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HUMBER

Dialogue

I major
also - short stories.

News and Events for Humber College Faculty and Staff

September 1983 Vol. 2 No. 1

Interview: The Issues

On Monday, August 8, Dr. Robert A. Gordon, President of Humber College, met with Dr. Bette Stephenson, Minister of Education for the Province of Ontario.

The purpose of the meeting was to conduct the following interview for DIALOGUE.

We think you'll find the questions relevant and perceptive and Dr. Stephenson's comments equally so.

Dr. Gordon:

In retrospect, how do you feel the colleges have performed the function they had been set up for?

Dr. Stephenson:

If I were given to hyperbole, I would probably use the word "spectacularly". I can't think of any other major educational system which has come so close to meeting its goals and objectives as the college system in the Province of Ontario. It demonstrates that there was an absolute need for the kind of structure with the philosophy which the college system has and that it has proved itself over the past almost 18 years to be a really appropriate educational program both for the purposes of helping students and the purposes of serving the economic base of the province as well.

Dr. Gordon:

That's certainly encouraging from my point of view. Let's look ahead then. Do you have any particular concerns about the directions or the challenges that will be faced by the colleges in the next decade?

Dr. Stephenson:

I don't have major and stultifying concerns, if I may say that. The colleges, over the past 16 years, have demonstrated clearly that they are able to cope with a fairly dramatic change in direction, a major change in the requirements of both educational pro-

grams for students and the requirements of the industrial and business community, without destroying the principles on which they were founded. I perceive that there is a degree of, what might be called, paranoia within the system right at the moment because the system is growing up and one has to first bear the pangs of childbirth and then the growing pains. We're now at the stage of very late adolescence, moving into adulthood, which is probably one of the most painful periods for human beings as well. That disturbance, I think, is based upon a feeling of ambivalence about the future direction of the college system. There are those within the system that I perceive are anxious to move in the direction of the university, post-secondary mode; and there are those who feel very strongly that we've gone a little bit too far already and should be moving back into a much more practically-oriented mode. I think that the balance, developed over the past number of years, is excellent and I want to see it preserved. I don't want to see the colleges going exclusively in either of these directions. I guess that's going to be the major challenge: to try to keep the keel and the rudder going in the appropriate direction to serve the needs of students.

Dr. Gordon:

I guess that leads into my next question. What would be your definition of a well-educated person? More specifically, what would you say a well-educated person needs to have to be effective in, what we see as, the emerging information society?

Dr. Stephenson:

First, I'd have to tell you that probably one of the most well-educated individuals that I know had no formal educational experience beyond Grade

10 and had maintained an avid interest in reading, with catholic taste, everything that came along and, as a result, became knowledgeable in a number of areas. Now that's an unusual individual. But I believe that in an era in which the constant which most people are going to face is change, a well rounded educational foundation is best with some real skill in communication, some factual and solid knowledge of math, some understanding of what science is all about, certainly some solid understanding of the British parliamentary system, and a selection of the skills which the individual feels most appropriately directed for him or her. The skills development has to be relatively broad because if we make it too narrow I can see that there will, in fact, be great hiatuses in the employability of a number of young people.

Dr. Gordon:

Having come out of a liberal arts background, I agree with you. But is there not a very real problem for the colleges in the sense that while one might try and do everything that you mentioned, there's an increasing pressure in terms of the technologies requiring more and more sophistication and then no time left for the liberal studies? How would you recommend that we deal with that?

Dr. Stephenson:

You said education, and education does not begin and end with the college system. I anticipate that most of the students who enter the college system will have had at least a fairly firm foundation in a well rounded kind of structure. There must be some opportunity for at least one exploration of a course of study which is not entirely within a skills development program. And I would hate to see the colleges tuned in only to those matters which deal to the development of a narrow set of skills, without any adjunctive kinds of studies. I think the colleges can manage that because they've managed it very well in the past. It may become a little more difficult and it may require a good deal more effort on the part of the student, but I don't think that's entirely bad.



The Honourable Bette Stephenson
Minister of Education

Dr. Gordon:

I think you've touched on an important point. Are you suggesting, therefore, that all our citizens should be looking at various passages in their lives, so that "well-educated" is something you never totally accomplish rather we move on a continuum which constantly introduces new variables?

Dr. Stephenson:

It's something you strive for. It's not something that anyone of us ever will achieve, at least probably not in today's society and with the information and knowledge explosion which we're experiencing. I really am concerned about those who are forever bemoaning the information overload, or the stress of having to learn, or the fact that knowledge is so much broader, so much deeper, and so much more of it than ever before. That's not bad. Most human beings, I agree with Penfield, have yet to use the other 75% of their cerebral cortex.

Dr. Gordon:

What would you say regarding some of the policies in effect? I refer now to admissions and some of the touchy areas: the number of applications, the number of rejections, duplications, students from Grade 12, Grade 13, those with university degrees, and those who aren't even eligible for entry? Obviously I'm not holding you to a political position, but I'd like a personal view as to the admission qualifications of the CAATs given the fact that, right now, at least, we're having some difficulty meeting all requests.

Dr. Stephenson:

I don't know how many requests we're not able to meet. I would judge that it's probably considerably fewer than has been suggested, because of the numbers of duplications of request for admission. I think that our responsibility is to try to provide as many places as possible, in post-secondary educational institutions, which will ensure that students who emerge from secondary schools have post-secondary educational opportunities. We cannot supply all of the places for all of the people who demand them all of the time. I think people understand that.

I believe that if we look very carefully at the record, we will find that there is not a major degree of

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difference right now in the percentage of those students who are Grade 13 graduates applying to the college system as compared to Grade 12 graduates, or the proportion of university graduates in the college system is increasing very dramatically. I don't believe that the facts that we now have support that, and I will be able to provide you with some figures, I hope, within the next couple of months.

But I do believe that the purpose of the college system in providing that post-secondary educational experience for the Grade 12 graduate is a very important principle. I recognize that there are certain areas in which further skills and further development may be required. And, I wonder if we have not coordinated well enough the curriculum at the secondary school level with the curriculum at the college level in order to ensure that those gaps are not horrendous and occupying a great deal of the time of the college staff in a way which is inappropriate. That is one of the major activities which we will be undertaking as a result of our response to SERP and OCIS. I believe it's absolutely essential for the benefit of the kids as well as for the most effective and economical use of the skills which are available within the college system.

Dr. Gordon:
Let's assume, for the sake of argument, that there are some university graduates. What would be your personal position if you had to reject a Grade 12 graduate versus a university graduate... if you had that kind of choice? Is there some sort of an equity position here or is it a question of those very well-educated being able to serve society better? If, for example, a B.A. from York wants to come to Humber to take a one-year course in computers, is that a good thing for society? I guess I'm really concerned about three sections of society: those who can't graduate from high school and what are we going to do with them; those who have their Grade 12 but can't get into the CAAT or the program of their choice; and those who already have university degrees and are pushing out some from the other two categories? The fact is that we have an awful lot of applications to process and there have got to be many who aren't getting accepted.

Dr. Stephenson:
What we are attempting to do with the secondary school program is to provide an educational foundation which will be appropriate for the kids who will never achieve Grade 12 and which will enable them to be work-ready and understand what their responsibilities are going to be, recognizing that their potential, probably, for expanded educational horizons are relatively limited.

The general level student is the one that we're really concentrating on in terms of the graduation diploma for admission to the college system. The general level student has all kinds of capacity and we're attempting, through the consultation which is beginning between the college system and secondary school level teachers, to devise a curriculum which really helps them to develop a well-rounded foundation which students need.

When we get to the university graduate who decides that his degree is not going to get him anywhere; yes,

he should be able to apply for admission into a college program, but he should be in exactly the same category as the Grade 12 student. That Grade 12 student has just as much potential to contribute really well to society as the university graduate has.

I am not convinced, at this point, that there is a better way to deal with the whole admission question than to pursue the policy and the philosophy which was established in the early 70's because it does provide a measure of fairness. Nobody likes the random selection process, but I can't think of a fairer way. Now, if the Committee of Presidents or the faculties of the colleges want to get together and decide that there is a better way to do this, I'd be delighted to hear about it.

Dr. Gordon:
If we could change the topic a touch. If I could play devil's advocate to an extent, don't you think there's a danger that from the success of the past there's a tendency to continue doing what one has been doing? And now there is not only a morality question, but also the possibility of training for obsolescent or saturated markets. I'd like to know if you'd comment on that kind of problem; whether the colleges are running behind the publicity or are in danger of not being able to provide the kinds of people that the emerging technology and society really needs?

Dr. Stephenson:
I think that what you're asking me is to comment on the rigidities of the collective bargaining arrangement. These rigidities have provided some inhibitions to the flexibility of the college system in a way which wasn't envisaged right in the beginning.

Firstly, I agree with you completely. You're not being the devil's advocate, in my book, when you suggest that just because it's worked well for the last 18 years, it's bound to work well for the next 20. No one, in any kind of occupation, can ever suggest that without critical examination and reassessment, one is continuing to do a good job. I think you have to be prepared to be involved in that kind of assessment and we have been involved in just that for the last year and a half. Much to the chagrin, I might add, and discomfort of a number of people within the system who feel that we shouldn't be looking at these sorts of things because things have been going so well. But, we want to know why things have gone well in the past and whether there are principles or factors that can be applied to a number of other areas. I think it incumbent upon every single one of us in the system to carry out that re-examination on a regular basis. So, we're going on with it right at the moment, and we will be pursuing it this year with some vigour.

In addition to that, I think we have to look at the kinds of arrangements that have been established between faculties and colleges. I'm not suggesting that we're going to disrupt anything dramatically, at this time, but I do think that it's important that faculties be aware that we understand what it is we're trying to do: to be adaptive, and to be flexible, and to be responsive to the changes in society. The colleges have been asked to examine the possibility of making a 10% program offering change on an annual basis. Now, when they do that, it means that some areas are going to

have to be reduced, or modified, or changed dramatically and some colleges have, apparently, had some success in doing that.

Dr. Gordon:
Well, I agree with you in the sense that faculty renewal is almost more important than simply creating more programs. But, at the same time, you can't shove them out on the street.

Dr. Stephenson:
One of the principles in the very early development of the college system, that people tend to forget, was that there would be an on-going turnover of college faculty in order to ensure that the most current practice in industry, business, and whatever activity was brought into the college and was being taught to the students.

Dr. Gordon:
While this point has merit, we, in fact, have a bit of a university system on our hands with very few people leaving once they're with us. If we could turn to the role of the private sector. More and more industry is taking on the role of training for itself and government is beginning to channel money directly into industries. In the U.S., for example, Xerox has its own university, as does McDonalds. I suppose some collegial people might see that as a threat. What words of recommendation would you have for college administrators who have to tackle this problem?

