

Different Strokes...

by Bill Thompson
Technology

They come to us in their extraordinary diversity. Some have excellent academic or skill backgrounds. Some have just managed to squeak through high school. Most are fresh from their previous studies but many have not studied formally for years and have half-forgotten much of their school learning. Most have English as a first language but large numbers especially from other language groups, are struggling to master English at a basic level. Many have thought carefully about their futures, have made intelligent career choices, and are highly motivated. Many others seem to have chosen programs for rather vague reasons without sufficient information as to the nature of the work involved or the commitment required. As is the case in all educational institutions, some seem to be here for mainly social reasons.

Humber, like the other colleges, has attempted to come to terms with this diversity. Over the years our ways of doing so have ranged from the bureaucratic (select them randomly, treat them all the same, cheer the successful, and blame the high schools for the failures) to the educationally sensitive. Different areas of the college have gone off in their own directions, but over the last few years there has been a noticeable shift toward a more careful screening of applicants and toward providing more remedial opportunities for students after they have been accepted.

This article is a survey of how Humber screens applicants to our programs, and how we manage those who have been accepted. It is not an exhaustive or entirely accurate account. Humber is a very complex place and in some cases the whole truth surfaces only reluctantly.

MOHAMMED COMES TO THE MOUNTAIN

The Ministry of Colleges and Universities has recently issued a "Draft" of a proposed policy position on admission to programs in the CAATS. This draft has been circulated at Humber and will be debated soon.

The draft decries the widespread perception that there has been an "open-door" policy on admissions to the colleges, and advocates:

- * program eligibility criteria be established on a program-specific basis.
- * candidates be assessed to determine the likelihood of success in the program and success in the occupation.
- * cross-system cooperation in establishing criteria and assessment procedures.
- * publication of all admission procedures
- * an "appeals" procedure.

The proposed policy, in the wording of the draft, "moderately shifts the pendulum away from equity as manifested through the practice of random selection, toward efficiency, as proposed through a more rigorous selection process."



Sheila Susini works with a student in the Language Development Centre at the North Campus.

The first thing to be said about getting into Humber is that it is a hell of a lot easier to get into a program where there is not a surplus of applicants than it is to get into a program where many more apply than can be accepted.

Programs in the Health Science Division are good examples. In the Pharmacy Assistant, Nursing Diploma, and Ambulance programs, applicants are given interviews and a battery of tests prior to acceptance and selection is based to a very considerable degree on the results of this process.

A remarkable rise in the R.N. scores of Humber Nursing graduates has taken place since the initiation of this selection process. It seems that if you want to upgrade the academic performances of your graduates, you can do so quickly by upgrading the academic level of those you accept into the program. A further indication of how well this procedure works was put forward by a communications instructor. He says that many students in one of these carefully selected Health Sciences programs can write better than any of the students in another program he teaches where the basic occupational skill is writing.

The other area of the college where widespread formal testing is practiced prior to acceptance is in the program area supported by Federal funding. Here initial conditional acceptance is made at Manpower offices by the counsellors there. Appointments are made for these applicants at one of the Lakeshore Test Centres where program specific tests in Mathematics and English are administered. These tests determine whether an applicant can go directly into the program of his choice, or whether academic upgrading is needed.

This Manpower test program, coordinated by Terry Joy of Lakeshore I, is administered by testing technicians at the various Lakeshore campuses. In addition to testing incoming students, these test centres administer tests for the largely individualized programs in the

non-postsecondary part of the Lakeshore activities. They also handle the make-up tests for all programs.

At Lakeshore the teachers teach and the technicians test. At the North Campus there are no test centres except the Mathematics and English Development Centres run by Human Studies teachers. Perhaps the time has come to experiment with a test centre. It could make the assessment prior to the acceptance process more flexible. It could stimulate the growth of individualized learning. It could facilitate the growth of make-up testing for those teachers who do not regard every test as a terminal sentence. It would free up expert and expensive teachers to do more teaching. It might also allow us to get some experience

before the Ministry urges us to make pre-acceptance testing mandatory for all over-subscribed programs.

All programs at Humber have some prior assessment process for new students (auditions, portfolio assessment, writing tests, and personal suitability interviews, etc.), although these seem to diminish in rigour where the number of applicants to a program equals approximately the number of program places available. However, after being accepted all post-secondary students are subjected to another "pre-testing" process.

All accepted post-secondary students are given reading and writing tests. These tests, after years of attempting to get them done during the spring and summer, will now be given early in the fall semester, and the writing test is used to place students in either the basic Communications Course (Language Skills) or in Communications I or II. Extra help for students is available at the North Campus in the Communications Development Centre, coordinated by Sheila Susini of the Human Studies Division. A similar system exists for Lakeshore post-secondary programs where Communications is coordinated by Ethel Milkovits.

Both the Business and Technology Divisions have large formal mathematics "pre-testing" programs for accepted applicants. Both divisions invite all new students to try these tests (sample tests are sent out with acceptance notices) during the spring and summer prior to their entering the first semester. A majority do take these early tests but a considerable percentage have to be pre-tested during the first week of the semester.

In the Business Division students scoring below 50% on the pre-test are slotted into Fundamental Business Math. So as not to be two steps behind their colleagues with adequate math skills, these students are allowed to proceed directly to Business Math I if they achieve a sufficient score on their final exam (another

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DIALOGUE welcomes Letters to the Editor. Please address same to the Public Relations Office Room D149. Moreover, should you have a question you wish directed for reply from College Administration, DIALOGUE will endeavour to get an appropriate response. Both question and answer will be printed in the next issue of the publication.

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Different Strokes

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version of their original pre-test). Those who score between 50% and 60% on the pre-test are placed into Basic Business Math, which, if they pass, enables them to move into Business Math I, where all those scoring above 60% on the pre-test begin their studies. There are weaknesses in this program but it is a large improvement over the old method of letting all students sink or swim in the same first-semester mathematics course, a considerable shift from the bureaucratic to the educationally sensitive method of teaching students.

The Technology Division does not have a comparable range of basic programs as offered through Business. But then the minimum mathematics requirements for technology students is higher to begin with. Students with low scores who test during the spring are urged to improve their skills at Humber summer or night courses, and early in the first semester are encouraged to obtain extra help in the Mathematics Development Centre. An interesting experiment is now underway in the Technology Division. Electronics

students entering the program in the January intake were pre-tested in math. The top 20% were placed in a two-hour per week individualized program. The bottom 20% are being given six hours of teaching per week to enable them to keep up with their more adequately prepared colleagues. The remainder take the standard four-hour per week course. If this experiment works, and logistics permit the practice to be extended to larger numbers of students in the division, it will be another example of Humber moving from the bureaucratic to the educationally sensitive model.

The goodwill is there. There are many among the Humber faculty and administration who believe we should not entirely ignore those who, confused and distracted by the pressures of adolescence or other circumstances in their lives, come to us inadequately prepared for instant success in our programs. But the pressure to go with the best will increase, especially now that the Ministry seems ready to give its qualified approval to a more rigorous selection process. We've been debating the matter for a long time. At least, now, it's out in the open.



Terry Joy, Natalie Scott, and Kathryn McKinnon (seated), "at home" in the Lakeshore Test Centre.

VIEWPOINT

by Madeleine Matte
Public Relations

I write this Viewpoint with considerable anxiety. We who edit DIALOGUE are deeply grateful for the contributions from members of the Humber community. Without them, DIALOGUE would not be possible. We want these contributions to continue and one should not bite the hands that feed us. But, we do have a few suggestions for future contributors based on our experience so far.

1. Write simply. Educators are so used to educational jargon or the specialized vocabularies of their subject areas that they often do not consider how arcane their vocabularies can seem to others. Try to follow the cardinal rule of good writing: consider your audience and adjust your language accordingly. If you want to be read, be readable.
2. Write concisely. Busy readers looking at two articles on a page, one a densely written tract of 1500 words, the other a crisp 400-word effort, will, in my experience, opt for the shorter article first. Editors with a surplus of contributions always lean towards the shorter articles, especially if the longer

ones could obviously be condensed.

