

direction

Report: Status of Women at Humber

by Pat Earl

The information reported below is taken from a Report on the Status of Women employees at Humber College, the first of its kind done in Ontario Colleges of Applied Arts and Technology.

This report is based on facts obtained through questionnaires distributed in February 1974 to 155 Women representing 33% of those eligible to respond. Personal data, educational background, institutional data and career status and development were the areas covered by this questionnaire. The following is a condensed version of the report.

According to the facts obtained, the average woman at Humber looks like this:

Between the age of 30 - 39 years, married with no children. Employment wise, she works in the Faculty area, has been in it for less than 1 year, has completed high school and has a diploma or a certificate in some field. She is enrolled in no current educational program although she has been in the past at one institution or another and feels that her salary is consistent with the work she does. (One wonders how this last point fits in with current CSAO negotiations). She claims a career is very important to her but doesn't know if her salary is equal with men of the same rank in her department or division.

The above "average Humber woman" is created due to highly subjective opinions and in fact, 10% of these women feel

their salary is not consistent equitably with men in their departments. Only 9% of these women indicated disinterest in a career or failed to express an opinion.

When the question "Do you feel you have been discriminated against because of your sex" was asked, 61% said no; "by your department or division" 59% said no; "by your colleagues" 62% said no. The trend was to avoid the word discrimination.

Quoting the report, "The sampling provided by this survey indicates some concern about the lack of opportunity to advance within the College, a desire for greater participation at all levels of College activities, a high degree of concern about career development and some am-

biguity in perceptions of the Status of Women in our College and Society".

With regard to rank and salary levels, in all cases, women are less highly paid. These inequities may reflect academic qualifications and the "market value" of the services of the incumbents in some divisions. The Human Studies department might find it difficult to explain the large differences (\$1,778.00 per annum) between male and female employees. The figures indicate a strong preference for recruiting men in higher paid positions. 11 women as compared to 60 men receive salaries in excess of \$12,000. 46.9% of female administrative and support staff earn less than \$6,000.00 as compared with only 2.1% of male staff.

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Way North II

by Cheryl Keyworth

Telling about a trip is not easy. It seems when you start to relate one story, you recall to mind twenty more, which, when you've finished telling, your listener is either in hysterics or dozing lightly. Whenever I've snared someone to tell them about the Way North II they've managed to stay awake till the end, which must be some indication as to the success of the trip.

We started out a group of nineteen, meeting faithfully every Monday evening starting in October, planning the thirteen day trip to the Tri-town area (Haileybury, New Liskeard and Cobalt) then on to Moosenee and Moose Factory. It was to be a Community Studies course but there was also a great variety of people from Human Resources Development, Social Services, Business and one from York University. With our two objectives, to have a good time, and "learning on the move" in mind, we studied the areas we were to visit and in that way decided what aspects of the trip we would like to focus in on for our community profile. For example, one could study the history of the area or the political setup, to name a few.

Included in the trip was a three day stay in a bush camp just south of Moosenee, (which later was declared the highlight of the trip).

Under normal circumstances asking for long underwear and wool socks for

Christmas would be highly unlikely, but this year every relative had received a list of his or her expected gifts in size, colour and thickness by November. After all the orientation and preparations, Christmas day seemed merely an added feature in the build-up of leaving, and it wasn't until a few hours out of Union Station did people finally start settling down to the frustrating business of finding a comfortable position to sleep.

Later getting off the train in Haileybury and walking down the main drag to the hotel, I noticed everyone spaced out along the street walking silently, probably thanking God as I was that it was 4 a.m., not rush hour, and every Haileybury-ite was asleep, not seeing this entourage of students descending upon them.

Once installed in Haileybury, everyone went their different ways in pursuit of their own particular interests, reassembling later in the day to share what they had found. Days were set aside where we went into Cobalt, a fascinating little town serving as a perfect example of a "boom town" turned ghost town. At the turn of the century, Cobalt boasted 103 active silver mines. Now only three are left and the rest are just gaping holes in the landscape.

A second day was devoted to New Liskeard where everyone saw the familiar traffic jams and bustle that results from a small town trying to act "Big City"

We stayed in Haileybury until New Year's Eve when we slipped out as un-



obtrusively as when we came in, at 4:00 a.m. Needless to say, the first few hours were quiet as everyone slept off the previous night's celebrations. It wasn't until Cochrane, when everyone woke up, that we realized one of our members was well on his way to Quebec. It seems we slept through Englehart, where our car was taken off the train and put on the Polar Bear Express. Whereas Ed, in an earlier venturesome mood, had set off and found a sleeper car whose destination was Rouyn.

After the confusion in locating his whereabouts and leaving countless messages with the train people, everyone was fully awake and by the time we were pulling into Moosenee the excitement was high as everyone felt it was here the trip

began.

Once settled in the Polar Bear Lodge, everyone set off to explore the small northern town, Quiet and unimposing, Moosenee was such a contrast to Toronto. With its tiny pastel homes and obvious lack of facilities we take for granted in Toronto, memories of the subways and rush hour seemed remote and unappealing.

For anyone into history, the walk across the river to the island of Moose Factory is unforgettable. Being the first white settlement in Ontario, the small town was loaded with relics from their days as a booming trading post, from the old fur press in front of the Hudsons Bay store to the quay where the schooners were pulled in and stored.

The Hawks & Switzerland

Glen Gordon

Over this past Christmas holiday, our Humber Hawks Varsity Hockey Team travelled to Switzerland for twelve days. The purpose of the trip was to play in a four match tournament with selected Swiss teams. In the first game, which was played in the town of Lausanne, the Hawks handled the Swiss team 5 - 2. The second team from Lugano proved to be of little challenge for the Hawks as our team trounced them 8 - 1. The third game

was held in Langenthal and the Hawks were forced to come back from a 5 - 3 deficit coming into the third period to win the game 6 - 5. The fourth and final game was played against Ambri-Priotta which is a team of slightly lesser calibre than the Swiss National team. This game was the highlight of the trip both for the players and the fifteen spectators who travelled with the team. The Hawks were seeming outclassed in the first period and

only managed 1 goal in the first two periods, while the Ambri-team netted 5. In the third period the Hawks provided the Swiss with a display of real desire and swarmed all over the Swiss team by completely dominating the third period of play. The Hawks tied the game 5 - 5 and in the dying seconds found other chances to score and possibly win the game but time ran short for them. The trip proved most interesting and beneficial to all

those who participated in the trip. They experienced many of the sights and scenes the countryside had to offer as well as the thrill of playing hockey for Canada in a foreign land.

