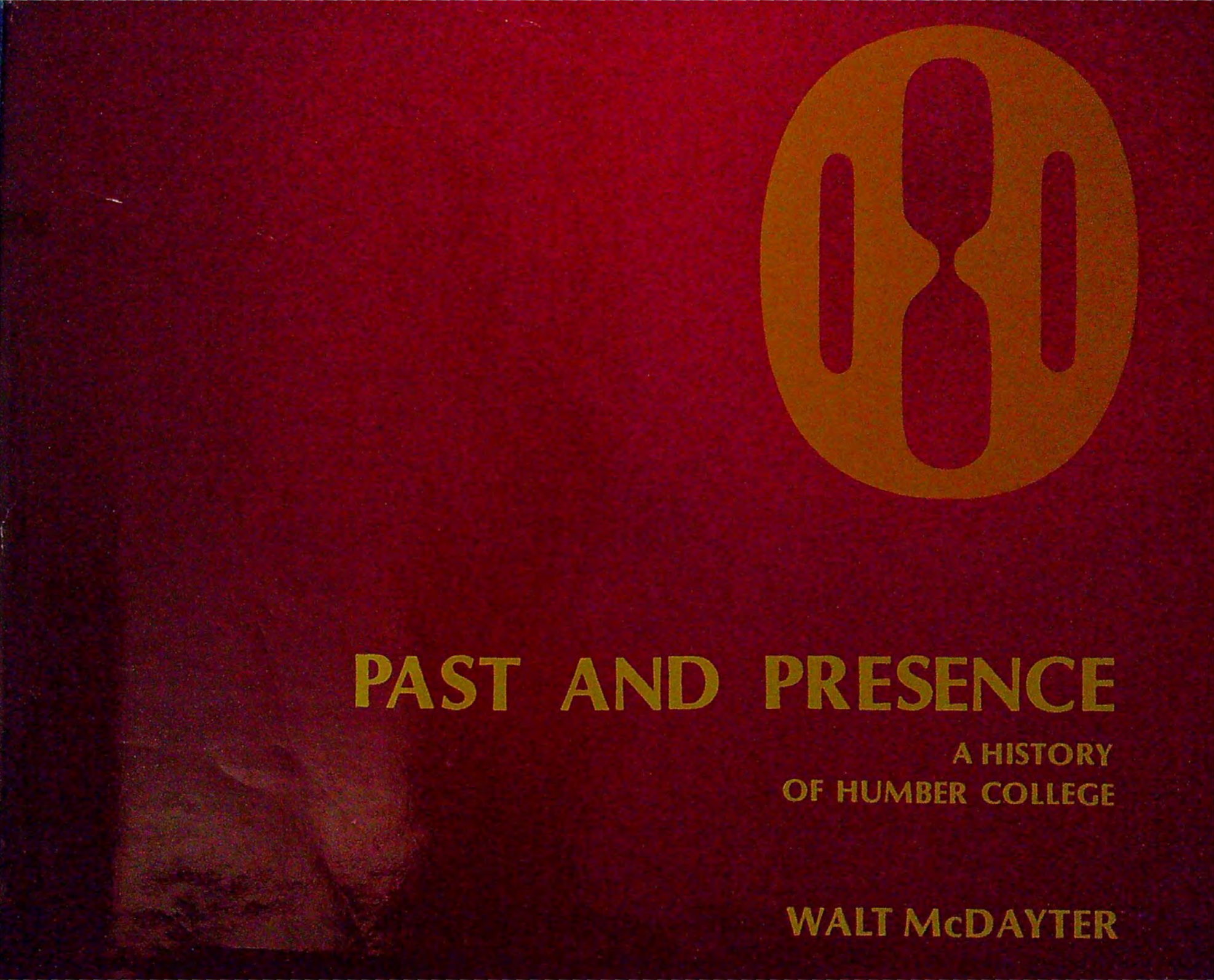
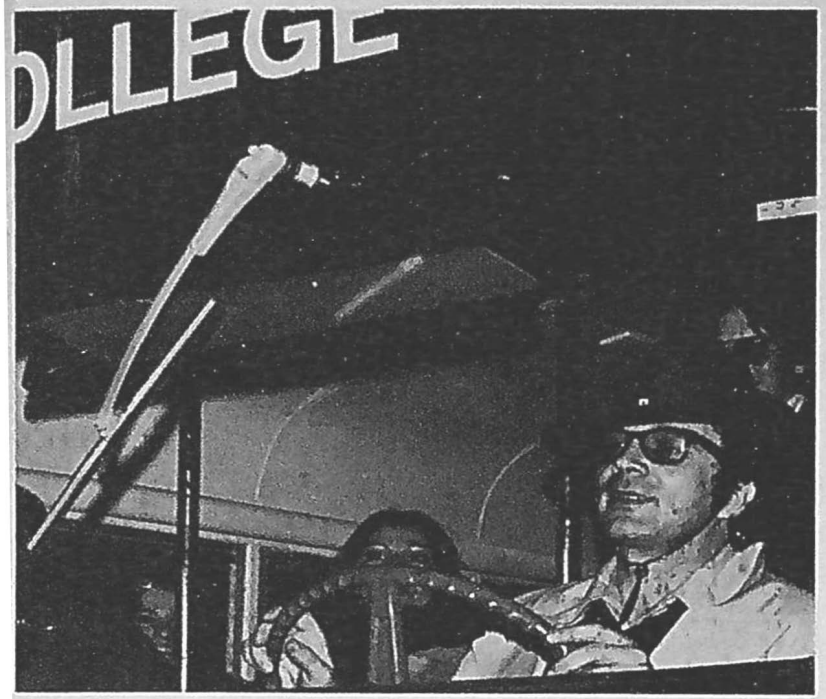


PAST AND PRESENCE

A HISTORY OF HUMBER COLLEGE

WALT McDAYTER



Walt McDayter began his journalism career in 1961 at the *Toronto Telegram*, where he worked as reporter and syndicate editor. His political columns and historical features appeared regulary in newspapers across the country, and his freelance articles were printed in numerous books and magazines. His play, "The Last Prophet", was produced on CBC radio. Before coming to Humber College, he served as an assistant editor for Pierre Berton on the Canadian Illustrated Library history book series. He was also author-editor of the book *A Media Mosaic*, published in 1971...four years after he had joined Humber College in 1967 as an English and Economics teacher. He initiated the Journalism program in 1968, was soon appointed supervisor, then transferred to the Literature and English department, where he rose to chairman...but finally returned to the sanity of the classroom as a Literature and Communications instructor. He received his B.A.A. degree in Journalism from Ryerson Polytechnical Institute, and his B.A. and M.A. degrees in English Literature from York University.

PAST AND PRESENCE

A HISTORY OF HUMBER COLLEGE

Humber College

ISBN 0-919469-02-7

WALT McDAYTER

ACKNOWLEDGEMENTS

People make history...and *almost* as many people are needed to produce a chronicle of that history. Although it would be impossible to thank all the people who contributed in some way to the production of *Past and Presence*, I nonetheless would like to single out some individuals for special thanks.

First, I wish to express my gratitude to Gord Wragg...and not merely because he was the founding president of Humber College. His personality, his energy and his enthusiasm are imprinted on the pedagogical philosophy, the management style and the program makeup of this college, and will undoubtedly prove more indelible than any ink printed on these pages. Still, there is a debt I wish to pay, and that is to declare my appreciation for his giving me the same freedom of expression in this book as the college has always given me in my classrooms.

But with regard to the creation of this book, all the freedom in the Western World would have been of little benefit if there had been nothing to say. In the absence of any archives at Humber, it was necessary to piece together the facts and figures, the dates and data from many sources, and I am indebted to many individuals, both on and off campus, for helping me to assemble what I hope will be a cohesive and comprehensive mosaic of the college. Bits, chips and scraps of information have been garnered from dusty documents and pamphets almost forgotten where they were filed or piled in basement boxes, from yellowed memos and tattered newspaper clippings, from discarded and discoloured calendars, and most of all, from memory and experience. For helping me put it all together, my sincere thanks are due to:

Cathy Borden, Olive Hull, Ted Jarvis, Doris Tallon and Gord Wragg for their written contributions.

Particular thanks to Bob Cardinali, Graham Collins, Jim Davison, Fred Embree, Phil Karpetz, Tex Noble, Tom Norton, Jackie Robarts. Jack Ross and Bill Trimble.

I also owe thanks to Rick Bendera, Jack Buckley, Betty Campbell, Hugh Chesser, Dave Davis, Carl Eriksen, David Grossman, Jocelyn Hezekiah, Margaret Hincks, Bob Higgins, Larry Holmes, Rick Hook, Angus King, John Liphardt, Audrey MacLellan, Terry McCarthy, Ruth McLean, the late Eric Mundinger, Lucille Peszat, Ruth Shaw, Bill Thompson, Bev Walden, Moe Wanamaker and Frank Willock.

I am grateful to Adrian Adamson, Gary Begg, Eugene Duret, Marlene Fleischer, Jim Forrester, Don Foster, Marina Heidman, Paul Hughes, Jack Jones, Don Kerr, Rebel King, Renate Krakauer, Madeleine Matte, Peter Maybury, Greg McQueen, Joan Miller, Peter Muller, Gary Noseworthy, Paul Petch, Barry Saxton, Don Stemp, Jim Smith, Gerald Smith, Sarah Thomson, Siem Vandenbroek and Bill Wells.

I am obliged to the following for special assistance: Carol Birch, Mary Brown, Joanne Burgin, Joanne Clarry, Ruth Edge, Irene Fedora, Betty Grant, Gerry Hall, Eileen Johnston, Pat Marsh, Eleanor Matthews, Jean Ryan, Holsee Sahid, Hazel Starr and Lilian Towart.

My thanks for the typing talents of Helen Quirk and Ina Bruton, and for the typesetting skills of Don Stevens, assisted by Gloria Machecek and Ann Cavanaugh.

Many photographs capturing the early events of the college are provided courtesy of Bill Sandford, a graduate Humber student, and of Paul Smith, a freelance photographer. Many thanks as well to Jim Brady, David Lui and Joseph Medal; to John Adams, John Cameron, Steve Cossaboom, Paul Faris and Kelly Jenkins; to Bill Hlibka, John Kentner, Domenic Panacci, Rick Strong and Max Ward. I regret that photographic files at the college did not make it possible to identify individual photographs with their source.

I would like also to acknowledge the assistance of Vincent J. Devitt, from the Office of the Premier, and of Stan Orlowski, who was chief architect for the Ministry of Colleges and Universities in the colleges' formative years.

Photographs were also gratefully received from Jocelyn Currie of "The Globe and Mail"; from John L. Hardy, archivist at George Brown College; from the Archives of Ontario, Ministry of Culture and Recreation; from the Information Services of Centennial College and Ryerson Polytechnical Institute, as well as from Information Services at Humber.

The layout of this book is the work of Creative Arts Students, operating in a freelance lab called Studio 219. Involved were Brenda Ballantyne, Lise A. Boivin, Cathy Dawson, Peter Scullion and Martin Tsukada, under the direction of Dave Chesterton, to whom I am also deeply indebted for the design of this book.