Dr. Stephenson:
Having spent the last eight years that I've been in government trying to persuade industry to become actively involved in training for self-sufficiency, I am not going to denigrate any direction of that sort at all. It just doesn't happen fast enough. There is no way in which a publicly supported educational system is ever going to be able to train for a specific industry precisely what that industry needs. What we can do is provide the students with the kind of background and the kind of educational foundation which gives them the capacity to enter those training programs within various companies. That's what our requirement is and that's what our role is and I don't think there's any conflict. Particularly because of the fact that in many of the skills development programs we have such an acute and ongoing tie-in with the college system through employer sponsored training programs such as TIBI.

That kind of cooperation, I think, is the thing that is absolutely essential and I don't think there's a threat to either.

Dr. Gordon:
I agree with you. In fact, I see it as a wonderful opportunity to expand our operations and markets.

Dr. Stephenson:
The reason that you see examples of this in the United States is that they don't have a system of colleges of applied arts and technology like ours which bring business, industry, and education together. That's what the CAATs have been doing.

Dr. Gordon:
That's very true. In fact, the community colleges in the States operate at a much lower level in the technology end and concentrate so much of their effort to feeding universities.

Dr. Stephenson:
There is a good deal more conversation to be carried on by both univer-

sities and colleges to find points of the meeting of the minds, whereby universities will be able to accept some college programs as appropriate admission requirements for certain courses. I'd love to see the day when university students will be able to take one or two courses at the college level to provide them with the practicum which they are going to need if they're going to be really productive citizens when they emerge.

Dr. Gordon:
Perhaps, we could now turn to more personal things. Why would you as a doctor and having a career in other ways, go into politics?

Dr. Stephenson:
It's a silly story, it really is. I don't really ever recall having planned to do anything with my life except practise medicine and have six children. I managed to achieve both of those goals. All of the other things that have happened, have happened really by serendipity.

When I retired as President of the Canadian Medical Association, I came back to Toronto from Calgary and the first person to visit me at home was my M.P. He had had a coronary and his cardiologist had advised him not to run in the next election. So, he asked me if I would run in his place and I told him that I'd be interested in running but that I didn't think the time was right. Finally shortly thereafter he arrived at my home one Sunday afternoon when my husband and all the kids were there. When he told them what he wanted, they said, "Well, you go away and we'll have a chat, and we'll decide, and we'll phone you". So they had a chat, and they decided that I should run, and they phoned him and said I would. And I did. It was a fascinating experience.

Dr. Gordon:
What does political life do to personal life? And why is it so difficult to attract top people into politics?

Dr. Stephenson:
The levels of financial remuneration are certainly not munificent. I think there is an aura of discolour about politics in Canada which has never really been overcome. There seems to be an almost total acceptance of the role of those involved directly in the political spirit as one that is in no way altruistic or in any way concerned about anything other than personal aggrandisement. I have to tell you that that's wrong.

What's it do to personal life? Not much more than practicing medicine for sixteen hours a day and chairing the department at the hospital where you are a member of staff. I do believe that that kind of background is the best possible training for a career in politics. It gives you some idea of the hours, of what you're going to be involved in, and of the very strong personal feelings which all people have about a range of subjects.

I think it's easier for people who have had the idea that their role in life was to serve the public and I think that most physicians, and I say that with feeling, feel that they are public servants. Public servants, not public utilities.

Dr. Gordon:
You mentioned earlier about the discoloured image of politicians. Do you think that the United Kingdom has a better system, where going into poli-

Human Resources Development: Humber's Priorities Reorganized

tics is an honourable thing, or do they have the same problem?

Dr. Stephenson:

No, I don't think they have the same problem at all and that may be due to that absolutely abominable class system. For hundreds of years, those who were the representatives in the House of Commons were indeed those who could afford to be.

I honestly don't know how we became so tainted in North America, except that apparently there have been those in the past who practiced some rather peculiar kinds of activities which provided us with a tarred brush which we've never been able to escape.

Dr. Gordon:

How do you balance the pressures that would come from your own personal beliefs and value structures against the political game that you must play as a member of a team?

Dr. Stephenson:

You fight for your position, but it's not a position that you've just picked out of the air. The position which you develop is based on the best information provided for you from the fairest and most knowledgeable sources. Then you try to work out the course of action which is best, knowing that there are some major pitfalls on either side, and knowing that you're never going to please everybody. You may have to modify from time to time, but as long as the principle is there, that's what you fight for. And that's all I've done. I haven't done anything else. And I haven't been thwarted.

My principles are intact and if you're suggesting that actions which I've taken might be in opposition to my principles, that's not correct. Are there policies which are inherent in some of the other policies which government has developed which I don't find totally supportive of mine? Sure. But I don't think that's avoidable. I had precisely the same kinds of problems when I was working with the hospitals and medical associations.

Dr. Gordon:

One final question. What is the future for Dr. Bette Stephenson?

Dr. Stephenson:

I hope to continue in the role in which I'm functioning until the Premier decides that I should do something else. But I'm absolutely delighted to be responsible for education. It's an ancient passion of mine and one that I find constantly challenging. I was fortunate enough to have been educated as a physician in the Province of Ontario and, in the process, I learned a great deal about Ontario and Canada. Also, about a whole lot of other jurisdictions in the world because I had the opportunity to do a lot of travelling and an awful lot of international work. I realized that what I learned should not simply be put into a box and let rot, that I should be using what I have learned on behalf of the people of this province who made it possible for me to do the things that I was doing. That's going to, I'm sure, guide me in whatever I do in the future.

Dr. Gordon:

Thank you very much.

The Community College has been a vital societal force in higher education in Canada over the past decade. Its greatest strengths continue to be innovation and responsiveness to the needs of business and industry as well as the needs of the local community. For example, the community college has taken a proactive position in dealing with changes in demographics, student needs and technological advances. The leading colleges have responded to opportunities as well as threats with creative changes, oftentimes leaving the more tradition-bound colleges behind. However, the futurists predict that institutions will face many new problems that threaten their vitality and even viability. The literature clearly suggests that societal and technological changes will be of such magnitude, that educational institutions will be unable to keep pace and provide the skilled graduates that must function in the marketplace in the years ahead. The clear challenge for institutions is to maintain their flexibility and commitment by adjusting to the changing needs of society. In this new societal era, educators will need to be concerned less with the quantity and more with the quality of education provided community col-



lege students. Quality education (with its hundred definitions) does not depend primarily on numbers of students; or on innovative program deliveries; or on expanded facilities; or on new approaches to decision making, although these factors certainly contribute. *The quality of education is the community colleges will depend primarily on the quality of the staff.*

The staff of the College is its greatest resource. By far the largest share of a college budget is spent on staff salaries. It is important therefore, that every effort be made to strengthen and renew the skills, knowledge and attitudes of every staff member.

Few would argue that systematically developing a career path is an essential part of fulfilling one's life goals. Most individuals either consciously or unconsciously involve themselves in activities that are professionally enhancing, and will also provide career mobility. This is done most effectively when there is encouragement and support from both the supervisor and the organization. It is almost essential that the goals of the department or institution are compatible with the personal goals of the individual. *It is important that strategies attend to the development needs of all staff in the College Community.* This includes members of the support staff, administration, the Board, as well as both the full and part-time faculty.

There are numerous activities that staff may use in a personal development plan. They include such activities as: specialized workshops, work experience, exchange, reading clubs, travel study, observation, college visitation, guest lecturers, program audits, content currency activities, job enrichment and many others. One activity that is seldom used that could be effective in enhancing an individual's personal career and meeting institutional goals is seeking a professional diploma or degree.

It is not essential, or even desirable for certain individuals to pursue degrees, but for those who desire such an opportunity, learning institutions should assist in making it readily accessible on campus. The principles

involved in designing a campus based diploma or degree program, when or where there is sufficient need, are as follows:

1. First and foremost educational institutions should communicate to all staff that learning development is important and valued;
2. That support, encouragement and recognition are available;
3. That the bureaucratic hassles of registration, admission, advising, parking, payment of fees and fighting traffic and time can be minimized;
4. Finally there is inherent value in members of the same institution studying, discussing and interacting in a collegial manner and establishing an informal professional network.

However, it should be stressed that choice of any of the staff renewal activities should not only be personally satisfying but should be compatible with the expressed needs of the institution.

In order for institutions to survive a rapidly changing society, they must be flexible and adaptive in order to provide quality education. Central to providing quality education is a skilled and knowledgeable staff prepared to provide state of the art education. It is of prime importance to invest energy and resources to maintain the currency and development of all staff. This should be done through a purposefully planned program that blends the development of the staff with the goals of the college, which stands ready to provide relevant and quality training to the business and industries in the communities we serve. Those professional educators who take their own development seriously, will greatly assist their institution to chart their pathway to the future.

by Dr. Roy F. Giroux
Vice-President,
Educational and Faculty Services

Letter to the Editor

It's that mixed look of confusion and fear that catches you first. As they stand there in the main entrance, you can almost read the indecision - run or remain? That first hour, (day, week) seems to be the fine line between enjoying their next few years here, or merely persisting for the sake of a diploma.

Perhaps the idea is a tried one, but I believe that it is up to us, the support, administration, and faculty of Humber, to sway that experience in a positive direction. There are so many ways to say "Welcome", but it all begins with attitude. The moan of, "Oh damn, the students are back", isn't going to make a lot of friends. Yes, the students are in the way - they are supposed to be! This place is for them.

I don't think that they're looking for a hard-sell approach to Humber; they just want us to be available, to know that their questions are not "putting us out" or "making work". The students should feel that if they need help - finding a room, locating the Housing Office, obtaining a loan - they will be answered as fully as possible, or guided to the person who can provide that information.

I suppose that the word I am trying to stress is "accessibility". Students should not have to bolster their courage to approach staff members. They need to feel that their questions have validity, that their fears have substance, and that their sense of isolation can be eased. We have to remember that a large number of our

student population is from rural communities. Arriving at a small "city" like Humber can be frustrating and scary.

We can't be expected to provide all the answers immediately, but should be willing to research them. Maybe we could generate some enthusiasm for the first week of school and reinforce the positive attitude of SAC.

I know that in an educational institution such as this, ideas are plentiful. Maybe we could try some of them out this year!

by Kathleen Rowlands

Lakeshore: Looking Down the Road

Events of the last five years have shocked public and secondary school educators! The large institution that held itself at arm's length from parents and the neighbourhood, that was unresponsive to individual student needs, that stressed its professional expertise over neighbourhood involvement, has been seriously questioned. Parents and community leaders are not impressed with the track record of institutions that developed an inertia of their own and are not obviously trying to serve those who pay the bills. New schools are superseding aloof institutions. These new schools are specialized, responsive, and concerned about their public relations and their community image. Parents and neighbours are being drawn into the school more than ever before. Successful schools, whether "gifted", "french", "special needs", "arts", "adult", or "vocational", are becoming an integral part of their communities. Enthusiastic community and client support are now seen as characteristics of institutions that will succeed in the next decade. Educators ignore their community at their peril.