There is a possibility of the Lousanne team returning to Canada within the school year, but plans are not definite as of yet. There is also the possibility of future trips of this nature for the Humber Hawks.

message board

by Ivan Fernandez

Through the first doors at the switch-board, going towards Continuous Learning, on your left, there on the wall is a student message board (with no messages on it). The board was purchased by the

Student Union, and the Administration of Humber College as a service to the students, but so far, no one uses it. So if you have to leave a note for someone, and don't know where to leave it, place it on the message board under the appropriate letter.

Way North II

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Next day we set out for the eight mile walk into the bush camp in the midst of a blizzard, with four or five of our brawny male population pulling a sleigh weighted down by food, sleeping bags and snowshoes. Later, our guide David Lightwood managed to remain quite calm as we attempted to set up the tent and get organized. Disregarding our ineptness, he managed to teach us a few basic bush skills such as how to keep yourself warm in fifteen below weather. This was especially applicable to the few who braved a night sleeping in the lean-to constructed that day.

For many the walk back to Moosenee was not anticipated. The three day exposure to such a different way of living was

something new. Some went away totally convinced that they were definitely city people, while others walked out with thoughts of returning to the bush already in their heads.

The train ride back was long and quiet compared to the ride up. Towards dawn everyone slept, not waking until the train passed over the Don Valley Parkway, alive with morning traffic.

It was a good trip, to many it was just a glimpse of a very different way of life, to others the city life became more of a reassurance. But to all of us it proved that some people can exist without subways, cars and a large variety of entertainment offered to them. It's a simple life, showing man living alongside nature, not trying to conquer it.

FIRE!

by Pat Earl

It's noon, January 24, 1975. Suddenly, all the fire alarms sound throughout the college. What now? Does anyone know? Apparently not, according to students interviewed during the event. I thought it was lunch time, one student replied. Members of the staff were in no better form, information wise, than the students. Staff members interviewed said that they thought there must be some form of procedure, but to date, they had never been formally informed as to what to do in the event of a fire or even a possible fire.

Who do you call here in the college after you have pulled the alarm. Shouldn't the P.A. system be employed in emergencies however real or imagined? How do you work the fire extinguishers, or does someone else do that (for instance Security). To find out what other colleges do in this situation, I called George Brown College and Seneca.

George Brown's Mr. McGee informed me that the students are instructed at the beginning of each Semester by their homeroom teacher, that in the event of fire they are to go to the nearest exit and

leave the building. Most of their fire fighting equipment consists of CO² hand extinguishers and some hose types on the wall. In the shops, there are fire blankets. They drill periodically and the last drill was just before Christmas.

Seneca's Mr. Joy said that although, throughout the College, there is no formal method of instruction as to procedures to follow in case of fire, there are fire regulations 14" x 12" posted on every room (usually torn down by students) with instructions as to which exit to use. Mr. Joy said all his maintenance people were fully instructed as to the use of extinguishers and all regulations.

It is my opinion that even with these minimal instructions, most people don't know what to do, and I think that is the point. It was suggested that since we are all adults, we should know what to do, but hospitals (to name one institution) have superior fire training for all personnel, who by the way are also adults. Fire is a constant threat, as Humber well knows, and it would appear from our most recent situation (false alarm true, but someday maybe real) that a second look at Fire Education for staff and students should be taken.

Stu Onion Presents

“ WINTERFEST '75 ”

Again this year, the Student Union of Humber College will be sponsoring a week of winter games and activities called Winterfest. The events will take place during the week of Feb. 24th to Feb. 28th.

Some of the activities planned for the week are an ice sculpture contest, pie throwing, log throwing, ping-pong, ski day, and many more. There will also be bands playing at various times during the week in the concourse. A special pub will be held, with Winterfest beer mugs, and during other pubs, there will be contests and other special entertainment.

So, during that week, when you're not in class, there will be a lot around the school to get involved in. Have fun.

Monday fireworks treasure hunt
Karate wheel chair race
sleigh ride - weiner roast
ice sculpture

Tuesday Band Concourse 12:00 - 4:00
Vehicle
Tramps Champs in Concourse
Arm Wrestling
Euchre Tues - Thurs.
Onion PUB
Lemon
skate day

Wednesday Honey Pot - ski
pie throwing
broom ball
blind basketball throw
Coffee House - amateur night
Movie

Thursday Cabaret
Casino
Wednesday band 12:00 - 3:30
Blow Ball

Friday 4:00 - 8:00 folk Tony Kosinec
8:00 - 12:00 rock
Make a Deal
Miniature Golf

i.q.: in the public service

by Garrett Klassen

Getting things straight in this country can be pretty confusing.

For each of us to maintain a degree of happiness, it is essential to arrive at a point where the pleasure and satisfaction we harvest from our activities are in balance with the physical and psychological barriers that from time to time frustrate our attempts.

In this statement lie at least two working realities: one is our own measure of our abilities, which, when consciously extrapolated, is the driving force behind self-improvement, while the second is the resistance to these by external values and judgements which may be drastically different from our own.

I am speaking here of the general discrepancy between credibility and competence in a society which employs practically universal evaluation methods to judge our suitability and even desirability for specific jobs and roles. For example, any thousand given people, all of whom will differ in many respects, apply to the Public Service Commission of Canada for employment. These people are then given one thousand reasoning (I.Q.) tests, all the same, which presumably reflect some of the job skills and requirements of the employer. However, the results may in no remote way determine an individual's ability to do the specific job applied for, but simply will point out a weakness in the individual or in circumstantial factors, making no allowance for one to reveal the strengths which may highly qualify him for the job.