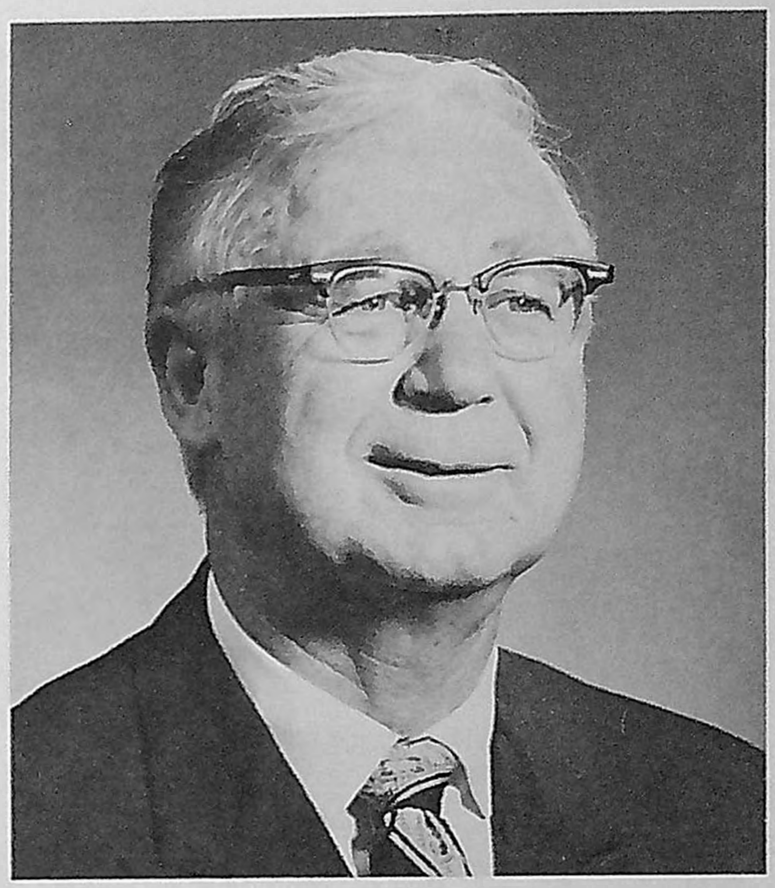
Mention must also be made of Larry Holmes, for helping to coordinate the production of this book; of Wayson Choy, for his editorial aid; and of William Webster, for his proofreading and indexing.

I would like to thank the Research and Marketing Department for a superb promotional and advertising effort: a tip of the typewriter, therefore, to Executive Director Graham Collins, Director of Marketing Services Ross Richardson, Promotional Concept Designer Peter F. Perko, Copywriter Pete McLeod, and Promotion Officer Cheryl Cardon.

I wish especially to thank my wife, who worked tirelessly with me on this manuscript from the beginning to the end, editing and rewriting.

If I have missed anyone, I ask to be pardoned for this at least: the omission was not a slight, but an oversight.

FOREWORD BY THE FIRST CHAIRMAN OF THE BOARD OF GOVERNORS



Back in the early part of 1967—before Humber College possessed a past and before it had acquired even the presence of a physical site in the communities of Etobicoke and York—the newly formed board of governors was already speculating on the college's future. As founding chairman of that board, I was required to articulate the college's goals, to be published in the initiating calendar as a message to the first students. I managed to compress our aspirations and expectations into the following two paragraphs:

"This message is addressed to you who are to be the first students of Humber College. During this first year of the college, you will be establishing the traditions which will be the guide to all those who will succeed you in this institution in the future. You are to be afforded the unique opportunity of building a community of scholars very closely connected to the existing industrial and commercial communities of this area. Your success, or failure, in the work-a-day world will decide the esteem in which this institution will be held by the general public. This may seem a heavy responsibility which I lay upon you, but my hope is that you will all rise to the challenge.

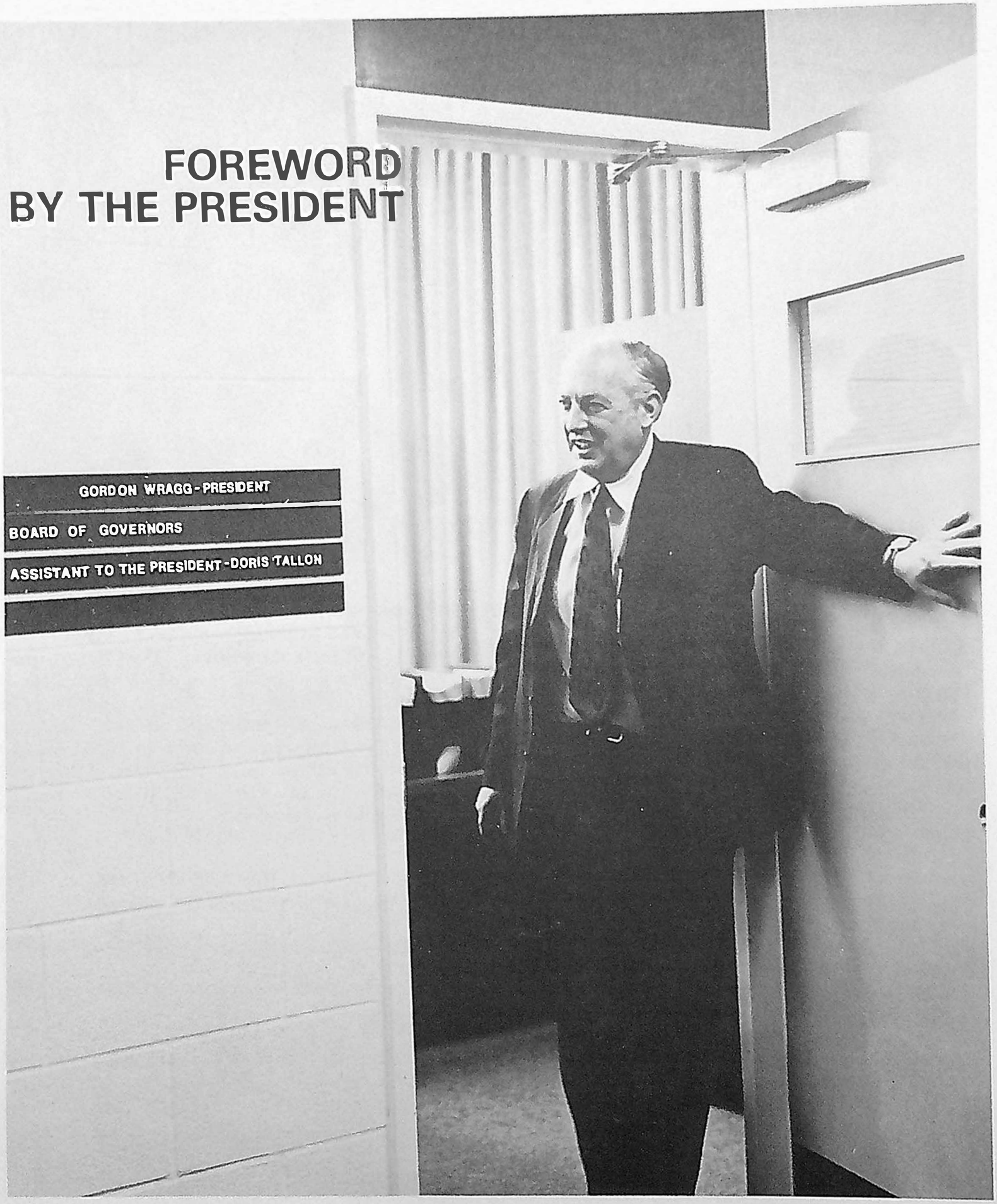
"The board of governors of Humber College is working to establish Humber as the finest amongst those new institutions of applied arts and technology. We have pledged ourselves to build for you, and for future students, a college that will combine scholarship, excellence and practicability, making use of the latest research in the field of human relations to produce graduates of whom we all may be proud."

Even before we saw our first crop of graduates, it became clear to the board, the administration, the staff and the students that we were partners in building an institution that was already held in esteem by the general public for its vitality and energy, its enthusiasm and entrepreneurship. We were all particularly proud of the close relationship that was so quickly established between the faculty and students.

It was suggested even in those very early days of the institution's life that a history of the college be initiated as soon as possible to capture the spirit of the sixties, and to celebrate the first successes of the college, as well as admit to some of our failures. Knowledge of those successes and failures would be of equal importance to those who follow, since the ultimate justification for the history of an institution is, at best, to light the way along the pathway for future travellers, and at the very least, to enable those who are to come to avoid some of the pitfalls of the past. If *Past and Presence* achieves any of this, it will have been a worthwhile endeavour.

Edward S. Jarvis

FOREWORD BY THE PRESIDENT



GORDON WRAGG - PRESIDENT

BOARD OF GOVERNORS

ASSISTANT TO THE PRESIDENT - DORIS TALLON

When I look at the diversity of people at Humber College—the sheer numbers of different programs and complex activities — I sometimes wonder how this total network of activity works.

I wish I could say things always worked perfectly here. They don't.

Sometimes I imagine that when the college was smaller we may have been more perfect. We weren't.

Yet, without apology or fear, the history of the college revealed here suggests the essential quality of this institution: the quality is its people who struggle to keep Humber within human proportions.

Humber College has not escaped the flaws that come of rapid expansion; we are still facing the challenges day to day. And, where we have succeeded, my experience has shown me that institutional success always brings with it new problems. We do not escape the fate of being a *human* institution.

As president of the college since its first year, I have been witness to philosophical and departmental battles, grand gestures and petty victories, splendid moments and sour failures.

The scale of events here cannot be considered momentous, and this history does not pretend to make them so: it is a clear account of how many people have given their best to serve a civilized purpose...the purpose of education in democracy, of balancing liberal studies with career-oriented training.

Of course there are people who, because of space limitations, have not been mentioned in this work. It is unfortunate that we cannot have the maximum space to deal equally with everyone's contributions. However, choices had to be made, and I would therefore like to express my gratitude to Walt McDayter, who took upon himself the difficult and multiple tasks of researcher, writer and chief editor, and who also took upon himself the responsibility of making those choices. Given a free hand to exercise his professional journalism skills, Walt McDayter has, I believe, delineated our history both accurately and fairly.

I know it is the hope of those who sponsored and supported this book that it will serve a purpose in documenting how Humber College has evolved, and that those interested in education might gain some insights from our experiences. The words of Oliver Wendell Holmes, Jr., say it best for me:

> When I want to understand what is happening today or try to decide what will happen tomorrow, I look back...

Looking back, I am proud of the past of this institution...and looking forward, this pride gives me confidence to move ahead. I hope people of goodwill, of talent and ability, will continue to move ahead with Humber College.

Gordon Wragg
President

PREFACE
THE ONCE AND FUTURE COLLEGE

I confess that when I was first asked to write a history of Humber College of Applied Arts and Technology, I agreed with some misgivings. A history? Founded in 1967, Humber College had scarcely had time to acquire a past, let alone a history. One might find ample nostalgia, certainly, but the institution was simply too young to be rich in time-honoured traditions and age-mellowed customs, as one might find so readily in the histories of those respectable old ladies of academe, the University of Toronto, chartered as King's College in 1827, or Queen's University, initiated in 1841. Humber College, just in its teens, must appear callow indeed when compared to those mature matrons of post-secondary education in Ontario. Would a chronicle of its success not be perceived as a mite premature, and could its self-sung praise perhaps not be judged somewhat unseemly and naive, rather akin to an adolescent boasting of his "exploits"?

Fortunately, as I cast my nagging doubts aside and plunged doggedly into the research, I was able to console myself with the conclusion that Humber College, although a mere youth, is a precocious youngster indeed, a prodigy with a story worth telling. Notwithstanding its short span of existence, the college by 1981 had touched the lives of 300,000 men and women, who day and night have filed through its open doors, seeking education and recreation, culture and counsel. The services it provided were often innovative and unique, thanks to its very youth. Starting with a *tabula rasa*, Humber College was free to experiment, explore and pioneer. An awareness of its pioneering mission was sensed keenly by administrators, faculty and staff from the very outset of the college's operation. In the first year of the college, a Christmas message to all faculty and staff from founding president Gordon Wragg concluded with the following evaluation: "Our present work here, invisible to the future generation, is nevertheless our way of laying the foundation for a better society for ourselves and others. We are giving to the future, by sharing the present."

The foundation laid by the founding faculty, administrators and support staff proved solid and durable, and the future affirmed the first president's optimistic goal and prophecy. Much has happened since that year of its infancy, when Humber College on Monday, September 11, 1967 opened for classes at James S. Bell Elementary School, an old, abandoned public school on Lakeshore Boulevard West. Physically attesting to the college's phenomenal growth since then is the maze of gleaming white buildings of the North Campus that dominate the landscape of northwest Metro Toronto, reinforced by the half dozen other campus sites scattered across Etobicoke and York, their black and white billboards proclaiming the presence of the college in the community. As impressive as these stuccoed or brick monuments may be, however, they are only peripheral as measurements of achievement. Masonry and architectural trappings are not reliable yardsticks of excellence in a college—luckily so, for otherwise Humber College might very well have fared miserably in its formulative stage, when its physical resources were humiliatingly sparse and makeshift. Less tangible perhaps, but more pertinent than mere buildings in measuring an institution's academic worth, is the activity within its walls. But how does one calibrate this? Reputation could serve as a key, as manifested by two

things: by the number of students who seek enrolment in the college in preference to other post-secondary institutions available to them, nd—in a career-oriented institution particularly—by the acceptability of its graduates to employers.