The Lakeshore Campus has a lot to contribute to a very unique community. Southern Etobicoke brings together three formally distinct towns each proud of their own separate histories. Each is split and separated from the rest of the Borough by a major transportation corridor. The area has tremendous charm and an interesting past. It does, however, face some serious challenges. Its "centre" (if one exists) is a commercial strip, parts of which are declining dramatically because of the significant drop in population. It is an aging community. Originally the parkland allocation was quite inadequate and the declining population does not support the level of other community services that many residents might request. The retail merchants in the area are working hard to maintain a market share in the face of increased competition from the new large plazas. Many residents, particularly the seniors, would like to have access to local art, cultural and recreational activities, but cost is a concern to people on fixed incomes. How can we help such a community?

Because the community currently

lacks an arts focus, we have made special cultural events available without charge. As many as a hundred local residents have joined us for these events which have included an art show, Lakeshore Drama Club performances and readings by such prominent literary figures as Nobel Prize Nominee, Irving Layton, and Susan Musgrave. We know that our guests appreciate the invitation and enjoy the opportunity to mingle with younger people.

Next year cultural programs will be extended to music concerts (where seating for over 600 provides for expanded audiences) and a proposed performance by the College Theatre Arts Program. The Student Union has also expressed interest in opening some of their events to the neighbourhood. Ben Labovitch has already secured a Canada Council Grant for the Literary Reading Series which will begin in early Fall.

For a number of years, Humber College has been involved in the Lakeshore Festival which is a community affair that helps to bring this diverse residential area together. This year the event, chaired by Bob Connors, was a tremendous success. Igor's Bar-B-Q and the Humber Band complimented a full day's entertainment and games that attracted over 2,500 people to the Lakeshore Campus.

The Business Associations in the area are at various stages of development. We have offered our technical resources and assistance to each of them. The New Toronto Business Association is particularly interested in improving its marketing effectiveness. John Riccio and Bill Kalaher have met with them on several occasions making a number of recommendations on marketing, their image and advertising materials. Under Bill's direction, students will undertake a major marketing survey during the winter semester of 1984. Other projects with the Long Branch Business Association are under discussion.

Various members of the Community Services faculty have worked with local agencies. College staff members have been asked to speak on a variety of subjects to local associations and meetings. Community Worker, Rehabilitation Worker, Social

Service, Law Enforcement and Recreation Field Work is providing an opportunity for expanded services in the area. A Community Worker student hired as a Summer Project Officer is coordinating a variety of special community events including arts and sports field days and a neighbourhood picnic. These events are being partially sponsored by Humber and held on the Lakeshore Psychiatric Hospital grounds next door.

The most exciting dimension of Lakeshore is the college's potential involvement in the development of the 64 acre Lakeshore Psychiatric Site and the new Col. Sam Smith Waterfront Park. The Etobicoke Planning Department's recently published study of the site has outlined the exciting blend of educational, commercial, residential, institutional, cultural, and recreational facilities and services that could be provided in cooperation with Humber College. As one of the largest sites potentially available for development in Metropolitan Toronto, it provides an exciting range of opportunities. One can visualize the site becoming a "harbour front west" with all the dynamic possibilities that that suggests. One can see a college residence located in some of the charming old buildings. Others could house an International Business Centre, combining attractive seminar facilities with restaurant and bar facilities managed by the Hospitality Department. Each building could exhibit innovative solar heating and energy conservation techniques. The Yacht Club, and Marine Basin mooring 500 boats, could also provide practical yachting studies fieldwork, a boat maintenance lab and an expanded College Sailing Program. A Community Support Centre for young people could be staffed by our Community Worker, Recreation, and Child Care students. A senior citizen's residence could function as a training centre for a specialized geriatric program. A special residence might also be designed for handicapped students with limited mobility. Cooperative facilities have been discussed, including public/college library, sports field and recreational and athletic services. One can visualize many acres of treed parklands bordering the lake with studio

facilities providing for a summer and weekend fine arts program involving theatre, puppetry, pottery, sculpture, textiles, and painting. The joint development of a comprehensive theatre facility expanding the existing resources of Lakeshore in possible cooperation with the Etobicoke Arts Council has also been discussed. The proposed amphitheatre in the Waterfront Park would provide facilities for weekend band concerts and special musical events and could become as popular as Ontario Place!

Whatever happens in the development of the Lakeshore Psychiatric Site as a result of the planning and political process, it will stimulate change in the community. For the business community, it is likely to be positive change in expanding the potential client group. For the residential community, it will expand available services to a ward that has often felt "just a little cheated." For Humber's Lakeshore Campus, the opportunities afforded by such a cooperative development could be limitless.

Whether on its own campus, on surrounding lands or in the community at large, Humber Lakeshore has an opportunity of making a significant educational and social contribution to this unique and diverse area. We see this as one of our priorities—a priority that is being well received by local residents and business leaders alike.

by Richard Hook
Dean, Lakeshore Campus



Dr. Gordon congratulates a recent graduate, while Carl Eriksen, Dean of Applied and Creative Arts, looks on at Convocation ceremonies at the college during the week of June 20 to 26.

BOOKS

Byers, Mary and McBurney, Margaret

THE GOVERNOR'S ROAD, University of Toronto, 1982

The road cut through the wilderness in 1793 westward from Lake Ontario to London, at the order of Lieutenant-Governor Simcoe, became the spinal cord of southwestern Ontario. This is the story of the people and building along the road. A fascinating account with excellent illustrations.

Batten, Jack

IN COURT, Macmillan, Toronto, 1982

Ten of Canada's most dynamic litigation lawyers, "real-life Perry Masons," talk frankly about their most challenging and bizarre cases. The book focuses on the human face of the law and its practitioners.

Maslach, Christina

BURNOUT - THE COST OF CARING, Prentice-Hall, Englewood Cliffs, N.J., 1982

Written for everyone who has extensive contact with people at work and socially, this book will give a fresh perspective and help restore compassion for others and pride in helping them. Especially for teachers, counselors, social workers, and all those who really care about people.

by Maggie Trott,
Librarian, Lakeshore Campus

New Computer Information Centre

Got a report you need for an afternoon meeting? How about that list of students, or those enrolment statistics? Soon, Humber's faculty, staff and administration will be able to acquire such information without the help of the Computer Centre.

Computing Services is in the process of unveiling a new function, the Computer Information Centre. The Information Centre will operate on its own capacity, separate from the Computer Centre. At the Information Centre, users (staff, administration and faculty), can go onto the terminals and have direct access to the data they need. By taking responsibility for their own requests, users will have the information they desire within minutes. In addition, The Computer Centre staff, now free from the day to day adjustments and requests, can spend more time on new functions, applications, and developments.

One purpose for the development of the centre is so users can learn more about what is available on the college "main frame" or "host computer". It is the goal of the Information Centre to help the users develop their skills and knowledge of computer language.

Vice-President of Administration, Jim Davison, involved in starting the centre, said, "One of its primary functions is to bring users to the point of accepting responsibility for their own applications. This would include programming, updates, and modifications to software, according to their own needs."

Martin Jackson, a former computer science instructor at Humber and currently manager of the new Centre, feels that one reason the Centre was formed is because, "we're trying to offer improved accessibility to data for people who use computing resources, whether it's the Registrar's Office, Divisions, faculty, or staff."

To date, a location hasn't been found, but when one is, it will be located as close to the users as possible. Familiar surroundings with a

warm, receptive atmosphere will help curb the user's anxiety.

The Information Centre is a perfect example of how Humber is trying to keep itself in the forefront of business and technical industries, as well as that of the community college system.

Davison comments that the Information Centre has, "spawned from the phenomenal increase in the demand for computing services over the past three years."

The main memory capacity of Humber's computer system was increased this year for the first time in three years. At the present rate of growth, Davison feels that the main memory capacity will need to be increased again within one year.

In the past two years, a trend in many companies has been that of creating an Information Centre. Those that have followed the trend, report that they're happy with what an Information Centre is doing for them. If Humber's Centre enjoys the same success, a great load will be taken off existing facilities.



Martin Jackson.

At this time we would like to acknowledge a few people, without whose help this issue would not be available in its present form. Penny Braithwaite, Kay Foster, and Kathleen Rowlands, with their excellent typing skills, helped us meet our deadline.

Diane McLeod, who has been working with us throughout the summer in the Public Relations Office, will be returning to classes to complete the third year of her Public Relations Program. Many thanks Diane for all your contributions and an excellent job.

With the recent reorganization of the Graphics Department, we are losing the expertise of David Lui and Domenic Panacci, whose support has been invaluable to us in our first issues of DIALOGUE. Many thanks to all the Graphics people and good luck in your new location.

The Anti-Flunk Book: How to Develop Effective Study Skills, by Craig Barrett, Coordinator of Counselling Services, is available again this Fall at the Humber College Bookstores.

An effective, efficient resource tool, the pamphlet covers the areas of planning, concentrating, listening, note-taking, essay and exam writing.

Computer Graphics: Chapter II

The term "computer graphics" describes the use of the computer to create, store and display picture images. The computer-based images can serve an astounding variety of purposes, from the display of coloured charts, graphs, and cartoons, to the depiction of three dimensional solid models and even the real-time representation of internal organs at work. But isn't it a kind of technological gilding of the lily to acquire computers to do things that are already done well without computers? If a working graphic artist can already produce an effective piece of art work for an advertisement, what need is there for computer graphics? If a product designer can provide a mathematically correct rendering of a consumer product, what can computer graphics contribute? The fact is that computer graphics can bring two distinct benefits to the design studio: first, greatly increased efficiency and second, entirely new jobs and opportunities.

When integrated into the graphic art process or the design process, a computer graphics system can reduce production time and costs. One way this is accomplished is by eliminating some of the mechanical steps. As one example, layout solutions can be tried quickly and "gluelessly" on the computer. And taking this an inevitable step forward, as the industries served by the graphic artist computerize, the artist's work can be transmitted directly from the studio's computer to the client's computer by telephone.

The computer also provides efficiencies not previously feasible. Think of the difficulties of indexing and filing drawings. Unlike text, drawings have no identifying alphabetic structure. Therefore, searching for a part of a three or four year old design solution to a particular problem can be a prohibitively complex business - it's often easier to start again. The computer system, however, can "remember" and retrieve design solutions for use, at a later time, even by another designer on a different project.