Given such a number of differences and variables, we must ask how relevant and all-encompassing and realistic is a standard evaluative procedure, which in fact may only reflect the reasoning abilities of those who made up the test in the first place. This suggests that to qualify for these positions, one requirement is to score on a level that to some degree reflects a sameness to the powers behind

the conception of the game. The greater this degree of sameness, then, is the measure of our credibility in the outside world, while the competence we may in actuality possess is overlooked by a standard tool of measurement, and is thereby judged irrelevant.

Let me give a concrete example of how this works in reality. The Public Service Commission has many responsibilities, of which the Post Office is one. An acquaintance has until recently been working as a letter carrier. In 1974, he worked for the Post Office as a "casual" before being required to write the "reasoning test". A casual is the classification for employees who in fact work a forty hour week, but have not yet qualified as full-time staff while waiting to write the test. The test, through number sequences and the analysis of abstract diagrams, officially determines one's ability to deliver mail, just as it in other branches of the P.S.C. determines one's abilities as a secretary or Manpower Counsellor.

Despite exhibiting a strong ability to walk (which the test did not foresee), David (not real name) failed to pass, and was let go several days later. After five months practical experience, during which time the Post Office did not feel it necessary to terminate his services, his acquired abilities ceased to exist as determined by a disassociated image of proficiency. The absurdity of this evaluation becomes particularly poignant when one realizes that the same government that took away the wages for which he worked, now provided him with unemployment benefits for which he did not work, when all along he never ceased to command the qualifications and abilities that realistically permitted him to do an effective job in the first place.

David's period of unemployment did not last long. He learned of another test which was to be written shortly and was again admitted to the Post Office as a

casual. This time he worked for two months before being released from his duties a second time after a second failure.

Again experience bore no relevance. The written recommendations of three supervisors in three offices in the Toronto area had no effect on David's case. This is despite a precedent already set in Calgary in which a casual was reinstated under much the same circumstances.

The day this article was conceived, David spoke to a personnel officer of the Post Office by telephone, who somewhat unwittingly admitted that the test had no bearing on whether or not one was capable of doing the job. Upon being asked if the officer could be quoted, the answer was an unequivocal no. If there is support to this argument, it is all tactfully unofficial.

As an aside, I learned that in his early schooling, David had scored above average on intelligence tests. As psychology teaches us, I.Q.'s do not change drastically throughout one's life, since they reflect learning abilities, not the amount of knowledge acquired or digested. This discrepancy might raise some questions around the validity of the assessment itself, regardless of the application or consequences.

It is also interesting to note the motivation of the Post Office in reinstating David to their ranks. We might, in kindness, presume they wanted to give him an even break. On the other hand, with a little imagination, we might fantasize about the number of casuals recalled when the Post Office needs them to work, and for practical purposes, to help insure their own efficiency; then let go when they next fail to pass the test, presumably are no longer functional, and thus, no longer needed. How many times this process is repeated with each individual, the number of individuals affected by the cycle, and the way this turnover sustains

the functioning of the Post Office for its own purposes can only be guessed at.

I have purposely refrained from mentioning names and specific dates in this case, as David is presently contesting the issue, and even limited premature publicity of this nature might act as a deterrent to supporting forces, in that it may endanger their own security and position.

It is hoped that a further article in a future issue of Direction will more specifically elicit the outcome of David's appeal, bringing to light the defense as well as the prosecution.

I believe that an experience such as this one forces us to examine the relative value of our diplomas and so-called qualifications in broader terms.

First, there is some merit to the argument that standards of evaluation are useful and necessary. However, standards, rather than being inflexible and demoralizing, must be relevant and clearly defined in the context of the work to which they are to apply. The very nature of the individual demands that evaluation be flexible, not in its ultimate goal, but in the methods of arriving at it. If it is not, and we as individuals refuse to recognize the validity of being judged according to unrealistic expectations, our consequent rejection results in a deteriorating sense of self-esteem and humiliation in the eyes of our peers. Certainly this is not the goal of evaluation. Unfortunately, it is often the result.

Upon looking a little deeper, we can see that the frustration lies not only in the structure of our present methods of assessment, but in a wide-spread attitude that has difficulty recognizing the merits of individuals in terms that are foreign to the perspectives that the attitude represents.

To be aware that such a dilemma exists is only the first step.

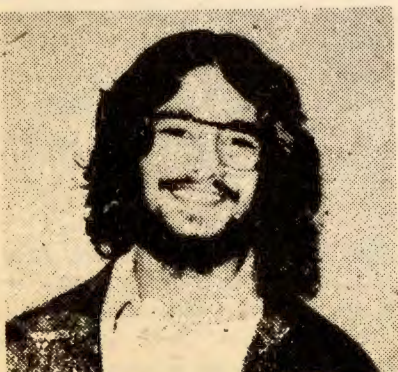
DIRECTION

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Responsibility for content of material printed is that of the authors, and not of the editors.

TED SCHMIDT



AD SPACE

Direction

The Editors offer advertising space on the back 1½ pages of this paper. Ads will be limited at the discretion of the editors. We hope to receive enough revenue from advertisements so as to relieve the bulk of financial burden off the Student Union.

We are also offering students of Humber College a chance to advertise in a Want-Ads section for a small nominal fee. For more information, come to, or phone the Student Union.

HELP

We need writers, people to do graphics, comic strips, photographs. Contact Ivan Fernandez or Ted Schmidt, Co-editors of Direction at the Student Union Offices, D236.

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Why A Centre For Labor Studies?

by Wally Majesky
Projects Director

Labour Council of
Metropolitan Toronto

The Centre for Labour Studies at Humber College is a unique and new venture, both for Humber College and the Labour Council of Metropolitan Toronto, unique in that it is the first such centre in Metropolitan Toronto. It is only the second such centre in all of Ontario wherein a complete and separate entity exists within an educational institution and where such a centre for Labour Studies will be acknowledged a complete separate status, on a par with any accredited program.

The significance of this cannot be stressed enough because if one looks at the whole area of Labour Studies as applied to primary, secondary, and post secondary education it becomes appallingly clear, even to the average person, that labour education has been neglected or at best, tokenly acknowledged. This, I think, is due in part to the type of educators and educational institutions that have existed over the years and in fact still exist at the present time. There have been notable exceptions such as Humber College but these are rare indeed.