In student drawing-power, Humber College basks in an embarrassment of riches. While other colleges and universities have been lamenting their declining enrolments, Humber College has been forced each year to turn away thousands of applicants, because the college's facilities and physical resources couldn't be stretched to accommodate them. In the 1978-79 academic year, for example, the school admitted into its 190 programs a total of 6,311 post-secondary students (and, according to Registrar Fred Embree, that figure could easily have been 10,000, if budgetary constraints had not forced the college to keep its population down). That 6,311 figure, it should be noted, only touches the surface of the school's population pool. Add the full-time students enrolled the retraining and academic upgrading programs, and the total rises to about 8,000. Take into consideration all part-time and evening students, and all participants in special interest programs such as Training in Business and Industry, the Centre for Labour Studies, the Neighbourhood Learning Centre and the Third Age College for senior citizens, to name a few, and the figure skyrockets to a dramatic 30,000 students or more a year—a total all the more remarkable when one recalls that college officials had to struggle to recruit 439 venturesome souls in the first year of operation. Since then, Humber College in post-secondary enrolment ranked for years as the second largest of the 22 colleges of applied arts and technology in Ontario (topped only by Algonquin College in Ottawa), and the largest of the four community colleges within Metropolitan Toronto. Humber College, of course, was not the only CAAT lapping up the cream of post-secondary school enrolment. While universities across the province were prognosticating gloom and doom over declining numbers, in 1979/80 the 22 colleges of applied arts and technology in Ontario enjoyed a 10.3 percent hike in enrolment numbers—the largest ever. During that academic year, an estimated 90,000 students vied for the existing 40,000 positions open in all the colleges, and in that same year, a provincial government report revealed that Humber College, with 7,022 students compared to 6,986 at Algonquin, had in 1979/80 for the first time risen to the top of the colleges in regard to full-time post-secondary student numbers.

Humber College's propensity for attracting students from across Metro and elsewhere has among community college administrators earned it the ironic title of "robber baron" of schools, since it so consistently draws the greatest number of students from areas designated to other colleges. "There has from the start been a traditional competitive spirit with Seneca in particular," Registrar Embree admitted dryly.

In 1980-81 post-secondary enrolment, it was Seneca's turn to wear the laurel. Preliminary figures for September of 1980 showed that the rival Metro Toronto CAAT had taken top spot with 7,662 students, Ottawa's Algonquin had followed with 7,611, and Humber had slipped into third place with 7,443. "We were still attracting more students from outside our territory than any other col-

lege," Embree declared, "but Seneca took that 200-student post-secondary enrolment lead because the college had acquired new space, taking over a public school for its new Yorkdale campus. Our figures fell below Seneca's because we simply lacked the space and financial resources to allow more students into our college. The figures—Humber's 2.0 percent gain over the previous September, compared with Seneca's 17.4 percent increase—in no way reflected the relative appeal of the colleges, nor were they an indicator of the comparative drawing power of our programs."

Part of Humber College's appeal can be attributed to the fact that it has so often been first in the field in programs offered. Even a partial list of these firsts is a testimonial to the school's innovative zeal: the first of Ontario community colleges to offer an integrated Nursing Diploma program; Canada's first full-time Equine Studies college diploma program with fully-equipped Equine Centre; the first Broadcasting program in Canada exclusively designed for radio; the first Mental Retardation program provided in this country and the first day-care centre opened in Toronto for mentally retarded and severely handicapped children; and the first full-time college programs offered in Canada in Ski Area Management, Solar Energy, Package Design, and Explosives. It is almost a truism that wherever faculty or administrators discovered jobs open in some field, however unusual or unique the trade or profession, Humber College would always be quick to offer the education and skills to qualify students to fill those positions.

But what about the quality of the education and training offered in such a wide range of programs? Sometimes hastily drawn up and pressed for approval, did standards in some courses not occasionally suffer, despite existing safeguards? The means of measuring educational standards, as suggested earlier, are elusive and unreliable...not to mention highly impolitic. But inevitably in a college of this size, in such a hurry to grow up, some mistakes had to be made. It would be a small college that would not admit that there had been some miscalculations, visions turned into revisions, detours and forced retreats. Those were the perils of pioneering, the inevitable growing pains of institutional evolution and expansion. But despite some sporadic moments and occasional setbacks, the growth was, overall, steady and sure. Nothing illustrates this better than the college's record in job placement for its students. Since job-training was and is the *raison d'être* for the existence of all colleges of applied arts and technology, employment placement would seem to be, logically, one acceptable criterion to gauge the performance of Humber College. And if jobs are its prime objective, then it is an objective that has been most admirably met. Data compiled by the college Career Planning and Placement Centre disclosed that of 1,639 students graduating in 1979 a total of 95.4 percent found employment. In December of 1980, Martha Casson, director of Placement Services could with justifiable pride boast that the placement figure for students graduating in 1979/80 and finding full-time jobs in fields related to their program training had shot up from 82.7 percent the previous year to a record 90.8 percent. Overall placement—including part-time and jobs unrelated to program training—had shot

up to 96.3 percent. With chronic unemployment plaguing the nation, and competition fierce for jobs, the lure of Humber College programs is not hard to understand in the light of this placement record.

It would be misleading to suggest, however, that job opportunity and uniqueness in programming are the only explanations behind Humber College's high enrolment. Some students were almost certainly enticed by the school's constant exposure in media, for Humber College has always demonstrated a certain flair for publicity, thanks to the promotional push of such people as Ben Viccari, Michael Feldman and David Grossman, who at varying times were in charge of the information flow. As well, some students have indicated that they made their choice out of the practical consideration that the college happened to be the closest one to their homes. Others have confessed that they enrolled because they wished to accompany a boy friend or girl friend studying here (there are, it seems, romantics as well as technologists among us). Still others have said they were attracted by the school's reputation for being a liberal, humanities-based college, noted for its informal, open and warm atmosphere.

It is the last that is most often quoted by students as the main reason behind their selection of Humber College, and almost without fail, it is this characteristic of the school that is pinpointed by faculty, administrators and students alike as the chief strength of the college ...a strength founded in, and attributable to, its earliest youth as an institution. From the very first year, Humber College has prided itself upon being people-oriented, and it has assiduously encouraged a pedagogical style and an administrative stance that is supportive, enthusiastic, free and flexible. These, along with approachability, have always been the touchstones of Humber College policy. It is a signal tribute to Gordon Wragg, whose policy of intelligent *laissez faire* has crafted the course of the college's formative years, that even at the height of the raucous and unrestrained sixties, Humber's style always coupled dignity with liberality, social and intellectual vision with human concern.

A personalized and relaxed atmosphere and a sense of "family" were easy to sustain while the college was young, with all programs centralized in one cozy building, and with an enrolment that was small enough to permit intimacy—but can this be retained as conditions change? The corridors and classrooms, though constricted from a spatial standpoint, by their very closeness promoted a unique relationship between students and staff that transcended the artificial barriers between "work and play". The school was a social hub as well as an educational environment, and the two areas meshed and melded in a harmony and familiarity that bred a solid, cohesive *esprit de corps*. Today, students can find themselves distanced from the teacher in an overcrowded classroom, lost in hustling throngs in the labyrinthine thoroughfares, alienated in the very expanse of the noisy cafeteria, or segregated physically from the main student body by a different campus. Could such factors not conspire to forge a different type of college, one antithetical and unfaithful to the percepts of its originators?

Perhaps not. Some hope can be found in the prognosis of one of the originating faculty. Bill Wells, who came to Humber College to

Walt McDayter

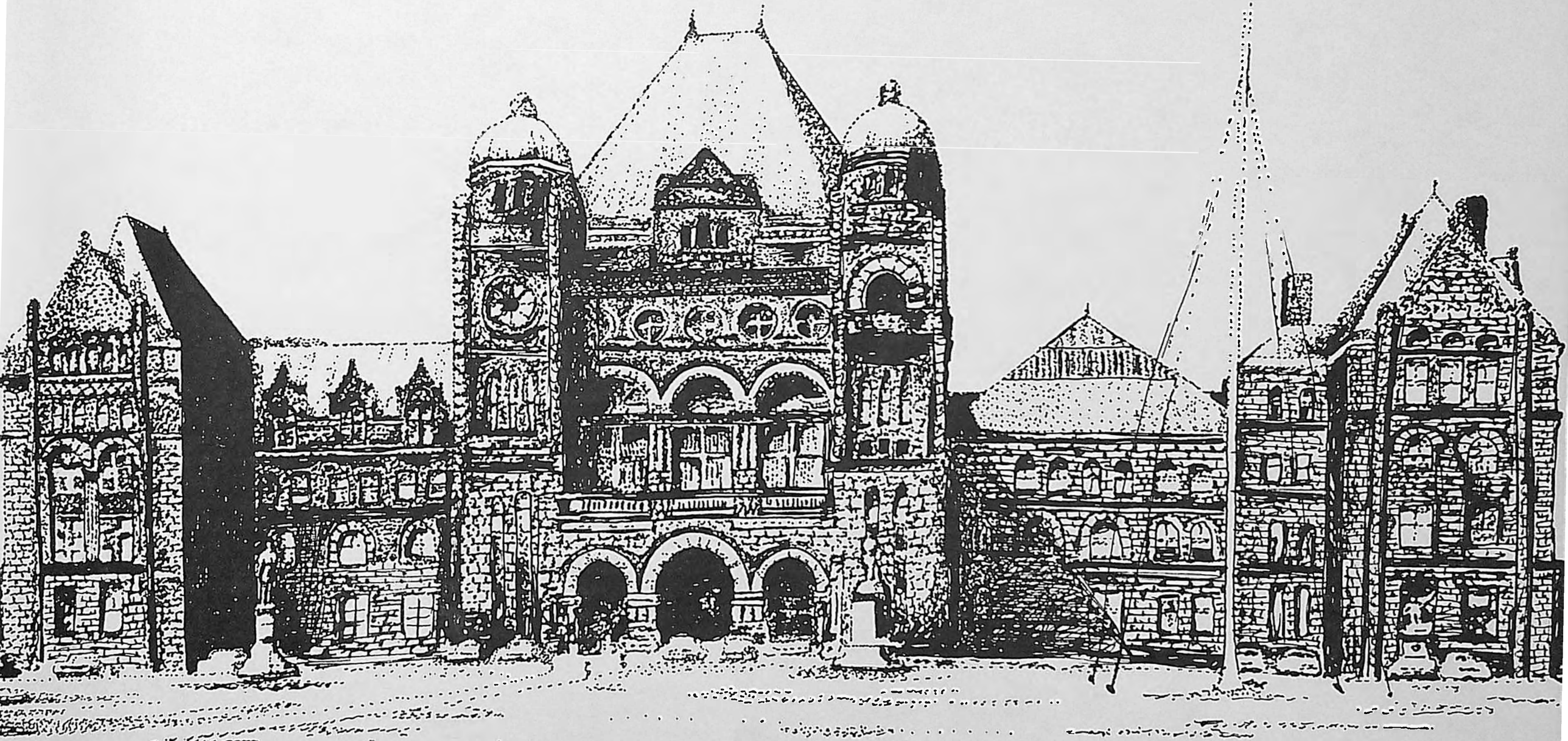
teach Economics in the initial year, is confident that there will be a continuum of past policy in spite of time and altering conditions. Traditions will be preserved and protected by a nucleus of founding faculty who "are the mortar that holds the fabric of the college together. It's a lasting cement, and seems to stand the strain of time well."

