?

Reading Rose Marie Valère's piece on Blanca Rohn lifted my spirits – and gave me a fresh take on the benefits of positive thinking. Blanca left a full-time job at age 54, returned to college as a C.E. student – and now enjoys both a

successful career and a prosperous business.

Blanca tells Rose Marie she was scared, too. Would she be able to cut it at college? Would she get a job when she graduated? Would she be successful?

The answer to all those questions proves to be a resounding yes. Blanca made it because she took that first step and came back to school – and because she was determined to be the best she could be.

The same is true for Marilyn Bee, assistant director of Registration for Continuing Education. Barbara Peirce spent an amazing couple of hours with this human dynamo, discovering that success – for Marilyn – means taking care of C.E. students needs, wants and concerns.

You know, no matter how bad things may seem in this world, something good can always be found. One good thing that's coming out of this recession is that it's causing people to redefine their priorities. People are no longer

working 16 hour days to impress the boss and climb up the corporate ladder. Many employers are not rewarding company loyalty, so people are making their family their main priority. I believe this is how it was meant to be. Jobs will always come and go, but families are forever. Families are loyal in good and bad times. They deserve our love and attention.

And with February being the month when people think about love a lot more than usual, the staff at Encore is offering you another opportunity to wine and dine the person you love. If you can identify the famous couples **below**, you could win dinner for two at the posh Humber Room here on campus. So, good luck!

Now, I don't know about you, but I'm going out into the work force keeping in mind people like Marilyn Bee. People who really care about others and their feelings. I'm going to follow this practice, too. I'll also follow the advice set forth in Rose Marie's article. I have a desire to do the best I can for my family and at work. So, look out world, here I come!

## Encore Famous Couples Contest

Win one of two romantic dinners for two in the Humber Room restaurant at the North Campus! Drop completed entry forms into the marked entry box in the C.E. Centre, North Campus; the Staff Office, A114 at Lakeshore; or Front Reception, Woodbine Centre; the hall table at Keelesdale (by the bulletin board and the C.E. brochures); front hall, York Eglinton Centre.

Random draw: March 20, 1992.

Dinner excludes wine, beer or liquor. Winners must correctly answer a skill-testing question. Encore staff and their families are not eligible to enter. Dinner reservations must be made before April 16, 1992. Winners must be C.E. faculty, staff or students.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Anthony and \_\_\_\_\_

Cliff Huxtable and \_\_\_\_\_

Bonnie and \_\_\_\_\_

Scarlett O'Hara and \_\_\_\_\_

Paul Newman and \_\_\_\_\_

Barbie and \_\_\_\_\_

Robin Hood and \_\_\_\_\_

Mickey Mouse and \_\_\_\_\_

Liz Taylor and \_\_\_\_\_

(get 2 right) \_\_\_\_\_

Imelda Marcos and \_\_\_\_\_

Isabelle Duchesnay and \_\_\_\_\_



## GUEST SPEAKER

# M

any have argued that colleges' programs and services traditionally have been oriented towards full-time students. One of the challenges facing colleges

in the '90's will be to ensure that they are accessible, relevant and sensitive to the needs and wants of part-time students.

Colleges currently offer programs designed to meet a wide range of part-time student needs: some students are interested in taking courses for general interest purposes; other students want to earn credits for a certificate or to enhance their vocational skills.

The demand for part-time courses is easily seen by the rapid increase in registrations. Since the mid 1980's, part-time course registrations in Ontario colleges have increased by almost 25 percent from about 650,000 registrations in 1985 to almost 800,000 in 1990.

This level of growth in part-time activity has not come without its share of problems. Just as the number of part-time students has increased, so too have the demands and needs of these students.

More services and programming are required. Continuing education students are seeking longer library and cafeteria hours, greater access to counselling, and the opportunity to take part-time courses during the day or in different delivery modes such as distance education.

Colleges have attempted to meet these needs but have expressed the concern that provincial funding for part-time courses does not support the extension of services to part-time activity.

Depending on the type of part-time course, it may or may not be funded by the province. The provincial operating grant is intended to support the delivery of vocationally-oriented courses and programs. It represents about 88 percent of the cost of training; the other 12 percent comes from tuition fees. General interest courses are not supported by the operating

grant. Tuition fees are expected to cover all of the training costs for these courses.

Growing concerns from the colleges led to the creation of a task force to review funding for part-time activity. The task force had representation from colleges from each region of the province, from different areas within colleges (registration, human resources, continuing education) and from faculty and support staff at the colleges. Paul Michaud, an instructor at Humber College, was on the task force.

The task force examined several issues and developed a number of recommendations aimed at reducing the real (and perceived) barriers to part-time learning. Its report is now being circulated throughout the college system for commentary.

At the same time, other significant activities which may impact part-time activity are occurring. Two of these initiatives have resulted from the recommendations of the Vision 2000 study, a province-wide review of the college system.

Early in 1992, the Minister of Colleges and Universities will be announcing the establishment of a task force to look into innovative ways for colleges and universities to co-operate. This will undoubtedly include the issue of the transfer of credits from colleges to universities.

In addition, the Council of Regents, an agency of the provincial government, is developing advice for the Minister regarding the assessment of prior educational and work experience for potential credit towards a diploma. With these kinds of developments, greater accessibility and opportunity for postsecondary education would be opened up for part-time students.

Continuing education at the colleges is at an important point in its history. The next few years will witness some fundamental changes as continuing education continues to evolve.

## CONTINUING EDUCATION

# FACING THE CHALLENGES OF THE

# 90'S

By DREW NAMETH

Manager for the Financial  
Support Unit  
College Affairs Branch  
The Ministry of Colleges  
and Universities  
Government of Ontario





## FINE TUNING TALENTS

By Josie Novielli

**Theatre Humber's continuing education Advanced Scene Study course allows students to expand their knowledge of theatre literature.**

Theatre Humber is located on the Queensway, near Islington Ave. Sounds simple enough. But don't you know, I drove by it twice before realizing I was there. It's an old brick public school building with two rows of windows in the front, and from the looks of it, I didn't expect to find anything special on the inside either.

I was wrong.

As I walked through the halls full of pictures of students in their costumes performing, and surrounded by Theatre Humber students, I knew I was somewhere special. The energy is incredible.

Before walking in I thought to myself, 'I wonder if this place is anything like the TV show FAME. Naa, that's just TV. 'But that's exactly what I found.

Theatre Humber is a community of actors fulfilling their dreams. Theatre Humber, Humber College's three-year performing arts program, has completed its first new Advanced Scene Study class for Theatre Humber alumni and their scene partners. Artistic Director and Master Acting Teacher Mark Schoenberg says he came up with

the idea for the class to provide a continuing service for Theatre Humber grads, and selected other professionals, to keep their performance skills current, and expand on them.

While talking with Mark, it was evident this Advanced Scene Study class offers a lot of flexibility and gives the students a chance to improve the weak areas in their acting. Students choose a scene from any play they please to work on. Only one rule applies before Mark gives them the go-ahead to work on their choice.

"It should be material that will challenge them and enable them to expand their skills. Simple material doesn't stretch any muscles," says Mark.

Mark was appointed Artistic Director of Theatre Humber at Humber College in September of 1990. He is a friendly, sign-of-the-times man. Dressed in jeans and sporting a moustache and pony tail, he is the most important person at Theatre Humber, and he's loved by everyone as a friend. He fits right in, and although he is the leader, he looks like a student.

At Humber, Mark is responsible for providing artistic and educational leadership to the three-year Theatre (Performance) Program. He also provides overall coordination of both the performance and the two-year Theatre (Technical) Program offered at the College. Mark's former jobs include artistic director of the Sudbury Theatre Centre and associate director of Citadel Theatre in Edmonton. He has been a regular contributor to and art critic for a number of CBC programs including State of the Arts and Sunday Morning.

"Actors are never finished in their training. They study throughout most of their careers. It's not an exact science," says Mark. "Actors continue to learn new things and increase their capabilities by accessing their emotional life. It's an on going process of self study."

Mark claims that three years simply isn't enough time to learn all there is to learn about acting. Through the Advanced Scene Study class, he wants to link with grads and help provide continuity as they develop and grow in their professional lives.

