

HUMBER Dialogue

News and Events from Humber College Faculty and Staff

May/June 1984, Volume 2, No. 8

Writing Our Own Scenario on Future

by Tom Norton,
Vice-President, Academic

During the last three years, no single issue has puzzled government economic planners and the millions of working Canadians more than the issue of unemployment. Work has been acknowledged to be more than the means by which income is distributed. It is also recognized as a primary means by which people find both personal and societal identity. Attempting to deal with the future of employment in Canada without recognizing these crucial facts, inevitably leads to narrow speculation in the territory of income distribution as opposed to recommendations growing from the meaning of work in our society. Given our continued acceptance of the work ethic, the future of employment is an infinitely more complex issue than the mere identification of new career paths or of the emerging trades. This reality is important to our colleges' future.

CHANGING NATURE OF WORKPLACE/EMPLOYMENT

Based on the many articles and books that address the current situation, it is clear that computerization of the workplace will accelerate, bringing with it a significant decrease in manufacturing jobs. At the same time, we anticipate massive increases in employment in information processing and services. Yet, all indicators suggest that only 20% of the workforce will be involved in manufacturing and agriculture by 1990, and that unemployment will be permanently around the 10% to 12% mark.

The changing nature of the workplace and the workforce have necessarily produced the outcry by all sectors that unemployment is either the number one or number two priority in Canada. However, an insufficient effort is being made to understand or influence the non-economic components of this important issue. Public demands for a return to full employment and political claims of putting Canada "back to work" can have little substance, unless the concept of work in its social sense is redefined or unless present trends of increased employment demands made by new groups entering the workplace is stemmed.

However, a variety of interesting trends seem to be taking place which affect the place of employment:

1. One and a half million Canadians, by conservative estimates, work only part time and the number is growing. Whether by choice or not, it is clear that the definition of the place of "work" in human life is changing for a growing number of people (as stated by Joan Wallace, Chairperson, Commission on Part-Time Work; during a September 7, 1983, interview).
2. A growing number of young people are opting for a life mode in which work is one of a series of activities of equal importance. Income is only one component of work, sharing equal billing with interest, life style, and self-concept. The concept of income depending on work alone, or indeed of special status and respect deriving from work and income, may not be a dominant ethic with the majority of young people coming into the labor market in the next decade. It is less and less an



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issue within the massive entry of women into the workforce.

OUR RELATIONSHIP WITH WORK IN THE FUTURE

The emerging trend for the future indicates that full employment in the traditional sense is eroding both as a possibility for all and as a desire for all. With the reduction in available full-time work (from 95% in the 1950s to 73% today), job sharing has been apparently successful for largely economic reasons, but it may become an acceptable social practice. But even outside of innovative work scheduling schemes, as the average hours of work decrease within the definition of full employment, our relationship with work as the dominant element of our mid-lives will decrease.

North America is moving into an information/service dominated economy with an increasing rate of change in our style of work, periods of work and attitudes towards work. The nature of our relationship with work is changing from preeminent position in determining our social status, and often our self-concept, to a position of one factor among many almost equals that thread through our lives.

Considering this change in the status of work, two key factors emerge.

1. In this period of awkward transition from Industrial to Information/Service economy, government must play the twin role of reducing the pain of job/social dislocation, and of supporting the base of our new primary economic/social reality.
2. If work is but one thread in life (definition), how do we relate to and support new work concepts so that they emerge as mechanisms that are reinforced as socially desirable (individual self worth) and as the basis of income distribution?

The problem of underwriting the human cost of transition while supporting rapid development of our new economic base affects education significantly. Traditionally, work and education have been loosely related. Usually a dose of

learning/trade preparation in youth was followed by forty years of job/career with informal or only casually formal learning episodes. This concept now exists only in the minds of planners who do not see that,

- (a) more adults register for part-time education than do 19/20 year olds for post-secondary education;
- (b) the rate of change in information technology forces continuous learning to parallel continuous working;
- (c) schooling is viewed as a continuous part of lifespan by increasing numbers of people, both as a social and informational activity (statement made by Lynn Wilkinson of the Federal Task Force on Part-Time Work, on a news report);
- (d) the Federal Government is spending hundreds of millions of dollars in adult career adjustment (N.T.A. etc.).

A major problem arises when we try to rationalize learning as an integral part of work/lifestyle/living and the support of learning only in discreet episodes before entering the workforce or after traumatic economic/social dislocation caused by widespread unemployment and layoffs.

LIFESPAN LEARNING

Career change can be catastrophic within a definition of no work/no pay/no future, or it can be evolutionary, where most jobs contain the growing elements of their own future in a continuous learning process. This requires a new model of government/industrial/business support for lifespan learning—one that combines work income with schooling income in a mechanism acknowledging that the information society (even in a manufacturing context) is a learning society. As stated by Robert Theobald in the book *Toward Full Employment*, and as expressed by Lynn Wilkinson in the previously mentioned interview, the combination of work and learning is not just a social/cultural priority, but an economic necessity.

There is an apparent shift in attitudes that places an emerging emphasis on lifespan learning integrated into overall living. Combined with the need to

adapt our income distribution assumptions to reflect the reality of the changing nature and availability of work, and the need to extend productivity by spreading state-of-the-art competency in the careers of the information/service economy on the broadest possible base, the concept of the new lifespan model using existing funding is reasonably concrete.

Government support for the continuous and significant investment the majority of new generation companies must make in updating employees, is urgent and necessary under the new model. Canada's community colleges represent a nationwide network that could become the distribution base to support lifespan learning that integrates the lifestyle aspirations of the employed with the technology competencies of industry using existing facilities staffed by training specialists. The lifespan learning that will be expressed by the community colleges will not be a concept based on the needs of the colleges, it will be an expression that recognizes the employment future of the economy.

The first signs of integration of learning with work are already with us in the form of government "topping up" wages with unemployment benefits. Additionally, the concept of a reduced work week (probably three days) will accommodate a week shared between learning and working.

What is obvious, is the fact that the dominance of work as the primary mechanism from which we derive meaning is changing. Work will become an element integrated into our lives along with other concurrent priorities. Shorter work weeks, job sharing, flex-time, work at home, part-time will open the traditional work week to learn/work/leisure integration. Technological change in the information economy will reinforce the existing trend of learning as a lifespan endeavour. Government will need to shift resources from episodic retraining to the support of continuous lifelong learning/training. The community colleges could be the most important vehicle to accomplish this vital and necessary shift.

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Canadian Studies: Fantasyland North

by Adrian Adamson,
Human Studies

A few short years ago many people were decrying the fact that Canadian students knew so little about their country. They seemed to know more about other countries and cultures, particularly the United States, and seemed to regard their country and its history with disrespect. "Boring" was the word used almost universally by Humber students to describe their experience with Canadian subjects, and, given a chance, they would avoid such courses altogether.

Today, Canadian history is taught in school from grade seven to grade ten and several courses are mandatory. Now, Canadian students are thought to know more about Canada than they ever did before. They now know less about other countries and cultures, and less about the United States. Because it is compulsory in high school, it is considered to be a subject of greater relevance than others.

Increased emphasis on Canadian studies, therefore, comes with a price: it "costs" other subjects and other emphases. It is past time that we attempted to determine whether or not the subject is worth the cost.

In my opinion an increased emphasis on Canadian studies is indeed worth some cost in alternative subjects. However, I am much less certain that what passes for Canadian studies in Ontario schools today is that valuable.

"... teaching the history of an imaginary country ..."

In his remarkable book, *The Imaginary Canadian*, Tony Wilden likened the teaching of Canadian history in Canada to that of teaching the history of an imaginary country. As described in school history courses, this imaginary Canada is "the peaceable kingdom," has never had a revolution, has never been defeated in war, has no serious labour troubles, is a rich country filled with natural resources, is a model for the world of two cultural groups living in harmony, is in need of foreign capital, has no heroes, an uneventful history, has always enjoyed being a colony, has never fought back, loves its English Queen ... we all know the story.

The "real Canada" has a history of violence and bloodshed that is just as crazy and interesting as that of the United States, has revolted time and again against the British, but unsuccessfully, has had at least one revolution, has many heroes, all ignored, is a cold and difficult country, largely uninhabitable, has a poor history of labour relations, has treated its Indians not well at all, and has already sold almost all of its mineral and forest wealth to foreigners. We all know this story too, but we don't tell it in school.

In 1982, while I was on a sabbatical year from the college, I took the opportunity to examine all the currently used history texts on Circular 14, the list of textbooks authorized for use in Ontario schools. What I found shocked and dismayed me. Tony Wilden is right; we are teaching the history of an imaginary country, and we are not doing our students a favour.

Canadian "Twistory"

I found the history texts biased, of course. Most countries' histories are twisted, to a degree, to make young students enthusiastic about their country. American history is universally pro-American; British history is pro-British. Canadian history, however, is twisted in

an unusual way: it is pro-British. And, I could reach no other conclusion, it is anti-Canadian, that is to say, anti-Canadian people.

"Canadian History is twisted in an unusual way: ... it is anti-Canadian."

To judge the degree of pro-British/anti-Canadian bias, I took four events in recent Canadian history that cannot be mistold without falsifying the record.

The year that never was

1. The "missing year" of 1838. In the year following the revolution of 1837 the terror of the British troops was so great that between 20,000 and 25,000 Canadians from this province fled to the United States in one of the great social upheavals of the nineteenth century. The equivalent in Ontario today would be nearly half a million political refugees in a single year. Leaving out this fact is simply falsifying the record. A couple of honest history texts record the facts. Most take a giant step over 1838 to Lord Durham, who passed the event off as an English-French quarrel.

2. The conscript crisis of 1916. Most history books record the fact that more "English-Canadians" volunteered for military service than "French-Canadians". This is true only if one includes a vast number of unemployed English immigrants who had been in this country a matter of a few months or a year or two as "English-Canadians." If one compares native-born Canadians only, the balance tips very slightly to the French! This fact is noted in only one text, and very hesitantly there. The conscription issue underlies a lot of bitterness between Canada's two linguistic groups today, and began with a vicious lie. But this lie is repeated again and again in Ontario history texts.

3. The Winnipeg General Strike of 1919. Many books have removed this major event in Canadian history altogether. When I asked an author of a much used and recent Canadian history text why the strike was not included, he replied that the Ministry guidelines had recently moved "labour studies" from Grade Ten to Grade Eight, and thus it was not "on the curriculum," or so the Ministry told his publisher.

How we lost our Independence Day

4. Canadian "independence day," December 11, 1931. For all the attention that the struggle for responsible government (with a British veto) gets in Canadian history, one might be excused for thinking that independence would get equal treatment, at least. Such is not the case: only a couple of texts mention the event, and one makes fun of it. This is not surprising because the date is ignored generally in this country, and for the same reason: "independence" is not a polite word in Canada. It is certainly not a concept one would want to make visible to school-age students. Questions might be asked, about foreign ownership in the economy and those who sold our heritage, for example, and such books might not be listed in Circular 14.