The mortar may be sound, the foundation secure, but there is, nonetheless, a danger of a collective slump into lethargy, as the educators satisfy themselves with a passive maintenance role in the upkeep of the existing structures. There is a critical changing point in the affairs of both men and institutions: for when the process of growing up ends, the process of growing old begins. At the start of the eighties, Humber College seems to have reached that critical point. With physical expansion seriously restricted for the foreseeable future due to a freeze on capital budgets, many at Humber College feel constrained and frustrated. Accustomed to growing big throughout the past, there are those who now feel distressed and deprived because they are not permitted to grow bigger in the present and future. Humber College, it might be said, is in an "awkward stage" of its development: fully grown up, but at a loss for what to do with itself now that the growing is over.

However effective the disguise and whatever the political motivation, the temporary curtailment on growth could prove to be more boon than bane. It could provide a necessary and welcomed breathing space, a pause in which to consolidate and evaluate what has already been achieved. And in this period of relatively slow growth, it is hoped that *Past and Presence* will prove particularly timely and useful, to assist in that evaluation. The book is not intended to be a panegyric for the past, prompting faculty and administrators to sit back smugly and preen themselves for what has been done, nor does it intend to provide an excuse to entrench and live off the inheritance. Rather, it hopes to offer some models for analysis from the past—for the way Humber College has come will very much provide the predilection for the way it shall go. Humber College's future is rooted in its past, just as an adult is an elaboration of the child, with his lifetime personality traits traceable to the events and environment of his formative years. And so it is with Humber College: to understand the institution as it is today or will be tomorrow, one must delve into the forces and personalities that acted upon it in its yesterdays. The energies—the internal dynamism that provided the momentum of growth in the past—remain active, fuelling constant appraisal and improvement. Striving to trace and track this irresistible process of change, *Past and Presence* might therefore be more properly considered a continuing news story than a history.

This study of Humber College will attempt to be as comprehensive as possible, although it obviously can not be definitive. Unhappily, every individual, program and event can not receive his, her or its just due. The consequence of trying to cram in everything and everyone would be the creation of an epic tome that would rival Gibbon's *Decline and Fall* in its sheer bulk and Gray's *Anatomy* in its technical complexity. However, where individuals are not explicitly mentioned, their efforts and contributions are implicitly understood in the very success of the college they helped found.

CHAPTER ONE
PRE-NATAL PLANNING
Birth by Legislation



LEGISLATIVE BIRTHPLACE: The whole litter of 22 CAATs was spawned here at Queen's Park, the Parliament buildings in Toronto. The colleges were created by Bill 153, an amendment to the Department of Education Act.

LETTER FROM WILLIAM G. DAVIS, reprinted from the first Humber College calendar, 1967-68.

ONTARIO

MINISTER OF EDUCATION

The opening of Humber College of Applied Arts and Technology is truly a memorable occasion. Among 18 or more Colleges of Applied Arts and Technology to inaugurate a new era in education in Ontario, Humber College remains firmly rooted in the excellent traditions of the past, at the same time as it embraces the challenge of the future, the challenge of the constant change that distinguishes the age of technology.

Humber College is dedicated to the double aim of education, leavening the economic and the social with the cultural and the humane.

Closely identified with the community, student-oriented, and enlightened by continuing research and experimentation, Humber College is committed, through its philosophy of total education, to the identification and fulfilment of the latent abilities and highest aspirations of secondary school graduates and adults, that the democratic ideals of the province and of the nation may be vindicated.

William Davis

February 23, 1967.

The Honourable William G. Davis,
Minister of Education

THE FOCUS WAS ON JOBS: in a statement made to the Ontario Assembly on February 23, 1965, Premier John P. Robarts stressed the need for increased education and technological change to assure the province's future economic prosperity. He said: "The long-term solution to most of our problems obviously lies in education and training, in the fullest possible development and utilization of all our human resources. We must prepare Canadian youth to enter the multitude of highly-skilled jobs available today and the ever greater number which will arise in the future..." Three months later, William G. Davis introduced the legislation for the creation of the new colleges.

The colleges of applied arts and technology in Ontario are the children of government; they are, moreover, the products of a meticulously planned parenthood. And as frequently happens with much-wanted children, the path the CAATs were to tread had already been mapped before they were, so to speak, out of the womb. By their very nature, the political progenitors at Queen's Park—accountable to the taxpayers—were unlikely to prove excessively permissive parents. Consequently, although their young progeny were permitted considerable freedom to develop distinct identities—influenced inevitably by the communities that were their environment—they were never allowed to grow too independent nor too sassy. Watchful guardians in the Ontario Legislature were ever ready to assert a little fatherly authority if the need arose. They felt, perhaps justifiably, that they knew their charges better than the youngsters knew themselves.

Some careful pre-natal planning had offset many parental anxieties. With genetic guidelines firmly fixed by the Department of Education's basic blueprint, the common family traits and characteristics that all the colleges were to share had been predetermined. All that remained was to ensure that the CAATs would follow the patriarchal pathway to their clearly-defined destiny, and while it was hoped that this would be their own inclination, realistically the Department was prepared to view critically any falterings or frivolous side-trips.

The chief cause for concern, reflected by the repeated stern warnings emanating from the colleges' birthplace at Queen's Park, was that as the newcomers to the post-secondary school scene grew spunkier, cockier and more confident in their youth, they might seek to usurp the role and status of the universities. This would spark an internecine family feud in the educational system—a feud, incidentally, that the younger institutions could not hope to win. Wisely, to avoid any such competition for student enrolment and any collision in roles, the Ontario government divided the post-secondary field into two distinct and discrete territories. The universities were to retain their monopoly in the higher academic professions, and to continue to function as pathfinders and leaders of social change and scientific advance.

An equally broad but dissimilar preserve was carved out for the colleges of applied arts and technology. They were told their mandate was to train and educate a vitally-needed force of skilled labour for manufacturing, business and the service industries. In this goal, the community colleges were to respond to the present needs of the manufacturing and service sectors, rather than provide leadership for advancing them in the future. In the vernacular, the colleges were to be the Indian braves of industry, rather than its chiefs. Jim Davison, Vice President (Administration) of Humber College, offered the following summary of the government's perception of the role of the colleges:

"Herb Jackson, the director of the College Affairs Branch, once, while addressing an assembly of Humber College faculty and administrators, articulated it this way: universities are social institutions and community colleges are political institutions. The community colleges are creatures of the Ontario Legislature, and our mandate is only as broad or as narrow as the legislators defined it. The expectation within the House is that our function is to provide a viable manpower pool for

NOT A BACK DOOR TO UNIVERSITY: from the outset, the government emphasized that graduation from the colleges of applied arts and technology must not be perceived as merely a means to enter university. Unlike junior or community colleges in the U.S., university transfer programs were to be excluded from CAAT responsibilty. Since 14 provincially-supported universities had been developed in the early 1960's, and since these were well distributed geographically throughout Ontario, feeder institutions to the universities were not needed, government spokesmen insisted.

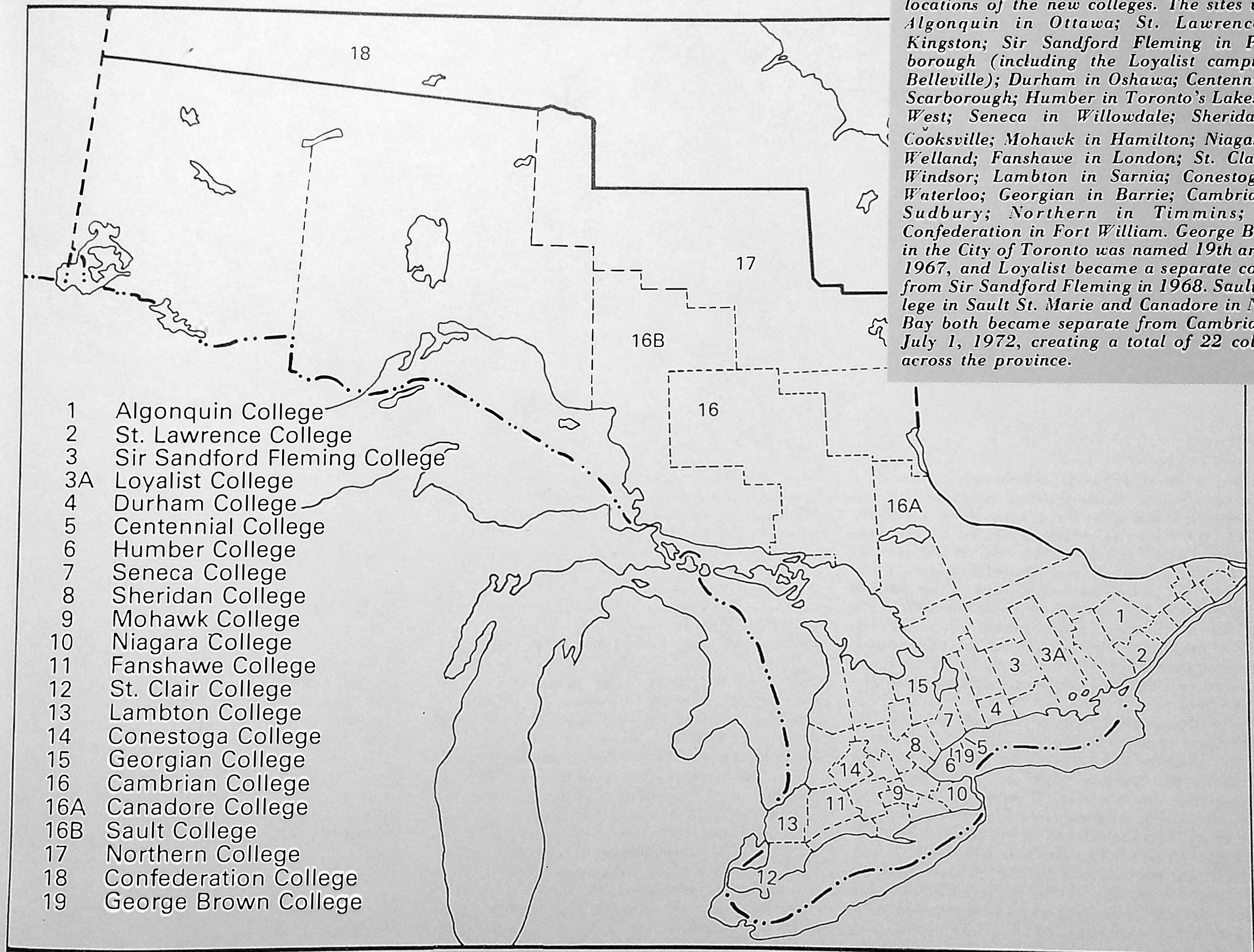
local industry. Herb Jackson was asking us not to take on any airs of a university, and not to forget our basic assignment, because I think the message was that if we did move very far away from that mandate, the funds would stop very quickly.

"As far as leading or following industry is concerned, we *have* to follow it if we are to serve it best. We can, perhaps, offer some advance services, provide some experimental testing services and so on, but by and large, we should always be following rather than leading industry in terms of technology. With a university, the role is flipped. Society depends to some extent on the university actually leading it."

This careful demarcation of function and responsibility generally served to discourage community colleges from aspiring to evolve into second-class liberal arts colleges, or inferior mini-universities. There was, it was feared, a danger that those colleges serving in geographically-isolated areas might try to take on the dimensions of both a college and a university, and at least one institution in the beginning years fell prey to that very temptation. Davison recalled, "Some colleges started off as quasi-elite post-secondary schools, and one of them in particular attempted very early to offer post-graduate studies in Chemistry at a Master's level, in conjunction with a university in its area. That was not part of the mandate, and Bill Davis—Minister of Education at the time—found it necessary to advise that college that it wasn't following its mandate. That president didn't last very long in the system."