"We hope we might be able to find a way to use the C.E. students in our major production seasons or do a presentation of some kind," says Mark.

These students have first dibs at any parts that aren't taken by the third year students in Theatre Humber's seasonal productions. This is also a great opportunity to find other employment because agents and artistic directors are invited to see these performances.

Theatre Humber grad Jeff Harrison enrolled in the Advanced Scene Study class and says he will take the class again if he has the time. He now has the chance to improve and add more monologues to his expertise.

"The class is great. First of all it's cheap, 10 classes cost \$70. And Mark knows us, he knows our weaknesses, so we can pick up right where we left off after graduating," says Jeff.

Jeff says the class has no specific workload; basically you do what you want, and as much as you want. It's a relaxed atmosphere. Each semester will be a continuation so students can take the course as many times as they please.

CONTINUED ON  
PAGE #11





PHOTOGRAPHY: GARY GELLERT

T H E  
**COVER  
STORY**

# ON THE FRONT

By Barbara Peirce

Does this sound all too familiar?

**You are waiting in line at the registration office. You've been standing for two hours on aching feet in a lineup of angry, sweaty people. You've got major scheduling problems, and you can't get anything straightened out.**

This is the second day you've tried to cope with this swarming mass of impatient humanity, and you are rapidly losing patience. You finally get to the front desk, only to learn that some computer went down, and 17,000 registrations were lost, including yours.

As you stomp your feet, and smoke comes out of your ears, do you even see the frustrated face on the other side of the registration desk? Do you know that she just worked all day Saturday and Sunday

trying to rescue registrations like yours? Can you tell that she's been on her feet four times as long as you have, and that every face she's seen today has been angry? Are you aware that she is human? Do you even care?

Not likely. You're angry. And justifiably so. You've wasted two days of your valuable time, and now you're not going to get what you want. You are so frustrated you can barely speak. You manage to choke out, "I want to see the boss."

Lucky for you, the boss is Marilyn Bee, assistant director of registration for C.E. Her office is where the buck stops. She is the one who has to deal with complications, solve problems and get the students on their way.

Lucky for you, because Marilyn is not going to meet anger with anger. Her office is an oasis of tidy tranquility in the tumultuous sea of the registration department. And Marilyn herself is a perfect reflection of her environment. Calm and concerned, she will ask you in, sit you down, and immediately begin smoothing the ruffled feathers with the same unconscious ease with which her capable hands arrange the folds of her soft blue skirt.

Which is not to say that she is a push-over. Marilyn is there to do war — not with the student, but with the misunderstandings and problems that lead to frustration. And her weapons are not angry words, but questions. Sitting erect, her chair turned to face you, calm eyes framed by burgundy-rimmed glasses gaze directly into yours as she launches the investigation that will lead to a solution.

In pursuit of that solution, Marilyn doesn't hesitate to tell a student when he or she is out of line, and point out alternative approaches to help ease the frustration. But her fundamental attitude is one of concern for the student, and that can be the most calming influence of all.

When the problem described above happened last August, Marilyn diffused the situation with a single question. "How long would you line up at a grocery store, or a bank?" she asked the frustrated student. The student didn't understand the question. "Fifteen minutes is my maximum when I have to line up," Marilyn added calmly, confusing the student even more. "But, I'm buying groceries for two weeks. I'm taking out money for two days. Is two hours an unreasonable time to wait to plan the next four months of your life?"

Of course not, if you put it in perspective. And that is what Marilyn is there to help you do.

But sometimes the job is difficult, particularly in C.E., because of the diversity of the student body. "I've often stood in the line and thought about the particular students who are there," says Marilyn. "For example, about a 35-year-old mother of two and her perspective on humanity, as



opposed to somebody who maybe hasn't even had a first date. I've thought, 'My goodness, what a range'."

What a range indeed. Add to that the fact that the department handles registrations for about 20,000 C. E. students in the fall semester alone, and the potential for problems appears overwhelming. How does a person like Marilyn cope?

Her approach is personal and hands-on. "I go out and monitor the line every once in a while, and yell out 'Anyone here who is registering for part-time?' And then I look in their hands, and anyone who is carrying a green application form, I know is a part-time student, and that we can serve them very quickly. So we try and pull them out of the line."

Marilyn calls actions like this a high level of customer service. She says adult students expect it, because they often have only lunchtime to take care of registration. "We have to be very aware of that, and try to make allowances," she says. "They have high expectations, and I think that's good. I mean, at least I can relate to it." Her friendly face crinkles with sudden amusement.

She relates to it because she is a self-described perfectionist. "I have a tendency to be a bit of a worrier," she confesses, "I always like to think that I'm doing the best I can. I'm very hard on myself. I expect to be good all the time, and I disappoint myself probably more than anybody else."

It's hard to imagine Marilyn disappointing very many people who take the time to get to know her. Even when she is pulling C.E. students out of the line for faster registration, her sympathies remain with those left behind.

"I feel an obligation sometimes to explain to the students in the line, 'You'll have to excuse these people. They can come in because they're here for evening registration, but the staff member who's helping them can't help you. It's not that they're butting in line'."

That kind of courtesy and understanding extends to every aspect of Marilyn's thinking about her job and the students she registers. "It bothers me when things don't always go right," she says, concern wrinkling her otherwise smooth brow. "I can have an uncomfortable situation with a student, and that will bother me all the way home and into the evening, whereas I forget all about the people who got what they wanted and got out."

They are easy to forget. They went away happy. But while Marilyn



### EVERYBODY WORKS VERY HARD:

Marilyn Bee and Supervisor Mavis Shaw solve student registration problems.

worries about those who didn't, her concern is tempered with realism. "I just don't think you can always do everything right for everybody," she says. "I can do something right for you and it might be perceived as something completely different by someone else."

Anybody who has stood in line for registration at peak periods knows that. A person waiting 20 minutes might be fuming about the long lineup to get to the registration desk, while someone just behind may be pleased

to get there in under half an hour. It's all a matter of perspective.

And Marilyn's perspective is that the registration department is doing pretty well by its C.E. students. "There is a lot of pressure here," she says, "Everybody works very hard. We've done everything we can with a big picture, and a process in place, to try and make it easier for people to register."

And it is easier. A recent renovation separated the fees department from the full-time registration department, to help C.E. students find their way around. New signs and letters to the students make it very clear how to register with a minimum of fuss. "The most important thing we have done in the past year," says Marilyn, leaning forward eagerly, "is purchase a voice-response unit. It will ease the process of registration by a landslide."

Her animation grows as she describes the new phone system which allows students who know their student numbers and have a credit card to register entirely by touch-tone phone. She adds that the department is making headway into providing grades through the phone system. "We've come a long way," says Marilyn, with obvious satisfaction. "Some universities still operate using the same archaic methods we used to use."

So what about the times when it all falls apart, times like August 20 last year, when the computer crashed and everything that could go wrong did?

Marilyn seems to take it in stride. "We caught most of the data, but some of it we didn't catch. And I don't see how we could have. When you're dealing with 17,000 pieces of paper, it's really hard to find it all."

She also takes in stride the student whose frustration with the registration department made it just that much harder. "I can't blame him. It wasn't his problem." An ironic smile begins somewhere behind the burgundy frames, and grows to light her entire face. "I like to think that, between he and I, we've both learned from one another." □





**FEATURE  
STORY**

## KEEPING A DREAM ALIVE

By Rose Marie Valère

**"Interior decorating is something I always wanted to do, but never really had the chance," confesses the tall, elegant blonde with an infectious laugh.**

It's never too late to make your dreams come true.

Seven years ago at age 54, Blanca Rohn returned to school. At first she was apprehensive about her decision because she did not know what to expect. After years of personal sacrifice, Rohn finally got the opportunity. In 1985, Collins Inc., a wholesale sporting goods company she was working for at the time, laid off 10 workers, one of which was herself.

Ideally, Rohn would have taken

the four-year full-time Interior Design program at Humber, but for practical purposes, she pursued her passion for Interior Decorating through courses at night. For two and a half years, she immersed herself in her studies and not only enjoyed it, but also excelled at all she did.