I think that the Labour Movement has to take an indirect share for this lack of concern because the average working person, who is vainly striving to live and exist in today's society expends a tremendous amount of energy in the work place and finds by the end of the day that his/her sense of responsibility about such things as taking an active part in the

educational process tends to become secondary. The person by default quite readily accepts the argument that education be best left in the hands of professional bureaucratic educators. Ironically, working class people know instinctively that his/her effort to influence the system, or at best, get the educational bureaucracy to acknowledge the part trade unionism plays in shaping our society has not met with great success and in most instances, quite the opposite.

More specifically, instead of getting a more positive and objective view of labour, the general public is being bombarded on all sides by the supposed negative aspects of labour unions via the media. As a result, this process has influenced a vast majority of the public, including unfortunately, many trade unionists, to accept a conditioned image of trade unionists as responsible for everything from inflation to anything which can be conceivably wrong in our society.

The trade union movement acknowledges that this view exists, and for the first time has decided that to just identify the problem is not the answer. This onslaught of media propaganda cannot be offset by competing with the media, because of the obvious disadvantage of cost, either in owning a media outlet, or at best, utilizing the media. From labour's view, the only logical avenue open is the whole area of education, and how labour can best influence or at least assure its proper input into the whole educational process.

This then, can readily explain why the Labour Council of Metropolitan Toronto has been pursuing the idea of a Centre for Labour Studies at Humber College. In our view, this is the first concrete step towards a process whereby trade unionists, students, and people in the community can get together to study, explore, debate and discuss the whole labour structure in a way that is relevant to all concerned.

This whole idea of a Labour Studies Centre is an attempt to explore the dynamics of the labour movement and hopefully give people for this first time a complete and comprehensive overview of the labour movement.

People, be they trade unionists or not, should be exposed to this type of in-depth analysis for obvious reasons.

If public decision-making bodies in future need or require labour input, then the obvious need to have well informed people available becomes crucially important. The existing myth that only professional corporate type people have the capabilities of leadership surely has to be dispelled once and for all.

Expanding and elaborating labour education then, should embrace many other sectors, which up until now have shied away from labour, or virtually anything to do with labour. Professionals like community college teachers (and as a matter of fact the whole teaching profession), public civil servants, such as the Ontario civil servants, social workers, and persons in the nursing profession, as well

as the vast majority of office and clerical workers, are realizing that their goals and aspirations are compatible with the needs of Canadian workers. We are seeing for the first time an awareness that these persons cannot exclude themselves from the day to day problems that surround us and affect all of us.

Probably what is more important, is that there is an awareness. Then the logical steps of involvement and commitment to try to change the obvious wrongs surely will follow.

We should not view a centre for labour studies as a panacea for all of our problems, but we should view it in perspective, that it is a first step and a significant one which cannot be overlooked, because for the first time, a community college like Humber College acknowledges, in a very constructive manner, the importance of a labour centre. This in itself is a significant breakthrough.

We in the trade union movement recognize this because this whole project is not going unnoticed. The success of the Centre for Labour Studies will surely have a profound effect throughout Ontario and the success or failure rests solely with the college and the trade union movement in Metropolitan Toronto.

I personally feel confident that we can meet the challenge, and in the process make the kind of contribution to education which up until now has not existed. That in itself is an accomplishment which I'm sure no one can question.

Labor Studies Launches Leadership Development Course

by Joe Grogan, Co-ordinator,
Centre for Labour Studies

The Centre for Labour Studies, in close co-operation with the Labour Council of Metropolitan Toronto, has developed a fourteen session course entitled Labour Leadership Development. The course will commence in March and will focus on problems of concern to persons in the Labour movement. The structure of the Labour movement; the multinational corporation; human relations and social values; political evolution of the working class; Labour legislation and Labour leadership in the community are some of the issues which will be the focus of much work in the course.

The course planning committee met in early January. The committee is comprised of April Coulton, Education Director, Amalgamated Clothing Workers, Gord Wilson, Education Director, United Automobile Workers of America, Ed Seymour, Education Director, Textile Workers of America, Wally Majesky, Projects Director, Labour Council of Metropolitan Toronto and myself. In planning this course, we wanted to zero in on real problems, and to highlight a number since we wanted the course to be as attractive as possible to the many constituencies

represented in the Labour Council of Metropolitan Toronto. If we limited the discussion topics to a few, key ones, then this would possibly have excluded some potential students.

Next, we had to make some decisions regarding who would be the course resource persons. The committee was concerned that the course really reflect Labour's viewpoint. Consequently, each session except one, will be led by a Labour representative. Moreover, these representatives are themselves key leaders in the Labour movement. Overall planning for the fourteen sessions will be coordinated by Jim Gill, Executive Secretary, Labour Council of Metropolitan Toronto, Sam Fox, President of the Labour Council, and Wally Majesky, like Jim, a staff person with the Council.

This approach was taken to ensure that the course establishes credibility amongst members of the Labour Council of Metropolitan Toronto and to give the instructors and resource people the recognition they have earned through their work for the Labour movement.

Problem-focused education is quite different from what we usually consider education to be. In point of fact, what many describe as education, really is no more than "schooling", a process whereby

the learners are indoctrinated to become passive consumers of many values which are not compatible with their own needs as persons. By identifying the problems which Labour faces, participants in the Labour Leadership Development course can develop solutions and apply these in their back-home settings. In this way, the course does not turn into an academic exercise but really tries to encourage participants to see learning as personal process of action and reflection.

This initial venture is just one of several projects the Centre plans to undertake in the near future. A non-credit course in Industrial Hygiene is in the development stage. The course will equip Labour people with the technical skills needed to detect industrial pollutants both in the plant and out. In this way Labour can start to encourage enforcement of the many laws already in existence which are being ignored. Another matter of concern to the Centre's advisory committee is the whole question of an accurate Canadian Labour history. Stewart Hall, of the Human Studies Division, has been approached to work on this project with several other persons who will form a Labour History development committee. The group would gather resources and plan courses which would form part of

the high school student's curriculum. Moreover, the group would prepare Labour history courses which would be offered through the Centre as electives for the general student body at Humber. These and other activities are some of the short and long-term plans of the Centre for Labour Studies. The effort associated with this work is producing valuable knowledge of the problems associated with establishing an autonomous Centre. For instance, if a Centre is to be really autonomous, what does this mean in terms of how such a Centre is funded? If the Centre is funded from Divisional funds, does this mean the Division with which the Centre is associated has the authority to veto activities? Is the advisory committee for such a Centre really a decision-making group? What is the value of an active advisory committee? How much influence does the community have in the decision-making process at the College? These and related questions will be the focus for our next article.