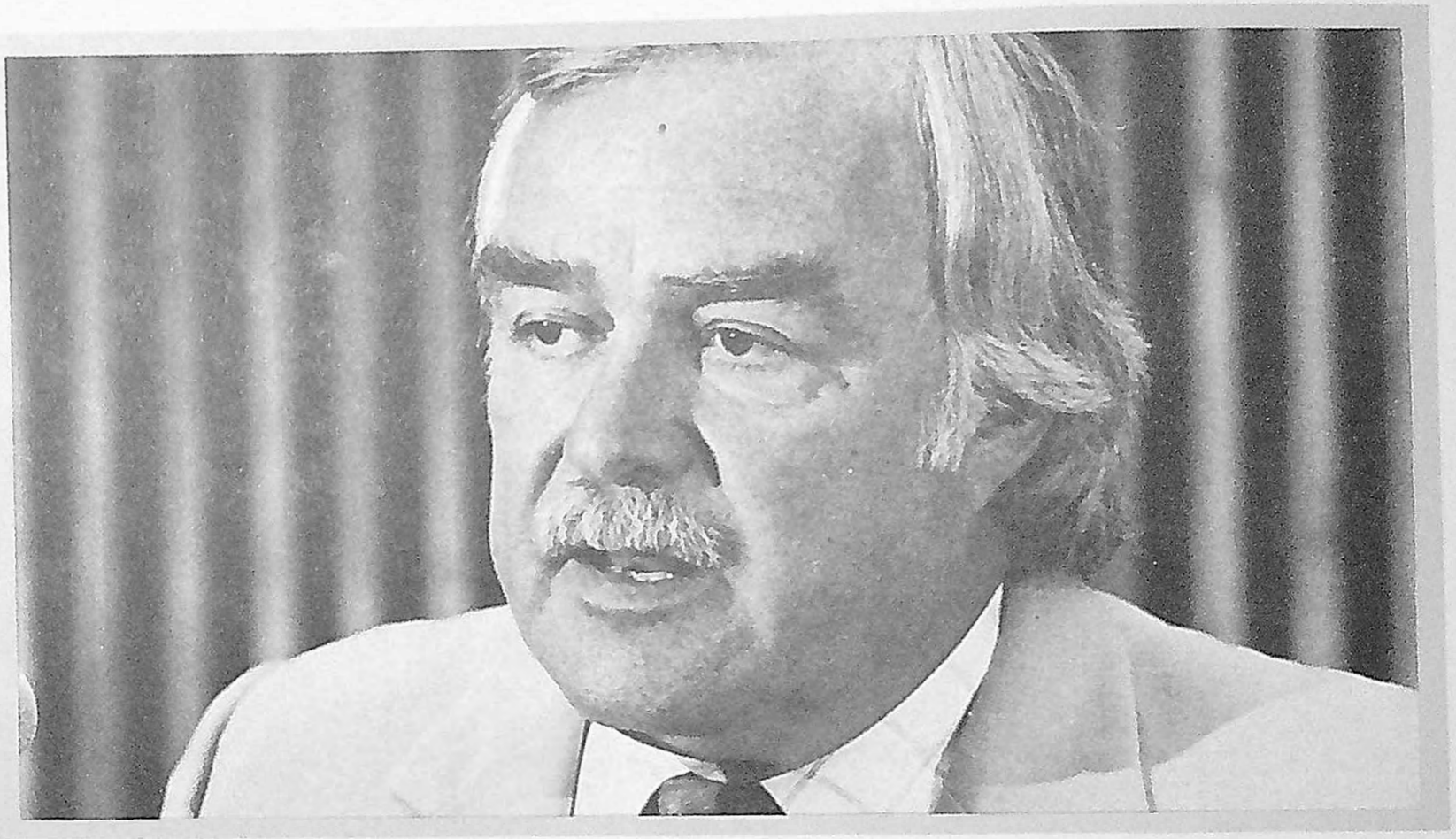
If outright competition with the universities was prohibited, so was any excessive cooperation frowned upon. Subsection 5 of Section 14a of Bill 153 did allow for some interaction: "Subject to the approval of the Minister, a board of governors of a college may enter into an agreement with a university for the establishment, maintenance and conduct by the university in the colleges of programs of instruction leading to degrees, certificates or diplomas awarded by the university." However, the government would obviously not permit this clause to become a loophole by which colleges could, a small step at a time, invade the university's domain. This wariness on the part of the government was not without cause. The Ministry of Education, as well as the subsequent administering Ministry of Colleges and Universities formed in 1971, was determined to discourage any inclination on the part of the colleges to evolve into "half-way houses" or backdoor entrances to the universities. Prior to the creation of the CAATs, educators and other spokesmen were calling for the establishment of Ontario equivalents to the regional and junior colleges of British Columbia or Alberta, the junior colleges of California, or the Colleges of General and Technical Education (CEGEPs) in Quebec. What they advocated was a new network of post-secondary institutions that, besides offering two- and three-year programs with vocational objectives, would also offer some academic programs at early university level, or programs that were preparatory for university entry. A Royal Commission on Education in Ontario, for example, in its report of 1950 recommended a system of community colleges which would provide three-year programs to qualify students for admission to second-year university. These colleges would offer a combination of vocational training and academic education,

COLLEGE LOCATIONS: in 1966, 18 areas were approved by order-in-council for the locations of the new colleges. The sites were: Algonquin in Ottawa; St. Lawrence in Kingston; Sir Sandford Fleming in Peterborough (including the Loyalist campus in Belleville); Durham in Oshawa; Centennial in Scarborough; Humber in Toronto's Lakeshore West; Seneca in Willowdale; Sheridan in Cooksville; Mohawk in Hamilton; Niagara in Welland; Fanshawe in London; St. Clair in Windsor; Lambton in Sarnia; Conestoga in Waterloo; Georgian in Barrie; Cambrian in Sudbury; Northern in Timmins; and Confederation in Fort William. George Brown in the City of Toronto was named 19th area in 1967, and Loyalist became a separate college from Sir Sandford Fleming in 1968. Sault College in Sault St. Marie and Canadore in North Bay both became separate from Cambrian on July 1, 1972, creating a total of 22 colleges across the province.



1 Algonquin College
2 St. Lawrence College
3 Sir Sandford Fleming College
3A Loyalist College
4 Durham College
5 Centennial College
6 Humber College
7 Seneca College
8 Sheridan College
9 Mohawk College
10 Niagara College
11 Fanshawe College
12 St. Clair College
13 Lambton College
14 Conestoga College
15 Georgian College
16 Cambrian College
16A Canadore College
16B Sault College
17 Northern College
18 Confederation College
19 George Brown College

JOHN P. ROBARTS, Ontario Minister of Education from 1959 to 1961 and Premier from 1961 to 1971, was the leader of the Progressive Conservative government that produced and passed Bill 153.



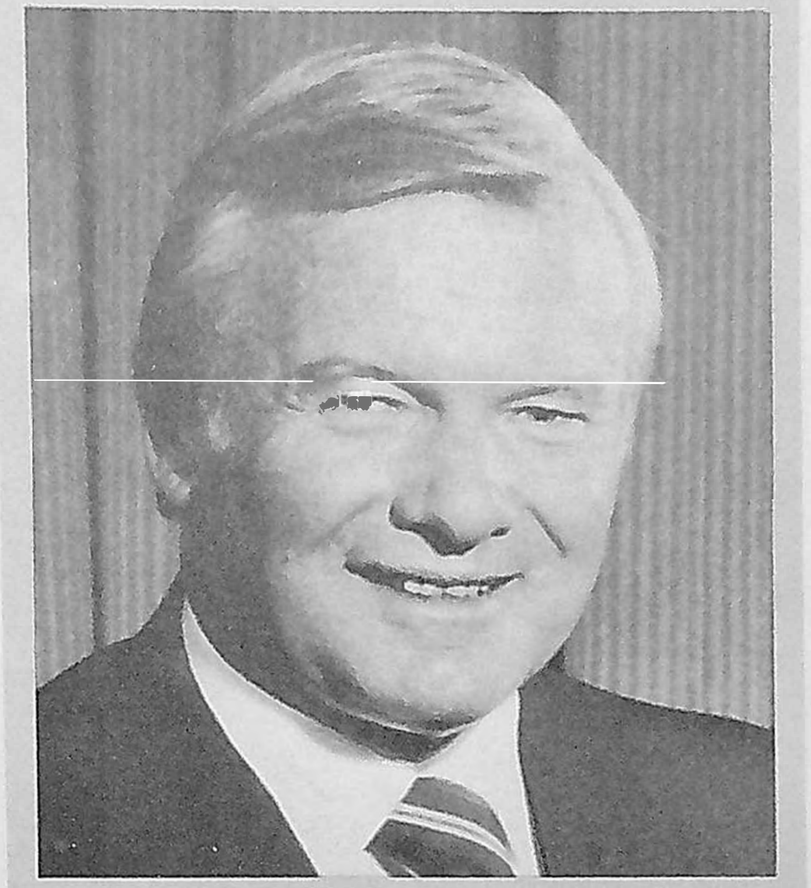
but without a sharp delineation of the two. English and Social Studies, according to this recommendation, would form the core subjects for all students, while a choice of electives would allow for specialization. While varying in form and detail, this view of community colleges was shared by such groups as the Ontario Council of University Faculty Members and the 1965 Legislative Committee on Youth. In fact, the notion of the CAATs as an educational springboard for university persisted until the inception of the colleges of applied arts and technology.

When all the dust settled, however, it became clear that the Ministry of Education had deemed the models of Alberta, British Columbia, Quebec and the U.S. as inappropriate for Ontario. William G. Davis, the Minister of Education (and future Premier) on May 21, 1965 proffered an explanation for this judgment in his introductory statement to Bill 153, an amendment to the Department of Education Act that provided "enabling legislation for the establishment and operation of a system of Colleges of Applied Arts and Technology." He emphasized in the Legislature that he was not endorsing "what the Americans call the 'transfer' or 'college-parallel' courses, leading to advanced placement in universities, because there is no need for such courses in Ontario at the present time at least. In Ontario we have the grade 13 course in our secondary schools now, and will probably long have its successor, the proposed Matriculation Year, specifically designed as a university-preparatory program for our academically able students."

The government's posture, here, seemed transparent enough. It openly manifested its intention to have the new community colleges perceived as an outgrowth, rather than a transformation of, or departure from, the existing education system. That system dated back to August of 1961, when John P. Robarts, Minister of Education at that time, brought in his "Reorganized Program" or "Robarts' Plan" for the restructuring of Ontario's secondary schools. Within this plan, students in high schools were streamed in three alternative directions, depending on their academic ambitions and capabilities. There was a five-year program for students contemplating entry into university, a four-year program for students resolved to complete grade 12 and seek employment, and a two-year option for students intent on leaving school at the legally-permissible age of 16.

The inauguration of the community colleges by William Davis, Robarts' successor in the Ministry of Education was, ostensibly, to have no impact on university-bound students. They would continue along the five-year path as before, and seek their access to university through grade 13. For the students in the four-year stream, however, the colleges of applied arts and technology paved a critical escape route from a dead-ended education street. In his introduction to Bill 153, Davis advised, "Now that our four-year secondary school programs are becoming accepted and are rapidly expanding, we simply must provide opportunities for the higher education of this segment of our population as well as for the university-bound group."

A miscalculation in John Robarts' "Reorganized Plan" made this widened opportunity crucial for the students of the four-year stream. It had been assumed that,



WILLIAM G. DAVIS read his introductory statement to Bill 153—birth announcement for the CAATs—May 21, 1965. He chose to allocate the colleges to the jurisdiction of the Department of Education rather than to University Affairs because "we have had in the Department of Education some considerable experience with institutes of technology and vocational centres..." and "we have over the years developed reasonably satisfactory financial working arrangements with Federal Government authorities in the field of technical education and trade training, and we plan to take full advantage of these...arrangements for our new colleges of applied arts and technology." Davis, who was appointed the Minister of Education in 1962, became the Premier of Ontario in 1971.

after grade 12, these students could acquire additional training on the job. What was not foreseen was that employers were demanding an increased level of skill in people hired. A grade 12 education, it turned out, was not considered sufficient to handle the advancing technology of machinery. As a result, employers, to meet the labour requirements of industrial expansion, preferred to hire skilled European immigrants over untrained graduates of the four-year high school programs, who all too often lacked the educational flexibility to adapt to technological progress.