"I happened to get a booklet from Humber College and it offered the evening courses, so I thought I would take a chance," Rohn explains. "At my age I didn't think I would ever get a job. But I thought, well, I'll do it

anyway and if I don't get a job, at least I have that.

"Interior decorating is something I always wanted to do, but never really had the chance," confesses the tall, elegant blonde with an infectious laugh. "The only thing I wish, when I started working, after the kids were back at school," she pauses in mid-thought with arm outstretched on the back of the sofa, "I wish that I had the nerve to go to Ryerson or Humber for the day-time course," she admits with a hint of regret as she touches the edge of the cushion. "However, I didn't, and I'm quite pleased with what I have done."

Juggling several different commitments at the same time can make anyone forgetful, and Rohn is no exception. Rohn tried to recall the name of a past instructor who left a mark on her, "Herman...wait a minute I'll remember," she says apologetically, "What's his name, last name, a good instructor. You don't know him?" she asks. For the moment, we both exchange an embarrassed smile. "He was very demanding, but an excellent teacher. I like when people expect a lot from me. Then, I produce." Rohn was later able to show me her work from Humber and recall Herman Bauland's name.

After graduating from Humber, Rohn was hired by Intercede president Micheline Sanitar. "I don't think age was a factor in hiring Blanca. She appeared to be very enthusiastic about the work and showed good organizational skills, so I hired her to organize the library. Since then, she has gone on to handle more responsibility within the company."

As an interior decorator for Intercede Facility Management, Rohn works with a team of designers to create the interiors for corporate and commercial offices. While designers work on the more technical components of the plan, a decorator works with the finishing touches. "I enjoy putting the colours together, putting the finishes together, making the colour boards, and dealing with clients," she explains.

It was Rohn's enthusiasm for learning and her detailed investigation of the topics that struck Mark Asselin, Humber's Advanced Interior Decorating instructor and Intercede's interior designer, most forcibly about his former student and present co-worker.



"I taught her in three programs and she was outstanding as far as marks go. And as her colleague, I admire her professionalism, her knowledge of the industry," says Asselin. "Everything she does is carefully thought out to the final degree. So well thought out, in fact, that clients do not question what she does."

As part of the design team, Rohn helps with the drafting and whenever there are residential projects to be done, she takes on that responsibility. Rohn works on continuous projects for Rogers TV, Bell Cellular and has worked on the interiors of the Ministry of Correctional Services in North Bay and various insurance companies.

Besides her work at Intercede, Rohn runs CaRo Creative Interiors, a fledgling home decorating business. "Blanca is also very successful in the home decorating industry. She does top-notch work. I don't feel comfortable doing anything in my home without asking her first," adds Asselin.

Rohn operates her company on the philosophy of "service to the client and dedication to perfection." Rohn admits the residential business is more demanding, but says the key to surviving in the industry is "patience and understanding."

Although Rohn is too modest to admit it, she attributes her success to "trying to get along with people."

"I never have to advertise", she explains. "My business has all been through word of mouth." She adds, "You have to be willing to listen to what the client is saying. I think there is a tendency with some of the designers to build their monuments, and not do what the client wants," she breaks off in laughter.

"It's tempting because you have your creative background and you would like to do something that you personally like, but it's very important to listen to what the people want," says Rohn, who is obviously in love with her profession.

Although Rohn admits that she caters to clients of middle and upper middle class income, to date she has not worked with any of Toronto's movers and shakers. "I think the rich people want to have more famous name designers," she says.

This creative mind is inspired by her surroundings, not by people.

"I think I get more inspired by magazines, merchandise if I go to a showroom, furniture, colours, new fabrics, and art," says Rohn. "Even though you may be looking at paintings, you may get an idea for a colour combination in a room. I think probably more so than actual people."

She is quick to clarify her statement, admitting there are people in the industry whose work she admires, but no one whom she feels she needs to emulate.

Those who work alongside Rohn are unanimous in their praise of her ability to put people at ease. Her boss, Sanitar, describes Rohn as "a cheerful person, who gets along with everyone. She is a wonderful person, who is very cooperative and very professional." Asselin also has glowing praise for Rohn -- he calls her "amazing with a great sense of humour."

Rohn arranged to pick me up at the subway and apologized for being five minutes late. Her black Audi did not prepare me for the modest brick bungalow in an established Etobicoke neighbourhood, where the interview took place. The living /

dining room is tastefully decorated by Rohn in a contemporary style. The furnishings and accents are both traditional and modern, in colours of taupe, black and rose against a backdrop of white walls. Especially beautiful is the white fireplace with inlaid black marble, which she designed herself. Rohn's collection of wooden sculptures from her travels to Brazil and Africa is displayed on shelves and tables around the room. An interesting framed sketch of a reclining nude by her daughter Marcy, provides a focal point for the living room. Family photographs adorn side tables in the living room, as well as the kitchen walls. An entire side wall in the kitchen is dedicated to photographs of her eldest son's mountain climbing expeditions around the globe. "I don't know where he gets his love of heights, it certainly isn't from me or his father," says Rohn.

Rohn, who speaks accented English, is fluent in Czech and understands German. She arrived in Vancouver in 1951 as a political refugee from Czechoslovakia. She lived in Vancouver for her first four years in Canada. This is where she fell in love and married George Rohn. Following a short stint in Regina, they moved to Toronto, where they have resided ever since.

Although Rohn is too busy for hobbies, she makes time for causes she strongly believes in. Besides holding down a full-time job and running her own business, Rohn is also the president of the Czechoslovak Women's Council and vice-president of the Czechoslovak Association of Canada.

"When I come home, there are usually so many things to do," she



"I really enjoy going to work because I had so few years doing it, but it does not come before my family."



The reclining nude by Marcy Rohn.



Rohn operates her company on the philosophy of "service to the client and dedication to perfection."



By Paula Grant



**"CAMPUS WATCH" NOW IN FULL OPERATION**

"Campus Watch," the escort service at Humber's north campus, is now in full operation. This service assists students, faculty, staff and visitors who wish to be escorted to their vehicle, or walked to the perimeter of the college

Those requesting the escort service should go to the main entrance at the library, fill out an Escort Request Form and give it to the person at the front desk. A community service representative from the escort service will arrive at the desk, present identification and walk the person to the requested location.

Nancy Pinson, who works as a security officer, says that those hired to be community service representatives (escorts)

were hired on the basis of their maturity, good judgement and good decision-making abilities. "They didn't have to have a background in security, but it was an asset," she says. The community service representatives will always work in teams of two.

**INSIDE SECURITY PHONES**

**E building, second floor, adjacent to room H202**

**E building, third floor, adjacent to room E302A**

**E building, fourth floor, adjacent to room E402**

**J building, second floor, adjacent to room J217**

**N building, second floor, adjacent to room N218**

**NX building, fourth floor, at the base of the stairwell.**

In addition to the escort service, emergency telephone boxes have also been installed at the north campus. Students just have to push the black button on the yellow box and they will be connected with security. There are three exterior telephone boxes: at the walkway going from the residence building to the "K" section of the school; at the entrance pay lot; and at Spruce Vista opposite the central plant. There are six interior telephone boxes; check the listing for locations.

**LAKESHORE NEWS**

*Designated Entrances And Exits*

Students at the Lakeshore Campus should know that three entrances and exits have been designated for evening access to the college. They are located at A3 (south side, beside the front offices), A5 (front doors, the A wing) and the main entrance of the B wing.

Jane Russ, Lakeshore Campus Manager of Continuing Education, says that a 911 telephone number has also been installed for students to use when they need help. It's located near the library in the "B" wing.