The subtle censorship of Circular 14

Ontario's Circular 14 is a model for most of the English-speaking provinces. To have a book on Circular 14 is a guarantee of profit. Not to make it onto the list is a disaster. The Ministry does

not censor textbooks. My goodness, no! But one has to be reasonable. Texts are submitted for inclusion and are sent out for "review" by experts in the field. The reviews are studied, and on that basis are either included or rejected. The Circular 14 Committee cannot be consulted in advance for what will be acceptable, and unpublished manuscripts are never reviewed. Only fully-published books, with all the attendant costs of publication, are considered, and not to make it onto the list will cost an unwary publisher tens of thousands of dollars in unsaleable inventory. Needless to say, terrified publishers will fall all over themselves to censor their own books. Perhaps one of the members of the review committee will be a member of the Legion, a supporter of the Empire Club, or a member of Canada's academic establishment. The risks are enormous; the opportunities for profit are too. So, to play it safe, it is better to say what historians have been saying for generations, that Canada is a "peaceable kingdom," and so on.

Two other problems trouble the world of Canadian studies. We continue to teach "positivist" history: history as a kind of physics of cause and effect, subjectible to scientific study, "repeating itself" and objectively true. In the 75 or 80 years that this school of history has held sway in Canada, historians have failed to find a single instance of history repeating itself, and the school has been largely abandoned in other countries.

"Historical whiggery"

The second problem is more serious.

Historical "whiggery" is still in vogue; revolutions are praised, provided they have been successful, and the whole of the past is interpreted as a measure of steady progress leading to today's status quo, a sort of historical Darwinism. Radicals are not in power today, and so can be ignored, or scorned, in history. So can conservatives, Catholics, trade unions, Westerners, Quebeckers, Maritimers, rural folks, socialists, women, working people, and others not at or near the pinnacle of power. One cannot today ignore ethnics, black, or Indians, but historians can and do, write off most of those in Canadian history who, by losing their struggles, have contributed to the success of those who hold power today. The others are wrong, or misguided, or worthless or disloyal, and, if students cannot find anyone like themselves in Canadian history, it may be seen that their history texts are similarly writing them off as losers.

What is published in textbooks, of course, is not what is taught in classrooms. Many courageous teachers are telling the fascinating facts about Canada and Canadians to equally fascinated classes of students. But such teachers are getting no help from the Ministry, the publishers or the academic history establishment in the universities.

Unless more teachers of history are willing to break the pattern of old ideas, we will continue to produce another generation of students who hate history, their country and themselves. Courses that do this should not be compulsory; they should not be on the curriculum at all.



Laurie Skreslet provided an enthusiastic finish to the Winter '84 "Feed Your Mind" series. Laurie was one of ten Canadians who comprised the 1982 Canadian Mount Everest Expedition. He reached the 29,208' summit at 9:30 a.m. on October 5, 1982. He is currently working on plans for the assault on the West Ridge in 1985.

A Day in the Life

One of the major objectives underlying the publication of *DIALOGUE* is to keep the diverse publics of the college community informed about the initiatives and activities of the departments and divisions that make up the Humber whole. In a series of in-depth profiles designed to focus in on selected academic divisions and administrative departments, we hope to feature and chronicle the history, the mandate, and especially the human element that goes into making day-to-day operations at the college relevant and successful.

We begin "A Day in the Life. . ." with an overview of Humber's Nursing Program. Not only high-profile in the college and well-regarded by other health care professionals, it is also currently of widespread interest as a result of the drama of the Grange Commission.

The full-time Nursing Program at Humber consists of five full semesters and two abbreviated spring sessions. These are compressed into a two-year time span. The curriculum follows a logical progression from a state of "well-being" through to increasingly complex mental and physical maladaptations. Basic courses such as *Developmental Psychology*, *Introductory Sociology*, *Basic Anatomy*, and *Physiology* yield to more complicated medical and surgical specialities. Clinical placements of two days per week complement the heavy academic load. The consolidation of all theory and clinical techniques takes place during semester 5. The students (prior to qualifying to write the Registered Nurses' Examination of Ontario) are in the hospital for 37 hours per week. During this final semester leadership in nursing is also stressed.

In researching this article, nursing students were observed and interviewed in two clinical settings (the Queen St. Medical Centre and the Obstetrics and Gynecology Unit of the Etobicoke General Hospital) with the assistance and cooperation of Humber nursing instructors, Norma de Castro and Hazel Chuck. What follows represents a typical day in the life of a Humber College nursing student on clinical placement.

A lot of myths were dispelled that day. The gothic horror of "999 Queen Street," built in 1850 and known in the early years of this century as the Provincial Lunatic Asylum, was laid to rest forever.

In 1976, the old building and its surrounding walls were torn down and a modern, clean, complex rose in its stead. Today's centre features four individual units, all self-contained, surrounding the larger administrative complex. The main building houses management offices and lecture theatres, as well as a modern gymnasium, pool, and library for patient use. A large open concourse area, known as "the mall" is accessed freely by patients and, to the chagrin of hospital personnel, some unsavory members of the community who drift in at will to peddle their wares (illicit drugs) to patients.

The whole philosophy underlying the renamed 1001 Queen Street is "to approximate a normal lifestyle" says Norma de Castro, Humber's nursing instructor assigned to the centre. The staff all dress in street clothes and locked doors are kept to a minimum. Staff, students, and patients all call one another by their first names to further reduce the institutional atmosphere.

The unit where Humber students were just finishing their placement is

reached by a long glass corridor which overlooks immaculately groomed lawns and gardens.

At the entrance to Unit 2, a lone security guard greets arrivals and acknowledges departures. Unit 2 is very much an open facility.

A tour of the premises revealed them to be bright, cheerful, and more reminiscent of a university residence than a mental hospital. The gloom and fustiness of the earlier wards has been replaced with a totally "new look." Warm sunlight streams into brightly painted rooms.

Each patient has the privacy of his/her own room and is partially responsible for its upkeep. "Patients here change their own bed linen," says Norma. "It's considered part of their overall therapy." Patients also line up to receive their medication, another commitment to self-help.

Even high-risk, suicidal patients have individual rooms. These however, are located directly behind the nursing station and have a large glass window so checks can be made regularly.

The only other obvious security measure is a sign which asks that eating utensils not be removed from the dining area.

The patients on the 4th and 5th floors are under treatment for a full range of psychological disorders. Today, with the extensive use of anti-psychotic drugs, it is possible for them to roam the corridors freely, and to enjoy the lounge and T.V. room under minimal supervision.

On this particular day, Norma was supervising a group of nine first-year students who were just completing their second semester. Norma indicated that each student is responsible for the care of two patients. Norma not only monitors each student on an individual basis but also checks the progression of the student's patient.

In the morning each student visits with his/her patient, assessing both their physical appearance and mental state. The function is to draw the patient out, helping them to express their emotions and fears. They encourage the patient to shower and dress. If a patient is withdrawn, they remain with him/her quietly.

After an hour, the students document the information and impressions they have observed in chart form. Norma then reviews each report with the student, watching for significant content, turning points, as well as the more mundane technicalities of grammar and syntax.

Our students also observe group therapy sessions and follow up with discussion periods centring around what they have noticed.

In the afternoon, the students again meet with the patients. In an effort to help them achieve self-reliance, they show them how to do their laundry and/or how to cook simple snacks. Students also participate in scheduled social activities such as bingo, movies, ceramic, and craft sessions.

What are the nursing students really like? What transforms the secondary school graduate into the cool, competent, professional that he or she becomes a mere two years later? "It's a natural process," says Norma. "Our Nursing Program is now fully integrated with mature students (defined as over 25!) and secondary school graduates in an approximate 50-50 ratio." Norma feels this "mingling of the younger and older students results in a form of osmosis, whereby the younger student learns from his or her more mature counterpart."

Stringent orientation procedures clearly outline expectations. Nursing students can only fail and repeat one course throughout their entire program.

These demanding requirements plus the sobering effect of the nursing experience itself help to mould the professional.

What personality characteristics are essential for anyone considering nursing as a career? Norma first lists intelligence and the ability to cope with a difficult academic course load. Excellent communication skills are also essential. On the softer side, the nurse must demonstrate warmth and a genuine interest in looking after sick people. Hazel cites similar qualities and also emphasizes that she looks for the student who does "a little bit extra for his/her patient."

It is interesting to meet with the students and gain some insight about why they have chosen a career which is both mentally and physically exhausting. All the students questioned exemplified the physical well-being they were trying to instill in others. Fresh, intelligent, and articulate as a group, they represented varied backgrounds and each had different thoughts about his or her chosen field.

Marianne Cussen had worked during her high school years as a nurse's aide. After graduation she went to work in the travel industry. "I wasn't happy and couldn't quite pinpoint why. Then I began to think back to when I was happy and it became obvious. I realized that I had more to offer and that I wanted to make a difference in other people's lives."

Aina Sultmanis, an ex-dental assistant, "felt too restricted in my ability to help others" and wanted to broaden her horizons.

Working as a volunteer in an emergency ward and later as a dietary aide led Doreen Bocking to the realization "that it was the scientific, technical aspects of medicine that interested me."

Brenda Richardson, a mother of grown children, indicated that "nursing has always been my dream. Now it's time for me to do something for myself."

The general consensus was that nursing had changed them all. Jessie St. Bernard summarized the feelings of the group. "I now have an increased awareness of my physical self, and a greater appreciation of my well-being. The development of the individual is truly a miracle." Most students indicated that nursing had increased their sensitivity and had made them less judgmental of others. Confronting and dealing with death for the first time is cited as the most difficult experience of their brief careers. "Students have to learn to balance their emotional identification with the patient and their professional demeanor in structured composure," says Norma.

All the students interviewed were very positive about their program choice. "It's not surprising," says Norma, "as they are seeing all the experiences of a lifetime pass before them in a two-year time frame."

The second group of students were doing their clinical practice on the Obstetrics and Gynecology floor of the Etobicoke General Hospital under the supervision of Hazel Chuck. The students were working the afternoon and evening shift from 3 p.m. to 11 p.m. This particular unit stood in stark contrast to the Queen Street Mental Health Centre, visited earlier. Here the lighting was subdued, tones were hushed, and nurses walked silently and purposely with tiny bundles tucked securely under their arms. The floor seemed to murmur quiet contentment.

The Etobicoke General follows the principle of combined care. The mother and infant are the responsibility of one nurse.

For Hazel and her students, the day

begins with a brief information-sharing session in an adjacent classroom. Each student is given a weekly assignment on a topic relevant to his/her clinical rotation. They later present their findings to the group as a whole. The topics which had been researched for that day included the special needs of a handicapped infant, genetic counselling, and a cost comparison of formula and sterilization equipment. (At the end of this meeting, the students were given their individual assignments of one recently-delivered Caesarean mother and infant each.)

The students then dispersed to meet with their patients and to receive the report of the nurse who was going off duty. Chatting informally with the mothers, the students took note of general health as well as the vital signs of temperature, pulse, and blood pressure.

The next stop was the nursery. There the students are responsible for all routine infant-care. They bathe the babies, change diapers and clothing, and chart all bodily functions.

Hazel compared the classroom attitudes of the younger and more mature student. "The older students are more motivated and perfectionistic. They bring all their life experiences to the classroom and clinical setting. They are more apt to argue from the point of view of their own value system. The younger students, being less confident, are apt to be more flexible in learning new ideas. However, all students share the same hesitation and fear in learning new techniques." Hazel also indicates how cooperative and supportive the students are of one another. "They quickly learn the team approach to nursing."