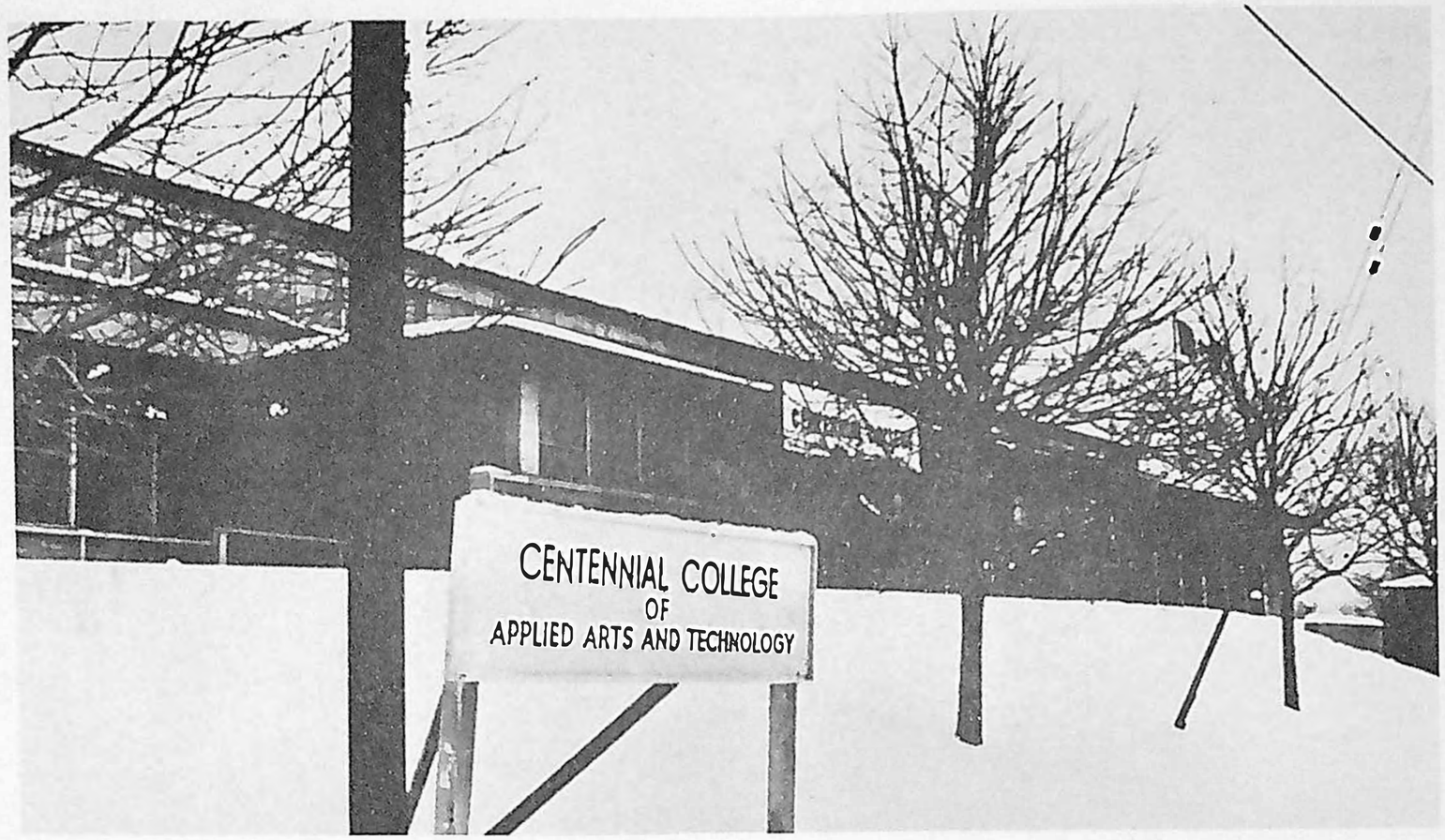
Education Minister Davis underlined the dilemma in his introduction to Bill 153: "Much higher levels of basic educational qualifications, and of technical skills, for instance, are demanded of those who supervise or work in our new automated factories and offices. No employer would dare—or could afford—to entrust one of the new complex and expensive machines to the inept handling of an unskilled, poorly-educated employee."

He confessed to the Assembly that he had been shocked to discover during a study tour of California that employers in certain sectors of business and industry "were demanding graduation from junior college as the irreducible minimum." The solution? Obviously grade 12 was too low an educational ceiling for the young, and it had to be raised to accommodate the manpower needs of technological acceleration. "Knowledge in certain fields—sciences in particular—has been doubling about every ten years. One very natural consequence is that a longer period of schooling is demanded by the circumstances...We now have accepted the inevitability of some form of post-secondary education (i.e. beyond grade 12) for all capable of profiting from it," Mr. Davis concluded.

The message was unequivocal. Job-orientation training was to be the keystone around which the new post-secondary institutions were to be architected. The industrial and business communities have tended to whole-heartedly support the new philosophy of education, and endorse the quality of the graduates. Dermid McCallum, as assistant personnel director at Dofasco, in a 1970 interview, expressed an evaluation of many employers when he said, "Community college graduates can do the bulk of the technical work equally as well as university grads. Community college education is more practical, more in-tune with industry needs. It's pointed at the job." Employment statistics indicated that there were many personnel managers sharing Mr. McCallum's opinion of the merit of community college graduates. With something like compulsion, Humber College—like all colleges—assiduously measured its mandate in percentages, through the number of jobs secured by its graduates. For some, the statistics represented a source of pride—a kind of mathematical reassurance of a job well done, and the figures admittedly seemed to flatter.

Despite the spectre of growing unemployment haunting the nation, in 1971, for example, seven out of ten Humber College graduates—68.8 percent—had secured regular employment within two months of leaving the college. An additional 12.3 percent were continuing their education at an advanced level. The starting salary ranges were

CENTENNIAL COLLEGE began as the first community college in Ontario when it opened in Scarborough in October, 1966 with 550 full-time day students. The only other college able to open its doors that year was Lambton College in Sarnia, which started November 15, 1966 with a total of 41 students.



encouraging. Students from Business programs were beginning their work careers at an average of $6,675 per year, Applied Arts students at $5,614 and Technology at $6,715. The Technology figure, in particular, became a cause for celebration in some quarters. Someone with a slide rule ready at hand, and a bent towards comparisons, worked it out that Technology graduates were earning only $262 per year less than the average for university-trained engineers between 20 and 24 years old.

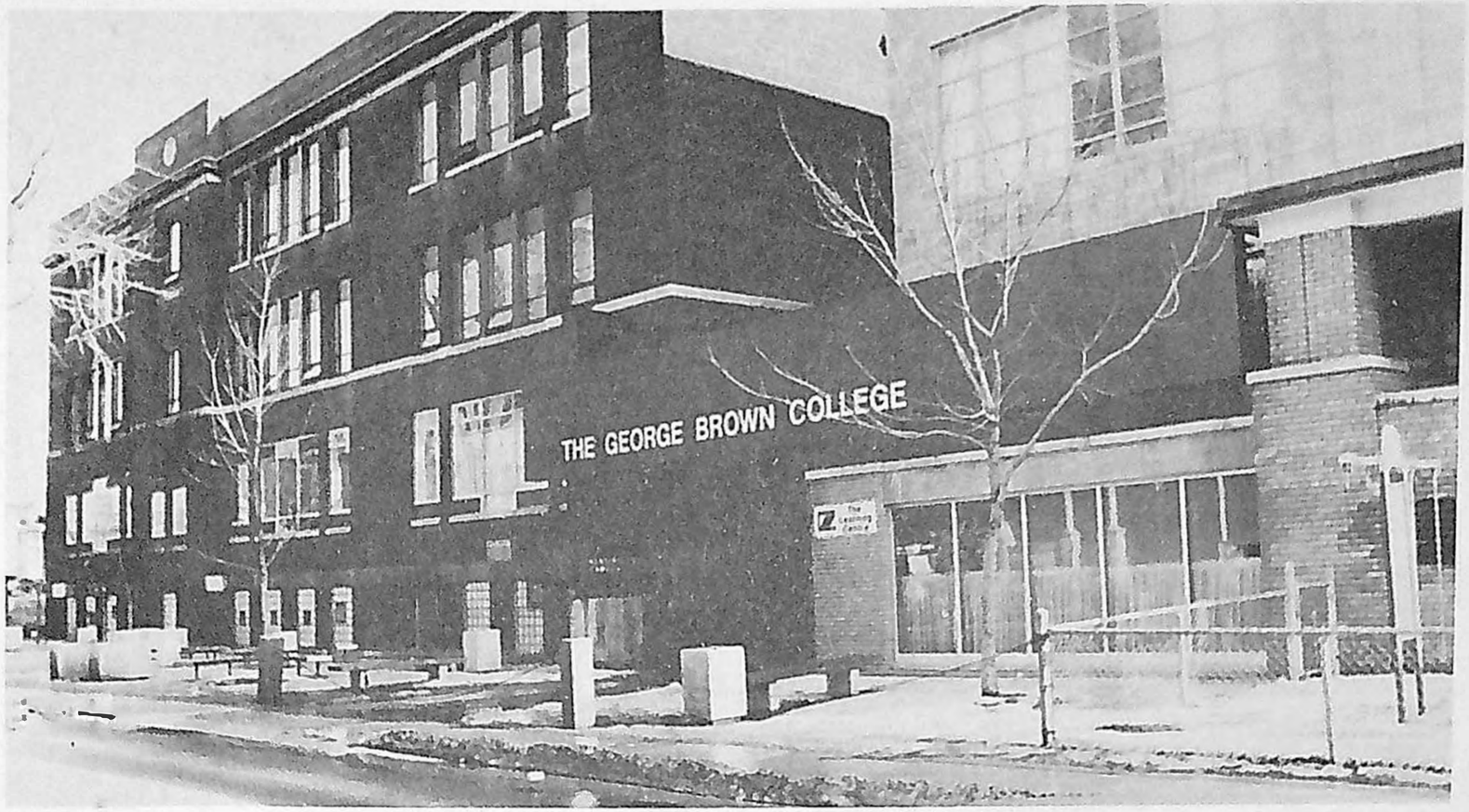
Five years later, the employment ratio for the overall college climbed to an even more impressive level. Of the 1,267 students who graduated from Humber College in June 1976, a total of 1,031 were working by September in the fields for which they had been trained; an 81 percent success rate. An additional 10 percent, a total of 127 graduates, had found jobs in fields outside the program they had graduated from, and 109 unfortunately became statistical casualties, joining the ranks of the 7.6 percent of the national labour force out of work in October 1976.

Then in the following year of 1977, a questionnaire was mailed to 1,627 students who had graduated that spring. Of 1,406 replies, a total of 91 percent had found employment by the first week of October. The starting salaries were more than respectable. Graduates of Civil Technology were earning as much as $14,425, while the average salary for the 76 graduates of Ambulance and Emergency Care was $12,597. The lowest average was Fashion Careers at $6,556, with Retail Floriculture at $6,760, Creative Photography at $6,846 and Radio Broadcasting at $7,228.

One 1977 figure that deserves some attention here is the total of 115 students—about 8 percent—who had found jobs, but in fields unrelated to the specific occupation for which they were trained. These individuals did not carry a statistical stigma; they were not adjudged failures of either the college or themselves. After all, it has been the objective of Humber College, from its inception, to offer a diversity of vocational programs broad enough to accommodate almost any particular interest or talent in a student. Building on and utilizing these individual skills provided access to a wide variety of employment possibilities. Furthermore, the education and training in any chosen field was never so narrow that it would restrict the student to one occupation, and no other. Flexibility was the keyword...a keyword that will keep recurring throughout this book. The program of studies was in most cases designed to avoid equipping the students with so specialized a skill that he or she was locked into one industry or occupation. To teach students the capacity to be mobile from one job to another—for whatever reason of choice or necessity—was, in fact, part of the community college mission.