3. Try to be interesting. This is dangerous advice. Most of us (and that includes the editorial staff of DIALOGUE) find ourselves and our writings endlessly fascinating. Editors soon learn how careful they must be in suggesting changes. Long abstract paragraphs tend to be tiresome to many. Strings of generalizations, unconnected to specific realities, can make only general impacts. If you don't make the connections, perhaps your readers won't. Humour, anecdotes, provocative and controversial statements, etc. can make an impression, leave a memory, and illustrate a point of view you think important.
4. Edit your copy carefully. You'd be surprised by the number of basic grammatical errors we correct by the obvious reorganizations of material we must make if the copy is to be intelligible.

There! I have broken some of my own rules. No specific examples (I'm not a fool!), and plenty of generalizations.

We are so grateful for your contributions. Please keep them coming. But, please.....

Letter to the Editor

I would like to respond to your interview with the President regarding scarce resources being spent on educational experience versus capital expenditures for equipment in classrooms or offices, as reported in DIALOGUE March 1984.

... I believe the priority of money being spent on educational projects versus improving the learning environment is totally screwed up at Humber. I'm not saying the President is wrong but his assessment of needs is incorrect.

... I cringe at the thought of \$15,000 being spent for an "English experience" when we have problems in the teaching environment at Lakeshore I. I think the "ripple effect" mentioned by the President is optimistic and that if he wants to provide for the future, the problems should be resolved NOW so that the students who are "the future" will benefit.

Paul Biles, Teaching Master, L1.

From High-Risk to High Profile

The once non-traditional student and the resultant non-traditional university president were both featured in a professional development seminar which was held recently at the Lakeshore, Queensway, and Keelecampuses.

Dr. Bill Moore worked for 15 years as a teacher, reading clinician, and administrator in ghetto public schools prior to becoming one of the few black university presidents in the United States. Currently, he is a professor with the Faculty of Education Administration at Ohio State University.

Dr. Moore began his session by dividing the non-traditional learner into two categories. The first group is comprised of mature students who have been out in the workforce for a number of years. For various reasons, they are back in the school system either updating their skills or preparing for a major career change. These students represent a special challenge as they bring a wealth of life experience to the classroom and can, in some cases, be more knowledgeable than their instructors. "They demand more of you," according to Bill.

The second group of non-traditional, or high-risk students have experienced serious learning problems which are reflected in poor high school records and

low performance scores on standardized tests. Dr. Moore identifies strongly with this latter group. In fact, his early years provided a classic profile of this high-risk student. A grade seven report card defined him as "uneducatable". From that point, he went on to become a high school dropout, TWICE. He then struggled to an undergraduate degree; a master's was "certainly not recommended" and a doctorate was "totally out of the question."

His message, by example, came through loud and clear. "Teachers should not prejudice their students until they have come to know them as individuals and can then more accurately assess their potential."

How should teachers meet this dual challenge of the non-traditional learner? Dr. Moore believes they should arm themselves with an optimistic attitude and the philosophy that it is possible to succeed in an area where historically there has been only failure.

In addition, instead of seeing ethnic and religious differences as a negative factor, these diverse cultures should serve positively. He prefers to think of the American "melting pot" as a "salad bowl", where all elements mix well, but remain recognizable and distinct.

Dr. Moore stressed the importance of teachers as the "pivotal people in the

education process. The institution is only as good as its faculty." He indicated that teachers express four distinct teaching philosophies as "demanders, negotiators, therapists, and technicians."

A negotiator will bargain with students for grades, a concept used a great deal in the late 60's. A therapist concerns himself more with the student's psychological well-being rather than course content. A technician will match a student to a piece of equipment in an individual learning situation which minimizes the dynamism of human contact.

"The most effective teacher for the non-traditional learner is the demander. Tough, uncompromising, and dedicated to drawing the best out of every individual, the demander stops being hard on people when they, in turn, become hard on themselves."

A good teacher provides solid direction, is readily available, at times well beyond the hours set by union contracts, and combines the best of style and substance. In his 1970 book, *Against the Odds*, he says, "my experience has convinced me that low achievers can be helped if those charged with instructing them are committed. I am angry when educators fail to do so." It seems the gauntlet has been thrown down.



Dr. Bill Moore

Photo courtesy John Davies

Professional Development Committee, Basic Nursing Program

by: Norma de Castro, Chairperson, on behalf of the Professional Development Committee.

The Professional Development Committee for Basic Nursing Programs was formed in the Fall of 1980 in response to a perceived need within the faculty. In light of the rapid technological developments in health care, the demands and responsibilities of today's nurse are changing at an accelerated pace. In order to ensure that graduates of nursing are adequately prepared to assume the ever-changing role of the nurse, it is essential that the nursing curriculum reflects the changes occurring in the workplace. An essential aspect of maintaining program currency is faculty renewal.

Process

The committee consists of four (4) nursing teachers, two (2) from the North Campus and two (2) from Osler Campus. Membership is voluntary for a two-year term.

The committee chairman, elected by the members reports to the Director of Basic Nursing Programs. The committee meets on a regular basis to fulfill its terms of reference which are:

1. To prepare educational activities as identified by faculty members to facilitate the teacher-student process.
2. To explore and utilize human and technological resources available within the College and other community agencies.
3. To liaise with other committees of the Division and keep the nursing faculty members informed.

Additional terms of reference recommended by the committee include:

4. To suggest various ways to enhance clinical competencies.

Faculty input and feedback is continuously sought. This provides an opportunity for teachers to influence the function of the committee and to modify the sequence of events. Many sessions on curriculum models and revisions were held; guest speakers from various areas of the profession with high quality skills and knowledge related to nursing practice, curriculum design, moral and ethical issues, nursing image, and evaluation are conducted. Committee members have conducted workshops on stress analysis, stress management and teaching strategies. Pro Dev sessions are generally held on a bi-monthly basis. Sessions may be either half day or whole day in length. On some occasions, the sessions are repeated twice, either at the North Campus or Osler Campus to accommodate those teachers who were unable to attend the first session.

In addition to the terms of reference noted above, the Pro Dev Committee,

1. attempts to fill the void created by the inability of nursing teachers to attend professional sessions provided by the college due to conflicts with classroom teaching of clinical experience schedules.
2. enhances professional sharing among teachers to increase job satisfaction and improve morale.

Outcome

The objectives of the committee are broad enough to encompass both educational and professional issues. Faculty commitment to the committee's goals is high. Likewise, administrative support in scheduling of sessions and providing funds has been excellent.

Functions of the committee have grown and things have progressed exceptionally well with the previous sessions producing vital outcomes. This demonstrates that faculty's efforts have been rightly directed at designing and implementing the new curriculum. The faculty assumes a more active role through proliferation of other committees such as nursing process, blueprint, program review, etc. Both committee members and other faculty demonstrate

flexibility and willingness to engage in activities that meet other teachers' needs for assistance. This has helped to integrate the faculty into the resource structure of the division. Faculty members have been involved in the committee, sharing their expertise through presentations and seminars. The sessions and diversity of topics presented to date are too numerous to detail. On many occasions, the Pro Dev Committee has offered professional development sessions to other community agencies, affiliating health agencies, continuing education in nursing and other divisions of the college as well. It has been pleasing indeed to observe the growth and the place that Pro Dev in the division has achieved.

Future Considerations

The goal of the Pro Dev Committee is to make known and encourage practices that will make teaching better tomorrow than it is today.

As the Pro Dev Committee moves into its fourth year of operation, evaluation and modification of the committee will be continuous in order to keep the committee congruent with the level of faculty sophistication in mediated learning. Pro Dev sessions will continue to be offered to other departments of the division and to other divisions of the college as well. At present, through the co-ordination efforts of Ruth McLean, our committee is in close association with some Pro Dev committees of the other divisions.