Hazel's students share the same diversity of background that had characterized the earlier group.

Paul Henry trained and worked as a lab technician for a couple of years before entering nursing. He hopes this program will act as a springboard to his ultimate ambition of medicine. He is generally happy with his choice but "wishes I had more opportunity to use my own judgment." Nursing students are constantly monitored on every procedure they do. He is also experiencing the pangs of being a stereotype in reverse, one of the few males in a female-dominated world.

Catherine Peters, 21, is one of the youngest students in this group. She left school at 15 and worked at a variety of menial jobs before "having the gumption to take the necessary upgrading and come into nursing which is what I really wanted all my life. Nursing has really made a difference to me, I am more conscientious and feel good about myself and life."

Hailing from Trinidad, Claudia Herod notes that the sick and injured there are all treated at home. "The hospital is where you go to die." While she was very young she nursed two elderly relatives. Formal nursing, although it came relatively late in life, is a natural for her. She has very definite ideas about how people in general view nursing. "I get really mad when I hear it described as a glamorous profession. It's very hard work and I see myself only as an instrument to relieve pain and suffering."

The common denominator uniting all students and faculty is their serious dedication and commitment to serving others. Brenda Weir, a social worker at the Queen Street Mental Health Centre summarized the role of our students. "These students help out our regular hard-pressed staff immeasurably. They have the time to spend with the patients, relating to their problems, and bringing a touch of humanity with them."

A fine tribute indeed.

Great Education Debate

Resolved that screening for admission to Humber College is preferable to open admissions.

Following is a summary of the substance of the debate held on May 16 in the Seventh Semester. We regret we cannot do justice to the eloquence, the passion and the wit of the debaters whom we congratulate for their exploration of this important topic. Congratulations also to Larry Holmes for his skillful moderating, and to Ruth McLean and the others who helped organize the debate.

Dialogue

YES, WE SHOULD SCREEN — Ann Bender.

Screening is not necessarily elitist. It is the use to which screening is put that determines whether it is to be supportive of an elitist approach. In the Health Science Division we pre-test to establish whether applicants have the minimal requirements for success in our programs. Screening for success is not a barrier. It permits students to be placed in programs where they can succeed. This is preferable to having the programs themselves do the screening. The applicants do not object. It reveals to them areas where remedial work is desirable. Since we began our pretesting our attrition rate has dropped greatly, and our graduates' success on their R.N. exams has increased correspondingly.

All the colleges screen their Health Science students so we have to do so too. Our tests are for minimal requirements only — at the Grade 10 level. But, yes it is true those with high scores do have a better chance of being accepted. However, we do a lot of counselling, and we are quite responsible in recommending to highly qualified students that they enter university nursing programs.

NO, WE SHOULD NOT SCREEN — Carl Eriksen

Screening for success does mean elitism. The CAAT system was designed to provide post-secondary education for those who otherwise would be unable to go to university or other elitist post-secondary institutions. Screening will exclude many of those for whom the system was designed. Screening is simplistic, callous, and short sighted.

Simplistic because screening ignores the link between education and social policy. The CAATs were established to provide opportunities and social mobility for those at the bottom of the socio-economic strata. Screening will make CAATs institutions for the sons and daughters of the middle class. Callous because the Ministry says our choice is between efficiency and equity. How "effi-



Should Humber College pursue an open admission policy or choose students based on a variety of selection techniques? Even the experts can't agree as demonstrated in an open debate held recently in the Seventh Semester. "Experts" seated left to right for the affirmative included: Gary Noseworthy, Richard Hook, and Ann Bender. Larry Holmes served as the impartial moderator. Representing the negative were: Pamela Hanft, Carl Eriksen, and Bob Eckenbach. Nothing was resolved except the fact that the wine, served later, was refreshing.

cient" are we to get? Do we stop trying to rehabilitate criminals, or trying to teach the mentally handicapped? The new Ministry trend towards so-called efficiency is part of the neo-conservative movement exemplified by the policies of Margaret Thatcher and Ronald Reagan. We should resist it in the name of social justice.

Short-sighted because work is changing rapidly with automation and high tech playing an increasingly prominent role. Are we to exclude the mass of the people from the training that will enable them to participate in these changes? Do we want the inevitable social upheaval that will follow? The new policy of screening students is just a Conservative government ploy to save money. Sure it's more difficult to teach the slower, less well-prepared students, but it is also more rewarding. The quality of programs is not dependent only on admission policies. High school grades correlate to social class. Our policy should be a program for every student, not every program for every student. What we need are the proper support systems to handle our diversity, to make open admissions work.

YES — Gary Noseworthy

There is a false impression around that teachers want to keep all but the best students out of their classes. What we really want is an optimally positive learning environment for every student — one in which he or she can succeed. I ask you — how can we properly place students without screening? Students do not object to proper screening. Open admission is not more egalitarian or more fair. Is it fair to expose students needlessly to failure by dumping them into situations they cannot cope with? Screening helps fit students to programs. The empty seats of those who have failed

are our failures. Screening prevents educational suicide. Ill-prepared students become angry and frustrated. Inappropriately placed students obstruct the learning of those who are prepared and motivated.

The problem with so much of our current pretesting is that it is done after the fact, after students have been locked into a program for which they might not be prepared. Also, with our open admissions policy, poor teachers can blame the students for failure. Properly screened students would put more pressure on the teachers, make them accept responsibility for failures.

NO — Bob Eckenbach

What we are debating is admission to the college, not admission to specific programs. The draft of the Ministry's new policy states that students need certain aptitudes and attributes if we are to maximize the use of a large public investment. What makes for student success? We will all probably agree that it is a combination of ability, motivation, and current skill levels. We can't measure the first two so all screening is doing is measuring their current skill levels, something high school grades have already done. U.S. experience has shown that high school achievement and SAT scores do not correlate well with college and career success.

The Ministry draft suggests we screen for only oversubscribed programs. For the others we take anyone with the necessary paper qualifications. This is hypocrisy. We could be enhancing the quality of some programs by placing the best students there, and lessening the quality of others by forcing into them the poorer students.

The bandwagon is supposed to be about restricted enrolment but the real issue is productivity. The easiest way to

increase productivity is to fix up the front end. It allows us to ignore our real weaknesses. One rotten teacher alienates 200 students a year. Administrators should not be allowed to ignore the tough decisions that have to be made if Humber is to have high quality education.

YES — Richard Hook

Alan King who has researched community college learning observes that the CAATs get a broader range of students than does any other system. Screening attempts to narrow this range in terms of teaching feasibility. At present most teachers teach to the middle of the class. The very good and the less-well-prepared students both get cheated.

In a recent four-month period at Humber the attrition rate was 8.7%, and the corresponding loss in revenue was \$4.8 million. Why continue with open admissions when we lose money and there is no evidence that such a policy is more effective educationally? Students come to Humber because of the quality of our programs. The good students will go to the best programs, and employers will hire the best graduates. Humber's employment statistics have always been high, an indication of the quality of our programs.

Also, I'm not sure there isn't a body of data that indicates we can test effectively. Different programs here have proved that it can be done. If funding is restricted, and therefore student numbers, our current lottery system means that many highly motivated, well-prepared students will not be accepted.

NO — Pam Hanft

We should note that there is a broad range of students in the Business and Technology areas where applicant screening has not been used, but that the range in other areas of the college is much narrower. Attrition cannot be attributed only to lack of screening. It has many causes. Rick talks of losing \$4.8 million in revenue because of attrition. This is only one cost. What is the cost to society that will result from lack of training? This too must be considered. Anyway, the declining student market will soon make screening a luxury we cannot afford.

The temptation in screening is to take the best even if pre-testing is only for minimal requirements. An open admissions policy needs flexible support systems to make it work: curriculum adaptations, flexible learning time, remedial opportunities, etc. An open admissions policy can be made to work. Because of our commitment to social justice we should attempt to make it work. We should not take the easy way out by restricting entry to Humber only to the best qualified students.

Over There

by Gwen Francis,
Second-year Public Relations Student

Seventeen members of Humber College's faculty and administration will be "broadening their views and expanding their horizons" says Ruth McLean, Coordinator of Professional Development at North Campus. This insight will be gained through a joint-workshop with the Dallas District Community College and Nelson and Colne College in Lancashire. Sessions will be held at the end of July in Manchester (U.K.).

The summer workshop is composed of two parts. The first is a case-study simulation for a college in a mythical country where all three groups will examine policies, procedures, and individual experiences. "It's not going to be beneficial for us to get together with

Seneca College, for example," says McLean "because we all basically run things the same way. This workshop, on the other hand, will enable us to share diverse and fascinating ideas."

For the second part of the project, the Humber group will spend the first week of August working on special development tasks. These include developing a relationship with British institutions who have an interest common to the participants' divisions and to Humber. There will also be an exploration of course-work to be used in Humber's independent learning centre, and a review of curriculum and other areas where Humber feels the British are more advanced, or where they are utilizing a different and/or more effective approach.

In order to be chosen for the

workshop, faculty initially reviewed the special tasks outlined for their division and consequently submitted a written application stating skills, interests and how their involvement would benefit their division. Applications were then submitted to the divisional dean, who along with two non-participating faculty members and a representative from Professional Development, selected the delegate. Successful applicants are:

FACULTY

Jessie Bowles, John Walker — Applied & Creative Arts
Peter Taylor — Business Division
Joan Miller — Health Sciences Division
Steve Anderson, John Metcalfe — Technology Division
Pamela Hanft, *Gary Noseworthy — Human Studies Division

Jean Smyth — Academic Upgrading
Leo Smits — Community Education
Cindy Niemi — Business Job Readiness Training

*Gary Noseworthy is not an official delegate but is taking part in the workshop.

ADMINISTRATION

Robert Gordon — President
Jim Davison — Vice-President
Tom Norton — Vice-President
Angus King — Dean, Technology
Greg McQueen — Associate Dean, Health Sciences
Peg Eiler — Associate Dean, Applied & Creative Arts

The college is contributing \$1,000 for each representative which will cover most of the expenses for air fare, room and board.

Profile: Jim MacDonald

By Judy Dunlop,
Assistant, Public Relations.

If Humber College were an ivy-covered institution in search of a writer-in-residence, Jim MacDonald of the Human Studies Division would certainly qualify as a candidate.

Jim, throughout his academic pursuits, demonstrates a singleness of purpose. He graduated from Waterloo Lutheran University in 1970, majoring in English and Philosophy. He then went on to earn a specialist's certificate from the Ontario Institute for Studies in Education.

After a brief foray into a Customs and Immigration career at Fort Erie to finance his future goals, Jim returned to the University of Toronto to undertake a Master's degree in English. He completed this successfully in 1975. Within the same time frame he also taught at the university. His teaching assignments included a survey course which ranged from Chaucer to Coleridge as well as a science and literature elective.

Currently, Jim is working on his Ph.D. thesis now in its final stages. His topic this time, in concise simplified terms is "Religion and the Modern Novel" as exemplified by the works of Graham Greene, G. K. Chesterton, Evelyn Waugh, Muriel Spark, and David Lodge. Jim categorizes them as "the best writers of this century."

Jim joined Humber on a full-time basis in the Fall of 1978 to teach Communications and a general studies elective, "Crime and Punishment." The latter traces the historical development of morality from biblical times through to the present by the use of contemporary works such as Dashiell Hammett's *The Maltese Falcon* and John Hersey's *Hiroshima*.