**KEELESDALE NEWS**

*Computer Training Workshops*

Computer training workshops are now offered on Saturdays. The shops include an Introduction Workshop to Lotus 1,2,3 and an Introduction Workshop to dBASE. Sat., Feb. 15, 92' 9:00am - 3:30 pm

**WOODBINE NEWS**

*Security At Your Command*

A reminder to students at the Woodbine Campus that arrangement have been made with Woodbine Mall Security to escort students to their cars. Students just need to page security at 370-5394

**SATURDAY WORKSHOP**

**Assertiveness Training:**

Feb. 29, 92' 9:30 am - 11:30 pm Lakeshore Campus, Room A212 *Learn to assert yourself in a healthy way. Topics include expressing thoughts honestly and directly, and specific assertiveness development skills.*

**Managing Workplace Conflict**

Mar. 14, 92' 9:30 am - 12:30 pm North Campus, Room H304 *Conflict in the workplace can be disruptive. Learn to recognize conflict in the making and techniques for resolving issues before they get out of hand.*



**WHAT'S ON**

By Kenneth Greer

**ENTERTAINMENT**

**THEATRE HUMBER**

**Top Girls**

By Caryl Churchill Feb., 20-23, 1992. Lakeshore Theatre, 3199 Lakeshore Blvd.

A surrealistic gathering of five prominent women of the ages lifted from time help celebrate the promotion of Marlene, a modern executive.

**Performance Times:**

Evenings; 8:00 p.m. Matinees 2:00 p.m.

**Tickets:**

Students\Seniors \$7.00  
Adults \$10.00

Information & reservations call 251-7005.

**HUMBER MUSIC**

**Small Group Night**

Wed., Feb. 26, 1992. at 7:30 p.m.

North Campus Lecture Theatre

Tickets \$5, \$3 for seniors

*Sit down and let some of Humber's finest melt away winter's chill with a few warm numbers.*

**Vocal Night**

Wed., March 25, 1992. at 7:30 p.m.

North Campus Lecture Theatre

Ticket \$5, \$3 for seniors

*A night of entertainment as practised voices from the music department get an opportunity to perform.*





# THE LAST WORD!

By Ken Cashin & Kenneth Greer

Are we in a recession or a depression? No one seems to know but one thing is certain - Humber's enrolment is up. We asked Continuing Education students why they've gone back to the books.



**Jay Melanson**

Supervision and Management I

*"I'm a Group Home Manager and I hope to learn problem solving techniques and team work skills. It's a useful course because I'm learning how other managers operate and deal with similar situations and issues."*



**John Junkins**

Marriage and The Family

*"I want to be a police officer. This course will have a direct effect on law enforcement. It will help me understand myself so that I can relate to other people."*



**Poopalaraja Sinnathurai**

Computerized Accounting Systems, Computerized Accounting Certificate Program

*"I'm learning the ACCPAC System. It's the latest system. It's easier to follow and there's no limit to it."*

## THEATRE HUMBER CONT'D...

Jeff is a friendly guy, eager to learn all he can and be the best actor he can be. His eyes shine as he speaks of his aspirations and the sense of self he has found in the past three years being part of Theatre Humber. He admits he was a little bit lazy in his third year where developing monologues was concerned. This is why he has enrolled in Advanced Scene Study. Right now, he's working on the character Mozart from the play Amadeus and getting a real kick from doing him. Jeff is also studying Renfield from the movie based on the play Dracula and enjoying it because as he describes the character, Renfield is unpredictable, completely nuts and off the wall. Jeff's goal is to develop a strong repertoire to use in his auditions, and he's hoping to get an agent by the summer. Jeff is preparing himself for the working world and loving every minute of it.

Jeff says, "I have a lot behind me, but I still have a lot to learn. I'm getting a lot out of this class and I really think I'd be lost without it."

## BLANCA ROHN CONT'D...

erupts into laughter. "Right now we are trying to organize some help for Czechoslovakia. We are trying to raise money and send equipment to hospitals."

But foremost in Rohn's priority list of devotions is her family.

"When the children were small, I believed in staying home with them. I stayed home for 12 years until Marcy, my youngest, was six and going full-time to school."

Two of Rohn's children, Robert, a 33-year-old ski-lodge manager and avid mountain climber, and Gregory, 30, president of an import business, married and left the nest. Rohn's daughter Marcy, 27, a Fine Arts graduate of York University, returned home last year.

Rohn has nothing but high praise for George, her partner of 37 years. "I have a wonderful husband who helps me and is very understanding," she says.

Although Rohn emphasizes that her career is very important to her, she maintains that family comes first. "My job is very important to me, because really enjoy it," she emphasizes. "I really enjoy going to work because I had so

few years doing it, but it does not come before my family." Rohn adds: "My family would always take first priority in my life. If need be, I would always give up other things for them."

Rohn has reduced her work week to four days so she can spend more time with George. "I have been taking Fridays off for about a year now, and we try to spend the day golfing or doing something together."

Rohn's secret to a long and happy marriage is the fact that she and her husband are unequivocally different. "My husband and I are quite opposite in personality," she laughs. "He's much more quiet, subdued, more introverted whereas, I am outgoing."

The Rohns, who love to experience different cultures, have travelled all over the world. "We have been to the Philippines, the Bahamas, the United States, Egypt, Mexico, Thailand, Africa, Brazil, Jamaica, and all over Europe and Canada," says Rohn.

Unwilling to let life's parade pass her by, Blanca Rohn reached out and grasped hold of her dream.

"I hope I'll be going strong five years from now," she laughs. "I don't plan on giving up or retiring unless I absolutely have to physically."

Regrets? She has one. "I only wish I had done this 40 years ago."



WE RECYCLE







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CONTINUING EDUCATION AT HUMBER COLLEGE



# Encore

FALL/WINTER ISSUE

## DONNA NORTON

STUDENT  
MOM BEATS  
THE ODDS

WHAT'S  
**T.H.A.T.?**

**SURVIVING  
STUDENT  
STRESS**

HELP IS AVAILABLE





# Encore

...is published for part-time students in Continuing Education at Humber College. It is intended to inform, guide and entertain students, faculty and administrators in the life-long learning experience at Humber College.

Encore is written and produced by magazine students in Humber's School of Journalism.

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**Cover photography:** Gary Gellert

The only problem I see with "Encore" is that it does not always find its way into the hands of its intended market. Continuing Education Students usually just go straight to class and at the end of the night go straight home without stopping to pick up "Encore".

D. McCullough



My criticism, constructively aimed of course, would be that the proof reader spend just a bit of time. As for layout-photography, illustrations as well as the production - I like it! If I may suggest one more item... send your back page advertising to the graphics department, so that the upcoming artists can whet their appetites designing something more appealing for a newsletter/ magazine of this calibre. All in all, a splendid job.

Buddy Steele

PLEASE WRITE!

Encore  
magazine

WE WOULD LOVE TO HEAR FROM YOU





By  
Linda Thomsen

**W**elcome to *Encore*, the new and improved magazine for Humber's continuing education students, teachers and administration. For many months now, *Encore* has been re-planned, re-organized and re-charged! And I hope you are as pleased with the results as I am. Returning students and staff will recognize the name of our publication, but little else. On the surface, the format of the publication has changed from a newspaper-style tabloid to a magazine. For us—the writers, editors and art directors—this is an important step because we are, after all, journalism students in the magazine pathway. But underneath this cosmetic change is a renewed effort to provide a voice for CE students, distinct from that of Humber's full-time students. So—let me introduce you to the new *Encore*. Each issue of *Encore* will have

standing departments: a profile of a successful CE student, a "What's On" calendar of events, "News and Views," and several others.

**Here are some highlights of our inaugural issue:**

- Writer Paula Grant takes a look at a truly remarkable student who, despite many hardships, managed to graduate (and on the Dean's Honor List no less!). The story of Donna Norton is inspirational. After reading it, I couldn't help but feel guilty for whining about my own deadlines and assignments.
- Students concerned about their future both as a student and an employee might want to take a peek at our counselling feature. Ken Cashin examines a study skills seminar, one of several free workshops offered to students at Humber College. Future workshops are listed in our "What's On" section.

- And if you are in the mood for further inspiration, Mauro Ermacora gives us an inside look at a special group of students at the Lakeshore campus. This story examines the Training the Handicapped Adult in Transition (T.H.A.T.) program.