Although the committee's primary goal is to provide a service to teachers to improve the quality of teaching and enhance both professional and personal growth, we also recognize two significant factors that have influenced or will influence the committee's effectiveness, that is, faculty workload and availability of time for preparation and presentation.

Other divisions within the college who have not yet undertaken this kind of



Members of the Professional Development Committee, Basic Nursing Program include: (standing from left to right) Jack Buckley, Norma de Castro, Roy Giroux, Barb Black, Sue Olijnyk, and Ruth McLean.

planning and educational activity, must decide for themselves what such a committee can and should do. Rapid changes in educational needs are causing considerable discomfort among some teachers and it is unreasonable to suppose that by chance alone these shifts will produce the security that these teachers desire without some kind of faculty renewal activities. This experience shows that teachers are also in a position to take the initiative in establishing some planning mechanisms that will involve all of the faculty members to assure that the changes that will occur will lead to the steady extension and improvement of their abilities and personal growth as teachers.

It is urgent that planning action be initiated promptly with leadership support. The setting of terms of reference, objectives and assessment of faculty needs will provide a starting point; more experienced committees, however, are reminded of the many factors that must be looked into in terms of community and educational needs as well as the utilization of other resources from other divisions of the college.

Initiating and implementing a Profes-

sional Development Committee, however, is spotty at its best and, as yet, it is not being undertaken to nearly the degree of thoroughness it should be. The development of the Pro Dev committee requires a longer period of planning even after the need has been demonstrated and the decision to proceed has been made. An even longer time may be needed before the faculty are open to such an experience. Teachers, however, should bear in mind that such educational activities will help bring about sound changes in the educational system producing quality of preparation that is very much needed, today and tomorrow. Only through such planning and action and taking account of the needs of each division as a whole, is it possible to assure that teachers will be prepared in accordance with the needs of the student and teacher population as well as making the fullest possible use of the insurmountable resources that Humber College can offer. The quality of teaching is a paramount concern. Greater than the college itself and the community agencies involved, guaranteeing the quality of teaching and character of the teacher transcend the teaching profession itself.

BOOK REVIEW

by Renate Krakauer
York-Eglinton Centre

In recent years there has been a common misconception that feminism is opposed to motherhood. I cannot presume to provide the final word on the feminist stance on motherhood since the women's movement is not a monolithic organization with a party line on each issue. However, the fact so many people make this assumption about feminists, including Michele Landsberg in the introduction to her book *WOMEN AND CHILDREN FIRST*, indicates a fuzziness of thinking that needs to be clarified.

In the 60's when women awakened to what has been called the Second Wave of Feminism, we reacted strongly and vehemently to all the restrictions and injustices placed on us in a sexist society. The nuclear family (including marriage and motherhood) was seen as one of the most oppressive of institutions, keeping women in economic bondage to men, laying full responsibility for child-bearing and child-rearing on us, and preventing full participation and equality in the world. In reaction to this realization, some women refused to marry or have children.

In rejecting the institution of motherhood, women were not repudiating the act of mothering. As a matter of fact, feminists are currently reclaiming motherhood, i.e. rejecting the male-defined motherhood role and finding a new joy and fulfillment in the close bond with babies and children. This is seen in the growing number of women in their 30's choosing freely to have babies (not because it is expected), the increasing number of men being encouraged to a full sharing of parenthood, and the spate

of books and articles on motherhood written by feminists.

For that matter, we are also reaffirming the importance of intimate relationships in our lives, which may include marriage or any other form of "togetherness" that individuals prefer. At the same time, the feminist critique of marriage as an institution continues, as it should, so long as it is oppressive to women in economic and legal terms.

WOMEN AND CHILDREN FIRST is a collection of articles from Michele Landsberg's regular column in *The Toronto Star*, with some commentary and updating added. The articles deal with three main categories: women's issues, children's issues, and miscellaneous pieces about home, family, diets, etc. Landsberg's ambivalence about feminism emerges early in the book. Being a "monogamous wife and devoted mother" as well as feminist seem to her a contradiction in terms. This arises from a confusion about the difference between the institutions of marriage and motherhood (which she roundly criticizes further in the book for their destructive impact on women) with the experience of intimacy and love which she shares with her husband and children.

Another weakness in Landsberg's book is her lack of vision of new models of families and relationships. Deeply ingrained assumptions about women's roles are not sufficiently challenged. Where are the fathers in her world of mothers and children? Why don't they ever worry about dirty socks, emotionally disturbed youngsters, prevention of child abuse, cooking a nutritious meal? Are we to assume that only women really care about children? And if this is so, then

shouldn't we be encouraging men to be fully involved in parenting, to share in the rewards as well as the responsibilities, so that both sexes can become fully human? Although Landsberg is perceptive and clear in pointing out the problems, she stops short of proposing creative, new alternatives.

Aside from these relatively minor shortcomings, Landsberg's strength is her ability to provide the general public with a human interest angle to most issues of social justice. Her interviews with and descriptions of assaulted women, mothers on welfare, children with problems, give the reader a more vivid picture of society's casualties than any statistical report. She is at her best when her anger at injustice pours out in an eloquence of heroic proportions. For example, she throws some interesting light on affirmative action in Canada today, "a spectacular, massive affirmative action program, a juggernaut of privilege for one sex only." You guessed it — the male sex. She doesn't waffle on issues such as paid maternity leave, equal pay for work of equal value, women's rights to control our own bodies, and sexual violence. In fact, reading her clear, assertive prose, one wonders how anyone can fail to be convinced by her arguments. No apologetic rationalizing for Landsberg. She is a popular journalist who regularly speaks out on feminist issues, who does not put herself on a pedestal above her public, and whose justification for her position is that justice must prevail. With the forces of reaction attempting to stifle dissent and economic hard times affecting women so painfully, we are truly fortunate to have Michele Landsberg on our side.

Humber College Centre for Labour Studies

Racism in the Workplace

by Judy Dunlop
Public Relations

In our present harsh economic climate, it is convenient to use visible minority groups as scape-goats for society's ills. Prejudice and discrimination, two growing social evils have been addressed in a recent film, produced by the Centre for Labour Studies.

This half-hour film, entitled *Racism in the Workplace*, offers a historical perspective on these two subjects. It traces the path of discrimination from the early exploitation of Irish and Oriental labour, used in the building of the CPR, through the Japanese work-camps of the second world war, ending with the less blatant practices of today.

Personal accounts of prejudice and discrimination are interspersed with fac-

tual information to humanize the film.

One of the film's major strengths is its clear differentiation between prejudice and discrimination. Prejudice is sharply defined as an attitudinal bias held by individuals. Discrimination involves unwritten policies and procedures, exercised by those in a position of power to hire, or not to hire.

This film poses questions which are perhaps unanswerable. However, it raises workers awareness of the subtle forces which may be working against them. It also offers possible solutions through collective action if the workers are unionized, and via the Human Rights Commission, if they are not.

The project took 1½ years to com-

plete. Total funding for the venture was \$6500, which was shared by the College Development Committee and the Secretary of State. This figure is ridiculously low, as anyone involved in film production will quickly realize. The social relevance and concern for the subject led most individuals to contribute free labour.

For discussion purposes, this film will be of interest to the college community, related government departments, labour unions, and ethnic groups.

For further information, or to arrange a screening, please contact Joe Grogan, at the Centre for Labour Studies, 445-5900.



Women in Labour History

Women in Labour History, a course offered by Humber's Centre for Labour Studies has an interesting background of its own. It is probably the only course at Humber initiated by students who then transformed into program developers and faculty.

Five women: Bonnie Benedik, Donna Johansen, Mitzi O'Keefe, Valerie MacDonald, and Sally Wearne were enrolled in the Labour Studies program. As a class project they were assigned to do a seminar presentation on a topic of their own choice.

Their interests led them to investigate the role of women throughout labour history. As this area is not fully documented, they supplemented their library research with unconventional resources such as old diaries, journals, letters, recipe books, and verbal accounts.