Information regarding the Centre for Labour Studies may be obtained by contacting me on extension 481. The Labour Leadership Development Course starts March 11, 1975, and will hold sessions each Tuesday from 7 to 10 p.m. The course registration fee is \$40.

Labor Studies: A Student's View

Ted Schmidt

After reading the other two articles on this page, you should be fully aware of all the detailed facts concerning Labor Studies. In this article I shall try to take a different perspective and examine Labor Studies from the eyes of the student at Humber.

At this point in time, Labor Studies offers little interest to the average day time student. This is not meant in any way to belittle the centre, for I feel most strongly that the centre will, in fact, provide many benefits to those both directly concerned with it and those who have little contact with the centre.

The directly concerned will be coming from organizations within Metro for the

initial period, later this will also include rank and file, etc. This group will have such benefits as: 1) personal growth through interaction with others, 2) a chance to start to look at the labor movement as a whole in this country, 3) an opportunity to start to document the progress of the movement and also begin collecting books devoted to the movement and its history, 4) learn different techniques and expertise which are vital if the movement is to keep abreast with the changing labor market and management, and 5) the convenience of interacting with the community as a whole. The list does not end here, rather it is an on-going process whose varied

benefits will go through a snowballing process and continue to grow. We all should realize and probably do that it is hard to look at the value of any such program at birth because it is just about impossible to judge potential values before they have become reality.

From my point of view I can see the centre providing fairly extensive benefits both to the average daytimer and the members of the community at large within the foreseeable future. Labor Studies will give such gifts as providing necessary interaction and dialogue between differing types. This sort of exchange can only lead to better understandings, and the beginning of sharing

information. We will be able to look at the movement and see the bad and the good, instead of getting the lopsided picture so often presented by the Mass Media. Labor Studies will provide resources, i.e. a library where the average citizen can go and gain information on the history of Canadian Labor Movements. It could be summed up by simply saying that Labor Studies will take a large hidden fragment and unify it with the rest of the community. This bond will only make the community stronger. I am terribly excited by the birth of the Centre for Labor Studies and am most anxious to witness a little of the child's growth.

Exploration Rockies

by Ivan Fernandez

Canada is a vast country, the majority of which is unpopulated, or very sparsely so, and most Canadians never see the wilderness areas of Canada. Urban areas seem to us to be all there is of Canada. Most Canadians work and live in urban areas most of their lives, an environment which is "man made". In such an urban society, we have little knowledge and respect for nature, and natural phenomenon.

While most Humber College students are taking travel courses to Greece, Mexico, and other places, or working all next summer, 25 or so people from the College will be on their way out to Western Canada, their own country, for a backpacking expedition in the Rocky Mountains.

Exploration Rockies is an 8 credit course consisting of two major parts. The orientation portion will provide the student with the knowledge needed for the travel portion of the course in the summer. The travel portion will be a 5 week trip to the Rockies, including 18 days of backpacking.

The Orientation part of the course has been split up into two major sections of study, Academic and Functional. Each student will be involved in both areas of study. They must be involved in one group of 4 - 5 students from each of the two areas of study, so each student will be in two groups. The group must research its topic and give a presentation to the rest of its findings.

Within the Academic area there are five sections which can be chosen from. They are:

History and Lore — This group will trace the reciprocal impact of human beings on the Rocky Mountains from the days of the earliest Indian tribes to the establishment of our present National Park system. Also, they will look at the political concerns surrounding Canada's wilderness areas.

Geography — This group will look into the origin of the mountains, geological formations, glaciation, weather and erosion, present environmental relationships and man's impact on the environment.

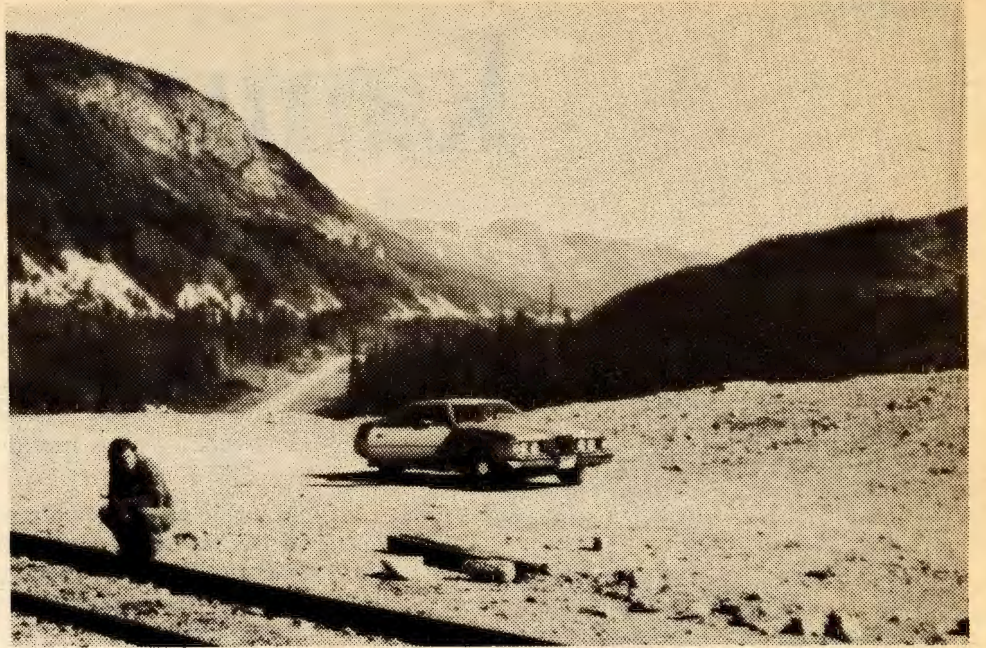
Flora — This group will study plant development in the Rockies from the most primitive lichen to the impact of forest fires. The varieties of vegetation will be seen as a major link in the life chain with particular emphasis placed on symbiotic relationships.