I hope these stories will stimulate your commitment to continuing education. As a day student, I know how easy it is to go home after a class and forget about school. But *Encore* is your voice. It is an open forum for discussion. And because of that, we need your input. "The Last Word" invites you to express your views on various topics. In this issue, you comment on campus safety. And most importantly, you can tell us what's on your mind through letters to the editor. Please take the time to write to us. Let us know what you would like to see in the pages of your magazine. And don't forget: this is your "Encore." The applause is not for us—it is reserved for you, the CE student. So take a bow and **keep** involved!





# CONTINUING EDUCATION

## THE KEY TO 21<sup>ST</sup> CENTURY SUCCESS

By Dr. Robert Gordon  
President, Humber College

# W

hile the post-industrial global economy was taking hold throughout the 1980's, a buoyant economy in North America lulled decision makers into a false sense of security and delayed the making of changes. In addition, geopolitical successes in the Eastern Bloc, the Middle-East, and Panama provided a lustre that glossed over the endemic economic problems. North America moved from creditor to debtor status, did not invest appropriately in

research and development, and educational standards and competencies continued to decline.

In short, we were preparing a workforce which would be inadequate to meet the challenges of the 21st century. As a result, North America, and Canada in particular, began to fall behind the competition in both Western Europe, led by Germany and in Southeast Asia, led by Japan.

While there are signs of an economic turn-around, the current recession has been far worse than a normal, cyclical event. The Canadian economy is going through a major restructuring in which many companies are downsizing, changing product lines and preparing for a leaner future.

This means that many jobs which have been lost will be lost permanently. This year's college grads are facing a difficult time finding career opportunities and many job-holders, dislocated from the workforce, have been returning to the educational environment for new skills appropriate for tomorrow's careers.

While the debate about free trade continues, it is clear that those countries which have traded openly since World War II have profited (i.e., Taiwan, Thailand and South Korea). Conversely, those which have not have atrophied. With the introduction of telecommunications technology (which does not respect borders), low cost jobs are going to be lost anyway, primarily to countries such as Mexico. We, therefore, must retain and educate our people so that they can perform work functions at a more sophisticated level. This will enable Canada to export specifically-targeted, value-added goods to North America and world-wide.

The neglect of our human resources has been shocking. Those coming out of high schools and those in the workforce have already been affected. It is finally becoming obvious that people, not natural resources, are our most precious assets. Indeed, 264 chief executive officers recently agreed that training was the number one issue for the 1990's, and yet it was not even considered one of the top ten in the 1980's. This means that more investment and attention must be given to education, literacy, upgraded training (particularly in science and technology), communications and long-term business strategies. Ethics, environmental concerns, and international issues must also be given priority.

Decision makers must become more visionary about Canada's future. Short-term partisan electioneering will do us no good. Governments must provide insightful answers to questions such as: What is our industrial strategy (other than free trade and market forces), particularly in the face of losing so many traditional manufacturing jobs? What are the market niches in which Canada can produce high value-added products to allow us to compete with the American and Japanese giants? What is the government's role in stimulating these developments? What will the government's priority be in its budget deliberations? (i.e., health care versus the development of our young people)? Difficult public policy choices have to be made, the results of which will be clear only well into the 21st century. Today, when objective leadership and perspective are urgently required, policy has all too often reacted to powerful vested interests.





# COUNSELLING: MORE THAN JUST A PILE OF BEANS

By Ken Cashin

Humber's counselling services help students improve their school work and cope with the trials and tribulations of college life.

Humber College is committed to its mandate for the development of adults by stressing continuous learning for constant improvement. Humber, through Continuing Education Programming and Business and Industry Services, is attempting to provide total training services and human resource development support for corporate and public sector organizations as well as for labor. These services might include anything from a single course to an individual, to a broad-based array of training and consultant services, program design, development, skills assessment, practical conferences and seminars and customized in-house training.

The comprehensive offerings at Humber allow the College to offer an extensive range of areas of expertise to virtually all facets of society. Humber also has the additional benefit of being able to offer academic credits for training programs so that employers and individuals alike can meet their personal learning agendas while working towards a level of certification which will have portability across Canada.

For too long, business has been concerned about short-term profits. This has hurt Canada because many of our competitors took a longer view. One thing is clear: if we do not address the development of our brainpower, it will be impossible to afford the affluence we have come to expect and, inevitably, our standard of living will decline.

As a society we are experiencing a fundamental shift in the business we do and the way we do it. To compete in today's world economy, Canada needs not only a workforce that is adequately prepared for work, but one that continues to increase in value through learning. The traditional separation of learning and work has to change so as to integrate the two into a seamless continuous lifetime undertaking. Humber has taken up this important challenge.

## SIGN OF THE TIMES

### STUDENTS NO LONGER LOST AT LAKESHORE

Lakeshore students can leave their compasses at home this year, thanks to new overhead signs inside the campus. Inadequate signage was a problem in the past, says Lakeshore's C.E. Program Manager Jane Russ. But signs can now be found at entrances, directing students to central information points like the staff office in room A114.

The pile of 30 beans lies in the middle of a six-foot table. A grinning counsellor stands by, then gives the go ahead. All at once, the group of about 30 people get up from their chairs and approach the beans. Some dash in with Klondike zeal, and start sifting frantically. Others work up their courage, then try to find a position, nudging in between bent-over backs. The rest wait and watch, bobbing up and down and from side to side, their faint and timid smiles betraying childlike enthusiasm.

No, these students haven't been sniffing acrylic, and yes, they are in full possession of all their mental faculties. They're all trying to find their own special bean, and in the process, improve their study skills.

The bean game is played at a workshop known officially as "Study Skills: Tips for Success," one of 12 free seminars offered throughout the year by the Continuing Education Service Centre at Humber. It's designed to help students overcome common problems related to studying. Cheryl Taylor, one of Humber's 10 counsellors, says that many students find it difficult to identify exactly what is getting in the way of their scholastic success. At the beginning of the workshop, each student is asked to take a bean, note its characteristics, and then try to find it again in a pile.

However, Humber's Continuing Education counselling services are worth more than just a pile of beans. In addition to the study skills seminar, there are also workshops for stress management, time management, and assertiveness training.

The program, started last year, has attracted 257 full and part-time students. In an effort to increase accessibility, the Continuing Education department has set up a counselling station in the highly-visible Continuing Education Service Centre near the North Campus Bookstore. In addition to the seminars, the department offers academic advising and individual counselling designed to help students improve their school work and learn how to cope with the trials and tribulations of student life.

"What we've found is that once students go to one workshop, then they go on to another," says counsellor Catherine Wilson-Cheverie.

*Counsellors  
don't mother  
students, they  
empower them  
to solve their  
own problems.*

Take C.E. student Debbie Roche, for example. She studies Business Law and has found these workshops to be indispensable. Like many students, she wants to improve her note-taking skills. At the study skills workshop she learned how to set up the page when taking notes and how to write down the key elements

of the instructor's lecture. She's been to the stress management and assertiveness training workshops too, and highly recommends both.

Different students have different needs but they all agree that managing time can be most stressful. As a result, time management is a theme that runs through many seminars. Wilson-Cheverie says that time management is a "spoke" upon which a successful student's life should turn. She points out that the majority of C.E. students are working full time and

CONTINUED  
ON PG. 11 >





T H E  
**COVER**  
STORY

## AGAINST THE ODDS

By Paula Grant

**The most difficult step Donna Norton ever took was to walk into Humber, find the registrar's office and sit through an interview. It was also the most rewarding.**

Fear and love can be paralyzing emotions or they can push us to succeed beyond what we thought was possible.

In 1989, fear and love forced Donna Norton back to school, starting her on the road to self-discovery — and a new career.

When I arrived at Donna's home, the front door was wide open — a sign that I was not just expected, but welcomed. She greeted me with a smile and ushered me into a large, cheery

kitchen. She was wearing casual shorts and a shirt, but every strand of her short, strawberry blonde hair was in place.

Donna always wanted to be a teacher, but when she finished high school, she didn't think she was college material. Instead, she married, had four children, and made homemaking her full-time career — a path many women her age took a few years after graduating from high school.

Donna was happy at home, until her life began to fall apart in 1986.

Her husband John suffered two heart attacks.

Sitting back in her chair and speaking slowly, she told me, "I panicked at the thought of losing John. I thought, he is so young. How will the family deal with this? How am I going to cope with everything?"