According to Bonnie Benedik, spokesperson for the group, "we were so enthusiastic and thorough in our search that we accumulated enough information for ten seminars, not just one. At that point, it was suggested that we put together a course proposal. This was approved, and last year the five of us began to teach *Women in Labour History* on a collective basis."

The formal course objectives are as follows:

1. To acquire a knowledge and understanding of the history of women in the labour movement.
2. To connect the historical struggles of women to the current issues.
3. To make use of what has been learned to further women's concerns in the labour movement.

In more informal terms, the course sets out to "raise women's consciousness as to the extent and value of their contribution to labour history," says Bonnie. Early pioneer women matched their male counterparts in physical labour in the new land. It's a little known fact that women worked on the early railways in the United States. A more contemporary generation provided the backbone of the factories and munitions plants of World War II.

"Women have always been a convenient resource, readily available in times of emergency but relegated back to a minor role when abnormal conditions recede," according to Bonnie.

This course has, as one of its major premises, the fact that women have been relegated to their job ghettos by design, and not by chance. The stereotype of the

18th century woman, reclining on a couch suffering from the vapours, has been hard to overcome. Bonnie contends that the role of nurse, nun, and teacher evolved when those in power felt themselves threatened by the potential of competent women.

Women have been historically consistent in the issues they choose to support. As early as 1908 in the garment sweatshops of New York City, women marched in protest for equal pay for equal work, "day-care" for children, and the right to vote.

In 1917, women took to the streets in Russia for "bread for their children and the return of their men from the trenches." Some argue that this provided the spark for the Russian Revolution which followed.

The concerns today are strikingly similar. Political gains have been achieved, but the refrain of the other causes goes on. Men are not at war today, but the threat of nuclear annihilation is being resisted actively by women's groups around the world.

The modern woman in the workplace faces additional physical and psychological hazards as compared to a man. Women must fight constantly to obtain the same amount of respect that would be accorded a man as a matter of

course. Pregnant women are subject to health risks from VDT's (video display terminals) or chemical sources. Women must also cope with sexual innuendos. Bonnie's group hopes to create awareness and understanding of these threats in working women.

Women working on an assembly line, or in a trade, or service industry are far removed from the glamorous career women depicted by the glossy magazines. Working a "double day", combining exhausting physical labour and home responsibilities, leaves these women drained. Not for them the luxury of a search for self-identity or personal liberation. They are engaged in a struggle for survival. Bonnie hopes to counsel these women on how to sensitize their husbands and/or mates to the need for extra help in the home so that they themselves will be freer to pursue their own advancement through education and union activities.

By creating a better understanding of the past, together with an awareness of contemporary issues, this course hopes to offer potential solutions. By opening the doors to informal networking, teaching women to lobby through their unions or political groups, women are encouraged to gain "strength through numbers" in an effort to humanize the workplace.

Workers' Compensation II

As another indication of Humber's social responsiveness, Labour Studies instructor, Marion Endicott, has drawn up an advanced course entitled *Workers' Compensation II*.

Each year, over 350,000 claims are processed by the 3000 employees of the Workmen's Compensation Board. Marion indicated that 10% of these claims, or 35,000 necessitate further action via the appeal procedure.

Marion designed her course to provide workers with a detailed knowledge of specific areas of the Workmen's Compensation Act most commonly disputed in the claims process. While the introductory course is geared towards providing a

sound basis for general advice and low level representation, the advanced segment furnishes workers with the background and techniques required for more active participation in the litigation process.

Marion briefly discussed some of the major roadblocks faced by workers when filing a claim. According to Marion, the definition of the many clauses of the act by the employees themselves present a problem. Each employee has their own interpretation so a lack of consistency is not surprising.

Another area of potential difficulty involves returning the injured worker to the workplace. When a worker has

recovered sufficiently, his file is transferred to the Rehabilitation Branch of the Board. Ideally, the worker is directed towards another job which accommodates his injury, or towards retraining, or academic upgrading which can occur at any level, including university.

Increasingly there is a trend towards turning the worker away when they are honest with the rehabilitation counsellors. If they admit to any pain, the Board, using irrefutable logic says, "if you are in as much pain as you say you are, we really can't help you." The worker is then placed in the classic Catch-22 situation. His only other alternative is to claim total disability which cannot be

verified, and therefore, no compensation either.

Another area of concern is the role of the doctors at the Board. Their role is to help the adjudicators with the analysis of medical records in the settlement of a claim. They should act as consultants only. Then it should be the responsibility of the pension department to rule on the long-term claim. Instead, doctors become the administrative decision-makers, basing their advice and conclusions on "paper-people" they have never met, or examined.

The prescription for the Workmen's Compensation Board should read, 'a dose of humanity'.

I Thought the Flood Ended With Noah

For those working in the College Registration Centre, February seems to be the longest, rather than the shortest month of the year! A record 19,183 applications flooded into the college as of the official Ministry deadline of February 15, 1984. During the preceeding week of February 13-18, 4,817 applications had been processed.

As of March 6, 20,558 submissions had been received. This figure is expected to climb to over 25,000 by the opening of the Fall 1984 semester. "This present total presents a 9% increase over last year's figures," according to Judy Knoops, Associate Registrar of the North Campus. "All programs are well-subscribed with the heaviest demand in the Health Science areas of Nursing, Am-

bulance and Emergency Care, and Early Childhood Education. Business Administration and General Business are also over-represented," continues Judy. This increased demand for places in the community college can be attributed to the following factors.

University enrollment, once a guaranteed "right" if the student achieved a 60% average, is now no longer assured. Both York and the University of Toronto have indicated that the cut-off grade point average minimum for next fall's enrollment may rise to 65%. As universal access wanes, guidance counsellors are recommending that students exercise all their options and apply to as many institutions as they can.

Although the economic climate has improved generally, youth unemploy-

ment is still a major concern and young adults continue to flock to post-secondary institutions.

Of the anticipated application total of 25,000 plus, an actual 5,000 freshmen will register at Humber. Students default at various points in the application process by their failure to submit the required academic documents, letters of reference, resumes, or portfolios which are specific to their program choice. Others may neglect an essential interview or testing procedure in the limited enrollment programs.

Once approved, students may fail to confirm their intention to attend by submitting the required \$50 confirmation fee by the deadline indicated. Still others drop-out in mid-summer by choosing

another college or university and not paying the final installment of their fees.

How does the Registrar's office cope with this yearly blizzard of paper? To handle peak loads, seven part-time staff were recruited from the Continuous Learning Centre to supplement the full-time registration assistants. Staff enter all applicant information directly on-line to the computer centre. The Registrar's office is now highly automated and procedures are vastly improved over previous years. The Registrar, Fred Embree, commented on the situation this year by saying: "I am extremely pleased with the work flow. Both full and part-time staff have cooperated fully to insure that our critical path closely followed the guidelines set out in November's planning schedule."

Metaphors

by Maurice Farge
Lakeshore

Our conscious life is the life of order — the grammars, organizations, institutions and conduits that promote easy social intercourse. A great demonstration that we are order lovers is the system of streetlights. How magnificently we control ourselves. All of this order we see as superstructure. But for what? To control the beasts, of course.

There are beasts down there. No one looks them squarely in the face. Death, polymorphous perversity, the randomness of history, the frailty of the human mind and will are some of the beasts. We bury these beasts under the concrete of repression but try to use some of their energy. I am reminded of those huge oil refineries I used to see outside Houston. They were elaborate networks of holding tanks, conduits, valves, connectors. At night they were lit in such a way that the effect was otherworldly and eerily beautiful. The name we gave these refineries, however, made them tame. We called them 'Christmas Trees'. Civilization is a Christmas tree superstructure to harness the energy of the beasts into cultures. We build superstructures of conduits (media violence, fast cars, aggressive sports, etc.) pressure tanks (jails, artistic realism and impressionism, grammars, etc.) and escape valves (pornography, artistic expressionism, bioenergetic therapy, etc.) as well as more or less permanent institutions of reinforced concrete (organized religion, romantic love, the nation-state, educational institutions) as large containers of energy supply.