Literature — This group will present a variety of poems, prose, and films dealing with the wilderness. Its focus will be man's role in nature, and aesthetic appreciation.

Fauna and Fish — Animals, from the insect to the bull moose, will be studied by this group. Habitat, life cycles, and the roles of predator and prey will be seen within the environmental context considered above.

The Functional area of study consists of:

Photography — This group will instruct students in the use of 35 mm cameras that will be available. They will also make a photographic record of the travel portion.



First Aid — This group, comprised of three nurses, will instruct the group in basic first aid. As well, they will be responsible for all medical supplies and for insuring the general health of the group.

Equipment — This group will research the necessary, and best equipment required for the travel portion. They will be responsible for keeping equipment in good repair and for making recommendations on personal clothing, etc.

Food/Cooking — A major consideration in any wilderness venture is the stomach. This group will research the types of food which are compact, lightweight, and at least somewhat palatable. Preparation will be important.

Physical Fitness — Fitness is vital to the success of this experience. This group will devise a programme which will prepare individuals for the vigors of backpacking.

Besides these group projects, there will be lectures on orienteering, map reading, survival skills, human relations skills and group dynamics.

One of the most important parts of the training programme should be physical fitness. Walking miles a day in hot weather, cold weather (on glaciers and high altitudes), thin air, and climbing steep hills could make the trip an ordeal for one not in good shape.

The travel portion of the program is the most interesting. It lasts from July 26th to August 31st, 5 weeks. Within this time, we will spend about 18 days backpacking in the mountains around Banff.

The journey will start about 20 - 25 miles south of Banff, near the Three Sisters Dam, and move south and west towards Mount Assiniboine Park, and the Great Divide Trail. From there we move north through Kootenay Park and back to Banff Park and to connect with Highway 1, the Trans-Canada, near Cathedral Mt. Total mileage of the trip is approximately 120 miles.

The excursion will have only one extended stop, while a few people go back for food, and to move the bus from the starting point to the end point of our journey.

Also included may be a climb to the top of Cascade Mountain, just outside Banff, and some pony trail-riding. The cost of the trip will be about \$350. - \$400. Of this, \$250. will go for the trip, and \$150 - \$200. will be spent on personal equipment. The co-ordinator of this program is Steve Harrington, and other instructors are Peter Mitchell, and Richard Rumbal.

It will take a lot of guts to go on the trip because of the physical and mental strength needed to accomplish the goals set out, but it will be a worthwhile learning experience.

Woman Con't from pg. 1

HOW ABOUT A COUPLE OF REBUTTALS TO THE AGE OLD STATEMENTS:

A Woman's Place Is In The Home

Housework no longer takes up as much time as it did before all the modern gadgets and services were available. Today, more than half the women between 18 and 64 are working and it is stated that 9 out of 10 girls will work outside the home at some time in their lives.

Women Aren't Seriously Attached To The Labor Force: They Work Only For Extra Pocket Money

Due to, among other reasons, a higher rate of divorce, separation etc., nearly half of the women's working force is in a state of pressing economic need. Other situations include women whose husbands are either unemployed or making between \$3,000. and \$7,000. per year.

Women Are Out Ill More Than Male Workers: They Cost The Company More

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days per year for women compared with 5.2 for men.

Women Don't Work As Long Or As Regularly As Their Male Co-workers: Their Training Is Costly — And Largely Wasted

The Worklife expectancy of the average woman worker is 25 years if married and

45 years if single. A declining number of women leave the work force after marriage and if confronted with having to leave due to pregnancy, usually return after a leave of absence of short duration or when their children begin school. The worklife expectancy of the average male worker is 43 years.

Married Women Take Jobs Away From Men: In Fact, They Ought To Quit Those Jobs They Now Hold

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were to be placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers and nurses.

Women Should Stick To "Women's Jobs" And Shouldn't Compete For "Men's Jobs"

Women's jobs and Men's jobs are based on tradition rather than the rule. Except in rare instances, job requirements are unrelated to sex. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14 of them, women excel in 6 and men excel in 2.

Women Don't Want Responsibility On The Job: They Don't Want Promotions

Or Job Changes Which Add To Their Load

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal and family loads. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

The Employment Of Mothers Leads To Juvenile Delinquency

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Men Don't Like To Work For Women Supervisors

Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as man-

agers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them, adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors.

AUTHOR'S NOTE:

Women are fast becoming aware of the inequities involved in the labor force, (although some may feel it is not fast enough, the ball is at last rolling).

Only through education of female and male employees both, can we hope to take a stand. Women at Humber I feel, can advance, partially due to the fact that since women hold mostly lower level positions there is, in fact, someplace to move up to. Historically, women have held positions of a support staff of clerical nature. Men at Humber, for the most part, are hired to fill top executive positions and therefore are not as likely to obtain promotion as readily.

Recently a woman was appointed to the position of Principal of Humber College, truly a giant step for women at Humber. Women must work and strive to attain goals as any minority group must. Nothing is handed out. It must be earned and you must be worthy, male or female. Nobody wants to be the "TOKEN WOMAN"

kampus kitchen

by Pat Scott

Now that the festive season is over and we've let out all our belts, this month's food theme is toward slimming down the inexpensive way.

Produce seems to be quite reasonable (reason unknown), and if you shop frugally, you can find some great diet and filling bargains.

Before we go any further, fish is a delicious diet food and an excellent source of protein. Tuna is quite expensive now but Mackerel is not. Buy Mackerel in cans like Tuna and you will be pleasantly surprised to find that the taste is most palatable and not nearly as dry. You can do anything with Mackerel that you normally do with Tuna.

VEGETABLE SOUP

Ingredients: Soup bones for stock (made easy)
2 cans of stewed tomatoes
4 stalks of celery (diced)
4 medium onions (chopped fine)
4 large carrots (chopped)
Salt, pepper, onion powder, garlic powder
1 bay leaf

STOCK: Cover soup bones with hot water. Throw in bay leaf, salt, pepper, onion powder and garlic powder to taste. (Don't taste it yet or you won't go any further).