As she spoke, a flicker of the fear she felt when John had the heart attacks resurfaced. She said, "I cried a lot, but I also gained new strength through the support of my friends and family."

Donna coped by taking it one day at a time. For two years she nursed John back to health, but then the fear gripped her again. A friend's husband, who had a heart attack the same year as John, died.

Adjusting her position in the chair again, she says, "I felt a need to do something in case John was not able to provide for us. In case he died."

That's when Donna decided to go back to school. In 1989, she started taking Early Childhood Education (ECE) courses at the North campus. She told me how hard it was for her to go back to school at age 42.

"One of the most difficult steps I took in my life was to walk into Humber by myself, find the registrar's office, and sit through an interview," she says. She hesitated for a moment, then continued. "You see, you tend to lose some confidence as you get older." As she spoke, I sensed that for her, going back to school was a real challenge. And if she wasn't busy enough already, she also volunteered half days at a nursery school. Most people complete the ECE program in four years, but Donna was more aggressive. She pushed herself, taking two courses a semester — she was at school three nights a week — and completed the program in three years.

I became more impressed with her as she continued with her story. There aren't too many people who would consider going back to school at 42, especially when they had six children at home. Four of the children, three girls and a boy, were her own, and she had two foster children. She and her husband joined the Children's Aid Society (CAS) of Metropolitan Toronto in 1979, and since then, more than 200 children of different cultures have lived in their



home. At one point, CAS was bringing four children to her, until she told them that she could only take two. Children were visible throughout her home while I was there. There was a dog and cat to complete the family picture too.

Donna did think about taking day classes at Humber, but she felt that she was needed at home. Besides, foster children were coming and going all the time. Her talents would be well used in social work or child psychology.

Her strong convictions about the plight of the family showed as she said, "I find that the family unit has changed so much today. Years ago, the family helped each other when they had a crisis, whereas today, because of the fast pace, there just isn't the family support or extended family for children. The love tends not to be there anymore. I wanted my children to be a priority in my life. I wanted to love and care for them."

And her love for them was instrumental in getting her back to school. It was her way of showing them that they would be taken care of. If you were to visit the Norton's home, you would see that it stands out among the other homes on their street. It's the only two-story bungalow, expanded to accommodate all the children. Children popped in and out of the kitchen to kiss their mom goodnight as Donna and I spoke.

The foster children who came to live with the Nortons were from problem homes. Judging from the way she spoke about these children, it was evident that she felt compassion for them. She said that they had experienced some kind of abuse (physical, emotional, sexual), so they have a lot of baggage. Children with handicaps and learning disabilities, as well as autistic and retarded children, have also been a part of the family. She even had a foster child once who would try to start a fire if he was upset. "One can really get attached to some of them and when they leave, there are mixed emotions," she says. "Some of them you are glad to say

**She was torn between the two things she loved, her family and school.**

goodbye to, not that you wish them any ill, but it's just a case of them not fitting in for some reason or another." Foster children have lived with the Nortons anywhere from a day up to six and a half years.

The pressures of the family, volunteer work and school took its toll on Donna. She was "dead tired most of the time," yet she was determined to continue. During the three years at school her friends and doctor were worried about her. "They should have been worried," she says. "I was on overload the entire three years I took those courses. I was trying to do everything I did before, plus go to school." "There were times I was

out four nights a week, but I still had to care for my family; and I resented having to go to class when one of the children were sick. I knew though that if I missed class, it would be three hours down the drain. It was especially difficult going to class after having a rough day at home with the kids."

I could feel her frustration as she spoke about being torn between the two things she loved, her family and school. When she spoke about her husband though, the frustration in her voice turned to excitement. She wanted people to know that she was fortunate to have a wonderful husband who helped her a lot and that she could not have gone back to school without his support. Even though John was working at IBM as a security analyst, he took care of the children when she was not available. She would make dinner for everyone and they would eat together before she left for school. John would then make sure the children went to bed on time. When she finished her assignments, he typed them on the computer for her.



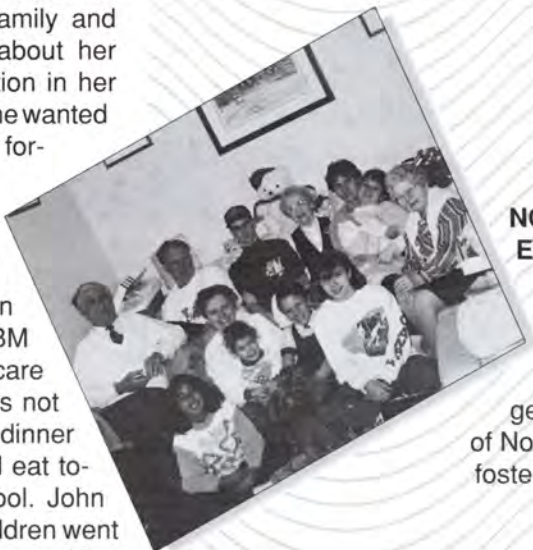
**THE  
PIED PIPER  
OF  
DICKORY  
DOCK  
DAYCARE:**

children flock naturally to Humber's Early Childhood Education grad Donna Norton.



**MAKING  
MERRY:**

Donna Norton and playful pals at Dickory Dock Daycare in Etobicoke, Ont.



**DONNA  
NORTON'S  
EXTENDED  
FAMILY  
PORTRAIT:**

Three generations of Nortons plus foster children.

CONTINUED >  
ON PG. 11





# WHAT'S ON

By Pamela Cottrell

## ENTERTAINMENT

### THEATRE HUMBER PRESENTS

#### *The Three Sisters*

By Anton Chekhov  
December 5~8, 1991.  
Lakeshore Theatre, 3199 Lakeshore Blvd. West  
*A classic drama set in Russia at the turn of the century. (Which means elaborate costumes and sets.) An intimate look at how three women cope with various challenges in their lives - their gambling brother and his stupid fiancée, a boring husband, a dead-end job, and unrealistic dreams of love.*

#### *Waiting For Godot*

By Samuel Beckett  
February 6~9, 1992.  
Queensway Studio, 829 The Queensway  
*A tragicomedy. (Which means plenty of laughs but no happy ending.) Two tramps searching for salvation wait endlessly by the roadside for somebody (perhaps God) who they have never met, may not recognize, or may not even exist.*

#### Performance Times:

8:00 p.m. Thurs.	Opening Night
2:00 p.m. Fri.	Matinee
8:00 p.m. Fri.	Evening Performance
8:00 p.m. Sat.	Evening Performance
2:00 p.m. Sun.	Closing Matinee
8:00 p.m. Sun.	Evening Performance

(*Waiting For Godot* only)

#### Tickets:

Students/Seniors	\$7.00
Theatre pass (5 tickets)	\$25.00
Adults	\$10.00
Theatre pass (5 tickets)	\$35.00

For information and reservations call **251-7005**.

## SKILLS AND SERVICES

### 14th Annual Community College Part-Time Teachers Conference

Saturday, November 2, 1991  
Key Note Address at 9:00 a.m.  
North Campus  
All faculty of Humber and other colleges in the metroToronto region are invited to 30 free workshops on teaching and learning.  
To register contact the Professional Development Department at 675-3111

## FREE SATURDAY WORKSHOPS

#### Job Search:

##### *A Map to Success*

Saturday, November 2, 1991.  
9:30 a.m. ~ 12:30 p.m.  
North Campus, Room H304  
Learn how to follow the clues and apply practical strategies to obtain the job you want.

#### Career Planning:

##### *Job Re-Entry*

Saturday, November 9, 1991.  
9:30 a.m. ~ 12:30 p.m.  
Lakeshore Campus, Room A212  
Many unique challenges arise when returning to the workforce. Learn how to break down the barriers.

#### Stress Management:

##### *The Challenge of Today*

Saturday, November 16, 1991.  
9:30 a.m. ~ 12:30 p.m.  
Woodbine Campus  
Rooms 122 & 124  
A workshop designed to help you understand and manage life's stresses.