Beyond these applications for traditional jobs exists an expanding galaxy of entirely new opportunities opened up by computer graphics. Some, such as computer-aid design (CAD) or computer-based videodiscs have already changed manufacturing and entertainment environments. We'll have more on CAD later in this series. For more on computer graphics keep your eye on the new generation of video games or look at the special effects on "The New Music" on CITY TV. Also, take time to screen the breathtaking BBC film "Painting by Numbers".

Other new opportunities such as videotex are briefly poised between the lightening of innovation and the inevitable thunder of general acceptance. An example of videotex is the Teleguide Service currently on display in public areas at Lakeshore and the North Campuses. Still other opportunities are evolving in the computer labs and in the imaginations of the young computer literates.

Clearly colleges have a responsibility to prepare graduates for the changing environment and also to offer service to alumni and others through continuing education. The initial approach taken by the Design Arts at Humber was to identify entry level computer graphics skills and then assemble flexible graphics design stations with which to teach those skills. In 1982, under the guidance of Larry Holmes, the former Dean of Creative Arts, Ken Cummings and I submitted a joint proposal for special capital funding to acquire two systems: a CAD system that would use the relatively inexpensive Apple II microcomputer, and a videotex graphics system that would use the Honeywell minicomputer already owned by the college for computer-assisted learning. These two systems were installed during the late Fall of 1982 and since January have delivered CAD and videotex graphics to day and continuing education students.

The CAD system, CADAPPLE, is used for teaching entry level concepts in two-dimensional drafting for architectural drafting (Interior Design) and for product design (Furniture and Product Design and Package Design). The output displays for this system are a colour screen for viewing work in progress and flatbed plotter for drawing the finished work on drafting paper. The videotex system, the CAN-8 Graphics Authoring Package developed at O.I.S.E., is used for teaching two dimensional computer graphics design (Advertising and Graphic Design) and videotex systems (Advertising and Graphic Design and Public Relations). The output displays for this system are the colour graphics screen which is the primary videotex medium and a Celtic slide camera for producing 35mm colour slides for presentations or for student portfolios.

Both graphics systems can be used for teaching general introductions to computers and to computer graphics.

New industries and new job opportunities are emerging for the Design Arts graduate with computer graphics skills. The goal of the Design Arts at Humber is to ensure that Humber graduates will keep their competitive lead in the job market by being able to add computer-graphics to an existing solid foundation of training in the design arts.

by Peter Muller
Applied and Creative Arts Division

What CAD/CAM CAN/DO

Just as the word processor is having a profound effect on the traditional office, CAD/CAM systems are having similar effects on the traditional methods used in the chemical, construction, electronics, and manufacturing industries.

The CAD part of CAD/CAM stands for Computer Aided Drafting or Design, or both, while the CAM part stands for Computer Aided Manufacturing. CAD/CAM systems are used to do drawings, analyze designs, prepare lists of materials, and even control the machines that are used to do the manufacturing. A small CAD/CAM system consists of a computer, a special CAD terminal called a workstation, a drawing machine called a plotter, and most importantly, the appropriate set of programs or software required to operate the system. Different pieces of software allow the system to be used for different applications - architectural software for architectural applications, mechanical software for mechanical applications, etc. In all applications, the drawing is done at the workstation which consists of a keyboard, a screen, and a cursor positioning device. The keyboard is similar to the one found

on a typical terminal. The screen is not a normal one but is specially designed to display a drawing so that a curve appears smooth and does not have jagged edges, as on a computer game. The cursor can be thought of as an electronic pencil. The position of the pencil point or cursor is indicated on the screen by a set of cross-hairs formed by the intersection of two straight lines at right angles to each other. The cross-hairs can be moved easily from point to point by a joystick similar to the ones found on computer games. A drawing is made by moving the cross-hairs from point to point and instructing the computer to join the points with straight lines or curves. Once the drawing is finished, an electronic copy is stored in the computer and a hard copy is made on the plotter. Any changes can easily be made to the electronic copy - just like a word processor - and a new hard copy can quickly be made.

CAD/CAM systems can be used for far more than just drawing. For example, suppose a civil engineer has just finished a bridge design on his CAD system. With the appropriate software, he can not only simulate the effects of heavy loads on the bridge to

test his design, but also produce a complete list of materials required to build the bridge.

CAD/CAM can be used in a similar fashion in many other industries. The mechanical designer can use the system to draw a part, check its strength, produce a bill of materials, and even control the machine that is used to make the part. In the surveying industry, measurements entered into the computer can be used to automatically produce a map of the area surveyed. There are many other applications of CAD/CAM systems and industry is increasingly turning to CAD/CAM in an attempt to increase productivity, reduce cost, and improve quality.

The Ontario government has recognized the importance of new technologies such as CAD/CAM and, under the Ontario Technology Program, has set up a group of six centres dedicated to particular technologies and industries. The Ontario Centre for Advanced Manufacturing - CAD/CAM at Cambridge is devoted to CAD/CAM. Its function is to accelerate the use of CAD/CAM, promote the growth of supporting industries, and bring the flexibility and cost effectiveness of

computer design and manufacturing to actual production situations in small and medium sized businesses.

by Mike Lake

(Ed. Note. Mike Lake has been seconded to the CAD/CAM Centre for a two year period to provide technical support to the industries adopting CAD/CAM.



Michael Lake

Board of Governors Appointments



Lise Marcotte will provide an interesting dimension in social science concerns when she joins Humber College's Board of Governors. Mrs. Marcotte received her Bachelor of Arts Degree in Nursing from Laval University in Quebec. In 1982 she completed her Master's Degree in Psychology from the University of Toronto.

Mrs. Marcotte has a wide range of community and volunteer experience. In 1982 she served as Associate Chairperson of the Parks and Recreation Advisory Committee for the Borough of York. Other positions included Chairperson of George Syme Public School and Community Association, membership on the York Chairman's Council, and membership in the local ratepayers association. A former supply teacher and teacher's aide, she has been a motivating force in the Task Force on Daycare for the Borough of York.

Currently, Mrs. Marcotte is member of the York Respect for Property Committee, and a licenced Agent for the Prudential Insurance Company in Rexdale.

Mrs. Marcotte is married and the mother of three school-age boys. She is fully bilingual and her interests include writing, history, and music.



Mr. Burton Napier, one of the recent appointments to Humber College's Board of Governors, brings an extensive background of financial and business expertise to his new position.

After graduation from the University of Toronto Faculty of Music, and Humber College's Computer Science Program, Mr. Napier began his career in finance with the Industrial Acceptance Corporation.

In 1970, he moved to the Canadian Imperial Bank of Commerce where he became the Project Manager, On-Line Banking.

In 1972, Mr. Napier joined the staff of the Toronto Dominion Bank and, after a series of progressive career moves, became their Vice-President Systems, Research and Development; the position he holds today.

Throughout his career, Mr. Napier maintained his affiliation with Humber College by part-time teaching assignments and his involvement with the Business Advisory Committee.

Outside professional associations include Guide International and the Canadian Bankcard Association.

Mr. Napier is married, has two children and lives in the Brampton area. He is a former hockey coach and his outside interests include cross-country skiing and music.

The Bottom Line

Aren't we lucky? Here we sit at a delightful breakfast, held for over 1000 of our co-workers, and in a short while we will return to our desks where we will again begin what we do for a living - work!

Unless we have personally been faced with friends or family members who have lost their jobs, we may find ourselves taking our employment for granted. Humber as a whole has not experienced significant lay-offs, but our major community component, our students, have experienced this misfortune. In addition, the Placement Centre staff are still working actively with many graduates from last spring who have still not found a career-related job.

The labour market is tight, the jobs are scarce, and the "economic upturn" is barely causing a ripple at the entry level.

Can we, as members of this community, help? Yes! Referrals of contact people, or actual jobs from faculty and staff members to the Placement Centre are not only appreciated, but are absolutely necessary in these times.

Let me give you an example of how this kind of help has worked in the past. Recently, a Humber Dean referred one of his neighbours to the Placement Office. This neighbour requested assistance in filling a vacancy for a graduate. He ended up hiring a highly qualified Micro-Computer student. Subsequently, he interviewed for a second position on our campus and was equally successful. He has a different vacancy listed

with the Placement Centre currently, and he has expressed an interest in becoming an employer in our Retail Co-op Program. Think!

If every member of the Humber staff consciously remembered the plight of the graduates this year, and mentioned our capable students to just one person each, the impact would be staggering!

Our Placement staff and many faculty members have been actively working at placing our students this year. We already have programs with 100% placement and salaries obtained by employed graduates have reached \$25,000 in some cases. But, this is the good news and we need more of it.

If, in any way, staff members feel that they might personally be able to funnel a job towards one of our remaining unemployed students, we encourage them to contact the people who can put that graduate and employer together. Teacher, staff member, coordinator, or placement officer - we all have a stake in the future of our graduates. We can help. We should help. Hopefully, we will help.

"HAVE YOU HELPED A STUDENT TODAY?"

by Martha Casson
Director, Placement Services

Education in the 80's: Crisis or Challenge

The Annual Conference of Colleges of Applied Arts and Technology Continuing Education Officers was organized this year by Humber College. Bernard Ostry was invited to deliver the keynote address so as to provide practical insights into the so-called information society.

In his former position as Federal Deputy Minister of Communication, Mr. Ostry had spoken eloquently on the urgent need to deal with commercial and cultural changes wrought by information technologies. In his present position as Ontario's Deputy Minister of Industry and Trade Development, Mr. Ostry is now concerned specifically with the implications of these changes for Ontario industry and its workforce.

Mr. Ostry's topic was, "The Information Society: Social, Cultural and Industrial Realities." His response was both stimulating and provocative. While the preponderance of the address was directed at the Continuing Education audience, it was predicated on a description of the information society as a whole and might therefore be of interest to all college personnel.

The following is a precis of Mr. Ostry's address. Copies of the full text are available.

"We are already in the information age, that is, in a time when information and services are increasingly outpacing manufacturing and industry in our society. At first inspection, the context of the information age appears to be one of recession, unemployment, bankruptcies, evictions, increasing competition abroad, migration of manufacturing and jobs to countries with lower standards of living, diminishing prospects. Things are not as bad as all that, for the information age holds promise and challenge as well as gloom and doom.

On the gloomy side are the possible effects of mass unemployment among the younger, traditionally more educable groups in our population.

What does it do to enrolment in vocational or technical courses to see so many graduates out of work? On the one hand, if unemployment is seen as temporary, enrolment might increase, but if high unemployment persists, it cannot be encouraging. If you have qualified as a lawyer or an engineer, yet can find work only as a waitress or construction worker, if at all, your juniors are not going to see that all that intellectual drudgery is worth the effort. And what will the waitress or construction worker do?