Jim patterns his teaching style after Robertson Davies who was his tutor and mentor for two years. "This man despite his razor-sharp wit is gentle, kind, and relates sympathetically to students. If a student responds honestly to a work of art, rather than with the expected academic bromides, Davies offers him/her encouragement even if he/she is wrong. He is generous with his knowledge and believes the goal of the student and teacher should be a mutual understanding of what the author is saying, rather than an attempt to merely impress one another." Jim notes however, "if all the idealism expressed above fails, a good sense of humour helps in an emergency!"

At present, Jim is also the program Coordinator of Communications. In this capacity, his duties include facilitating the registration process of Humber students in their chosen electives as well as scheduling of 40 full-time, and 15 part-time instructors.

Jim is in constant contact with the divisions to ensure that the Communications course content taught to each diverse group is reflective of the needs of the students in the workplace. After an assessment of what percentage of a graduate's time will be spent writing, the curriculum is then specifically tailored to match the composition style dictated by the job. Attitudes towards writing have definitely shifted according to Jim. "Students now have a realistic appreciation of the importance of communication skills and we no longer have to justify English as a relevant subject."

Writing, teaching, and learning have always been inextricably woven into Jim's lifestyle. In his more radical undergraduate days as the student editor of *The Cord* at Waterloo, Jim waged an ongoing battle with the manager of the campus bookstore as a result of his controversial reviews. He notes ruefully that his "style has tempered somewhat over time."

Professionally Jim's writing focuses on literary criticism and helping students and others to understand and appreciate



Jim MacDonald

the complexities of literature. Modern British and Canadian prose is his area of expertise. He is currently under contract with Salem Press in the United States to produce academic critiques. This association has been mutually rewarding. A recent submission to the Canadian section of Salem's *History of the Short Story* led to this publishing firm receiving the American Library Association Award for the best reference work of 1982. Quite an accomplishment!

As well, Jim acts as a consultant to Holt, Reinhardt, and Prentice, and McGraw-Hill here in Canada reviewing the manuscripts of other authors.

Jim's leisure activities provide a striking contrast to his intellectual under-

takings. He is a good athlete and participates in "almost any sport you can name." Particular favorites include baseball, football, basketball, swimming, and squash. He still plays for the University of Toronto graduate volleyball team and coaches their baseball team. He summarizes the coaching experience grimly by saying, "it's too much like being a coordinator."

Jim's taste in music runs to jazz. For the past 14 years he has been readily accepted by this musical subculture and has enjoyed the company of jazz greats such as Earl Hines, Joe Fenure, Duke Ellington, and the Metro Stompers. He also describes himself as a "ballet freak" and sees no contradiction in balancing his

"cultural and jock activities." Jim is definitely not a victim of stereotyping.

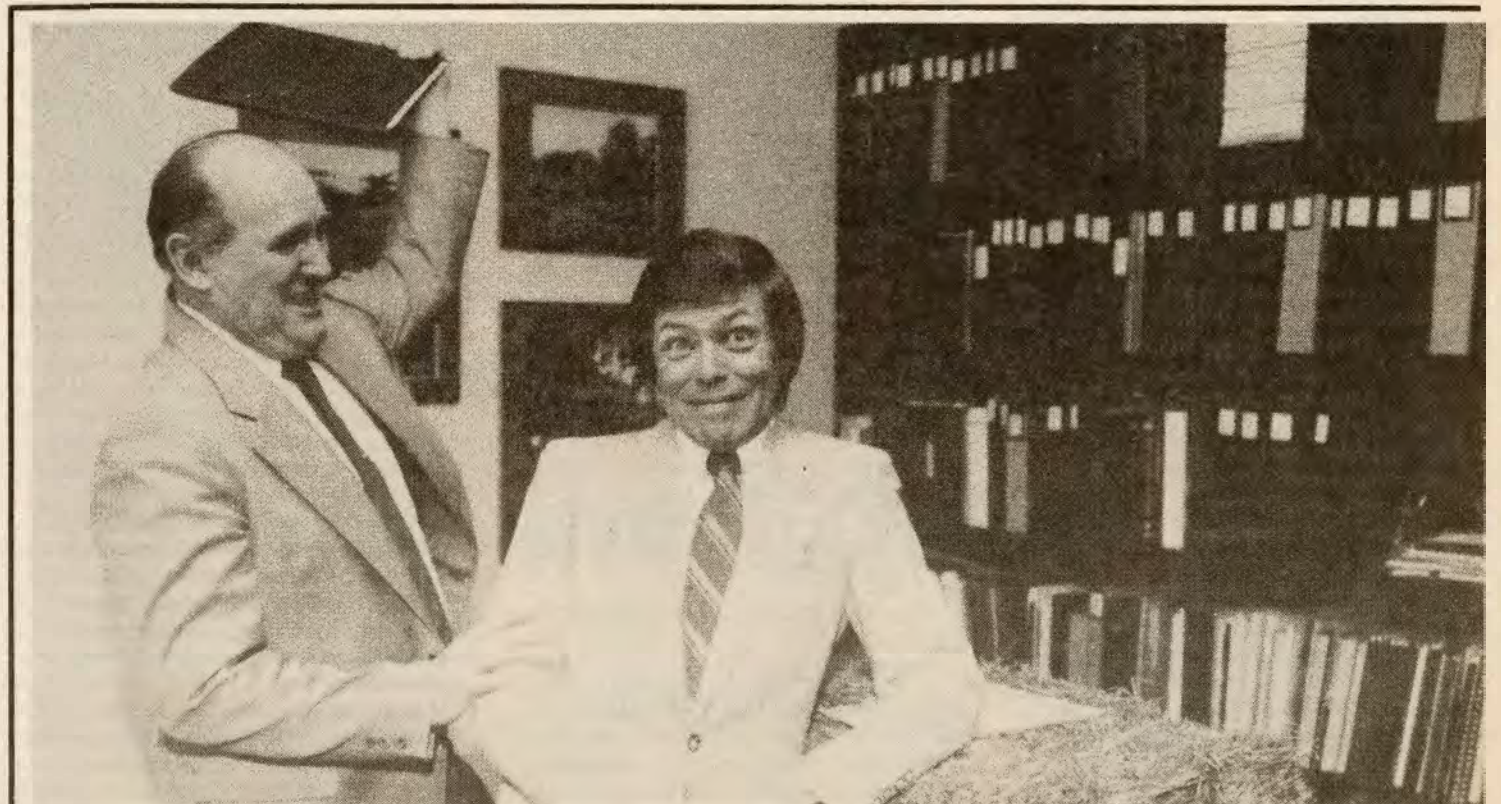
Jim has always given in to his passion for wanderlust. As well as sojourns to Africa and the Middle East, Jim has travelled widely throughout Canada and the U.S. He has the happy faculty of always turning up in the most appropriate place at exactly the right time. For example, one early spring day he found himself in the organizer's box at the Kentucky Derby sipping mint juleps in total opulence.

Jim's outwardly conservative demeanor hides a mean streak of impetuosity. One fall morning, rather than going to his less than fascinating class in Victorian Literature, Jim chose what was for him a reasonable alternative — to leave immediately for Italy. He spent a year of relative seclusion (sheep don't count) in a totally pastoral setting, in the Vulcian Valley located in the mountains between Rome and Naples. His cottage had a stone floor, no electricity, indoor plumbing, or television. Some people really take their Wordsworth seriously.

The only interruption to his quiet contemplation came when a straggly contingent of the Italian Army appeared on his horizon. They were out on manoeuvres and lost! After leading them over the mountains to the nearest village, Jim joined them in a celebration designed to forever cement Italian-Canadian relations.

After leaving Italy, Jim went on to Paris and the Rhineland. When the expected teaching position in Bonn did not materialize, Jim lowered his sights to working at the Ford factory to finance his further travels. After this option fell through, there was only his magnificently forged living paper to justify his presence in Germany. However, after running out of money on far too regular a basis to suit his reluctant hosts, the Germans finally classified him as undesirable and escorted him to the airport. The next plane for North America was leaving for New York City with a stop-over in Iceland. Not exactly a direct route. After hitchhiking home from "The Big Apple," the eternal optimist in Jim led him to make the following statement: "I can adjust to wherever I am. After living in downtown Toronto, I am immune to culture shock."

When questioned on his future plans Jim says he will always maintain his dual career of teaching and writing. As these are very portable skills, ideally Jim would like to spend each year teaching in a different location as a sort of intellectual nomad. Containing the free spirit that is Jim MacDonald may be a difficult task indeed.



"What the hay?" . . . The chairman and secretary of the college Hay Committee settle their differences in the usual way.

Update 83/84

Planning Advisory Council

by John Parsonage,
Professional Services

During the past academic year, PAC has accepted the recommendations of the Mission Review Committee (a sub-committee of PAC) and has prioritized those topics felt to be of most immediate concern for future discussion.

The process for program review was extensively discussed during a number of meetings. Strong support was expressed for the current process underway, and the matter will again be discussed when the results are available from the three programs currently under review.

PAC has struck a sub-committee to make recommendations on the current admission policies. Its terms of reference are to report on policies which need clarification or change, and to recommend procedures which should be changed. A draft of the admissions interim report is currently being reviewed by the academic deans.

Monthly reports are presented to PAC from the Development Committee, the Human Resources Development Committee, and the Academic Council. The reports serve a twofold purpose, they keep the members of PAC informed and enable feedback to be presented on those

matters which have long range planning implications.

Similarly the Multi-Year Plan is presented to PAC for comment.

Besides the ongoing activities listed above, the coming academic year will see discussion of the Academic Master Plan and the Mission follow-up documents. A retreat is planned for two days in June at which time these items will be discussed in broad concept and should a more detailed study be required, sub-committees may be struck.

It has been generally agreed that changes to the composition of PAC will

be phased over a period of time in order that the cohesiveness of the group and the necessary learning curve for new members will not disrupt the functioning of the Council.

Bearing in mind that the function of PAC is to advise on long range planning of a broad nature, PAC members would welcome suggestions from any staff person. Topics felt to be suitable matters to bring before the Council can be brought to the attention of your local representative (phone Betty Campbell on ex. 4545 if you don't know who that is) and the items will be placed on the agenda of the steering committee.

The College Development Committee

by Stewart Hall,
Dean, Continuing Education
& Development

The College Development Committee met to assess projects on two separate occasions in 1983/84. In October and November 1983, the first discussions of project submissions took place during four separate sessions. These discussions were marked by a real concern on the part of committee members to define "appropriate" types of projects and to determine how much of a very limited budget should be allocated to each activity.

During the October/November meetings 27 submissions were analyzed and projects eventually supported from a variety of divisional sources. The details of these projects were outlined in an earlier edition of DIALOGUE.

To date, several of these projects have been completed. These include: Feasibility Studies for Occupational Hygiene and Occupational Safety, E.S.L., The Nature Interpreters Program, and Telecommunications Management. Other

more extensive projects continue into 1984/85 including curriculum materials for Introduction to Aseptic Techniques, Renal Nursing, and Computer Graphics.