Boiling point first for 5 to 10 minutes, then simmer for two hours. Now taste for meat flavour and see if anything is missing, like salt.

Cool, then refrigerate and remove solidified fat next day or whenever the fat solidifies.

SOUP: When you're ready, throw in the rest of the vegetables and cook over low heat until tender.

If you're already slim, toss in a few potatoes (quartered or diced). For extra flavour, 1 cup of Heinz catsup gives a richer flavour.

Serve with Hollywood diet bread and it makes enough for 6 - 10 servings at approximately 25 cents per serving.

MEXI-CHICKEN

Chicken wings are plentiful and inexpensive (39 - 49 cents per lb.) but I guess frying and broiling them in Shake and Bake is pretty common, so, here's a way to make them more interesting.

Ingredients: As many chicken wings as you want
1 pkg of minute rice
1 handful chopped celery
2 medium onions (chopped finely). Any leftover green onions on their way out can be tossed in or used as a substitute for white onions.
1 large can stewed tomatoes (juice and all)
½ cup water
Salt, pepper, curry powder (optional) and margarine.

Method: Melt margarine in frying pan

and brown wings. Add water, salt and pepper, tomatoes, celery and onions (pinch of Curry).

Cover and simmer until wings are really soft.

Cook minute rice according to box directions and serve wings and sauce over rice.

This dish cooks itself and you could be doing just about anything else while you're waiting.

QUICKIE MEATBALLS

Ingredients: 1 lb. hamburger (or as much as you like, just increase other ingredients)
1 tblsp margarine
1 egg
Garlic powder, onion powder, salt and pepper

Method: Mix hamburger, salt, pepper and egg with hands (this is the fun part) (P.S. wash hands first)

Take small bits and roll between the palms of both hands making meat balls. MEDIUM HEAT PLEASE

Brown margarine in pan and place meatballs in too. Shake pan, using handle (like making popcorn) do not cover. When they are brown all over, sprinkle garlic powder and onion powder over meat balls and shake again. Shake periodically for even browning as they cook.

Served with mashed potatoes & vegetables or tossed salad.

These little beauties can also be served cold if you drain on paper towel before storing in fridge.

They can be frozen, then thawed and warmed up in a covered casserole dish in medium oven heat.

For students on the go (like at Humber) it isn't always easy, if you live alone, to get a good balanced diet.

Don't be afraid to bake a potato once in a while. They're cheap now and there's no work involved short of washing the thing and putting it in the oven. There's not that many calories in a potato, 65 I think, per medium size.

Canned asparagus has very few calories and can be eaten as a snack or as part of the main course.

HINT FOR THE MONTH (FOR A CHANGE INSTEAD OF WINE)

For those of you who take a drink or throw a party (that covers just about everyone):

LCBO Alcohol can be substituted in mixed drinks for Vodka, Gin or Rum.

NEEDS: 1 - 80 oz. bottle with lid (you did save it, didn't you?)
1 - 26 oz bottle of LCBO Alcohol
2 - 32 oz bottle orange juice
10 oz 7-Up

Mix together and shake well. Presto!

If it's too strong, add more orange juice or 7-Up.

If it lasts long enough, you of course should refrigerate it.

Sadie Hawkins Day & Dance

Come As A Hillbilly!

Prizes! Events!

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Free Tax Help

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Stu Onion's Tax Clinic

Starts Feb. 18th

In S.U. Lounge

CULTURAL SCENE

Phaedra by Ted Schmidt

I wish to share my feelings, and thoughts towards music so perhaps, you the public can gain a better understanding of my motives, myself, and my articles. Musical enjoyment has meant a great deal to me. It has given purpose to my life, through the introduction of many differing philosophies. With the adoption of a particular philosophy my being has been given a directing force which has given added dimensions to life. Thus, through the acquired and developed skill of music appreciation, my life now has reached a more complete fulfillment.

It is only fair to say that I have had no structured experience in the field of music, however I doubt the necessity of structured learning in this instance. Linguistic trappings serve no real purpose as far as the early stages of arts appreciation are concerned. Technical terms etc. might take on meaning for those who are at an advanced stage of appreciation, but that is not my concern.

My task is to disclose information on differing types of music with the hope that you, the public, will use this sharing process to gain a better understanding of the music reviewed. It is also hoped that exploration of the unfamiliar will take place through disclosure of the unknown. I shall attempt this chore by reviewing certain records that have seemingly high merit, at least in my humble opinion. I am using a most knowledgeable music teacher who is a graduate in music from the University of Toronto, as a resource. He will assist in the selection of materials reviewed and serve as a guide.

We welcome input (suggestions etc.)

from the community and hope that the information provided is useful.

The first record in this series is a rather obscure import that has received little recognition in this part of the country, it is entitled Phaedra. The album is the creation of three German musicians, Edgar Froese, Chris Frank, and Peter Bauman. The group is called Tangerine Dream.

Strangely enough, the album was recorded in England at Virgin Records. Apparently Tangerine Dream and a couple of other groups from Germany have had to leave their homeland because their music is not appreciated by their own public. This sad phenomenon should in no way influence one's opinion, as these groups are indeed competent. It is rather an unfortunate indicator of where Germany is at musically in regards to contemporary themes. Besides, this phenomenon has happened several times in our own backyard!

This concept album has an almost intrinsic chord travelling the total distance of the album. Yet this chord is strong enough to give continuity to the whole. It is exceedingly difficult for one to label this slender thread with little words. I feel quite sure that many different people would put different tags on Phaedra, however I feel that all these tags would parallel each other. To me, the binding force is a travel through infinite space.

Phaedra's title track takes up the whole of the first side. With the drop of the needle you are immediately impressed with the fact that this record is providing

you with a tremendously unique experience. By halfway through the track I found myself awe-struck by the music's purity. It has a Holy quality that I fail to grasp completely. This quality has absolutely nothing to do with any formalized religion. Instead the religious connotations resemble the astronomer's concept of the Holiness of the Universe.

The music is heavily dependent on repetitive progressions and the use of electronic instruments. You will find that they will take a certain progression, repeat it, build it up to a crescendo and then modify the progression. This process goes from one progression to a modified form, continues the process as a whole by repeating the steps and finally arrives back at the beginning.