That's one side of the picture. The other side is the trend in certain highly skilled societies like our own, or that of Northern Italy, towards technical entrepreneurship in which further education or training are taken up whenever they become necessary to the job. Everyone here depends upon the closeness of the relationship between the schools and their users. Everything depends on the responsiveness of the educational system to the needs of the working community. The two worlds should inter-penetrate and make use of each other. It's no longer a question of a relation between education with a capital 'E' and industry with a capital 'I'.

There are hopeful signs in the relation between art schools and the worlds of working artists, designers, and illustrators. Here, the barriers between the academic and the prac-

itioner are breaking down in a fruitful way. The doers are the teachers; the teachers are working in the field. This puts a heavy premium on adaptability, not only for workers and managers but for the educational system as well. We cannot afford to have it succumb to bureaucratic fossilization. Relevance may not be a rallying cry anymore, but subjects in the applied arts and technologies can't survive without it. The challenge for you is to find the new, more fluid structures in organization that continue to provide training and skills in subjects that are actually in demand. The challenge will require hard choices between essentials and frills, between quality and quantity, and between cherished habits and probable future requirements.

The information age is also increasingly the age of leisure, as more and more of the drudgery is taken over by computers and robots. Back in the 1950's, there was a good deal of talk about education for leisure in the age of automation, but, as it turned out, the attrition in jobs was compensated for by an economic boom partly stimulated by the new productivity. A problem was shelved though, in the meantime, leisure time expanded and new industries rose to cater to it. Now, once more, we are faced with the possibility of a society that cannot provide jobs for everyone. We shall have to devise ways of including those who are not wage-earners in the policy. The dangers of alienation are not precluded by a system of hand-outs. Perhaps we shall see shorter work-weeks, more paid educational leave. Perhaps we can learn by studying the workings of societies very different from our own, societies that are not oriented around work.

Whatever shape this new society takes, the part played in it by education is bound to be extremely important. A few weeks ago, the Ministry of Education and the Ministry of Colleges and Universities issued a statement that identified learning as a life-long process to be fostered in an educative society and laid out a framework of goals and objectives related to that commitment. We all expect something to follow. The bleak fact we have confronting us is that we are in an age where the cost of creating jobs is far higher than the cost of eliminating them by the use of new technology.

It may be that as technology develops, jobs in traditional industries will be much fewer, and those few will be highly specialized. The evidence is not definitive, but a confidential federal study (the results of which were reported in the *Globe and Mail*) suggests that between one-quarter of all jobs in business and financial services will be eliminated by the end of this decade and that new technology will not create enough jobs to replace them. No one has given much thought to this problem; since it's so unwelcome a prospect, we tend to shy away from it. I can't claim to have any answers either. The answers may be all around us — with the young who have not yet entered the work force, with elderly (and we are an aging population), with the retired, and with others who derive much satisfaction from voluntary work.

Part of your job in education will be to teach students of all ages to use their leisure time wisely and actively. One danger of the computer is that it may take over so much of the mental drudgery that minds will become as



Bernard Ostry, Deputy Minister, Industry and Trade Development

flabby as the automobile has made muscles. Some of your work will be remedial, as it is now. But to the extent that you encourage active and enterprising use of the opportunities of the information age, you will be successful. As I suggested at the outset, the realities of the information age can seem daunting, yet they also offer us a challenge that our people are qualified to take up. Enterprise, imagination, skill, and adaptability are the watchwords of this age, and the greatest of these is adaptability."

Bernard Ostry

by Kate Dorbyk
Associate Director, Development

VIEWPOINT

Being editor of an internal newsletter is a mixed blessing. On the one hand, there's that tremendous feeling of accomplishment as each new issue rolls off the press; but on the other, there's the knowledge that the news-gathering, writing, editing, and proofing have to begin all over again.

Surely, one may think, in a college the size of Humber, "news" happens all the time. And, of course, that's an absolutely correct assumption. Awards are won, speeches given, conferences attended, papers and reports published, and interesting visitors hosted. But unless that information is shared with the staff of DIALOGUE, then we can't possibly share it with our colleagues in the Humber community.

Information sharing is one of the most important reasons for the establishment of DIALOGUE. By featuring a variety of articles covering such topics as new program developments, high technology directions, staff and faculty profiles, union and personnel announcements, and interviews with people who have something valid to

say about the future of the community college system and the effects it's going to have on Humber, our goal is to be thought-provoking and reactive. We hope that DIALOGUE prompts conversation and discussion about the issues facing us all. And, if it does, then we'll consider that, so far, it's been a success.

That's not to say, however, that we're prepared to "rest on our laurels". We're continually seeking ways to improve... to be the best we can be. And that's why input, criticism, and feedback are so important. That's where each and everyone at Humber can play a part. It really is important.

This issue of DIALOGUE is exceptionally rich in content. You'll note that the list of contributions is an especially impressive one. What each has to say is intelligent and relevant and, that being the case, we tried to do as little editing of copy as possible. The message and impact of each submission has remained, largely, unchanged.

Frankly, we'd like every issue of

DIALOGUE to be as full as this one...and there's no reason why it shouldn't be. But the responsibilities of the Public Relations Office encompass much more than just the publication of an internal house organ. In order to represent as many of the campuses, divisions, and departments as possible, we need your help. Apathy and disinterest are unacceptable. Neither serves a purpose. Neither accomplishes anything.

by Madeleine Matte
Manager
Public Relations

Profile: Stewart Hall



Stewart Hall is clearly a man of action. His office, sparse in personal memorabilia is awash with program brochures, tentative proposals, urgent memos, and computer print-outs. Activity centers around a large conference table—a fitting setting for a man whose career has grown dynamically and in tandem with Humber's Continuing Education Department.

Stewart was educated at the University of Guelph and received his Bachelor of Arts Degree in Political Studies in 1971. Stewart was a product of the 60's, interspersing work, education, and travel. During the time frame of the late 60's, he travelled extensively throughout Canada and the United States, including California at the height of the YIPPIE revolution. Few traces of this remain today as Stewart typifies management on the move.

Stewart began his career at Humber in 1970 as a faculty member teaching Political Science. Within a short time, he was made Coordinator of the newly named Community Worker Program at Lakeshore 1. In 1975, additional responsibilities were added and he became the Director of Continuing Education. He also maintained his involvement with teaching. This past Fall, under the administrative reorganization of Dr. Gordon, Stewart became the Dean of Continuing Education and Development.

It is impossible to profile Stewart Hall without looking at the whole evolution of Continuing Education at Humber. Originally CE saw college employees working actively with community groups as resource personnel, setting up their organizations and activities. With the changing economy, this consulting role became no longer viable. A reassessment was in order. After a year-long evaluation process, the approach to CE swung to self-sufficiency. Is the program self-supporting? Does it satisfy a need? Is there a ready, available market? The Motorcycle Training Program provides an excellent operational example of a program that works successfully, according to Stewart. Originally, Humber rented out its parking areas to outside agencies that did the actual

training of students. Today this program has evolved to the point where Humber part-time instructors do the training, testing, and licensing of qualified participants. Motorcycle Training has experienced a growth rate of 25% per year and Stewart estimates that within three years, it will be the largest one of its kind in Canada. This exemplifies the ingenuity and quality of the programming that comes out of this division. Stewart fully credits his staff with accomplishments such as this. "They are true professionals, well schooled in needs assessment techniques." He defines his own role as being instrumental in the start-up of an idea; but then, it is his management style to pass along the development of the project to his program directors for implementation. His greatest contribution to Humber, he feels, "is to have brought on-stream these creative people, and to have given them the opportunity to contribute to the organization." He describes them as "the best program people in the province."

Stewart is also the Chairman of the recently formed College Development Committee. Their mandate is to research new areas of programming and set priorities that can be met with available funding. One of the major problems facing the CAAT system is inadequate space to meet the public demand for courses. Additional facilities are now an obsolete dream, given today's budgets. The College Development Committee is investigating the means to reach a wider clientele by methods other than the traditional face to face student-instructor interaction. Distance education, individualized learning programs, correspondence courses, and teleconferencing will all be scrutinized. This committee will hopefully serve as a "catalyst for innovation," according to Stewart.

It is difficult to divert Stewart from professional topics. Even discussing leisure activities his drive comes through. He relaxes with vigorous games of squash, and takes an annual skiing vacation (downhill, of course). Last year he spent three weeks at Jonquière, with his 13 year old daughter pursuing bilingualism.

When he settles down long enough to read, his taste is eclectic. He is an avid magazine buff, choosing *Vanity Fair*, *Esquire*, the *Economist*, and *Actualité*. Non-fiction works focus on biographies and political content. Light-reading highlights Stephen King and "thrillers". Films and dining out are entertainment priorities. His taste in music is also diverse. Classic to rock is all enjoyed. In fact, his whole philosophy of life, which he defines as basically optimistic, can be summed up by a quote from "the divine Miss M.", at a recent concert at the Kingswood Theatre. "See the bright stuff, keep on moving and don't look down." Not much chance.

Moving Up . . .

Can our Equine Centre become superior in equine surgery? Dr. Daryl Bonder thinks it can. Dr. Bonder, one of the centre's veterinarians, feels that the surgical equipment recently acquired by the centre will revolutionize equine surgery. Great expense has gone into purchasing the best equipment for Humber, and when installed, it will be unique to Canada.

Using the new equipment, veterinarians will be able to perform sophisticated, innovative surgery. Diagnostic techniques will also be vastly improved and as a result, the development of new ideas and surgical techniques will be possible.

The rest of Canada will be made aware of the equipment as the centre will operate in much the same way as a human hospital. As Dr. Bonder explains, "Because we want to use the facilities to the fullest, outside veterinarians will be invited to use the equipment. It will be a great service to them because they will be getting top notch equipment in facilities that they may not be able to duplicate."

A clinical research program is also part of the plans for the facilities and Dr. Bonder is hoping to develop an exchange of information forum with the United States and the Middle East. Liaison has already been established.

A native Torontonionian, Dr. Bonder came to Humber in 1977, stayed for six years, took a one year break, and is now back. A Canada-wide tender was put out for Humber's surgical facilities and Dr. Bonder now leases the facilities from the college. As well as surgical duties, Dr. Bonder will instruct both day and night students, teaching horse anatomy and courses related to the veterinary field.

Dr. Bonder graduated, with honors, from the Ontario Veterinary College at the University of Guelph. During the academic process, he was the recipient of several awards and acknowledgements for much of his work. He has worked with the Canadian, American, and British Olympic teams, has appeared on television to discuss medical and surgical matters, and has several magazine and newspaper articles to his credit. He is a member of the American Association of Equine Practitioners, the Academy of Equine Medicine and Surgery, and an Associate Member of the Royal Society of Medicine in England.