In round two of the Development Committees meetings in January/February 1984, several alternative delivery projects were supported, among them distance education materials in Occupational Hygiene and Safety, Volunteer Management and Fund Raising Management. In addition, money was allotted to allow Art Knowles to investigate with a college-wide sub-committee, models of distance education delivery in the North American context. As well, a pilot study of a self-paced Sociology course in Human Studies was supported for Fall 1985.

Other projects supported in the January/February session included:

- Management Training Ambulance Personnel
- Post Diploma Work in Human Services at Lakeshore
- Feasibility Study of a three-year Human Service Worker Program

Research into the college's part-time student market.

COMMITTEE CHANGES FOR 1984/85

The development committee as a project recommendation group has worked well to date. The group was perceived to be too large, however, to effectively develop a variety of strategies for new program development in the college. To this end, a five member sub-committee was struck. This steering committee will encourage informal sessions with members of the college to assist in the identification of future program directions, as well as setting agenda for the larger development committee, and working closely with the associate deans on program planning and direction.

The development committee's assessment of projects has been made with close attention to college priorities and the projects approved have for the most part fallen in one or more priority areas. The priority areas in 1983/84 were identified as:

1. post-diploma programs

2. alternate modes of instruction — with an emphasis on individualization
3. attracting different markets.

In 84/85 the objectives of the development committee will also be:

1. to provide access to college development resources so that new program planning can occur in all areas of the college.
2. to establish a more effective model for determining new program directions and trends.
3. to adjust selection criteria appropriately so that program proposals continue to be in line with college priorities and objectives.

The projects funded in 1983/84 have already begun to create ripple effects throughout the college in independent learning and distance education. It is likely that a streamlined committee structure will have additional impact and create increased momentum in the coming academic year.

Faculty Negotiations

by Gary Begg,
Human Studies

OPSEU negotiators have begun the job of hammering out a contract with the Council of Regents. The initial exchange of positions took place on May 1st, with Ron Kelly, Chairperson CAAT Academic Bargaining Team, and the other six team members, accompanied by negotiator Grant Bruce, meeting their counterparts. The issues at the provincial level are also

the issues here with workload leading the way.

At Humber the workload issue has been addressed within the context of Article 4-01 of the present agreement. A series of recent college committee meetings has resulted in a tentative local agreement to average classroom hours to 19 or 21 over two semesters. Hours averaging more than this are not encouraged and must be paid for at rates which will be announced upon finalization

of the agreement.

However, the classroom hours component of workload is but one aspect of the problem. Workload in the form of field placement duties; large and increasing class sizes; travel time between campuses; May, June, July, August teaching; committee time and content currency study time, is not as easy to add up per week but it is workload, nevertheless. The recent workload survey carried out jointly by OPSEU and the

Council of Regents showed more completely the large amount of workload comprised by these non-classroom duties. It is in these areas of workload where much of the increase is concentrated.

However, one place where workload can be temporarily forgotten is at the Humber College Staff Barbeque, a joint effort for the two Union locals, 562 & 563 and the college itself. June 7th is the date when a bit of food and drink can be shared by all of us working at Humber.

Support Staff Year in Review

by Don Stevens,
Applied & Creative Arts

March 31 was the date of our annual dinner dance and a great time was had by all.

At the general membership meeting held in April, the election of officers produced the following results: Don Stevens continues as president; Rhoda Sullivan who has worked so hard as chief shop steward is now first vice-president; Brenda Wall of Labour Studies is second vice-president; Dianne McArdle has agreed to

be our secretary for another term; Verna Hooper from Queensway A is our treasurer; Chris Schenk is our chief shop steward; trustees are Dominic Panacci and Kathy Burgess.

The shop stewards at this time are as follows:

Chris Schenk (Labour Studies), Joni Sawdy (Queensway), Tom Conlan (Security), Brenda Wall (representing Technology), Stephen Gyde (Lakeshore), Ian Jones (Queensway A), Dianne McArdle (Computing Services), Helen Kotiles (Lakeshore), Amelia Contisano

(Lakeshore), Rhoda Sullivan (Registrar), Don Stevens (ACA), Verna Hooper (Queensway), Doug Willford (Library), Fred Stanley (representing Custodial) and Terry Anderson (Transportation).

More stewards are needed. If you or one of your co-workers would like to be a steward, please contact Chris Schenk for more information.

A stewardship training session will be held June 23 and 24 at the Holiday Inn, Downtown Toronto. Please see Don Stevens for application forms.

The staff barbeque is scheduled for June 7 at the North Campus.

On Saturday, June 9, the personnel department in cooperation with both unions, will be conducting a seminar for employees and spouses aimed at assisting them as they approach retirement. Gordon Wragg left us a grant on his retirement which can be used for the benefit of employees and this seminar is one of the projects selected.

As summer finally approaches, may I on behalf of the executive wish all our members, faculty and staff here at the college a pleasant, happy, and most important a safe holiday.

Update 83/84

A Placement Summary

by Martha Casson,
Director, Placement

(A Rendition of "The Gingham Dog and the Calico Cat")

By: Martha and the "Muffins"

The Placement Officers and all of the staff
Side by side 'round the table sat
'Twas half past May and what do you think?
Not one nor 'tother had slept a wink.
The experienced Deans at this late date
Appeared to know as sure as fate
There was going to be another tough year.
Oh dear! Oh dear!

The classes were done and the students they knew

That the market was tight, but hope it grew
As the campus recruiting headed uphill
Exceeding last year and growing still!
Our workshops were packed, and if that's not enough
The students turned out to show employers their stuff.
The response, it was great, and our records reflect
A placement rate worth of a lot of respect.

The Placement projects were long and many
With volunteers who worked for a penny
Career Fairs drew a crowd of a thousand
Some jobs were secured — spirits were rousin'!
We started a summer Job Centre for free
Totally funded by the CEIC;
The summer jobs they flooded in
And we accepted them all with a smile and a grin.

Our busy time is yet to come
With a lot of hard work and a whole lot of fun.
As every Humber student we place
Gives us a lift that's hard to replace.
Our thanks to the faculty, staff, and the like
Whose efforts equal that "thumb in the dike"
Giving us extra support that we need
So each student finds work — or at least a good lead!

The Placement Officers and all of the staff
Side by side 'round the table sat
'Twas half past May and what do you think?
Not one nor 'tother had slept a wink.
But the kettle's plugged in and we're all settled down
For a major assault on old T.O. town.
We've a whole crop of grads who are ready and willing
For an employer to call with a job that needs filling.

The Lakeshore Campus

by Richard Hook,
Dean, Lakeshore

With the continuing expansion of the Lakeshore Campus student population, a number of changes have taken place over the past year. Student reaction reflects a growing enthusiasm for the campus and the quality of education and kind of activities and services available.

The campus has a long tradition of accommodating adult students through flexible education systems. These priorities continue with the development of the continuous intake Office Systems Operator Program, I.L.P. writing courses, and a series of vertically timetabled business courses that offer tutorial support.

During 1982, the Federal Programs Committee and the Lakeshore Division's Operations Committee identified smaller provincial client groups whose needs were not being adequately met in the college system. Three areas came to the fore; vocational programs offered in the French language, programming appropriate to the physically disabled and programming specifically designed to assist women re-entering the workforce. As a result of this work, we expect that ten new programs will have been approved by September 1984.

Primarily stimulated by the enthusiasm of Didi Radcliffe, the Coordinator of the Rehabilitation Worker Program, an effective counselling, evaluation and assistance process for physically handicapped students has been established. Handicapped students must "self identify" to the Office of the Registrar in order to receive the assistance of a "Disabilities Technician."

The technician brings together the program coordinator and the applicant to assess the physical demands of the program and the career to which it leads, ensure that special needs and devices will permit the student to cope with those demands and ensure that funds are available from outside agencies to provide those special supports.

As a result of this program, the number of special needs students has risen from several to forty-six in one year and a substantial expansion of this program is being proposed in the more technical environment of the Queensway Campus.

Although it is our intent to integrate special needs students with the rest of the college community, we find that two separate programs are appropriate: Training Handicapped Adults in Transition and an Academic Upgrading for Learning Disabilities Program. We hope that the Federal Government will pur-

chase both of these programs in the 1984/85 academic year.

Reflecting the cross-college responsibilities of the Coordinator of French programming, Raymond Doucet has been actively involved with Lakeshore staff in the development of three French language programs at Lakeshore. La Bureautique, a 32 week program focusing on Office Systems and Information Processing, began in March. We are currently planning the commencement of Education du Base (Academic Upgrading at level 3 and 4) to begin in August. We anticipate approval of Planification de Carrières a l'Intention des Femmes, a program intended to assist women re-entering the workforce, in time for a late fall start. While secretarial support, health services, coordination and instruction are now provided in French, expanding French language services are being planned. None the less, most of the graduates of Humber's French language programs will be working in Metropolitan Toronto and appreciate the extracurricular opportunities to maintain or improve their English.

In women's job re-entry programming, we have inaugurated "Women Into Trades and Technology" and "Introduction to Non-Traditional Occupations." Under the Training Upgrading Program, sponsored under BILD and the Provincial Government, a very flexible job counselling, employment readiness and Academic Upgrading Program will be offered throughout the year at both Lakeshore and the York Campuses. In addition to this, Cindy Neimi is preparing to offer Career Planning for Women, a counselling and a job search program funded by the Federal Government at both Lakeshore and Keesdale. These programs, each designed for a very specific client group, appear to be very well received by mature students.

As more students arrive on campus, the range of cultural and social activities increases. Concerts by the Music Department, were attended by a number of visitors from the community and nearby schools. The "Pizza Sexy Revue," directed by Joe Kertes, was written and performed by students from the Lakeshore and Queensway Campuses and supported by a group of musicians from the North Campus. The Literary Readings, supported by a Canada Council Grant, also continued to be well attended. Students and faculty attended presentations organized by the Professional Development Department involving some excellent speakers including Dr. Bill Moore of Ohio State University. Plans for the next year are already underway to further develop the Lakeshore Campus'

social and cultural environment, not only for the college, but for the surrounding community.

Student Union activities have grown in proportion to the increase of post-secondary students on campus. This year they were particularly active in orientation and weekly student activities that attracted a high level of participation.

The campus has been particularly effective in reducing attrition. The remedial resources of the Academic Upgrading Department, peer tutoring and the reorganized English lab, are all contributing to this success. During the winter semester, the Academic Division and the Counselling Office cooperated in an initiative to contact and support students on probation. Based on this experience, we will fine-tune and continue this process next year.

The very desirable location of the Lakeshore Campus with respect to the 64 acre Lakeshore Psychiatric Site, the lakefront, the new marina/park, public transportation and the vehicular access gives the Lakeshore Campus a tremendous future as a "community centre."

Liaison with the community is an important part of the campus' operation. Some staff members have participated in local community activities, students have established their field placement in a great many local agencies and nearby schools and residents are invited to participate in a number of college activities.

The June 9th Lakeshore Festival and the June 30th Long Branch Parade are two major community projects in which the college makes a significant contribution. Most recently, a marketing elective called "Infosearch" was established as a tutorial and project-oriented course available to qualifying 3rd year students.

These students have been engaged in several college and local business marketing studies. Although these contributions do not represent a major time or financial commitment to the college, they do provide resources that are otherwise unavailable to the Lakeshore community.