An image so strong that it becomes a metaphor begins to emerge. We tap into the energy of the beasts and use it to power our institutions in exactly the same way that we harness fossil fuel, natural gas, methane and human and animal horsepower. We control energy with power. We need to constantly control exploding energies. The Big Bang, the Bomb and fission come out of this metaphor. Evolution is comfortable here, and so is Calvinism — we constantly strive to be among the elect, to control our circumstances. Power and its control are everything. Those who want to "seize power," whether from the right or left politically, are both of this metaphor.

The metaphor itself, I would suggest, has at its base the burying of the beasts under repression and the conviction that man is here to control the energies of the beasts. Our system can control. We just need the right system. If one doesn't work, change it for another. This metaphor of controlling energies has produced our industrial world, our politics

jockeying to "get power," our ideologies who are architects of the huge systems of control, be they capitalist or Marxist. It has produced a mechanistic system of Freud (though not his therapy) and the orgone energy sub-myth of Reich, who scolded us for not releasing enough of the energy. It has produced the notion of art as institution, whether it be the classicist "control" of the realist or impressionist or the Romantic "let it out" variety of the expressionist.

We can easily admire all those who seek to harness the chaos. They are the doers, the organizers, the theorists who build and channel human experience. They conquered Africa, mental illness and the atom. But somehow for these makers life and doing were more important than the techniques or tools they made. For them tools were simply useful to get a job done.

However, there are those who revere the techniques and worship the tools. Those who think that art itself or religion itself or parliament itself is sacred might as well set up a prayer rug outside the intricate 'Christmas Tree' effect of an oil refinery or near the imposing mega-urns of atomic plants. They mistake tubing and containers for something more than that. They worship idols.

Others want to tear down the whole network of conduit, valve and system and let loose the beasts on the world. Release violence, polymorphous perversity and violence to crush the reasonable systems we have created. These people buy spray paint and advertise the beast by defacing the order of the city.

Enter the Bomb. McLuhan's dictum that the last stage of a previous form is the full flowering of the form that destroys itself and turns the form into its opposite is most important here. We made the Bomb — released the energy in the atom and then harnessed it. We control. Supreme energy, supreme control. But the whole process turns into its opposite when we fear that by such energy and control we have created a beast worse than any we have known.

There are analogues in history. For example, in the 1850's in the Southern U.S. almost all thinking men had come to the conclusion that slavery (harnessed black-people energy from Africa) was uneconomical (Irishmen were cheaper) and generally unethical. But what were they going to do with the technology they had created? If they released or freed the slaves, they thought chaos would come to the South. So went the imagination. It was a technology born to trouble. The result we know well.

Similarly, many think that the bomb

is necessary — dangerous but necessary. Power politics (balance of power) demands it. O.K., but the bomb may create the intolerable tension system that could bring about a whole new metaphor. Machiavelli made the harnessing of political energy into a system. The Bomb may bring an end to this ability.

The Bomb brings death out of its subterranean prison to stare us in the face. It releases the knowledge that the least miscue can cause disaster; we await the random accident that may change history. It confronts us with our weakness as well as our strength. But our technology still regards death, randomness and sin as beasts and speaks the language of control and power. We are, in short, forced more and more to act as Gods just at the moment we most know how stupid we can be by acting like Gods. The resulting tension is almost unbearable.

How do we face the Bomb? We change the metaphor that rules our live.

What if death is not a beast? What if randomness is seen as freedom? What if I can laugh at my limitations and regard it as strength? What if the polymorphous perverse is just over-desire for union with the other? Once the beasts are released would I not see the essential creatureliness of my position? Am I not perhaps forced, by recognizing all of my failed efforts to be God, that there may be a power greater than me?

The new metaphor begins with our openness to the other, not with our trapped energy. It is one that admits creatureliness, randomness, entropy; it leans toward a solution of fusion. We need to create energy by putting things together, by sharing information, by dialogue. To be open to the other takes a different kind of strength than that required to contain the beast.

Images of release and control and the beast are replaced by images of working together to outwit entropy, of sharing information to go through a crisis, and of creating plenty from coming together. Our grammars are now seen as co-

operative parts of the creation of the world. They are not containers but are part of what we call 'being'.

There is no beast down there. Perversion, the lot of everyone acted out by some, is only the attempt to become immortal by union with what we lack. It is addiction, best handled by recognition of creatureliness and the impossibility of bodily immortality. Expenditures of adrenalin and willpower are vain and useless attempts to control.

Death is not a beast but a teacher, the shadow-side of life, the guide. Randomness makes us aware of and accepting of play as the human condition.

Sex becomes communication, synergy and pleasing the other rather than "getting it" or "scoring" or "letting off steam", "taking care of my needs," etc. It was H. Kissinger who said that "Power is the great aphrodisiac." The new sex proceeds out of lack of power and is the child of play, back-and-forth creative fusion.

Politics becomes not a matter of Russia's fear of the outside that makes it want to gobble up the world to ensure that there is no outside; nor is it the U.S.'s idea of extended manifest destiny where all the world is a wild west — a bunch of chaotic wild men needing only sheriffs, Fords and Coca-Colas to come into line. With the information or dialogue metaphor there is no inside or outside but only a world that needs to converge.

There are grand schemes. The power view of sex and the reciprocal mistrusts of Russia or the U.S. are not going to change overnight. Power and control bring containment and the fear of letting go since the beast will break out the moment we weaken the containment. But if we work on this metaphor and show the uselessness of it, the whole grounds for discussion will have to change and so will the world. The world comes into being in terms of the information grid placed on it. We do not interpret the world; we make it by our metaphor.

On the Road

Students enrolled in the Theatre Arts and Music programs will be singing and dancing their way across Ontario this summer in a revival of the old-fashioned travelling road shows which once criss-crossed the province.

Entitled "An Ontario Bicentennial Celebration", the cabaret of 30 performers will travel with a brightly painted 40-foot trailer which converts quickly and easily into a cabaret stage.

Humber's contribution to the province's 200th anniversary celebrations has been funded by a grant from Ontario's Cabinet Committee on the Bicentennial.

According to Margaret Birch, Parliamentary Assistant to the Premier and Committee chairperson, "this showcase of young performers will undoubtedly delight audiences across Ontario. Humber's program of song and dance is creative and entertaining, and especially appropriate considering its composition of homegrown talent."

The show will feature singing, dancing and instrumentals depicting particular Ontario regions. A segment entitled "The Windsor Strut" will describe the Windsor and Essex County areas. Another segment will describe the popular Kitchener-Waterloo Oktoberfest

with a focus on German delicacies and the polka. A Great Lakes Seaway segment will describe the marine scene in Ontario, while a song about the mining men of the North will narrate the silver and gold discoveries.

"We want this entertainment to be colourful, light and as upbeat as possible," said Howard Cable, Humber's Music and Theatre Director. Howard wrote, and is directing the 35-minute program.

The show will visit more than 40 communities of varying sizes across Ontario, scheduled in conjunction with other community Bicentennial activities. The show will be repeated up to six times at every location.

The team comprises 20 singers, 10 musicians and a technical crew of four. Already well into rehearsals, the students are volunteering their time on an extra-curricular basis. When the show tours Ontario from mid-May to Labour Day, the students will be paid under the Ontario Government's Experience '84 student employment program.

The schedule includes tours through Petrolia, Niagara-on-the-Lake, Rockton, Welland, Bath, Napanee, Cobourg, Kingston, Parry Sound, Sudbury, Kenora, Barrie and Kirkland Lake, to mention just a few.



A tree, donated by the Electrical Contractors Association of Ontario, was planted recently at the Arboretum, North Campus. Robert A. Gordon (left)

Humber's President, and president Norris (right) of the E.A.C.O. took part in the ceremonial event.

Bermuda Educators Visit Humber

Igor Sokur, Senior Coordinator of the Hospitality Division, had the pleasure of hosting a delegation of top educators from the Bermuda College, Department of Hotel Technology during a recent visit to Humber College. The delegation was headed by Roger Regimbal, head of the department, Frederick Ming, deputy head, and Dan Marshall, director of training.