Currently, Dr. Bonder and his associate at the Equine Centre, Dr. Noah Cohen, are preparing an article on an arthroscopy case they handled. The article will be submitted to various journals, and if published, addi-

tional case reports may be written.

In addition to teaching in the classroom, Dr. Bonder will be teaching in the operating room. He is anxious to demonstrate to students just what is possible in equine medicine, and feels that, "Humber's facilities provide a first class learning experience."

A keen advocate of "arthroscopy", Dr. Bonder's "pride and joy", and one of the most expensive pieces of new equipment, is the arthroscope. A deceptively small piece of clinical machinery, it can accomplish great things. Surgery within joints can be performed without the need for major incisions. When the arthroscope is inserted into the joint, a small telescope is then inserted into the instrument. By rotating the telescope, the doctor has an excellent view of the entire joint area. The whole procedure can be recorded on video for use in teaching and lecturing. "The surgery of the future", is what Dr. Bonder calls this amazing technique.

Another piece of new equipment acquired by the centre is a "nuclear scanner". "To my knowledge, it's the only one of its kind in Canada for animals", Dr. Bonder said in an interview recently. An animal is injected with a solution that is carried through the body. If, for example, a bone scan is being performed to search for a fracture or cancer, the solution will show up darker in the affected area when the scan is studied. The procedure is safe to both animal and doctor, and is so advanced that a diagnosis can be made on-the-spot.

Other new equipment purchases include a "heavy duty x-ray machine", large surgical lamps, a manoeuvrable operating table, and an anesthetic machine. In total the centre is getting 12 major pieces of equipment, along with drugs, new instruments, etc. The new system will be fully computerized, allowing for quicker readings and diagnoses.

Dr. Bonder would like to see the centre do more in the way of continuing education so that practitioners, owners, trainers, and anyone else interested, can learn more about medical and surgical techniques and developments.

Advancing the equine surgical field is something that Dr. Bonder is certain Humber can do. The recent acquisition of new equipment, matched with Dr. Bonder's and Dr. Cohen's knowledge and expertise, certainly gives us a good start.

by Diane McLeod
Public Relations Student
(summer staff)



Dr. Bonder examines new piece of equipment at Humber's Equine Centre

Technical Services: Vital Link with Industry

Humber College is actively involved in providing off-campus training for employees of local industries. How did we get involved and why?

To start with, the Federal and Provincial Governments, through programs such as OCAP, TIBI, and GIT, make money available to business and industry to encourage training of their employees. This training will teach new skills and new technology to keep the worker up to date and efficient. As a result, productivity will hopefully increase, the company will prosper, more workers will be hired and more taxes paid—right back to the same people that paid for part of the training in the first place.

The channel for these monies is provided by the local community college for each area. A certain number of staff is therefore needed at each college to advise the companies on training needs and to arrange for partial funding.

From this point it is an easy step for the colleges to not only make the arrangements, but to jump in and do the actual training themselves. This is exactly what Humber has been doing for the last ten years. We have grown to become one of the largest, if not the largest, industrial training involvement in Canada.

One of the earliest courses using Humber's own teaching staff was pro-

vided for employees of the Ministry of Transport—the people who service the radar and air navigation aids at Canada's airports. Incidentally, government agencies are not eligible for any funding. At that time, the Ministry was installing new computer generated displays for the air traffic controllers as part of their JETs program. Their service technicians needed courses in logic and computer circuitry to be able to work with this equipment. Each course ran for three weeks and a total of ten courses was given. By the end of the total package we had met virtually every technical employee from the Ontario region and many from Quebec, a total of 350 technicians. From this beginning, Humber has expanded so that numerous courses involving microprocessors, electronics, logic, computer programming, numerical control, and CAD/CAM have been taught for a wide range of companies and government agencies. What started out as a service for "local" industries has taken us from Calgary to Minnesota, Ottawa, Montreal and Halifax.

WHY are we involved? One reason is that the college can make a small profit on this training—enough to purchase much needed equipment. A second benefit is that courses developed for outside use are often used later for our regular full-time students. A more important reason is the indus-



James Hardy

trial exposure provided for the instructors and the enhancement of the College's reputation. Business and industry are the ultimate employers of our full and part-time students. With instructors more in tune with industrial needs, a better graduate can be turned out. With each new industry satisfied that Humber can deliver quality training we stand a better chance of having graduates hired.

With changes in student enrolment patterns and industrial hiring practices, it is vital that Humber maintain a strong link with the "outside world" through our industrial training.

by James Hardy
Technology Division

Fire Safety Plan Formalized

The Department of Occupational Health and Safety Services has been busy this summer preparing the college's Fire Safety Plan. The formalization of this plan is a requirement of the Ontario Fire Code and is subject to approval by the Etobicoke, York, and North York Fire Departments.

The intent of the Plan is to inform the college community of fire emergency procedures. The Fire Safety Plan primarily addresses two groups of people; one being employees and students, the other being an Emergency Control Organization. Outlined below are particulars for each group.

1. College Community Fire Safety Plan

This plan is designed for the users of each campus to offer some direction as to fire prevention and control, and how to react in a fire emergency. Particular items include:

- A message from the President
- Fire Emergency Procedures
- Who and how to call the Fire Department
- How the fire alarm works
- Access routes for fire fighting
- Evacuating the building
- Non-ambulatory occupant
- Identifying and controlling of fire hazards
- How to extinguish a fire
- Fire drills

2. Emergency Control Organization Fire Safety Plan

The ECO of each campus is specifically designed to deal with emergencies: in this case fire emergencies. The purpose of the ECO is to assist the occupants in the evacuation

of a building. In addition, ECO members assist senior campus officials and the Fire Department should the need arise.

Members of the ECO have specific responsibilities and work under an operating plan approved by the local Fire Departments. Presently the ECO is being formed on each campus and its members will be identified to the college community, once appointed.

In addition to the above, there are signs posted throughout the campuses indicating a mini-version of the Fire Safety Plan. Specifically, the signs tell of your location, fire emergency procedures, avenues of exit, and fire control equipment. Employees and students are strongly urged to review the Fire Safety Plan.

At the time of writing, the proposed Fire Safety Plan was before the three Fire Departments for their approval. Once approved, special booklets will be distributed to all staff outlining the above information.

Specific concerns should be directed to the Occupational Health and Safety Department at the North Campus, ext. 417. It is expected that the approved Fire Safety Plan will be ready for implementation by September 1, 1983.

by Gary Jeynes
Occupational Health and Safety Services

OPSEU Increase

\$1,000 per year
Support Staff
Wage hike

On June 23 the Union negotiation team and the Council of Regents (COR), reached an agreement. The Ontario Wage Restraint Act limits the amount of increase to 5% with a minimum of \$750 annually, with an optional increase of \$1000 annually if both parties so agree. The Union and the COR did agree to the \$1000 minimum. Other non-monetary items were also agreed to.

WAGES— All employees who worked a 35, 36 $\frac{1}{4}$ or 37 $\frac{1}{2}$ hour work week will receive an increase of 51¢ per hour as of Sept. 1, 1983. If in the course of the year this does not amount to \$1000 you receive the balance after Aug. 31, 1984.

Employees who work a 40-hour week will receive 48¢ per hour subject also to the \$1,000 minimum.

VDT LANGUAGE— this is a new item, covering the right to be excused from VDT machines while an employee thinks she is pregnant and after it has been decided she is pregnant; 10 minute break from VDT machines after 1 hour continuous use; eye examinations by experts when you start and yearly thereafter. Please call your executive or the Union head office if more details are needed.

LONG-TERM DISABILITY— an improvement in money to those employees currently on long-term disability.

SEXUAL HARASSMENT— new language written into the contract to help in the case of grievances.

PREPAID LEAVE PLAN— this may provide the opportunity for employees to plan in advance for extensive holidays, or retraining or educational leave. Read your new "Collective Agreement" booklet when it arrives to understand this area.

VACATION— no change in number of days, etc. but a clearer definition of "active employment". Active employment means actual attendance at the work place and the performance of work, but includes absence from work for vacations and holidays, or illness or maternity leave for up to six (6) calendar months during the term of the Agreement, or adoption leave for up to six (6) weeks during the term of the Agreement.

DEPENDENT AND SPOUSAL INSURANCE— You may now buy insurance up to \$3000 on spouse and \$1500 for each dependent child.

DISCIPLINE NOTICES— you can now request the removal of such notices, from your personal files after one year has passed.

Since the Restraint Act has legislated the contract no vote is required or will be taken. If there is any difference between the message printed here and the actual contract, the contract is to be followed.

by Don Stevens
President, Local 563
OPSEU Support Staff

Distance Education: The New Wave

Most learners, present and past, have the experience of learning through technology. Clay tablets, papyrus, paper-pen-and-ink, the hornbook, chalk boards, books, pictures, newspapers, the postal system, films, radio, and television have been in use for generations. Today through video and audio telecommunications, interactive communication is possible in all corners of the world, employing satellites, computers, microwave, and cable. Today, learning at a distance is becoming an increasingly common form of education for people everywhere.

A commonly accepted definition of "distance education" is "the delivery, by a variety of communications modes, of educational programs designed to meet the needs of people who are socially or geographically isolated from traditional learning institutions." A growing and vital force in post-secondary education, distance education is particularly significant at the level of continuing and part-time education of adults. The growth of institutions that provide instruction at a distance has been accompanied by a growing body of knowledge about the principles and practices that can make this form of learning an effective and satisfying experience for students. As a mark of the growing respectability of the field, at the June 1982 Vancouver Conference of the International Council on Distance Education, there were over 500 delegates present, representing some 50 countries and over 200 institutions.

A personal note: the use of the such "extensions of man", as radio, television, film, etc., in education has always been a fascinating field. This fascination, as a young YMCA community secretary in London, Ontario, led me to persuade the reluctant manager of radio station CFPL to turn over prime evening hours for cooperative community education and development programs. Later, working with the National Film Board of Canada, I helped to develop community-based workshops to make more effective use of films in public education. With the advent of television in the mid 50's, I was attracted to the new field of "educational television", to initiate, organize and develop school-oriented and adult education programs. My persisting conviction remains that the wise use of technology and telecommunications can enhance the learning of children and adults, and that the media are not there solely for the sale of beer, hamburgers, cars, and deodorants.