#### Time Management:

##### *A Timely Topic*

Saturday, December 7, 1991.  
9:30 a.m. ~ 12:30 p.m.  
North Campus, Room H304  
Isn't it time to overcome procrastination, set goals, and implement time management techniques?

To reserve a seat in any of the seminars contact Carol Parland at 675-3111 ext. 4345

## THE MUSIC DEPARTMENT PRESENTS

### Fall Showcase Theatre

Wednesday, November 27, 1991.  
at 7:30 p.m..

North Campus Lecture Theatre  
Cost \$5 or \$3 for Seniors

An opportunity to hear some of Humber's best music students as they perform in their chosen ensembles.

### Big Band 1

Wednesday, January 29, 1992.  
at 7:30 p.m.

North Campus Lecture Theatre  
Cost \$5 or \$3 for Seniors

Once again the Humber music students play for the public's ears.

## SPORTS

Catch the varsity **volleyball** teams in action most Tuesday nights at 6:00 pm and 8:00 pm.

If varsity **basketball** is your bag hit the gym Wednesday nights at 6:00 pm and 8:00 pm.

## QUOTE OF THE DAY

**"Relax – otherwise you might die all tensed up."**



Also playing at the North Campus facilities...

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**HUMBER CUP  
BASKETBALL**

Fri., Nov. 8, 1991  
7:00 p.m. ~ 11:00 p.m.  
Sat., Nov. 9, 1991.  
11:00 a.m. ~ 10:00 p.m.

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**KUO SHU MARTIAL  
ARTS TOURNAMENT**

Sun., Nov. 10, 1991.  
10:00 a.m.~ 7:00 p.m.

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**TORONTO DISTRICT  
CATHOLIC GIRLS'  
BASKETBALL**

Thurs., Nov. 14, 1991.  
3:00 p.m.~11:00 p.m.

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**DUFFERIN PEEL  
GIRLS BASKETBALL  
FINALS**

Fri., Nov. 15, 1991.  
4:00 p.m.~ 10:00 p.m.

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**HUMBER CUP  
VOLLEYBALL**

Sat., Nov. 16, 1991.  
10:00 a.m.~ 10:00 p.m.

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**REGION OF PEEL  
GIRLS BASKETBALL  
FINALS**

Fri., Nov. 22, 1991.  
4:00 p.m.~ 10:00 p.m.

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**ONTARIO JUDO  
CHAMPIONSHIPS**

Sat & Sun, Nov. 23-24 1991.  
10:00 a.m.~ 10:00 p.m.

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**BASKETBALL CLASSIC**

Fri., Dec. 6, 1991.  
3:00 p.m.~ 10:00 p.m.  
Sat., Dec. 7, 1991.  
10:00 a.m.~ 11:00 p.m.

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**KARATE TOURNAMENT**

Sat., Dec. 14, 1991.  
11:00 a.m.~ 10:00 p.m.

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**ONTARIO CUP  
BADMINTON**

Friday, January 31, 1992.  
6:00 p.m.~ 10:00 p.m.  
Saturday, February 1, 1992.  
9:00 a.m. ~ 7:00 p.m.  
Sunday, February 2, 1992.  
11:00 a.m. ~ 3:00 p.m.

For more information contact  
the Athletic Department at  
675-5097

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By Linda Thomsen

**D**ebuting at Humber's North Campus this fall: Campus Watch, a program that organizes crime prevention and support services under one umbrella. Gary Jeynes, Humber's Inside Services superintendent says Campus Watch will include an escort or "safe walk" service, indoor and outdoor emergency telephones, and a Victim Assistance Program.

Although not all services are up-and-running yet, the escort service will be available in the near future for those who want it. Stop by the Front Desk (by the library), and a security guard will walk you to your car.

You may have already noticed the new uniforms on campus security

and parking staff. Jeynes says the uniforms will give a higher profile to the two areas, and make staff easier to identify.

The Campus Watch program also helps people deal with the aftermath of a crime. The Victim Assistance Program puts victims in touch with support services that go beyond the actual crime investigation. For example, says Jeynes, if your wallet is stolen, security will provide you with a list of telephone numbers (police, credit card and driver's license replacement hotlines) for extra help.

Jeynes says plans are in the works to expand these services to other campuses, offered in varying degrees depending on the size, needs, and location of the campus.

**SMOKERS BEWARE**

Humber's new non-smoking policy means Continuing Education students and staff must now "light up" outdoors. While Humber's Inside Services Superintendent Gary Jeynes doesn't want to give the impression that Humber is an unsafe place to be at night, he suggests smokers take extra precautions. He recommends that smokers use the buddy system, stay in well-lit areas, and let others know where they're going and when they'll be back. And to avoid a long and unnecessary outdoor hike, smokers should be aware that some doors are locked from the inside at night.

**HIGH-FLYING FOOD**

The Humber cafeteria at the North Campus has had a face lift and a name change. The eatery is now called "Kites," and students and staff can sample fare such as the Kiteburger or a Kites Klubhouse sandwich. The only thing missing: a breeze to fly those kites dangling from the ceiling.

**C.E. STUDENTS GET FREE RIDE**

A free bus service is available to C.E. students and staff between Islington Subway and Humber's North Campus. The light grey and white Humber bus leaves Islington station (Aberfoyle Crescent) at 6:00 p.m. and arrives at the college at 6:25 p.m. The return trip departs from the Registration entrance at 10:15 p.m. and drops passengers at Islington at 10:45 p.m.

**ENROLMENT BOOMS**

Some courses appear to be more popular than others. At Lakeshore, accounting and micro-computer courses are really "booming" this year, says Jane Russ, the Lakeshore Campus program manager. Russ says people are upgrading their skills because of the recession and because they are changing careers. These courses in particular may benefit Continuing Education students in their current positions, or help them change career



# NOW T.H.A.T. IS WHAT I CALL LEARNING!

By Mauro Ermacora

**T.H.A.T. students are people who know the real meaning of the word ability.**

High above the blackboard up on the wall inside room B207, hangs a large sheet of white paper. The message, written in eye-catching black and red lettering, sets the classroom tone. It reads: **THAT** stands for;

**T** raining the  
**H** andicapped  
**A** dult in  
**T** ransition

but it also means;  
Taking **H**old for **A**ll our **T**omorrow's.  
Despite the fact we each have a physical or learning disability, the bottom line is we are People!

Inspired by this manifesto drafted by past students, 15 people with various disabilities have assembled to learn how to become more self-sufficient and to capitalize on their strengths to find jobs.

For 40 weeks, the students enrolled in the Training the Handicapped Adult in Transition program (T.H.A.T.) will learn the social and practical skills to equip them to deal with themselves, other classmates and society.

In the morning class, for example, students learn life skills. They gather in a circle in the middle of the room and discuss issues that are important to them. Today, for instance, students pair off into groups of two and ask each other questions about themselves. When everyone is finished, they meet back in the circle and introduce the person they interviewed to the rest of the class. This lesson aims to make each student more open and honest, and reveal what he or she wants to accomplish after the program is finished.

In the afternoon, however, theory gives way to practical applications. Students learn to strengthen their basic English, math and computer skills.

"That's the reason I took the program, to learn how to use computers," says Terry England, who is hard of hearing and speaks with a speech impediment. "And to improve my math, because math is very important."

T.H.A.T. was developed in 1979 by Suzanne Clancy, a teacher at Mohawk College in Ontario. The idea was to offer students with disabilities the opportunity to gain the skills necessary to succeed in the workplace. Humber College adopted the program in 1984, offering it at the Lakeshore Campus because the facility is more accessible to disabled students.

Bobbie Atkinson, a student who suffered a stroke in 1986 and is confined to a wheelchair, says society stigmatizes people with disabilities. "I think people should focus on my ability not disability," she says. "It's true that my legs don't work, but my mind does."

Al Palin, instructor in the T.H.A.T. program, says people fail to realize that there is a large population of people with disabilities who can work. "In fact, society is losing a great resource by not giving them a chance to prove themselves," he maintains.

The Canada Employment and Immigration Commission refers students to the college and pays their tuition fees. However, students with developmental handicaps, emotional problems, and those who will not be ready in 40 weeks, are not eligible for T.H.A.T.