The two day visit to Humber College was organized primarily to meet with Igor and the hospitality faculty, to share mutual educational experiences and to discuss the curriculum and the management philosophy of the hospitality division operations at Humber.

The Bermuda Department of Hotel Technology is currently exploring the possibilities of revising their present system of teaching. They're also looking at the prospect of developing a new curriculum. These changes are dictated by the gradual reduction in student enrolment in the Hotel Technology Program on the island.

The Bermudian delegation was especially interested in Humber's innovative methods of teaching, operational policy, weekend college, curriculum, and size of enrolment.

The group was officially welcomed to Humber by College President, Robert A. Gordon. Larry Holmes, Dean of the Hospitality Division, then shared the numerous administrative, educational, and operational functions of running a hospitality program. He also focussed on the possibilities of establishing a student exchange situation with Bermuda College.



Igor Sokur (left), Senior Coordinator of the Hospitality Division, and his wife, Lully, during opening ceremonies of the Stonington Beach Hotel & College of Technology in Paget Parish, Bermuda.

Among those who shared their teaching experiences were Frank Formella and Joseph Whitfield. The two also discussed student attitudes towards learning, the educational load and scope of the day, and the logistics of evening and weekend programs. Igor presented the management point of view.

As a fitting and grand conclusion to their Humber visit, members of the delegation were invited to attend the Annual Students' Awards Dinner of the

Toronto Branch of the Food Service Executive Association. On this occasion, students of the college chapters of the association received their Bursary Awards and their Gold Plate Awards. This year's dinner was held in The Humber Room at the college's North Campus.

This visit to Humber by the Bermuda College delegation was not a first. For the past ten years, an almost constant exchange of educational ideas has existed between the colleges and divisions. Igor,

for example, acting on the request of the Ministry of Colleges and Universities, served on an international team (made up of members from England, Austria, the United States of America and Canada) which was assigned the task of designing operational kitchens for the Storington Hotel. In recognition of Igor's professional service, he was invited by the Government of Bermuda to participate in the official ceremonies held to open the Storington Hotel.

Bill Newham: Articulate, Smooth & Precise

The Keele campus features overcrowded classrooms crisscrossed by a labyrinth of extension cords feeding make-shift "language lab" equipment. Athletic facilities consist of one ping-pong table available during the noon hour only. At all other times the room is used for classes. Non-existent parking facilities and difficult access round out the picture. Nevertheless, it's an exciting place to be because learning happens here. Why it happens is largely due to the dedication of faculty like Bill Newham, an instructor in the English as a Second Language program (ESL).

Articulate, smooth, and precise are three adjectives which spring immediately to mind when first meeting Bill. A recent interview served to substantiate these impressions but qualities of warmth and concern soon became apparent.

Bill Newham was raised in Guyana where his father worked in the sugar industry. His earliest memories evoke visions of lush tropical landscapes, flawless beaches, and a "laid-back" lifestyle. However, the educational system soon provided a startling contrast to this idyllic picture, according to Bill. Before the '70's there was no universal access to high school. Consequently, competition for enrolment was fierce, students were highly motivated, and were expected "to learn and be self-disciplined." Skipping grades was a normal, rather than exceptional practice in what was described as a "good and rigorous educational system." Bill graduated from high school in Guyana at 16, and when he arrived in Whitby, Ontario, he went directly into Grade 13.

Languages, particularly English, had always attracted Bill because of an interest sparked in high school. As a result, Bill chose the University of Toronto, where he majored in Spanish and graduated with a B.A. in 1967.

After university, Bill joined the CBC "to learn a technical skill." However, after a brief flurry with film editing, Bill quickly realized that people and not mechanical techniques were his area of interest.

In 1970, Bill had a friend who was teaching ESL at George Brown College, then the hub of ESL in Toronto. Bill sat in on a few classes, caught the rhythm, and decided to jump in as a supply teacher on a "sink or swim basis."

ESL underwent a rapid expansion in 1971 and Bill joined Humber on a full-time basis. Since then, he has taught at all campuses, except the North and notes "that conditions have improved immeasurably from the early days when teaching loads were 25-30 hours per week, and class size varied from 25-35 students."

"Language can be broken down into three main components: phonetics (sound), morphology (word formation), and semantics (meaning)." These three elements form the basis of all ESL courses. Students attend classes an average of four hours per day and their timetables juggle classes in vocabulary, grammar, reading, writing, speaking and listening skills.

Bill finds teaching ESL very rewarding. "The students are eager, well-motivated, very appreciative, and bring a wealth of cultural riches to the classroom."

A typical day can be described as "physically exhausting", according to Bill. "You are constantly thinking, talking, moving about, and interacting with students. You are the catalyst. The luxury of sitting at a desk or lecturing do not exist in an ESL classroom. In addition, you are constantly and consciously monitoring what you are saying, gearing the speed and vocabulary to the average level of the group. The only 'off-camera' time occurs when you are marking or testing new students."

In an advanced conversation class with 15 students, Bill displayed all the best qualities of a teacher and moderator. Demonstrating flexibility, the topic of the day was to have been the banning of crucifixes in the schools in Poland. This is a current issue and one that is especially relevant as the majority of students in the class had recently arrived from Poland. Instead, a chance

remark on women by one of the students swung the discussion to the differences between Canadian and European women in relation to male-female roles, family life, and day-care. Quietly directing conversation, ensuring that everyone participated, the hour passed quickly, allowing the students to polish their verbal skills as well as learning about Canadian culture.

In 1980, Bill took a sabbatical and studied at the University of London in England, to receive his diploma in TESL (Teaching English as a Second Language). In 1982, he completed this program on a part-time basis through Woodsworth College, "formalizing what I had been doing intuitively all along." Bill is very comfortable in teaching and sees no immediate change in directions or goals.

One of Bill's greatest passions is travelling. He has toured most of Western Europe — Greece, Germany, Switzerland, Holland, Belgium, France, Portugal, and the British Isles. London, England is his overall favorite. Echoing the words of Samuel Johnson, Bill comments, "that to be bored with London is to be bored with life."

Also on his list of first choices is the Caribbean which he knows "inside out". "St. Lucia is the most beautiful of the islands, but it is Grenada with its green misty mountains and scent of nutmeg in the air that haunts me still."

Over the years, Bill has observed many changes in the people of the Caribbean. "Today there is a greater awareness of their own dignity and ownership of the islands. At times tourists are resented for their obvious affluence. Yet they do represent a short term solution to the economic problems of the region. Canada, however, enjoys a good reputation in the area and people often point out schools and hospitals assisted through CIDA."

For relaxation closer to home, the composed, soft-spoken teacher transforms into a rhythm and blues and jazz fan. He loves to dance, and can be coaxed by friends to sing at parties and

pubs. Bill also enjoys gourmet cooking, specializing in curries.

In sports, Bill was very active in track and field, with the 100 yard sprint as "his event". He found the climate in Canada non-conducive to sprinting, "so, I sold out and am now enjoying myself."

For quiet moments, Bill reads non-fiction. Autobiographies and biographies are his preference. A hero, in his definition, "is anyone who has faced adversity, challenged it, and won."

Bill's calm, professional exterior is a result of his overall philosophy of life. "Life is basically simple. People complicate issues where none really exist. I try not to 'trouble trouble'. Sometimes direct confrontation escalates the problem, when a more intellectual, less direct approach would produce a more satisfying result. When you decide to take a stand, make sure the issue is a worthy one. Choose your moment and be prepared to go all the way." Sounds like an honourable and reasonable code by which to live.



Bill Newham

Margitta Dinzl:

“I guess I’m the type of person...”

“I guess I’m the type of person who can always be counted on to do the unexpected.”

Such a self-description is certainly in keeping with the face Margitta Dinzl presents to the world. Warm, vivacious, and outgoing, Margitta obviously brings enthusiasm and sparkle to ESL courses at the York-Eglinton Centre.