Around the world, opportunities for learning at a distance have

expanded rapidly since 1960. There has been a dramatic growth, for example, in Africa, where twenty distance learning projects have been established. While the possibilities of distance education are of special interest to developing countries, major institutions have been created in the United Kingdom, Canada, and the United States. The best known British example is the Open University, founded in 1969, and now with over 80,000 students registered. Some 44,000 students have been graduated with Bachelor of Arts Degrees. Teaching methods involve correspondence, texts, television and radio reception, home experiment kits, tutorial sessions, counselling, and summer schools. In Canada, Athabasca University opened in 1973 as a university without a campus, and now has over 6,000 students registered, almost half of whom live in urban areas. Programs offered at the B.A. level are in the arts, sciences, business administration, and social services. Instructional packages utilize correspondence, telephone tutoring, audio cassettes, and discussion groups. A major distance education activity of the University of Wisconsin is the Wisconsin Educational Telephone Network, (ETN). For some fifteen years, ETN has provided an extension service to the universities and colleges of the state, by facilitating continuing education courses via teleconferencing. The network consists of over 200 telephone classrooms located in campuses, courthouses, libraries, and hospitals. In 1980, some 30,000 persons participated in over 1500 programs. Continuing professional education is the dominant course content. In California, Coast Community College, located in Orange County, is an innovative institution—a "community college without walls." Each week, over 25,000 registered students learn through courses televised on PBS-TV station KOCE-TV. Other distance education approaches involved courses by newspapers, community-based tutorial centres, etc.

Each of the above institutions are the result of effective, systematic planning, accompanied by adequate financing and sound management. Programs and courses are produced on a team basis. Coherent, credentialed programs are offered, not ad hoc courses. Adequate student counselling and other academic support services are in place and a diversity of modes have been used.

Who are the students who participate in distance learning? Surveys and studies conducted by institutions offering distance education courses indicate that there are large numbers of shift workers, employees who

travel, seasonal workers, etc., who can't cope with conventional college schedules or time frames. There are also many under-educated adults, high school dropouts, isolated suburban housewives, mothers with young children, new immigrants, and others who feel intimidated by college buildings of "bureaucracy". There are a growing number of people who dislike travelling or "commuting" to a course, for whom it is too far, or for whom the costs of tuition plus travel time and energy costs are too high. Distance education approaches are particularly helpful in serving the educational needs of the handicapped, the elderly, the hospitalized, the institutionalized—all those who cannot move easily or freely to educational institutions. And there are many persons who prefer to learn at his/her own pace, for a variety of reasons, or who want specific subjects they can learn in privacy.

Where are such students located? Two Canadian examples: the University of Waterloo correspondence division draws 40 per cent of its students from less than ten miles from the university campus, (median distance is 20 miles). Athabasca University reports that a significant percentage of their students live within the city of Edmonton, although the city provides ready access to many conventional educational institutions.

Does Humber College have any obligation, responsibility, or "mission" to develop distance education courses? To date, Humber has been a leader in developing continuing education programs to meet the changing and growing needs of adults and to accommodate lifelong learning. More, however, remains to be done. As consumers of education, adults will only enroll in programs that are both convenient and useful. Yet many current college practices and procedures are arranged for the convenience of the college administration. Community colleges are, of course, not the only institutions offering part-time learning programs. School boards, universities, libraries, churches, public agencies, private entrepreneurs, are all offering competitive services and the consumers will select the best. Therefore, to continue to be even more effective in delivering continuing education services, community colleges will have to undertake a restructuring of certain operations. The changes that are needed are not cosmetic or additive, but are basic to the operations of the colleges. The establishment of a distance education approach by Humber is one such basic development that can help to assure continuing and relevant community service. In keep-

ing with the recent statement of the Minister of Education, ("The Ministries of Education, Colleges, and Universities will encourage the development of programs and technologies which will deliver continuing education to adult learners who, because of remoteness, handicap, work schedule, etc., are unable to avail themselves of the traditional mode." Bulletin dated March 15, 1983). Humber might well explore with MCU the possibility of new directions in distance education.

Jonathan Swift in 1704, said a few choice and satirical words about institutionalized learning: "For to enter the place of Learning at the Great Gate requires an expense of time and forms; therefore men of much haste and little ceremony are content to get in by the back door." Perhaps the "back door" to learning is the distance education mode, which may well be the **only** mode for many persons. However, not even Jonathan Swift could have predicted the growth and development in our century of "high technology" and telecommunications, and the dilemmas created for conventional institutions of learning. As computer-assisted learning, teleconferencing, interactive videodisc, personal computers, computer networks, etc., become ubiquitous for educational purposes, in the home, business, or shop, why should students move physically to and from a college at a growing cost of time and money? Back door or front door, the important element in the learning environment, (now and future), is the learner. To us at Humber, the learner should be the environment for learning.

by Art Knowles
Continuing Education and Development



The recently settled collective agreement for support staff employees ensures that every support staff employee who works the full year from September 1, 1983 to August 31, 1984 shall receive \$1000. or a 5% increase whichever is greater.

An employee who works less than the full year shall receive a pro-rated amount.

In order to ensure that all employees receive their correct salary increase, we have established a new payroll field called the Accumulated Differential which will appear on the Notification of Deposit slips as ACC DIFF effective the September 2, 1983 payroll.

Employees accumulating less than \$1000. by August 31, 1984 shall receive a lump sum pay adjustment.

If present trends continue again this Fall, Humber College will be Number One in both quantity and quality.

Judy Knoops, Associate Registrar at the North Campus, indicates that applications are significantly above last year's levels and an enrolment of 4,837 freshmen students is anticipated.

This figure represents a 10 to 12% increase over last year's total. This increase is in part due to the addition of technologically relevant new programs such as Computer Engineering and Word Processing, and the increased demand for existing programs.

Exact figures will not be available until late September but present indications are positive.

Personnel Report

Profile: Ab Mellor

For several years now, Humber College has offered training and development seminars on an ad hoc basis to support staff. During the past year, this commitment to training and development has been re-evaluated and given increased emphasis. An executive committee has been formed to coordinate all College activities in the area of Human Resource Development. As well, in order to better identify and serve the needs of College support staff, an advisory committee has been struck and will be meeting on a regular basis over the next year to assist in designing and offering timely programs which are of high quality.

This advisory group, which is a sub committee of the College Human Resource Development Committee, will also be serving as a vital day to day communications link between support staff and those responsible for designing and offering training programs.

The training and development seminars for the Fall of 1983 are now rapidly falling into place and the Human Resource Development Committee will be publishing a pamphlet in early September which will list all the scheduled offerings as well as the time and location for each program. In response to feedback received this past spring, most of the seminars and workshops will be scheduled during the 12 to 2 p.m. time period and a light lunch of sandwiches will be available.

Below are listed the topics which have been finalized as of July 29th. Should you have any questions, suggestions, or constructive criticism, you are urged to contact Bev Wright in the Personnel Relations Centre at ext. 225.

Your College Pension Plan
Support Staff Benefit Plans
Job Re-classification (Part 2)
Promotion & Advancement at Humber
Know Your Collective Agreement (Support)
Know Your Collective Agreement (Faculty)
Preparing Yourself for Your Progress Review
Payroll & Benefits Procedures

Grammar Refresher (Part 2)
Proofreading (Part 2)
Running Effective Meetings (Part 2)
Interpersonal Skills
Employee Counselling
Public Speaking Made Easy
How To Manage Your Boss

Cardiopulmonary Resuscitation
Chemical Hazards In the Home

Green Thumb Luncheon - Arboretum
College Tours for Full-Time Staff
Metric Conversion Made Easy
Meet The President - Support
The Computer Explosion

by David Guptill and
Toby Fletcher

The man of a thousand hats. Each job he's expected to perform requires a change of hat, and with so many jobs to perform, he sometimes loses track of which person he is, unless, of course, he's wearing the right hat.

Ab Mellor, a ten year veteran of Humber, manages to teach, be Coordinator of the Public Relations Program, and be Senior Coordinator and cluster head of Theatre Arts, Photography, Fashion Modelling, Music, and, of course, Public Relations.

He serves on numerous committees and acts as advisor to those he doesn't sit on. After all that, he still finds time for his students, both past and present.

In his office, shelves full of books, binders, and pamphlets line the walls. Many of them are old and tattered, but still hold good public relations information. The calendar on the wall remains constant because this man is too busy changing hats to worry about changing his calendar. One wall is decorated with pictures of Ab in younger years: with students, with colleagues, and of the man himself.

His desk is cluttered with paper: folders stuffed with paper, books stuffed with paper, and drawers stuffed with paper; projects and other material he's working on, or soon must tend to.

It all began in 1973 when Ab came to Humber after a year of running his own P.R. shop. Why Humber? "After 27 years in the advertising and public relations field, I felt it was time for a change in lifestyle. I thought I could teach as well as freelance." Unfortunately, the freelancing stopped when he began teaching full-time.

Ab was not new to the teaching field, having taught many years ago. "I tutored to pay my way through college, teaching teenage boys everything from Latin to Math." He also had a short stint as an elementary school teacher after the war.

Teaching has always appealed to Ab because he likes the thought of taking someone with limited knowledge of a subject and expanding that person's knowledge base. Since public relations was the field he had been in for 27 years, it was natural that it would soon become his speciality in teaching.

Public relations, however, wasn't on Ab's mind when he started his education. In fact, he was on a totally different track.

After receiving his Bachelor of Arts Degree in Montreal, Ab took three years of Electrical Engineering at McGill. He missed the fourth year of the course to join the army. The war ended when Ab had been in the army for almost a year. By then, electrical engineering was long forgotten.

At this point in Ab's life, his enjoyment of teaching drew him to the elementary school. From there, he moved to an accounting office, then to the Montreal Gazette as a reporter.

That's a lot of jumping around for someone who started out as an

engineer, but it didn't last long. That first newspaper job was the beginning of a new career for Ab.

In 1946, Ab joined the public relations staff at the Bank of Montreal where he worked his way up to Assistant Manager before leaving in 1949 to join the Bank of Nova Scotia as their Advertising Manager.

He left the Bank of Nova Scotia in 1956 to become Public Relations Director for Dominion Stores and held that position until 1965 when he joined James Lovick's Advertising Agency. When he left Lovick in 1972, Ab was Vice-President, Director of Public Relations, and Group Supervisor of several advertising accounts. He was also deeply involved in the Robarts Provincial Tory team.

Besides running his own shop and doing freelance work, Ab, along with his wife Ena, ran a small "mom & pop" shop in Belfountain. The next year, Humber was lucky enough to nab him.

When he came to Humber, Ab's curriculum was 60% journalism, and 40% public relations. He taught politics, as well as courses in the Applied Arts and the Human Studies Divisions. Over the years, Ab has switched to 100% public relations, and in 1975 he took over as the program's Coordinator.

Leaning back in his chair, Ab reminisced about those early days, recalling that, "public relations wasn't the big thing it is today. We were a small group of people. Not many companies had public relations departments so in a sense everyone was learning. You just watched what other companies and groups did."