Under the guidance of the Lakeshore Campus Planning Committee, campus planning continues to progress. The acquisition of older buildings on the Lakeshore Psychiatric Site, the development of a joint Humber/Community Library, a proposed extension to the theatre and the use of proposed parklands on the Lakeshore Psychiatric Site have all been discussed with the appropriate community agencies. Draft plans highlight a doubling of classroom space, a major learning resource centre, a marina facility that would house both the Humber Sailing School and a waterfront restaurant and a close integration with community services in the old Lakeshore Psychiatric Site buildings.

On September 4th, Lakeshore Campus will have exhausted all room for expansion. It is expected that new federally sponsored programming in York will fill the last available space during the 1985/86 academic year. Further college expansion, then, will depend upon the acquisition of new space. It is for this reason that plans for the Lakeshore expansion are critical to college corporate strategy.

With a focus on the establishment of new programs, the provision of quality education delivered in flexible modes and the professional development of each staff and faculty member 1984/85 will be an exciting one at Lakeshore. I'm sorry I'm going to be away for most of it!

Letter to the Editor

As a member of the E.S.L. department, I appreciate the coverage given in the April 1984 issue of DIALOGUE to two of our faculty, Bill Newman and Margitta Dinzl. However, I must take issue with the statement on p.7 which reads: "The fact that E.S.L. functions at all is a tribute to Margitta's organizational skills."

I find this rather insulting to all the members of the department. The implication is that the department is in desperate shape.

I trust that you will be more careful in future articles.

Janet MacVicar,
Keesdale.

Say It With More Than Flowers

by Catherine Lymer,
Alumni Affairs

The retail floriculture program alumni association was first organized in May of 1973, the first graduating class consisting of five people. The first newsletter was sent out in the Fall of '73. This newsletter constituted the extent of the primary activity of the retail floriculture program alumni association due to a lack of members and interest at that time. The association, however, sprung back to life in the Fall of '75 and has remained active up to the present time.

Under the able direction of Daisy Harris and Russ Geddes, the association has sent out, on the average, two newsletters a year since 1975, usually one in the fall and one in the spring, to coincide with the retail floriculture general meetings. The association holds, at least, one general meeting a year in the Humber Floriculture Lab. A guest speaker or designer is advertised as a drawing card to the general meeting, along with door prizes and refreshments which are served at the end of the meeting. The general meetings are largely attended by first and second year students of the Floriculture Program and, approximately, twenty alumni members. The members are spread widely over Ontario making regular attendance at the meetings difficult. Over the years, however, the association has always encouraged the students to become actively involved in the alumni program because of their close proximity to the college at all times and also to maintain and promote their interest in



What a lovely work environment! Flowers, not memoes. Daisy Harris and Russ Geddes admire the work of students in the Retail Floriculture Lab.

the significance of the alumni role both within the institution and with the outside placement networking which takes place among all graduate groups.

Financially, the retail floriculture program alumni association has usually operated on a low-key basis, and in the red. Much support had been given to the association, as needed, by the program

Coordinator, Russ Geddes, and Instructor, Daisy Harris. Both Russ and Daisy have been instrumental in seeing that the alumni have been kept operating in some way, shape or form since 1975.

In June 1982, however, the floriculture alumni association was reformed. The executive is now made up of alumni only with the exception of two

second year representatives for the floriculture program. The alumni is now totally responsible for all of its own activities. The Humber staff contacts serve only as advisory members. At present, no fees or dues are collected and all graduates are automatically made members of the association. Students who did not complete the course are now considered associate members.

Honorary members are those who have shown an active interest in the retail floriculture program at Humber and who have donated their time/and or/money for the benefit of the alumni.

An annual design competition for first and second year students was started in 1978 at the association's spring meeting. First-year students are required to enter a corsage, while second year students are required to enter a theme arrangement. The judges are the graduates of the program. First, second and third prizes are awarded in the form of a trophy or plaque. First prize winners' names are engraved on a large plaque which hangs permanently in the Floriculture Lab. This idea has been enthusiastically received by the students and supported by alumni members.

As well, the retail floriculture program alumni association presents an award on Awards Night to a student making a significant contribution to the alumni association as well as the retail floriculture program.

The association's membership presently totals 168. This figure includes 26 second year students. In the Fall of '83, the executive committee worked on tracing lost graduates. The association asked one graduate from each year to work on tracing their graduating year. This involved collecting current addresses and biographical data on each person. The results of this campaign were only adequate. The next course of action taken was to gather together past convocation night booklets to form a list by which phonathons and mailing lists could be organized. The names which were not able to be traced were placed in the newsletter under a section entitled, "We've Lost." Anyone reading the newsletter and who knows of these lost graduates, is asked to contact the association's membership director. This process of updating membership records is ongoing and ensures the maintenance of a viable association. Indeed, it has worked well for Retail Floriculture and, perhaps, would work equally as well for other alumni associations. Congratulations to the retail floriculture alumni association. Keep up the good work!

HUMAN RESOURCES DEVELOPMENT SCHEDULED PROGRAMS FOR THE MONTH OF JUNE

DATE	TIME	TOPIC	LOCATION	RESOURCE PERSON	SPONSORED BY
Fri. June 1	12:00-1:00	The Intimacy of Books	7th Semester	Peter Muller	P.R.C.
Fri. & Sat. June 1 & 2	5:00-9:00 9:00-4:00	Techniques & Strategies For Teaching — CMU Course	E328	Jim Hammons	Pro-Dev.
Mon. June 4	T.B.A.	Technical Writing	T.B.A.	T.B.A.	Human Studies
Mon. Tues. Wed. June 4, 5, 6	3:00 (Mon)	Stayin' Sane	Staff Lounge	Various	For Faculty of A. & C.A.
Tues. June 5	12:00-1:30	The Computer Info. Centre	7th Semester	Martin Jackson	P.R.C.
Wed. June 6	T.B.A.	Writing References (Legal Implications)	Lakeshore	T.B.A.	Lakeshore
Thurs. June 7	9:00	Identifying Learning Disabilities		Pat Mansfield, Etobicoke Board of Education	Human Studies
	9:00-12:00	Prof. Telephone Skills	Humber Towers	Anne S. Painter	P.R.C.
	1:30	Impact of Curriculum Changes on Secondary School Graduates	Humber Towers	C. McCutcheon, Etobicoke Board of Education	Human Studies
		Linkage to Elementary & Secondary Schools	Humber Towers		Human Studies
	1:30-4:00	Stress & The Coordinator	H335	Jon Shearer	Pro Dev/Program Coordinators
Mon. June 11	T.B.A.	Learning Disabilities	Lakeshore	T.B.A.	Lakeshore
Tues. June 12	12:00-1:30	An Overview of Our New Supervisory Program for Support Staff	7th Semester	Bev Wright, Dennis Stapinski	P.R.C.
Tues. & Wed. June 12 & 13	T.B.A.	Teaching Critical Thinking	T.B.A.	Prof. J. Louis Schlegel & Roberta Vandermost	Human Studies
Thurs. June 14	12:00-1:30	Conflict Resolution	7th Semester	Tom Norton	P.R.C.
Fri. & Sat. June 15 & 16	T.B.A.	Techniques & Strategies For Teaching — CMU Course	T.B.A.	T.B.A.	T.B.A.
Tues. June 19	12:00-1:30	Effective Reading Techniques	7th Semester	Barb Ford	P.R.C.
Thurs. June 21	9:00-12:00	Interpersonal Skills Part 3	Humber Towers	Dr. Roy Giroux	P.R.C.
Tues. June 26	12:00-1:30	Security & Crime Prevention In The Home	7th Semester	Gary Jaynes, Eg. Metro Police	P.R.C.

It's That Time of Year Again

by Gwen Francis,
Second-year Public Relations Student

It's that time of year again — a sailor's and a mother's delight. To cope with the latter stresses and strains, Humber College will again be offering Camp Summer Fun. Beginning on July 3 and continuing through to August 24, the camp runs from 8:30 a.m. to 4:30 p.m., for children ages 5-10.

The camp is organized by instructors from the Children's Activity Centre. Each week will focus on a central theme. On the planning boards for this summer are Star Wars Week, Animal Week, and Community Helpers Week. Activities highlighting the theme will be supplemented by off-campus visits. For example, Animal Week will feature a trip to the Metro Zoo. Also included on the daily roster are baseball, hiking, arts and crafts, and a quiet time.

Camp instructor, Susan Goss, says the parents' and children's reactions to the program have been very positive. "There has been marvellous feedback

from everyone involved. We give the kids a lot of freedom when choosing activities, but supervision is always 100 per cent."

Parents can enroll their children in the camp a week at a time for \$37.000 or \$45.00 depending on the length of the week.

For further information, call Val Nease at (416) 675-3111 ext. 4070.

Humber's Arboretum is a popular place for school children to spend an afternoon or day, and it seems to be a big hit with the teachers too.

Teachers from West Humber Junior School, recently took their students for a tour of the Arboretum. Everyone had such a good time, that the instructors sent a letter of appreciation. Here is an excerpt from that letter.

"It isn't only that we have the oppor-

tunity to take our pupils to an outdoor area where we can introduce our children to the wonders of nature, it is the fact that we are met by knowledgeable instructors who cheerfully and expertly guide the children through nature activities."

The Arboretum's "naturalists" conduct nature walks for students throughout the school year, for either half or a full day. The latter would include a more intense study of a specific area such as bird watching or plant identification.

One naturalist, Christine Peck, says that the children are encouraged to take an active part in exploring their environment. "We feel kids learn by doing, not by just looking. We take them on blind walks, or scavenger hunts where they have to listen, touch, . . . use all their senses."

The Arboretum welcomes thirty children at a time for their nature walks, and then break the group down into smaller ones of ten, so students can

receive more individual attention. Admission is \$1.00 per child.

The fun doesn't stop once the school year is over, however. The Arboretum offers a SUMMER NATURE CLUB FOR CHILDREN during the month of July that is sure to instill an enthusiasm and appreciation for their surroundings.

The summer club, geared for children between the ages of 6-12, is run on a weekly basis. Part of the week's activities include bird watching, nature crafts and games, insect observation, and orienteering.

As members of the club, children are also invited to two special events later in the year. "The Christmas Tree Trimming Party" and "March Break Winter Fun Day." Another benefit is a one-year subscription to the Arboretum's monthly newsletter.

The fee is \$35.00 per week, and children are required to bring their lunch. Refreshments are provided. For more information please call Peter Joyce extension 5009.

Welcome to Humber!



Maggie Chrzan



Theresa Kane

Margaret (Maggie) Chrzan has been appointed to the position of Program Manager in the Professional and Management Development Department of the Professional Services Division.

Most recently Maggie has been associated with the Canadian Outward Bound Wilderness School. As Director of Development and as General Manager, she was responsible for the school's administration and marketing initiatives while simultaneously developing and coordinating Outward Bound's fund raising and public relations campaign. Prior to joining Outward Bound, Maggie was an Account Executive with Johnson Public Relations Limited.

Maggie also holds the honour of being the initiator in the establishment of the

Rotaract Club of Toronto, a downtown based service club for young adults. Rotaract parallels the goals of Rotary International. She acted as the founding President, managed the recruitment of members, organized activities and programs, and marketed the new club.