Margitta, also known as “Gitti-Glitz” to her wide circle of friends was interviewed recently in what was supposed to be a “relatively quiet” staff room at York-Eglinton. As the room slowly filled, and the interview progressed, Margitta’s good relationships with the other staff members became apparent. Bantering back and forth, offering suggestions, and listing character traits, Margitta finally banished her cohorts and the interview continued.

Margitta’s family immigrated to Canada from East Germany when she was 11. She attended Parkdale Collegiate in Toronto and Durham District High School.

After graduation, Margitta decided to study modern languages at the University of Toronto. After a first year which was highly impersonal and unsatisfactory — “I felt like a number” — Margitta decided to “give in to the ambivalence I had always felt between languages and the creative arts.” She enrolled at the Ontario College of Art and spent the next four years specializing in advertising: graphics, illustration, package design, and photography. After earning her diploma, Margitta was told by a faculty advisor that she couldn’t possibly break into the “advertising game” without typing. This enlightened conversation took place in 1965.

The next phase saw Margitta enrolled at the University of Guelph where she majored in English and completed her Honours B.A. in 1968.

Immediately afterwards Margitta began teaching ESL for the Toronto Board of Education. Integrating teaching and learning, she also completed her B.Ed. from OISE in 1970.

When ESL transferred to the community colleges, Margitta joined George Brown on a full-time basis and taught there for three years.

Then came perhaps the most interesting interlude of her life. Margitta resigned from George Brown for an exciting three year stint teaching English in an exclusive girls’ academy in Abidjan, the capital of Africa’s Ivory Coast. The school housed girls from kindergarten to Grade 13 and was an interesting ethnic mix of French, Lebanese, and native Ivorian students.

The Ivory Coast is approximately 10° N of the Equator. Average daytime temperatures are 102° with overwhelming humidity. “The only mitigating factor was the sea breeze, otherwise we lived for the air conditioner,” says Margitta.

Margitta lived in a luxurious, newly-built home, complete with houseboy. The house was planned. The houseboy was not. A former resident of Upper Volta, he had the initiative to plant himself on her front lawn while the home was being built. When the new owners arrived, the houseboy introduced himself as their “new guardian and gardener”. He eventually found himself a totally liberated man and also learned to iron and wash dishes.

At that time, the Ivory Coast was very stable politically. The President, Houphouet-Boigny, was delicately and successfully balancing the dichotomy of Western progress and traditional culture.

The three years spent in Africa now seems unreal to Margitta. “We lived the life of colonials — the whole elitist experience. We had it all; others had nothing.” She paints a poignant picture of the main market square in Abidjan. Exclusive French boutiques enclosed the



Margitta Dinzl

square. However, sleeping in front of the carriage trade shops on cardboard sheets were beggars surrounded by banana peels. Needless to say, many ideological questions were discussed.

By contrast Margitta has fond memories of “four-day picnics driving up the coast in a jeep, sleeping in hammocks strung between thatched roofs and poles, and carrying all our supplies with us.”

Margitta’s sense of humour bubbled through when asked if she had any reservations about her life at the time. “Oh yes, I got bored going to the beach every day and sometimes even prayed for clouds and rain.”

Margitta travelled extensively throughout West Africa and is probably the only Humberite who has come within 100 miles of Timbuctoo.

On her return to Toronto, Margitta joined Humber in January, 1976, to teach ESL at the Queensway Campus.

Combining the best of style and substance, Margitta is very dedicated to teaching. “I am no longer torn between my love of languages and photography. Teaching is definitely my future and photography my hobby. I totally enjoy the classroom experience. Feedback is immediate and I feel I am really contributing in helping people to adjust to their new life, providing the necessary tools for survival in Canada.”

Her love of language and teaching even filters through to social occasions. “When a group of us (teachers), get together the conversation always ‘degenerates’ into professional topics.”

As a result of her expertise and experience in the ESL field, Margitta was appointed assistant coordinator for ESL at Humber in July, 1983.

Margitta is responsible for the assessment of new students, the scheduling of classes, the hiring of sessional and supply teachers, and the streaming of students. Streaming is the subtle art of determining how a student is, or is not progressing. Then the student is slotted into the most appropriate group to meet his or her needs.

Under normal circumstances this would seem to be a routine set of administrative duties. Not so! The ESL field is not a stable one. Intakes are continuous and Manpower forwards class lists with a month’s notice. Pre-planning is tenuous at best, frantic at the worst.

With the additional complicating fac-

tor of streaming, classes are constantly being juggled, and campus locations can change when the advanced level is reached. The fact that ESL functions at all is a tribute to Margitta’s organizational skills.

As well, Margitta tries to teach one or two periods per day to maintain her keen classroom skills. This is done on a rotational basis only, as her time is too committed to permit even a regular part-time teaching load.

Margitta plans to return to OISE next fall on a part-time basis to begin her masters degree in languages, specializing in curriculum development. Eventually she hopes to apply for a sabbatical as one year of her program must be done full-time.

When asked about pet projects or idealistic causes, Margitta answered without hesitation “Canada’s immigration policies”. Perhaps as a result of her

early life experiences, Margitta objects to the quota system. “I feel the regular intake of immigrants to Canada is being limited because of our overriding obligation to accept refugees. I sympathize with the refugees on a humanitarian basis but they bring additional problems with them when they flee to Canada. Often victims of oppressive political regimes, psychological problems frequently cloud their adjustment to Canadian life.”

(It is interesting to note that on the day following this interview, a Chilean refugee committed suicide. He was scheduled to be deported back to Chile as a result of a rape conviction.)

Margitta feels immigrants, as consumers, also help to create employment and she prefers to see them here on an individual basis and by choice.

Switching to a lighter subject, Margitta discussed her passion for travelling. “I have seen Lebanon, just prior to the civil war, Greece, Turkey, India, Italy, Germany, Mexico, Brazil, Uruguay and the Caribbean. I have no single favourite but I tend toward the exotic, choosing destinations far removed from Canadian culture.”

Vacation plans for the immediate future will see Margitta in Tunisia for 5 weeks in April and early May. “One of the benefits of teaching ESL is that your holidays are flexible. I travel when I wish, totally avoiding the busy tourist season.”

Margitta’s musical taste runs to opera and the folk and popular singers of other countries such as Nana Mouskouri and Julio Iglesias.

When she curls up for a quiet “read”, Margitta prefers American authors and playwrights such as Faulkner, Williams, O’Neill and Fitzgerald. She also reads extensively in her native German.

Margitta’s philosophy in life is radiated in her physical being. Vital, always the total extrovert, Margitta openly acknowledges “I am certainly one who is willing to take risks, whether in my personal or professional life. I enjoy challenge and adventure.”

Margitta is totally fluent in English, German, French and Spanish. Whatever the language, the phrase, an interesting, competent woman should translate easily.

Herpes, Teenage Pregnancies, & Premarital Sex: Only in the Media, You Say

by John Steckley
Human Studies

Herpes, teenage pregnancies and premarital sex run rampant in the media, but what goes on in the mind of Humber College students when they think about sex, love and marriage? They are more conservative than you might think, judging from an assignment written by over 120 students in my Marriage and the Family course.

Slightly over 20% were against premarital sex, often speaking in terms of willpower, strength, and a wistful sense of not wanting to have lost the magic of that “special night” of the wedding. Religious convictions and upbringing were frequently cited as influences on their thinking.

While most felt that premarital sex was all right, it was only permissible if a special, meaningful relationship existed, and the couple were mature in their attitude. They were almost universal (male and female alike) in their contempt for those who “hopped from sack to sack”. Although most were in favour of living

together, it was primarily seen as a preliminary to marriage, not as an alternative lifestyle. And the significant minority who opposed such arrangements communicated a strong sense that cohabitators were (to reverse the old saying) merely content to live with the cow when they could be reaping the rich rewards of owning the dairy.