It should be added that students were attracted to some programs even though these students had been counselled that the job market was soft, the competition sharp, and the salary low. The glamour of Journalism, for instance, has traditionally lured young hopefuls to the innumerable and varied media courses in colleges and universities. The drawing power was so strong, in fact, that in 1973 the Ministry of Colleges and Universities became alarmed. A study had revealed that as many as 18 percent of all graduates from college Journalism programs were unemployed, and an additional 24 percent took jobs in fields other than those

A STARTING BASE: Some colleges, such as George Brown, pictured here, trace their origin to former provincial institutes of trade or institutes of technology. Mohawk College in Hamilton, for example, incorporated the Hamilton Institute of Technology; the Provincial Institute of Mining at Haileybury was to become Northern College in South Porcupine; Algonquin absorbed the former Eastern Ontario Institute of Technology, Ontario vocational centre and the Forestry School at Pembroke. Humber College had no such foundation on which to build.



specifically related to Journalism.

To some extent, the problem was traceable to the 1970 report of the Special Senate Committee on Mass Media, which predicted that 7,000 new jobs in print journalism alone would be created between 1970 and 1974. On the basis of these projections, media programs of sundry variety mushroomed across the province and the country. (At the time, 12 were offered in Ontario community colleges.) Then came the stunner: all those promised jobs failed to materialize. Enrolment ceilings on Journalism programs had to be hastily imposed, and some institutions—such as Mohawk College in Hamilton—suspended their programs entirely. By 1975, the number of graduates compared to 1973 was reduced by half. The unemployment figure dropped to an acceptable 4 percent.

By 1980 the situation seemed to have swung a full circle. Larry Holmes, dean of the Creative and Communication Arts Division, expressed puzzlement over the fact that, while the number of Journalism schools and the surfeit of graduates in the market were still causing concern with some organizations, "some of the Journalism schools are just folding for want of applicants." In fact, with the clouds of gloom and doom sufficiently dispersed in November of 1980, Mohawk College was finalizing plans to take a complete new direction in Broadcast Journalism. After extensive negotations between Mohawk and McMaster University, the senate of that Hamilton university agreed to accept grade 12 graduates—regardless of their high school marks—into a joint Radio-Broadcast Journalism program that would earn them a pass English degree from McMaster and a diploma from Mohawk. Scheduled to start in September of 1981, the 24 students who were to represent the first intake in this four-year program were to spend most of their first three years at McMaster and all but one course in their final year at Mohawk.

The Journalism program at Humber College had, in a limited way, launched its own cooperative venture with a university in the fall of 1980, when about half a dozen students began an exchange program arranged between Humber and York University. In Humber's first joint program with that university, Science students from York could take specialized Science Writing courses at Humber to acquire a certificate in Science and Medical Journalism, while Journalism students from Humber would be able to enrol in Science courses at York.

In the meantime, Holmes observed that by 1980, the Humber College Journalism program couldn't possibly "fill the demand" for jobs available in business and corporate magazines, community weekly newspapers, and provincial dailies.

Figures in Humber College's post-secondary program graduate placement report show that of 21 students who graduated from Journalism in 1979/80, a total of 20 of them had acquired employment within six months after graduation, 16 of whom were working in jobs related to the profession they were trained for, three of whom were employed in unrelated areas, one of whom was working part-time but seeking full-time, and one of whom was not seeking employment. The median salary for the graduates was $10,000 a year, with the range extending from $6,760 to $18,000.

There did not seem to be an inevitable co-relationship between program enrolment and

JOHN WHITE in early 1971 succeeded Bill Davis as the Minister of the Department of University Affairs. The Department in October of 1971 expanded its jurisdiction to include Ryerson Polytechnical Institute, and also absorbed the Applied Arts and Technology Branch of the Department of Education, responsible for the colleges of applied arts and technology. University Affairs was renamed Department of Colleges and Universities.

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GEORGE A. KERR succeeded John White as Minister of the Department of Colleges and Universities in February, 1972. That following April, the name "Department" was replaced with "Ministry" of Colleges and Universities. Kerr served in this Ministry for only a short term, ending in September, 1972.

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respective salary potential after graduation. Indeed, some of the most popular programs could promise only relatively modest wages to its graduates. The vocational programs that have drawn the most student applicants, according to Registrar Fred Embree, have been those that tended to be community-oriented: Early Childhood Education, Early Childhood for the Developmentally Handicapped, Social Services, Child Care Worker, Mental Retardation Counsellor, Recreation Leadership, and Law and Security Administration. As for Travel and Tourism, it has been, according to Embree, "so popular that it's the bane of our existence. We can't beat the people away with a stick. For the 130 places we had open in Travel and Tourism in the fall of 1978, for example, we had over 1,100 first-choice applicants." This popularity persisted despite the fact that the median salary for 1979/80 Travel and Tourism students was $8,840...by no means the highest in the Division. The only programs lower in Applied Arts for that year were Equine Studies at $7,280, Fashion Careers at $8,110 and Retail Floriculture at $7,800.

And as relatively modest salaries did not appear to deter students from entering vocational areas of their choice, relatively high wages did not necessarily attract students to other vocational choices. The mechanical-cluster of programs—the "hands-on" machine-related courses—at both the Lakeshore and North Campus have had so much difficulty attracting their full complement of students that President Gordon Wragg in 1978 had to establish a special committee to study and correct their chronic low enrolments. A case in point was the Industrial Safety Technology program. Although it was linked to an expanding job market, with starting salaries between $13,000 to $14,000 a year, the program initially could attract only a handful of students, until this was remedied by a concerted promotional push.

Another example was the 48-week Machinist Certificate program that taught how to operate screw machines. Al Picard, Dean of Apprenticeship and Technical Studies, reported that he was flooded with requests for graduates, from employers across Canada and the United States. So critical had the shortage of screw machine operators become that machine shop owners were forced to advertise for help in England and Germany. The starting salaries averaged around $5 an hour, rising to $7, but the program at Humber College had to be phased out in June, 1978, because it could not tempt sufficient students.

It may seem an anomaly in the light of distressingly high national unemployment figures, but the almost virtual guarantee of a full-time job was not sufficient to keep some programs viable. It was a question of attitudes. The young wanted jobs, but preferably something professional or semi-professional, something that offered human contact and status, that didn't produce dirt beneath the fingernails, that didn't smear oil and steel chips on overalls. The attitude—albeit understandable—if too predominant could have boded ill for the economy, and this was underlined by William Davis at the Federal-Provincial Conference on the Economy in 1978. The Premier appealed to both parents and children to brush aside this attitude, and to appreciate that learning a trade skill should be considered as important to the future of the individual and the Canadian economy as earning

JACK McNIE became George A. Kerr's successor to the Ministry of Colleges and Universities as of September 28, 1972. Increased responsibility of the Ministry was reflected in a vast increase of budget; the 1972-73 estimate was $719,597,000, compared to the $63 million for the Department of University Affairs in 1964. McNie held the post of Minister until February of 1974.

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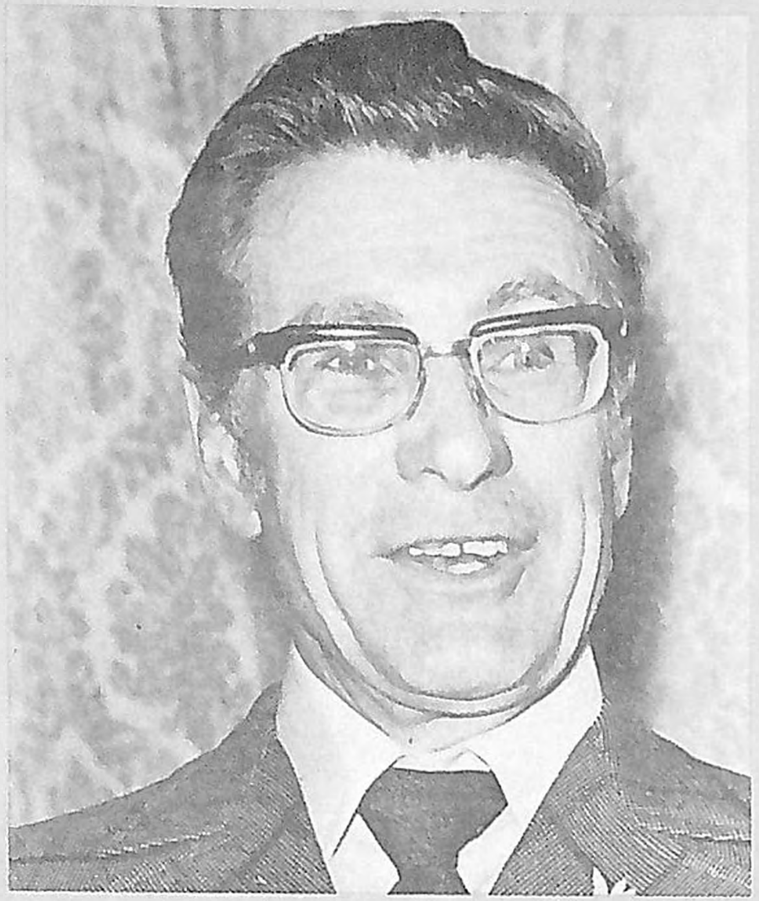

JAMES A. C. AULD served as Minister of Colleges and Universities from 1974 to 1975.

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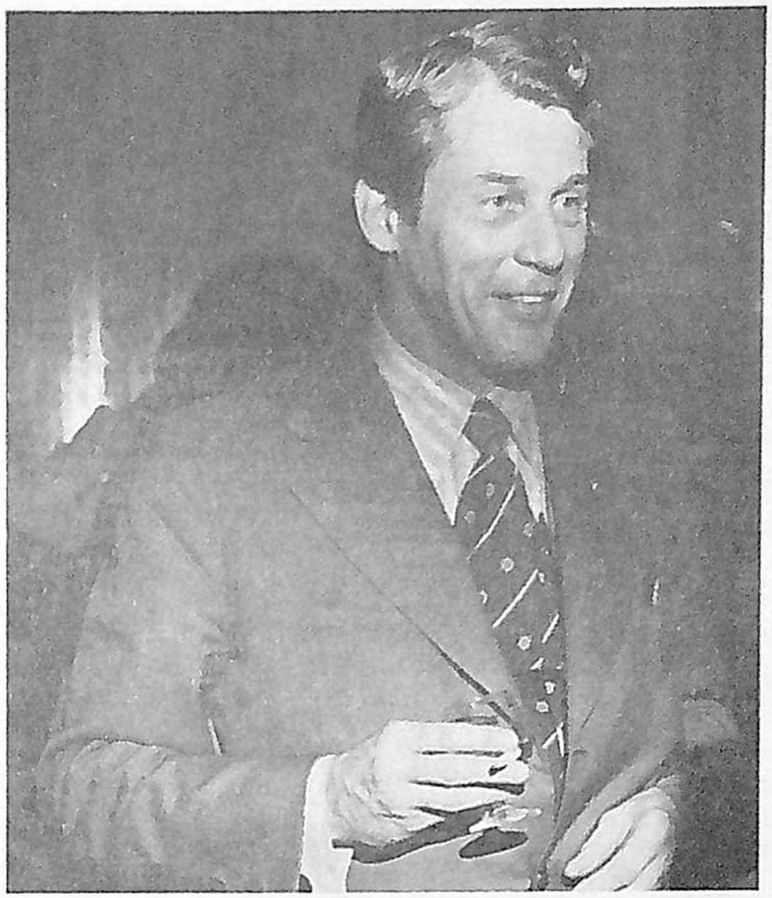

a Bachelor of Arts degree. He warned that immigration was on the decline, and this would cut off a vital supply of craftsmen from Europe. "The pool of skills acquired by present youth will be crucial in determining future economic growth," Davis predicted.

The community colleges, created to alleviate the shortage of technologically and technically skilled manpower in Ontario, could find themselves confronted by a paradox: how could they service the career and academic aspirations of the students on the one hand, and the labour needs of industry and business on the other, if the two were incompatible? What was the appropriate balance between the mechanical trade and skills courses that industry required, and the human services programs that, at Humber College at least, were the most popular with students?