Ab Mellor was born in Liverpool, England and came to Montreal when he was nine years old. He stayed in Montreal until 1949 when he came to Toronto, leaving behind him the love of his life: his boss's secretary. It seems the feeling was mutual because shortly thereafter, she came to Toronto, and two years later they were married. In the years that followed, three daughters came onto the scene.

Ab's only goal is, "to get out of Humber in one piece", and when he retires, he plans to "not do much of anything but read."

Reading is something that Ab does a lot of, not necessarily because it's a hobby, but because it's tied so much to his work. Philosophy, theology, history, literature, language, and current affairs books are his favorites.

He also finds time to work around the house, listen to music (classical and jazz), play a bit of clarinet, and do a bit of woodworking and photography.

Like so many creative people, Ab has a trademark by which he's recognized: ascots. He is known as the "man who always wears an ascot." Some students actually worry when he comes to school without one.

Almost everyone has a pet peeve and Ab is no exception. Since he is one of those people who'd love to sleep until noon, his pet peeve is

people who are cheery in the morning. He doesn't like people who say that it's a nice day in the morning when he knows it's never a nice day until noon!!!

One thing that Ab's many responsibilities give him is variety. A typical day could include paperwork, meetings, preparing material for lessons, talking to students, MEETINGS, phone calls, dealing with intern sponsors, the Registrar's Office, advisory committee members and students, consulting, advising, MEETINGS, and, of course, teaching, (and MEETINGS).

Being somewhat philosophical, Ab comments that he wishes he could have been part of the change in direction of colleges in the 1960's. He feels that even though colleges are getting bigger, it's important to provide a college identity while keeping the flexibility of individual programs.

Since coming to Humber, Ab has changed the Public Relations Program, although there is a lot more he wants to see happen. He'd like to make Humber's Public Relations Program the best in the country. Then he'd like to keep making it better so it is in the forefront of the public relations business. Ab wants to see more change, faster, to get emphasis on new developments in the field. He would like to see public relations take on a leading role in the education scene, not just for new students, but for people in the business who don't have a clear understanding of what public relations is.

If he had it all to do again, there would definitely be some changes. Ab feels he would have taken law instead of engineering and he would have waited until later in life to turn to teaching. To him, six or seven years is a good length of time for a person to stay in one job. After that, people should be moved around, even geographically, to regenerate and rejuvenate them.

When Ab retires, he won't be lost to Humber as he plans to teach part-time. He'd also like to write a book about public relations from an educational point of view. Whatever happens, you can bet that there will always be people who want his advice and counselling, people who want him to sit on their committees and help with their campaigns, but most important of all, there will always be his students, those people who look to him for guidance, advice, support and comfort.

Ab explains, "In some ways, my supportive role is more important to me than my classroom role."

Comparing this man to the younger version pictured on his wall, one can notice that not much has changed. The ascots are still there, the glasses are still there, and the slightly curly hair (minus a bit at the top), is still there, and it's comforting to know that deep down he's the same old Ab everyone knows and loves. The man who is always willing to sit and talk.

WEC: New Directions

Affirmative Action: two idealistic words to summarize a government's attempt to significantly alter the status of women in the workplace. In the past, response to this government initiative has been affirmative. We all adhere to the general principle, but fall well short on the action! This is all due to change. The administration at Humber is new, fresh, and adamant in its commitment to staff renewal and development. Dr. Roy Giroux, the recently appointed Vice-President of Educational and Faculty Services, says it best; "How can we justify ourselves as an educational institution if we cannot fully encourage and provide for staff education and development from within?"

The Ministry of Education, in its affirmative action guidelines for women in the colleges of applied arts and technology, sets forth the following priorities:

1. To raise and diversify the occupational distribution of women employed in CAATS.
2. To foster female student enrolment in non-traditional programs.
3. To ensure that programs reflect the female experience and are updated to meet changing, expanding roles of women.

To assist Humber College in achieving these goals, Doris Tallon, the College Women's Advisor, has established the Women's Educational Council (W.E.C.) '83. Their first meeting was held on February 21, 1983, and those attending represented a cross-section of faculty, administrative, support, and student union interests. The members of the council for 1983-84 are as follows:

- Doris Tallon - Chairperson - ext. 235
- Penny Anderson - Vice-President SAC - ext. 571
- Mary Benedetti - Continuing Education and Development - ext. 541
- Carol Birch - President's Office - ext. 279
- Sandra Di Cresce - Student Union, Lakeshore campus - ext. 287
- Kate Dorbyk - Continuing Education and Development - ext. 455
- Judy Dunlop - Public Relations - ext. 324
- Pat Ferbyack - Academic and Commercial Studies, Lakeshore - ext. 241
- Bill Thompson - Faculty Evaluation and Review - ext. 483
- Betty Todd - Health Sciences - ext. 332
- Kathy Tyrer - Human Studies - ext. 344

Each of the committee members invites suggestions regarding issues of concern, and programming ideas that would benefit women in the college. Doris Tallon, Chairperson of the committee, outlined their purpose to "create a greater presence and profile for affirmative action at the college." The council members will serve in an advisory capacity, operating as a resource team and meeting on a monthly basis or as often as necessary.

Issues presently being examined by the council include: a Certificate Program in Women's Studies, affirmative action sessions for women managers, and a proposed physical presence in the form of Women's Centres at the North and Lakeshore Campuses.

The proposed Women's Centre will differ substantially from the earlier model which functioned at Humber from 1972 to 1977. Whereas the former centre was community-oriented, the 1983 version will focus on the internal staff and student community. It will serve as a resource centre for women, offering films, books, brochures, and tapes. It will not be a counselling service but will arrange referrals to outside agencies if required. Staffing will be on a volunteer basis.

These two concepts, the WEC and the proposed Women's Centre, formalize what Doris has been doing quietly, in the background, for years. Doris admits to informal networking that goes well beyond the WEC, or its predecessor, the Women's Advisory Committee. She mentions a collection of women throughout the college that she refers to as her "volunteers, army-style." These are the women who are called upon regularly when "things need to be done. These women are more than willing to go the extra mile." However, the relationship is reciprocal.

Doris, in her role of Women's College Advisor, has been tireless in her efforts to assist women in the college community. As Rebel King, Program Manager, Technical Services, states: "Doris is one of the two people at Humber who has taught me a great deal about business practices and techniques. Both during and after the time I worked for her, she was always available for advice and direction. Any future success in my career will be largely due to the foundations set by Doris Tallon. Many people inside and outside Humber have benefited from what this brilliant and giving lady has to offer."

When questioned, Madeleine Matte, Manager of Public Relations said, after an unusually (for her!) long pause, "I'm not stumped because I can't think of anything to say. The problem I'm having is that I can think of so many things . . . and I'm trying to avoid sentimentality. I'm too old for it. I guess that what impresses me most about Doris is the fact that she does so much that is 'above and beyond the call of duty'. And she does it efficiently and without fan-fare and hoopla. I've personally seen her help and give counsel to many people and I sincerely believe that she's a caring individual. It's this aspect of my professional relationship with her that has been so important to me." These two quotes effectively summarize the implementation of affirmative action policies at Humber.

In the college's affirmative action objectives for 1983-84, some very specific proposals have been made that go well beyond previous initiatives. One such suggestion is the possibility of sabbatical leave for support staff, previously available only to faculty and administrative groups. This option is still in the proposal stage but interested staff should contact a member of the WEC committee regarding the initiation of procedures.

Also included in the Affirmative Action Report, and possibly the most important for staff, is the development of a hierarchy of career steps for women in the college system, with particular emphasis on the support staff group. Dr. Roy Giroux, in discussing human resource management,

emphasizes the importance of establishing a career path and feels it is one of the most vital factors in the staff appraisal system. He stresses that outside courses are essential to "ensure updated skills, expertise, and competency." He cautions, "don't say promote me and then I'll take a course. Be ready in advance. Also be realistic enough to see that a course is not always taken for advancement purposes but is sometimes, simply, a means of staying current."

Following through with this thought, the Professional Development Department has explored the feasibility of a Bachelor of Arts Degree Program offered on campus, on a part-time basis, in conjunction with York University. Also in the proposal stage is a master level program in community education for faculty, co-sponsored by Brock and Central Michigan Universities. Detailed information sessions are being organized for the early Fall.

In conclusion, Affirmative Action requires commitment. According to Eleanor Wright Pelrine, editor of Content magazine, any affirmative action program, if it's to succeed, demands commitment from senior management, and that commitment must be part of the overall policy of the institution. The responsibility, however, is two-fold. Women in faculty, administration, and support should be equally accountable for their own advancement by constantly upgrading their education, skills, and career goals. Commitment, unlike Crabapple Lane, is a two-way street.

Dateline: Divisions

In recognition of his academic responsibility as head of the Early Childhood Education Department, Blair Carter's title has been changed to that of Chairman. His responsibilities include the two diploma courses currently offered on a full and part-time basis, as well as Weekend College. In addition to these, he oversees the management of the three day care centres, the two post-diploma programs and the department's distance education programs.

Maryann Jeffries, the Program Coordinator for Continuous Learning, Health Sciences, has been appointed to the Provincial Task Force for Standards in Gerontology Programs.

Joanne Teskey, a part-time faculty member in the R.N. Operating Room Program has recently published an article in the *Canadian Operating Room Nursing Journal*. The topic: "Nurse Preceptors Promote Competency".

Norma de Castro, a full time nursing instructor at the Osler Campus, has presented a lecture on "Teaching Strategies in Small Class and Lab Settings" at the Metro Colleges Conference '83.

The Business Division will sponsor the following two events in September. On Sunday, September 18, the Business Division Annual Invitational Golf Tournament will take place. As final details were unavailable at press time, please call Eleanor Matthews at ext. 257.

A seminar series, Centre for Employee Benefits will be conducted during the week of September 26 to 30, 1983. CEB Parts 1 and 2 (combined) and Elements of Benefits Plans 1 and 2 will be presented. Fees of \$520.00 cover background lecture notes, all lunches and refreshments. For further information please contact Doreen Farrell at ext. 307.

Joe Pusztai and Mike Sava of the Technology Division have recently collaborated on a book, *Computer Numerical Control*. It is published in Toronto by Reston. (Prentice-Hall)

Gerald Smith, Coordinator of the Theatre Arts Program, attended the Theatre Ontario Festival held in Sudbury during the week of May 16 to 20. At the final board meeting he was elected Vice-President of Theatre Ontario, and was appointed Chairman of the Education Committee.

Paul Read and Humber's Lab Band 1 will be playing at the Bandshell C.N.E. from 7 to 9 P.M. on Labour Day Sept. 5th.