As stated earlier, electronics play a vital role in the production of this album. Tangerine Dream uses mellotrons and a wide variety of synthesizers, their favourite being the V.C.S.3. The first time I heard this particular variety of synthesizer was on the Who's album, "Tommy". Besides the use of an organ, the only common instruments I could find are: 1) flute, and 2) electric bass.

There are no words and thus no human voices on Phaedra; this is also true of the rest of the album. The closest thing to singing is really a mellotrone mimicking a church-type choir. Again, all percussive parts are synthetically produced and are for the most part found on side two. Although these parts are used only sparingly, they tend to be extremely interesting and intricate.

The second side as a whole does not

quite have the profound, emotional effect invoked by the title track, "Phaedra". One again can notice the constant theme of the album here. In fact it can get rather difficult to tell where one cut ends and another begins as this side contains three different cuts.

Although this side does not have powerful impact of the first, its instrumentation and the complex embroidery that makes up the patterns and progressions are just beyond me. Really, there are sounds that this group produces that I have never, but never encountered before. With my limited vocabulary, my attempt at description would be inaccurate and infantile, with the exception on the last cut, "Sequence C".

"Sequence C" gives one the subtle imagery of a temple in Tibet or ancient China. The picture is painted by the use of echoed flutes. These flutes simulate records which I can't figure for it would be easier to use the real thing.

This particular album is not for everyone, to put it in its mildest form! If you are interested in the music of E. L. & P., "Yes" or "Pink Floyd", chances are extremely high that Phaedra is just your thing, otherwise stay clear. T.D. will cave in your cranium if experimentation is not for you. It's one strange sounding album!

Believe me, this record demands one's full attention to be properly appreciated. I would suggest that you listen to it alone or semi-alone the first few times. Get into a comfortable position, bolt yourself down, and dim the lights. One last item, if your stereo is all show and no go, forget it. Phaedra would come off like pure garbage on a poor set.

Stu Onion Presents...

Feb./19 Cisco Pike
Mar./ Save the Tiger

Save the Tiger stars Jack Lemmon and Jack Gilford, it is directed by John G. Avildsen. The plot deals with the realization of a middle-aged man who suddenly sees his life through insignificant tears. Harry Stoner is a man trapped in an impossible nightmare of his own design. The only vestige of humanity left to Stoner (J. Lemmon) is an intense drive to survive and nothing must or will interrupt this force.

Faced with a deteriorating situation, Stoner's only recourse is to make a crucial decision that involves his own moral demise. Driven by the horror of uncertainty and indecision, he flees into nocturnal phantasy. These realms of the unknown take the form of early Americana filled with the glorified heroes of yesterday's cup.

Save the Tiger is weak in a few spots but on the whole is a film of the

Renaissance Man.

Mar./19 Klute plus McCabe & Mrs. Miller

Klute stars the lovable Jane Fonda and the mildly nefarious Donald Sutherland. This rather unusual duo combine their efforts and produce a policeman's ball that has a stomach wrenching effect on the unsuspecting viewer. This film tends to leave the audience with a bitter taste and is not for those who are easily depressed.

MCCabe and Mrs. Miller stars Warren Beatty and Julie Christie. It is directed by Robert Altman who is noted doing M.A. S.H. With a great director, two fine stars, and a reasonable script, one might well expect something of outstanding quality. Unfortunately, the combination of talent does not rise to any new pinnacle. Perhaps the team pulled each other apart by going in different directions rather than being able to get it together.

It's an entertaining little drama but don't drop everything to come and see it!

Sex, Violence, and Humor

by Denise Sprayson

In the quiet back-waters of L-Building there is a small room that houses a group of very special people. These people have come together for one reason and one reason only. You may have seen them and thought they were refugees from Lakeshore Psychiatric Hospital - laughing, dancing, shrieking and otherwise madly disporting themselves. But you would be in error! There is method in their seeming madness and that method is creative, rather than demented.

Contrary to popular opinion, Theatre Arts students don't learn to be trees and flowers, bunnies and birds. Their talents lie beyond this age-old belief. They portray characters and bring them to life in improvisations, for the purposes of entertainment and drama.

The crowds watching are generally amused because of the types of improvisations done. Subjects such as sex, death, violence, from someone playing a dead body to an actor asking if there is a virgin still left, that's in the audience.

Some of the scenes become quite absurd but provide a few humorous minutes to the audience.

Still some of the spectators don't really understand what they are trying to achieve.

Their main purpose isn't "making fools of themselves" but to try and practice their craft and skills in front of audiences, to help them in their future careers.

Also it's to create for Humber students one aspect of theatre, one form of "street theatre", performing for the passers-by, with minimal costumes and props but without scenery.

The ideas for these improvisations are a joint effort from both 1st and 2nd year students. Much time and physical work is put into these improvisations, with the end result to perform them for you.

If you would like a follow-up on this article, join us on Thursdays in the concourse during the noon hours and let us perform for you. It's a laugh a minute.

Movie Reviews

Marg Dinsdale
SCENES FROM A MARRIAGE

Director Ingmar Bergman (Varsity 2)

The original six hours shot for the television series has been cut down to 2 3/4 hours. Unfortunately, we miss a lot of scenes that are not necessarily key scenes, but they add to the overall

production. In spite of incomplete subtitling at several points, what can I say. I read the screenplay first, which I suggest everyone do, and was astounded. What I saw on the screen, however, I was still unprepared for. Liv Ullman has reached the height of genius. You watch her and understand her pain. Erland Josephson plays her husband brilliantly, but Ms.

Ullman shines more. Scenes From a Marriage is a very wise movie.

YOUNG FRANKENSTEIN

Director Mel Brooks (Hyland 2, Albion 1, Sheridan II)

I did not see "Blazing Saddles" but my intuition tells me that Brooks is carrying

his genre of mocking movie "styles" even one step further. I chuckled often, and actually had a belly laugh here and there (which is unusual for me). The cast of Gene Wilder, Peter Boyle, Marty Feldman, and Cloris Leachman carry the jokes as far as it can go and stop. Great entertainment.



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