"It would be difficult for the class and myself to help students with these problems," Palin acknowledges. "A student must be able to communicate, read and reproduce basic English."

If a student meets the criteria,

Palin believes the program puts him, or her, on the path to success, however the student chooses to define the word.

One of Palin's past students is a perfect example. "He was a blind student who enrolled into the program several years ago," recalls Palin. "He told me the program was his last chance and that he was suicidal. He graduated and later was accepted into Ryerson's Journalism program." At Ryerson, he used a Braille machine to read print, then dictated into a tape recorder. His notes were transcribed, and finally, a computer synthesizer edited the material.

The first time Palin heard about his student's success, he broke down and cried. "There are so many cases like that," Palin says. "All you have to do is let the person express him or herself."

Palin maintains that he is not a "miracle worker by any stretch of the imagination." Nor will he guarantee all

his students will find jobs at the end of the program. "What is important is that students respect themselves and others. If they can do that, then it's enough for me."

Still, Palin finds the teaching process emotionally draining, and often

takes the emotional baggage home with him. "That drives my wife crazy!" he confides. "There are days when I'm teaching and I get frustrated or angry with my students, especially if one or a couple are disrupting others from learning." When he does come across students like that, Palin does not "pamper them."

"I treat them no differently than other students I've taught. Usually I take them aside and tell them they're bothering the class. Most of the time they apologize and don't disturb the class again. But I've had students who were bitter and blame everybody for their disabilities. Unfortunately, those students don't finish the program."

So, while taking hold for all their tomorrows presents these students with a long-term challenge, the T.H.A.T. program is teaching them to grasp today until tomorrow is in sight. □

*"I think people should focus on my ability, NOT disability"*



## SUCCESS STORY CONT'D...

How does John feel about doing this work? "I'm happy to help her out," he says. "I'm proud of what she is doing." I was overcome with jealousy and thought to myself, 'Boy, I'd love to have a husband like John Norton!'

Many times Donna wished she was at home instead of at school. She says that she felt guilty for leaving her younger children at night. "They didn't like me going out all the time. The older kids understood though. They thought it was great that I was back at school. They thought it was cool when 'mom' sat at the dinner table and did homework with them. They were proud of me."

Donna especially felt depressed in January of her last year of school. "I felt like quitting. A group of us in my

class felt this way. We really wanted school to be over. Whenever I got depressed though, my husband John always encouraged me."

Graduation finally came and in June 1991, Donna received her ECE diploma. She made the Dean's Honor

**I cried a lot,  
but I also  
gained  
new strength.**

List with an overall average of 88%. She currently works at a nursery school near her home, and the owner of the school has asked her to manage it in two years.

Right now, Donna is taking a break from school, but she won't be idle for long. She is planning to take a fourth year in ECE advanced studies. In fact,

she wishes that she had taken ECE courses before she had her children. "It would have made me understand children more and helped me to be (not that I think that I am a bad parent) a better parent," she says. "I can help my children in different ways now than I did before. I'm working with my five-year-old in much different ways than I worked with my 21-year-old. I did not know as much then as I know now."

Donna went back to college and thoroughly enjoyed it. It was a struggle for her at times, but I know she would say that it was worth it. The word "success" is subjective. What does it mean to Donna? "For me, success is achieving one's personal goals," she says. "It is striving to be the person you want to be. It is giving it all you have and not settling for second best." □

## COUNSELLING SERVICES CONT'D...

find it difficult to juggle the often conflicting demands of work, school, and family life.

Anna Kolchek, an Intro to Word Processing Procedures student, is big on time management because she often finds time to be in short supply. From the study skills workshop she learned to set aside a certain part of each day for studying and the proper attitude needed to crack open the books.

Registered Nursing Assistant student Marlene La Rose can't seem to find enough time for school work either. But at the study skills workshop she picked up some good tips on how to avoid procrastination.

Part-time study can be a challenge, and the informal nature of the seminars encourages students to share their experiences and learn from each other. Counselling chairperson Pamela Mitchell says that this, in itself, is good for students. "It's encouraging," she says, "for people to see that they're not alone."

But if students want more individual attention, they have another place to turn. They can drop in to the C.E. Centre—no appointment needed—to receive assistance in program selection and course load management. With an appointment, they can discuss their particular school-related problem with a counsellor.

Mitchell stresses that counsellors don't mother students or merely provide a shoulder to cry on. Rather, students are given the information they need to empower them to solve their own problems. "We're not here to replace the social service agencies," says Mitchell. "But we can try to determine how the problem relates to school."

Often times, students think that their poor scholastic performance means that they aren't smart enough, or that there is something wrong with them. Mitchell points out that a number of factors can cause students' grades to suffer. They can range from the simple routine stresses of daily life to an all-encompassing problem such as living with an alcoholic parent or spouse. The challenge of the counsellor, says Mitchell, is to identify what the problem is.

And in the final analysis, identifying—and dealing with—the

root problem is really the student's challenge. Last year, a student who had been out in the workforce for a number of years came to Humber and found it difficult to fit back into the classroom setting. He felt out of place. He sought individual counselling and when, with help, he put his finger on the problem, he realized that it wasn't such a big deal at all. The fire-breathing dragon turned out to be just a tiny little wimp. So, having slayed the dragon, he set out to be the best student he could be.

Now, looking back, he says, "Yeah, and that's exactly what I did." And if he can do it, you can too.

**For a full list of the free Saturday workshops, and the hours and location of individual academic advising and counselling, please refer to the inside cover of Inroads, Humber's guide to Continuing Education, or to your Student Handbook.**

□





# THE LAST WORD!

By Sigrid Williams

Safety on campus is an issue everyone is talking about. We asked Continuing Education students and faculty what precautions they take when going to and from classes at night.



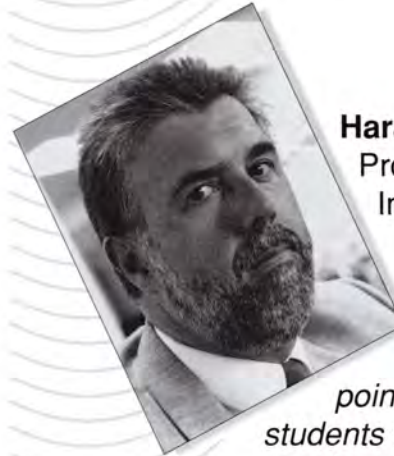
**Claudia Remekie**  
Professional Selling 1 in  
the Business Division

*"There are always people around so I don't feel I have any reason to be afraid. The route to the bus stop, and the parking lot are well-lit."*



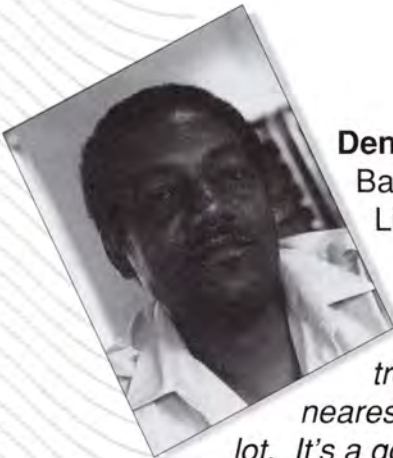
**Laiyan (Elaine) Ngai**  
Typography for  
Graphic Design  
Certificate

*"I have classmates who park in the same area, so we usually walk out together. I park my car close so I don't have far to walk. Somehow I don't feel scared."*



**Harald Siegmund**  
Professor, Computer  
Information Systems

*"Basically I don't take any precautions for myself. I do make it a point of walking female students to their cars. If it were my daughter walking around out there I would be concerned."*



**Dennis Mitchell**  
Basic Nutrition and  
Lifestyle

*"I try my best to stay away from trouble. I use the nearest exit to the parking lot. It's a good idea for people to travel together in groups after class. Females should stick together, and never walk around alone. It's harder to attack six people than one person."*



**Carol Brunt**  
Photo Portrait 1 for  
Photographic  
Techniques Certificate

*"To tell you the truth I don't really think about security. I usually ride with another person. The parking lots are well-lit. At the beginning and end of class there are many people around. There's safety in numbers."*



We're Recyclable