A Bachelor of Arts (English and Drama) graduate of Queen's University, Maggie enjoys skating, cross-country skiing, and is an enthusiastic traveler.

Along with her colleagues in Professional and Management Development, Maggie will be responsible for initiating, developing, and managing public seminars and conferences for the college. She can be reached at the North Campus, ext. 4447.

Welcome Maggie!

Theresa Kane has joined the Professional and Management Development Department of the Professional Services Division as Program Manager.

Theresa comes to Humber with a great deal of national and international association experience. Most recently she held the positions of Advisory Councillor (Asia/Pacific) and National Vice-President (Montreal/Quebec) for the International Association of Students in Economics and Management. Other positions she has held include Organizational Analyst with United Illuminating Inc. in New Haven, Connecticut, and Marketing Assistant with BASF Inc. in Ludwigshafen, Germany.

As an Ontario Scholar (she completed her secondary school education in

four years) she went on to achieve an Honours Bachelor of Applied Science degree in Consumer Behaviour (Marketing and Management) with a minor in Psychology, from the University of Guelph.

Theresa is widely travelled, having worked and vacationed throughout Europe, Canada, Australia, Cyprus, Egypt, Israel, India, the Philippines, Singapore, the Soviet Union and Thailand. She is fluent in English and French and admits to a smattering of German and Spanish.

Theresa's chief responsibilities will be to initiate, develop, and manage public seminars and conferences for the Division. She can be reached at the North Campus, ext. 4549.

Welcome to Humber, Theresa!

CONGRATULATIONS!

Congratulations to all the marketing staff involved in the production of Humber's full-time information package.

This material was recently submitted to the Council for Advancement and Support of Education (CASE), based in Washington, D.C.

Humber's publications, which included the full-time calendar, Inroads, poster, program summary, viewbook, and placement report won a CITATION for "the most improved total package." Twenty-eight other colleges and universities competed.

According to Charlotte Boulanger, Humber's Manager of Publications, this award represents "a landmark in Humber's marketing philosophy. Rather than simply churning out information, we are increasing our commitment to the individual in an effort to attract prospective students to Humber through relevant information written at their level."

Three students and three faculty members from the Chef de Partie program recently participated in the culinary contest associated with the annual convention of the National Restaurant Association in Chicago.

This is the largest such show in North America.

The students were competing against colleges and universities from across the United States. Humber was the only Canadian entry.

Gold Medal winners were Cynthia Sloane (pate en croute and chaud-froid of tongue) and Mary Kelton (six plated presentations and two platters).

Silver Medals were awarded to Janet Brady (fish and vegetable terrine and hors d'oeuvre) and to Kevin Toomey (clock made of chocolate and petits fours).

Faculty members attending were Frank Formella, John Walker, and Hans Casteels.

Congratulations!

The Professional Photographers of Ontario have honoured a Humber student with an award won at the 1984 Professional Photographers of Ontario Student Print Competition.

Dennis Maloney, who is graduating

from the photography program, won in the commercial category with his colour print entry entitled "The Salad Factor."

The competition was held on March 4th at the North Campus. This is the second year of the annual event. The six judges, all full-time working professionals, judged a total of 104 prints from three community colleges. The entries came from Fanshawe College in London, Sheridan College in Oakville, and Humber.

Dennis will receive a \$250 cash prize along with an award plaque honouring his photographic achievement. A special award plaque will also be presented to Humber College.

In addition, six participants will receive an Award of Excellence and 31 students an Award of Merit.

Congratulations to second year radio student David Lofranco. David won the second place award at the CBC Telefest Awards luncheon on Wednesday, April 25th.

This was the first year that CBC included radio in the awards. Although there were 125 entries, the judges felt there were no deserving entries in several categories and as a result many awards were not given. However, Dave entered two projects in the "Long Radio Documentary" category. His presentation dealing with the bag ladies and teenagers who live on the streets, entitled "Street People," won over entries from York University, Carleton University, and Ryerson. David can feel a good deal of pride with his success at the Festival.

Congratulations to second-year Advertising and Graphic Arts student, Michael Watson for winning the bronze award of \$150 in a Canada-wide design competition for college and university students. The contest, sponsored by Letraset Canada, required the design of a logotype for a hypothetical company "Fine Arts International Inc." This design would be used for the front panel entrance of the building, office stationery, and transportation vehicles.

Two entries from each institution were allowed in the contest where they were judged by four Canadian designers and a representative from Letraset Canada. The gold and silver awards went to a student from the Ontario College of

Art, and the University of Manitoba, respectively.

Presentation of the awards took place at Letraset Canada on May 22nd.

Congratulations to Liz Ashton, who has been appointed Chairman, A.C.A. effective March 15, 1984. We all want to congratulate her and wish her well in her new position.

Liz comes to the job with an impressive background and a proven record. She got her senior matriculation from Bishop Strachan in 1968. She received an honors degree (summa cum laude) from the University of Toronto in 1972. She has completed several courses in business administration here at Humber and is currently working toward her Master's degree in education at O.I.S.E. In addition, she has received numerous scholarships and awards of excellence including: the "New College Scholarship" for outstanding academic achievement during first year university; the "Margaret Eaton Scholarship" for the highest academic standing in the final year of the Physical and Health Education program; and the "R. Tait MacKenzie Gold Medal" to the man and woman who in their final year made the greatest contribution to their respective professions. Her athletic accomplishments are too numerous to mention. She has been a member of Canada's Olympic Equestrian team on several occasions and is expected to represent Canada again at the Olympics this summer in Los Angeles.

As the Director of the Equine Centre

for the past seven years, Liz has demonstrated leadership and a sincere commitment to the college. She has been instrumental in developing the centre to where it is today.

Congratulations Liz!

Congratulations to Bob Bocking, the faculty, and students of Humber's Cinematography Program. They were honoured recently at the CBC Telefest '84 Awards, held at the Harbour Castle Hilton.

Humber students competed with over 120 entries in various classifications from Ontario's other community colleges and universities including Ryerson and York. Sweeping the long fiction film category were:

"EDGE", the Third prize winner, is a drama about two young women from vastly different social backgrounds who grow up unknown to one another. One day their paths inevitably cross. Second prize went to "BED SORES," most subtly described as a sexual comedy and fantasy.

First prize was awarded to "Win/Fall" which dramatizes the lottery of the future. This production also won the Regional Director's Award as the best overall film and TV production of the Telefest '84 year.

The winning entries, together with a brief introduction to the students involved will be shown on the CBC beginning Monday, May 21, 1984.

A complete list of productions and the students involved is attached.

WIN'FALL

	Sault Ste Marie	Semester 6
Gayle Livingston	Toronto	" "
Dave Furlong	Toronto	" "
Jim Banks	Toronto	" "
Gord McWatters	Toronto	" "
Antoinette Schiabel	Weston	" "

BED SORES

Joanne Kraemer	Listowel	" "
Shane Moxey	Barrie	" "
Sherri Hunter	Lion's Head	" "
Drew Potter	Hamilton	" "
Nick Leach	Rexdale	" "

EDGE

Mark VanAlstyne	Mississauga	" "
Gary Kaljuvee	Scarborough	" "
Darrin Leisk	Toronto	" "
Peter Nicolakaskos	Toronto	" "
Ian Robertson	Toronto	" "

Women in the Canadian Workplace

by Jim Jackson,
Human Studies

Over the past decade, a social revolution has been embracing the Canadian workplace, as women in unprecedented numbers have entered the nation's labour force. Statistics Canada reports, from comparing the 1981 census data with the 1971 census information, that for the first time in the nation's history, more than one-half of women age 15 and over were in the labour force in 1981.

This means that approximately 4.5 million women were in the labour force, an increase of close to 60 percent in ten years. This growth rate was two and one-half times that for men in Canada for the same period.

During the 1970s, participation for the married women in the labour force increased dramatically from 37 percent to 52 percent and their numbers grew from 1.8 to 3.1 million. Participation rates were highest for women in their early twenties. In 1981, 77 percent of women age 20 to 24 were in the labour force as compared with 65 percent of women between the ages of 25 and 44. Furthermore,

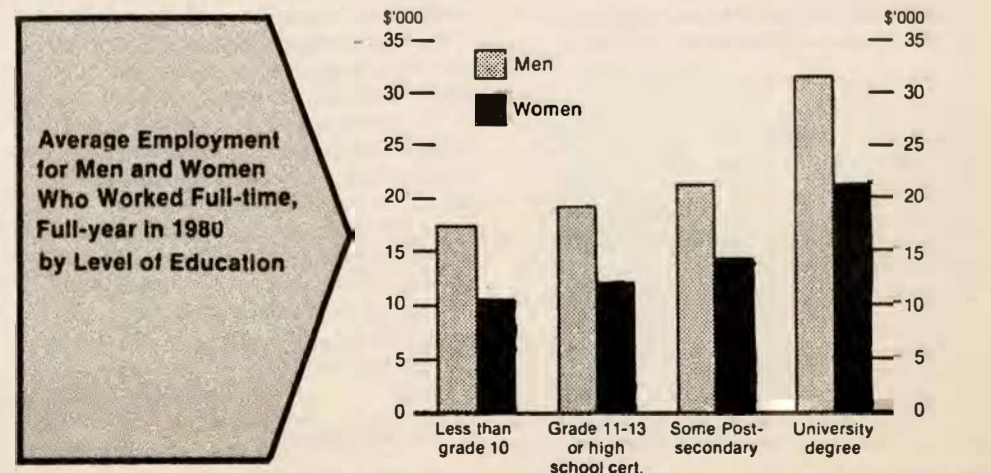
over the ten year period, from 1971 to 1981, the percentage of women who had worked the full year jumped from 21 percent in 1970 to 27 percent in 1980. This represented a 60 percent increase in the number of women who had worked the full year — three times the increase for men in Canada.

Traditionally, women have sought part-time employment and have concentrated on clerical work, sales, services, health and teaching. In fact, the percentage of women in those occupations has actually increased from 71 percent in 1971 to 74 percent in 1981. Other less traditional occupations, however, show the impact of the recent surge of more qualified women in the workplace. For example, the proportion of jobs in management and administration held by women has jumped from 16 percent in 1971 to almost 25 percent in 1981. The number of women engineers has increased more than five times as has the number of women holding jobs as computer programmers. These figures will no doubt continue to rise when the last segment of the baby boom cohort, women born up until 1965, graduate from the

community colleges and universities by the mid 1980s.

Women, however, still face an uphill struggle for equality in our society. A comparison of the incomes of men and women tell this tale. In 1980, a woman with a university degree earned slightly more than half what a man with a similar education earned, and about the same as a man with less than a grade 10

education. Similarly, a woman with less than grade 10 education earned half as much as a man with the same amount of education. This situation is a pity. It will take continued social reform and political awareness in our country to remedy and correct this unjustifiable difference in incomes between the women and men working in our land. Surely, this is a concern for all Canadians.



Distance Lends Enchantment

by Art Knowles,
Continuing Education
& Development

Two technological revolutions — computers and telecommunications — are now converging to transform the world from an industrial to an information society. These significant developments are now forcing higher education planners and administrators to confront new issues — ranging from the immediate impact of new information technologies on teaching and learning to basic shifts in college and university roles, functions and purposes. Teaching and learning at a distance from a “campus” are now becoming increasingly common and accepted forms of education in many countries of the world. More and more, telecommunication delivery modes will play a role in education at all levels.