On abortion they were, like Canadian society, split roughly fifty-fifty, with rape and risk to the mother’s health clearly emerging as the most important (often the only) reasons why an operation should be performed.

Admittedly there is a bias: a strong female dominance of the class population, and a concern for the issue represented in their choosing the course. But still, what is quite clear is that Humber students, despite the bad press that youth perpetually receive in these matters, are far from casual in their attitudes, looking carefully before they leap, doing more than hoping before they “hop into the sack.”

Dateline: Divisions

IGOR SOKUR, the senior program coordinator of the Hospitality Division, recently became a member of the Japan Management Association on the recommendation of the British Institute of Management.

Igor is already a member of 30 international associations, societies and clubs. He doesn't enrol in additional ones without giving the matter careful consideration. His decision to enrol in the J.M.A. indicates the importance he

places on Japanese Management techniques.

The yearly membership fee provides excellent management reading materials on a monthly basis. As the western industrial nations are constantly looking to Japan for innovative cost-cutting and qualitative production techniques, the information provided should make for interesting classroom discussion and professional development.

MARY LOU KING, of the Health

Sciences Division, recently completed a 22-week sabbatical at the Montreal Neurological Institute. Her goal was to acquire sufficient knowledge and expertise to implement the program in neurological and neurosurgical nursing at Humber. This she did with distinction. She led her class in Montreal and at the graduation ceremony Mary Lou was awarded the prize for being the most outstanding student. The selection criteria for this award is based on a combination of the highest academic and

clinical performance.

JACK BUCKLEY, in his role as chairman of the provincial heads of health sciences, recently addressed the annual Association of Colleges of Applied Arts and Technology conference on the topic of *Are the Colleges Relating to and Responding to the Needs of their Communities?* In another capacity, Jack is serving as the chairman of the Education Committee of the Etobicoke Mental Health Services Agency. ELEANOR CAMERON AND NORMA DE CASTRO also serve on this committee.

Career Planning for Women

In keeping with the philosophy expressed by earlier initiatives in preparing women for the workplace, Humber's Lakeshore Campus will become the site of a new program, *Career Planning for Women*.

This 8-week program was recently approved through the Ministry of Colleges and Universities and is sponsored through the Canada Immigration and Employment Centres.

Scheduled to begin in April, the

course is planned to meet the following objectives:

1. To identify hiring practices and opportunities, trends in labor supply and demand and employment services.
2. To identify personal needs that affect employment such as time management, child care, budgeting, grooming and wardrobe planning.
3. To prepare a skills inventory identifying strengths and

weaknesses.

4. To prepare a resume and job search plan.
5. To identify and choose occupational goals.
6. To discuss and practice interpersonal skills.
7. To identify techniques needed for survival in the workplace.

A certificate will be awarded at the end of the program. Students will then be expected to seek employment or begin a specific skills training program.

Human Resources Development Schedule

SCHEDULED PROGRAMS FOR THE MONTH OF: MAY

by Annie Campana

TOPIC	DAY	TIME	PLACE	RESOURCE PERSON(S)	
MAY 1984					
Stress Management Workshop	Thurs. 17th	1:30-4:00	TBA	Jon Shearer	Pro-Dev
	Thurs. 24th	1:30-4:00	TBA	Jon Shearer	Pro-Dev
	June 7th	1:30-4:30	TBA	Jon Shearer	Pro-Dev
Budgeting and the Coordinator Session — I	Wed., 23rd	1:30	Lakeshore	Bob Cardinali	Pro-Dev
Budgeting and the Coordinator Session — II	Wed., 30th	1:30	Lakeshore	Bob Cardinali	Pro-Dev

PETER BROADHURST, Chairman of Humber's Board of Governors, recently received, on behalf of the college, a certificate of appreciation presented by the Ontario Heart Foundation. This was to recognize Humber's outstanding contribution in sponsoring C.P.R. education and the C.P.R. symposium.

Congratulations are also appropriate for IAN SMITH who was recently promoted to the position of Director, Education and Faculty Services. Ian relishes his increased duties and explains: "With the increased emphasis on academic expansion, particularly at the Lakeshore Campus, I am really looking forward to coordinating the student services essential in implementing the education programs."

It is with a great deal of pleasure that we acknowledge the appointments of the new Chairmen of the Business Division.

—DAVID HASELL has been appointed Chairman, Computer Studies;

—WERNER LOISKANDL has been appointed Chairman, Marketing and Retailing programs;

—STAN SHAW has been appointed Chairman, Management Studies programs.

Increases in the tuition fees for full-time students at Ontario's 22 Colleges of Applied Arts and Technology will be limited to five percent in the 1984-85 academic year.

Colleges and Universities Minister Dr. Bette Stephenson, announced that the standard tuition fee for the coming year would be \$545, an increase of \$25 over the current level.

This five percent limit applies to increases in tuition fees paid by both Canadian and foreign students. These increases are within the limits permitted by the government's restraint program.

An Open Letter to Gene and Herman

by Bill Wells
Human Studies

Dear Gene and Herman:

You did give me a start the other day in K217, talking about clocks as though they constitute TIME!

There we were, talking about breaking down TIME into fractions as though we could take a concept like TIME and find security through introducing mathematical measurement.

It bothered me so much I decided to seek a higher authority than my own assumptions, a true breakthrough!

Being originally from the "sceptred isle", I naturally thought of the Encyclopaedia Britannica. Immanuel came next, but when I couldn't find him I finally settled on Albert E. (sorry about that Immanuel).

Contrary to popular belief, I have always found Albert to be "down to earth" when truly momentous things are being considered. Naturally he didn't let me down. Mind you there are these twirps (people who should be as far away

as quasars) who keep saying he is wrong. Currently they keep harping on the concept of SUPERLUMINAL EXPANSION. Personally I would sooner believe that the quasar's red shifts lie or that the twirps in question are color blind, than have to accept that the speed of light in a vacuum is a constant that can be transcended.

So far as I am concerned, Albert is still the final arbiter and the following phrase from his book *The World As I See It* almost sounds as though he was there in K217 putting his two cents worth in!

"But this security (mathematics) is purchased at the price of emptiness of content. Concepts can only acquire content when they are connected, however indirectly, with sensible experience. But no logical investigation can reveal this connection; it can only be experienced. And yet it is this connection that determines the cognitive values of the systems of concepts."

I tried to put this in the perspective of TIME and the realization came that every week I make a connection with an

example of sensible experience, but only indirectly and it certainly has cognitive value. I am referring to the TV program *Agronsky and Company* seen on PBS Buffalo, Saturday evenings at 7:30 p.m.

Somehow CH17 seems to know when I want to make the connection because they roll the tape just when I switch my set on. The sensible experience argument may not hold water when I watch Benny Hill, but that's another story.

To get back to the subject, on Earth we measure TIME as the revolution of the SUN by the EARTH and the revolution of the EARTH itself. Because both of these are a constant, TIME is a constant.

If a spacecraft approaches the speed of light and some mechanism aboard it slows down, this does not mean that TIME as we know it on EARTH has slowed down. The mechanism may have slowed but EARTH is still revolving at the same old speed and its movement around the Sun continues at the same old speed.

What happens aboard the spacecraft does not constitute TIME to people on EARTH. A clock is only a mechanism for

breaking down into fractions the rotation of EARTH. By itself a clock does not constitute TIME.

If the day goes by quickly when I am happy and slowly when I am sad, does this mean that TIME is a measure of my wellbeing?

If I go to my friendly plastic surgeon and have the best facelift in town; when the wrinkles disappear and friends remark on how young I look, does this constitute a TIME reversal? Or is it that my happiness is such that it has obliterated TIME?

I would very much like to know your thoughts on this, Herman and Gene, because it is your doing that is forcing me to write this epistle. With all the sleepless nights you have caused me worrying about the problem, I am even beginning to wonder if a multiplicity of equal and opposing thoughts can make TIME stand still!

See you in K217.

Ed Note: Under certain conditions, as I understand them, Time has been known to stand still in K217.