The concept of “distance education” is not new, of course. Correspondence institutions in Great Britain, date back 130 years, relying on the communications capability of the postal system. In the U.S.A., the first university-sponsored correspondence program was presented by the University of Chicago in 1891; a short while later, Queen’s University, Canada, began a similar extension program. Distance education, then, holds a venerable position in the teaching/learning strategies of higher education, and it is not surprising that Canadian colleges and universities should now be looking seriously at telecommunications delivery options. (It is ironic that education, with rare exceptions, has generally ignored the potential of the telephone for teaching purposes, until now.)

The changing context for education — stemming from these world-wide technological revolutions — has created new categories of learners, new needs, new subject matter and new educational

purposes. Over the past several decades, education’s awareness of new instructional demands led to such innovations as educational films, radio, television, computer-assisted instruction, video-cassettes, all technologies that facilitate independent or distance education. It is the rare college or university in North America that in 1984 does not boast of modern TV studios, or a radio station, independent learning centre, or computer-assisted instructional programs. Many such colleges and universities have developed sophisticated, integrated instructional delivery systems for use both on and off campus. Within that range of delivery options, teleconferencing is now playing a significant role.

To assess the current activity, experience and potential of teleconferencing by Canadian universities and colleges, in mid 1983 a survey questionnaire was mailed to presidents or key officials of universities and community colleges. Completed survey questionnaires were returned from 24 universities, 38 community colleges and 8 other educational institutions. In the university sector, 16 respondents are either teleconferencing or plan to use the method in the near future. Among the community college respondents, 14 colleges are either using teleconferencing or plan to do so soon. Among the other educational institutions responding (institutes of technology, technical institutes, etc.) only 2 are currently using or plan to use teleconferencing.

As an indicator of the heightened importance of distance education, in mid-1983 the Canadian Association for Distance Education (C.A.D.E.) was formed. It now has over 200 members, representing all levels of education, and has begun to seriously examine questions of curriculum design, appropriate technologies, media research, etc. All

meetings of C.A.D.E. to date have been held by means of audio-teleconferences.

ORGANIZATION

In the colleges, universities and other educational institutions reporting, almost all indicated that the continuing education or extension education unit is responsible for initiatives and administration related to teleconferencing. This is a further indication of the potential of part-time studies using teleconferencing. In a few institutions, responsibility is lodged in an audio-visual department, learning resources centre, or a “teleconference office for technology”.

A few institutions state that they now cooperate or collaborate with other educational bodies or community agencies. In Ontario, several universities are working towards the cooperative use of a system to be jointly owned and operated. Memorial University, Newfoundland, is a member of a dedicated network composed of a consortium of health and education users. Several institutions emphasized the growing importance of the cooperative use of costly facilities, the value of cooperative programming, and the value of shared bridging facilities, and recommended early consideration both inter- and intra provincial dialogue on the long-term development of teleconferencing.

More instructional cooperation is generally urged. In British Columbia, a teleconference delivery consortium (through the Knowledge Network) has been set up. Most respondents favour the sharing of resources, expertise and research. While teleconferencing is only one instructional delivery mode of interest to educators, the newly-established Canadian Association for Distance Education will no doubt stimulate valuable interchange on many levels between provinces, and help to focus atten-

tion on essential areas of research and development.

FUTURE DIRECTIONS

University respondents generally perceive the likelihood of significant growth of teleconferencing by their institution, particularly for long distance applications in remote areas, for increased use in the Canadian winters, and for expanded use in off-campus tutorial centres. While more cautious, partly because of limited experience, college respondents also predict growth in teleconferencing applications, particularly, in professional development and continuing education.

CONCLUSION

Teleconferencing is clearly seen by many of Canada’s higher education institutions as an important new area for instructional development in its own right as well as in conjunction with other educational approaches. The next two to three years will see an increase in expertise on Canadian campuses and growth of technical capability.

Continuing education of adult Canadians may well become the dominant force in the educational programs of colleges and universities, all of whom are under increasing pressures to provide instruction in an exponentially expanding array of programs. To meet these public service responsibilities, educational institutions must accept technology-based delivery systems. Colleges and universities cannot be reasonably expected to hire the numbers of personnel that would be needed to continue with traditional face-to-face teaching methods as the predominant mode of communication. They must, therefore, commit much more of the instructional delivery process to such modes as distance education, using the full capacity of technology to contribute to our educational needs.

What A Way To Go



Norm Boulard

You won’t have to worry about your mileage per gallon if you own a vehicle like this! Norm Boulard, a graduating student in the Industrial Design Program chose, as his thesis project, to design a human-powered vehicle for local commuting and recreational purposes.

Using a basic three-wheel tricycle format with lightweight steel and go-cart components, Norm has designed his vehicle to accommodate the human body in the most comfortable way possible. For technical types this translates as ergonomics. For the rest of us, no banana seats!

Norm began his project last

September and at present has a rolling chassis and is finalizing details for the mounting of the protective cab. Physically fit volunteers have been clocked at 58 kph in Humber’s adjoining parking lots.

To date the project has cost about \$1000 and Norm estimates another similar amount before the prototype is completed.

Norm cites safety as a major advantage of his vehicle over the traditional 10-speed as “you are far more visible”. Another positive point is the fact “you don’t have to look out the window and be totally demoralized by the weather.” Happy pedalling, Norm.

The Class of '84

All staff members are invited to the upcoming convocation of Humber College’s Class of '84. Individual ceremonies for each division are scheduled as follows:

Date	Time	Program	Anticipated Attendance	Location
Tuesday 19 June	7:30 p.m.	Lakeshore Programs	900	North Campus Gymnasium
Wednesday 20 June	7:30 p.m.	Technology, General Arts and Science, Hospitality, Labour Studies	1200	North Campus Gymnasium
Thursday 21 June	7:30 p.m.	Applied and Creative Arts	1800	North Campus Gymnasium
Friday 22 June	7:30 p.m.	Business	2200	North Campus Gymnasium
Saturday 23 June	2:00 p.m.	Health Sciences	1600	North Campus Gymnasium

Distinguished Educators Visit Humber

by Richard Hook,
Dean, Lakeshore

On the afternoon of 1984.05.02 Mr. Jassim Bushail, a Curriculum Development Specialist involved in technical training under the Ministry of Labour and Social Affairs in Bahrain, visited the Queensway and North Campuses. Mr. Bushail was interested in the planning processes used by Humber College in establishing manpower demand and in developing curriculum. I provided an overview of planning processes employed in establishing manpower demand needs at the Federal/Provincial levels and discussed college-wide and manpower planning processes used in Humber College. Rick Embree, assisted by John Hart, discussed the curriculum development procedures employed in the college.

Following the presentation, Jim McConkey of Queensway provided a tour of

the Queensway facilities, giving particularly close attention to the trades, instrumentation and metal working.

At the North Campus, Don Stemp outlined the Health and Safety Post Graduate Program stressing the innovative distance education delivery system being proposed. Gus King and Don Stemp provided Mr. Bushail with a tour of the North Campus Technology Division.

Prior to 6:00 p.m., delegations from both Bahrain and Kuwait arrived at Humber College for a general discussion and to join a number of Humber Staff for dinner. Participants from Humber College included: Roy Giroux, Gus King, Rick Hook and Don Stemp. Representing the Ministry of Colleges and Universities were Gerry Wright and Sonja Lambert. Representing the Ministry of Labour was Peter Berend, External Jurisdictions Liaison.



Two distinguished groups of visitors, one from the United Arab Emirates, the other from India recently toured Humber's North and Queensway Campuses. Vocational and apprenticeship training was the major focus of both groups. Together with Mr. Bushail at the Queensway are Mr. Austris Bebris (left), and Mr. Jim McConkey.

Photo courtesy John Davies, Queensway Campus.

Book Review

by Gwen Francis,
Second-year Public Relations Student

THE NORTHERN MAGUS/PIERRE TRUDEAU AND CANADIANS is a biography of the Prime Minister and his effect on Canadians and our society.

The early chapters of the book deal with Trudeau's magician-like,

charismatic qualities, and the lure these traits have for Canadians. Gwyn explains that Canada is a country with few heroes. We are a people who do not stray into the world of fantasy and romance very often. Trudeau, brings this aura of enchantment to our lives. We seem to have elected him, not for what he has done for Canada, or is doing, but for who he is. We love to show him off. He defies the whole

image of what Canadians have been projected to others as being; the conservative, cautious, likeable people. He is, who we perceive ourselves as never being, and in this way is a source of pride and pleasure.

Gwyn takes us through Trudeau's years in office from the glorious period between '68-'72 when Trudeau-mania hit Canadians from East to West, right up to

the fall of his government in '79 when Canadians finally said "enough," to his re-election as a result of Conservative leader Joe Clarke's budget defeat.

What is prominent throughout the book, is not only the analysis of the important issues such as the October crisis, energy crisis, bilingualism, Quebec separatism, Western alienation, but the reasons behind Trudeau's actions concerning these issues as a politician and as a person. With this is the people's reaction to his every move as a unified and decentralized Canada.

Prevalent also, is our illogical consistency in re-electing Trudeau, time and time again, even after his insults, his lies (with the promise of no wage and price controls during his campaign, and then the subsequent implementation of this after election), the wasting of our tax money on government luxuries, and generally his obvious attitude of not giving a damn about Canadians as humans; only as a ruled mass.

What Gwyn gets across to the reader, is the fact that Trudeau is a phenomenon. He is marvelled and oggled at when he cuts us, and when he, as an *afterthought*, decides to patch us up again.

He is a leader that Gwyn feels we need but possibly for the wrong reasons.

The style Gwyn uses in his biography of Pierre Trudeau is chronological. He takes you from a brief background in Trudeau's childhood, to his school years, his first inkling in politics, to the beginning of his years as Prime Minister, up to 1980.

Gwyn uses examples and then analyses issues and situations to explain Trudeau's motives for taking or not taking action. The opinions of politicians are also used for more insight and factual back-up throughout the book.

The biography is written in third person.



Faculty and staff take the opportunity to scan the latest texts and learning materials at a recent Book Fair held at the North Campus.

Dateline: Divisions

Al Michalek will be returning to Humber shortly to take up his new position of Dean of Student and Academic Services. In this capacity, he will report directly to the Vice-President, Education and Faculty Services.

This new position will serve to assist the Vice-President, Educational and Faculty Services in his leadership role,

(and by extension the President's) in external relations, and in development initiatives that have evolved as a result of the newly defined Mission Statement presented to the Board of Governors.

An ACCC team visited Zambia on a feasibility Mission from March 24th to

April 12th. The team was composed of Jim Turner, George Brown College; Dr. Gene Keller, Lethbridge; GRAHAM COLLINS and TOM NORTON, HUMBER. Dr. Keller also visited Ethiopia in connection with the Saskatchewan-ACCC-Ethiopia project. Mora Considine, Dawson College, visited Malawi, Kenya and Zambia in connection with her evaluation work on

the ACCC-CAPA workshops.

Seven students from Humber College, under the direction of BENNY QUAY, were in Kenya for three months on a joint CWY-ACCC student exchange. The exchange involved Humber College and the Ranogi Institute in Kisumu, Kenya.