One recommendation that won favour in some centres was the introduction of increased vocational training in the high schools, so that if students never proceeded to college or university, they would at minimum enter the work force possessing some occupational skills. Another alleged solution, one voiced by President Gordon Willey of Durham College in Oshawa when he addressed the Association of Colleges of Applied Arts and Technology in February of 1979, advocated the elimination of all the "Cadillac" frills of education, those that "widen your horizons" but never "get food on the table." Willey in addition called for the elimination of remedial programs in the basic skills of reading and writing in colleges and universities.

Humber College, although anxious to cooperate in any way possible to assist students—at whatever educational level they have reached—into better-paying and more satisfying jobs, stopped short of totally subordinating education to the needs of industry. Without turning a blind or arrogant eye to the practical realities of the work world, the faculty and administration at Humber College historically preferred to view the institution's function in rather more catholic terms, notably, "as a centre of learning rather than an educational sausage machine set up to provide interchangeable components for business and industry."

This philosophy was outlined in a brief submitted to the Commission on Post-Secondary Education in Ontario in May of 1971. The brief, which documented the collective views of thirty instructors and academic administrators of Humber College, further deplored the fact that "the development of the human spirit has failed to keep pace with increasing technological sophistication, and a corresponding concern with problems affecting the quality of life in the technological society, such as loneliness, frustration and boredom. Such trends, together with various emerging social problems which cannot be solved without education (such as the pollution of the environment, over-population, prejudice, functional illiteracy, and alienation) will have important implications for education in 2000 A.D."

The opinions expressed above should not be misconstrued to mean that even a minority of Humber College faculty and administration were antagonistic to the work ethic or opposed to job training. Bill Thompson, former acting coordinator of professional development, expressed what was no doubt a commonly-held conviction among faculty:

BETTE STEPHENSON, M.D., was appointed Minister of Education as well as Minister of Colleges and Universities on August 18, 1978.

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HARRY PARROTT served as Minister of Colleges and Universities from 1975 to 1978.

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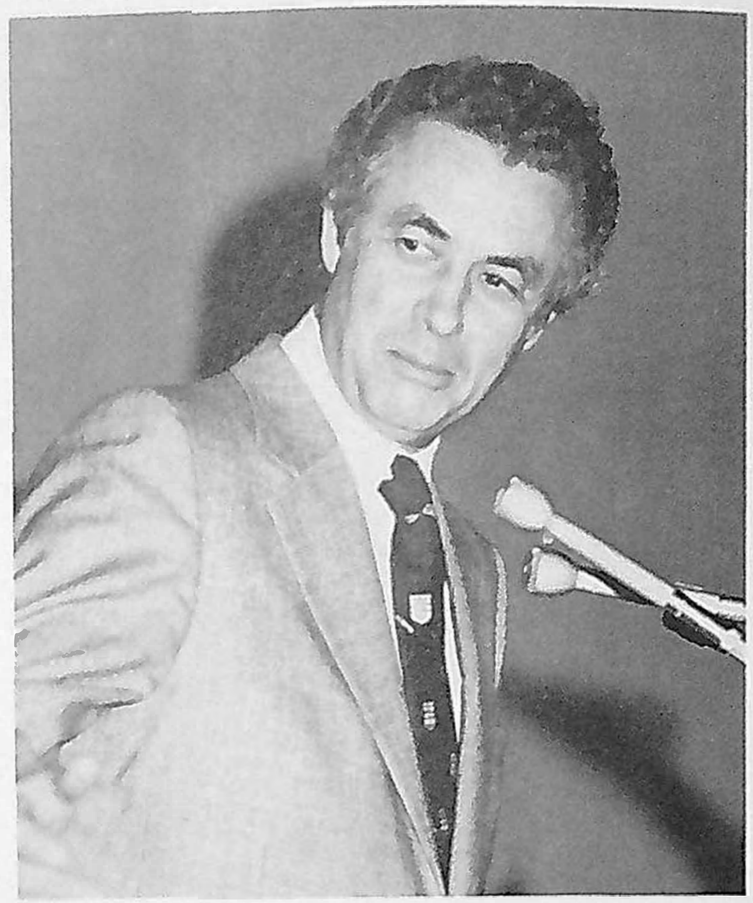


"I recognize that our mandate is to provide vocationally-oriented education...I regard work as an honourable thing to do. In fact, I regard work as something that man can't do without, as long as it's self-respecting work. I also regard people preparing people for a self-respecting job as doing honourable work. I regard working for IBM just as valuable as working for a social service department which does volunteer work with the down-and-outs. It is equally respectable...Our advanced communication industries and so on are an inevitable part of advanced industrial society ...We live in a society of big institutions, and it doesn't matter what the ideology is that runs them, most of us are going to have to work for big institutions, even if it's in small units of them. I don't mind training somebody who becomes an employee. We have to prepare the students for it, and so long as we make sure that we're educating the person as well as training him, as long as we give him some sense of personal dignity and some sense of how society is working as well as giving him job skills, then we're doing all right."

Training coupled with education: this was a twin objective in keeping with the spirit of Bill 153, the legislative genesis of the community colleges. The colleges were to provide, William Davis directed, "thorough education and training, not only an equality of opportunity to all sectors of our population, but the fullest possible development of each individual to the limit of his ability." The new post-secondary schools were to offer "general or liberal education, including remedial courses in basic subjects, and often incorporated as part of the other programs (e.g. English, Mathematics, Science)."

Faithful to this government directive, and supportive of the concept by personal conviction, founding President Gordon Wragg and Vice President Jim Davison have throughout Humber College's history been the staunchest champions of the presence of general or liberal studies in the Humber College education package, and they have both intervened on many occasions to prevent their erosion. "Sure, the mandate of the college is to prepare people for employment and enhance their earning power," Wragg acknowledged, "but individuals are human beings, and not just cogs in an industrial machine. Unless there is an element of general studies as encompassed in the Human Studies Division, the education we provided would short-change our students in long-term benefits."

Without a solid base in the humanities and social sciences, community college students could not as easily cope with nor comprehend the changes that were occurring not only in technology, but in the words of former Premier Robarts, also "in values, patterns of behaviour and our social institutions, including government itself."

Were it not for the government's determination to affix general or liberal education as an integral part of the CAAT curriculum, the need for the creation of the colleges and the establishment of a new system of post-secondary education would have been less compelling. The alternative could have been to expand the existing trades and vocational centres, or institutes of trade at Ottawa, Windsor, Kirkland Lake, Haileybury and Hamilton. These, however, although they would be integrated to form a beginning base for the community colleges, were judged to be

EARLY PROTOTYPE: Many of the colleges modelled their programs on those of the Ryerson Institute of Technology, which dated back to 1948. In 1963 the technical institute became a polytechnical institute, and in 1971, Ryerson was empowered to award Bachelor of Technology and Bachelor of Applied Arts degrees in the appropriate programs.

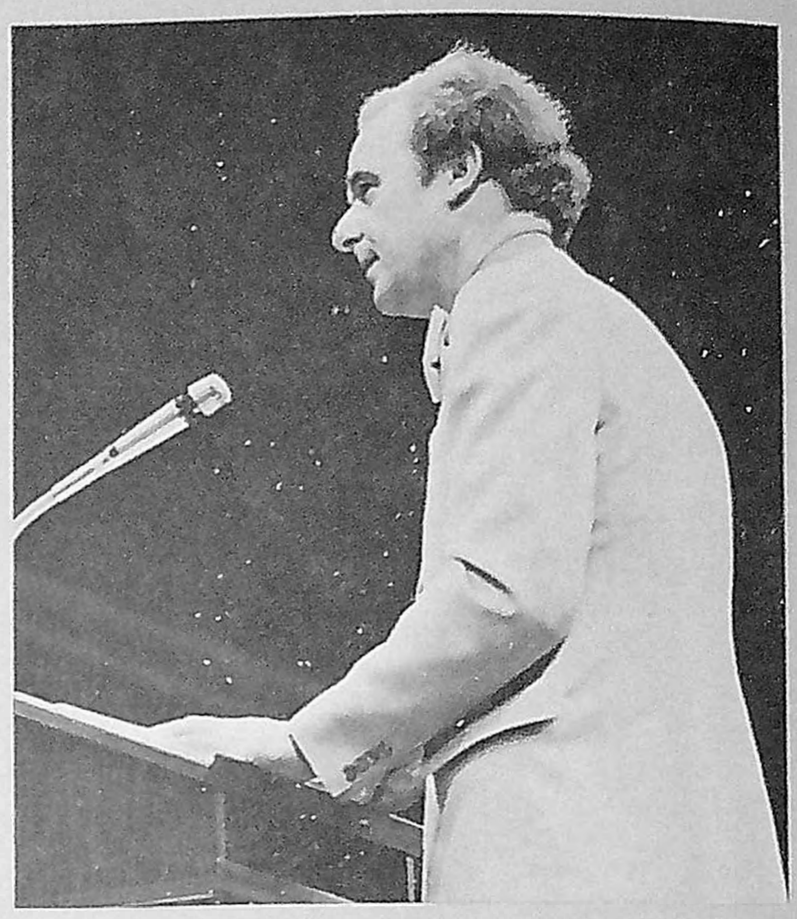
too specifically vocational and too narrow in their curriculum to provide sufficient adaptability and flexibility in students to permit graduates, as Premier Robarts stated in the Assembly on February 23, 1965, "to shift readily from job to job within an industry or from one industry to another."

A 1964 Report of the Grade 13 Study Committee, prepared for the Department of Education, capsulized it this way:

"...We must create a new kind of institution that will provide, in the interest of students for whom a university course is unsuitable, a type of training which universities are not designed to offer. Fortunately, a beginning has been made in the establishment of institutes of technology and vocational centres, but as yet these are too few in number and their offerings are too narrow in range to satisfy what is required both by the nature of our developing economy and the talents of our young people. The committee is therefore recommending the establishment of community colleges to provide these new and alternative programs."

The one institute of technology that did furnish something of a model for the CAATs was Ryerson Institute of Technology, founded by H. H. Kerr in 1948, and converted into a polytechnical institute in 1963. The emphasis at Ryerson—unlike the Provincial Institute of Trades in Toronto, for example—was not on bare manual skills in trade courses at the apprenticeship or artisan level, but in engineering technology. In addition, the Ryerson calendar included such specialty fields as Business Administration and Secretarial Science, Graphic Arts and Photography, Fashion and Retail Merchandising, Hotel and Restaurant Management and Social Services—programs, in short, that were to be duplicated to a considerable degree in many of the community colleges. Bill Trimble, former Vice President (Academic), until he resigned from Humber in 1980, spent 17 years at Ryerson before coming to Humber College. He recalled that the imitation of Ryerson by some of the newly-created colleges was neither covert nor subtle:

"A lot of things that started up in the community colleges were Xeroxes of what was going on at Ryerson. I was there when the community colleges were starting up, and our Xerox machine was busy sending out course outlines, curricula and so on to the colleges. Now Ryerson has evolved a little, with the community colleges filling the gap that Ryerson was intended to fill, while Ryerson has moved into the university slot. Years ago, Ryerson offered two-year programs for technicians, and three-year programs for technologists. In contrast to these, the real, sort of practical 'nut and boltsy' programs—the trades programs—were offered by the Provincial Institute of Trades: these were the apprenticeship programs, the building trades and so on. The community colleges have taken the two and three-year programs from Ryerson and added to these the kind of thing that used to be done at the Provincial Institute of Trades." Superimpose the practical, hands-on skills training of the old Provincial Institute of Trades onto the Ryerson curricula, with Ryerson's broader diversity of programs and its firm foundation of liberal arts, and you would indeed constuct an educational paradigm not dissimilar in essentials from Humber College.



JAMES GORDON PARR, Deputy Minister of Colleges and Universities, 1973-79. He succeeded H. H. Walker.
ABOVE ▲

A CHANGE OF SCHOOLS: Gordon Wragg officiating at a ceremony while he was principle of the former Provincial Institute of Trades (now George Brown College). His reasons for choosing Humber over George Brown: "There were headaches in working in a downtown college, one that was adjacent to Ryerson. Also, at that time, PIT was almost 100 percent male—the only females in the place were those who pounded typewriters or who did the clerical work. Of course, there was no assurance that once PIT became a college that I would be its president. But more importantly, at Humber I could start fresh, without inheriting old buildings and old mistakes."

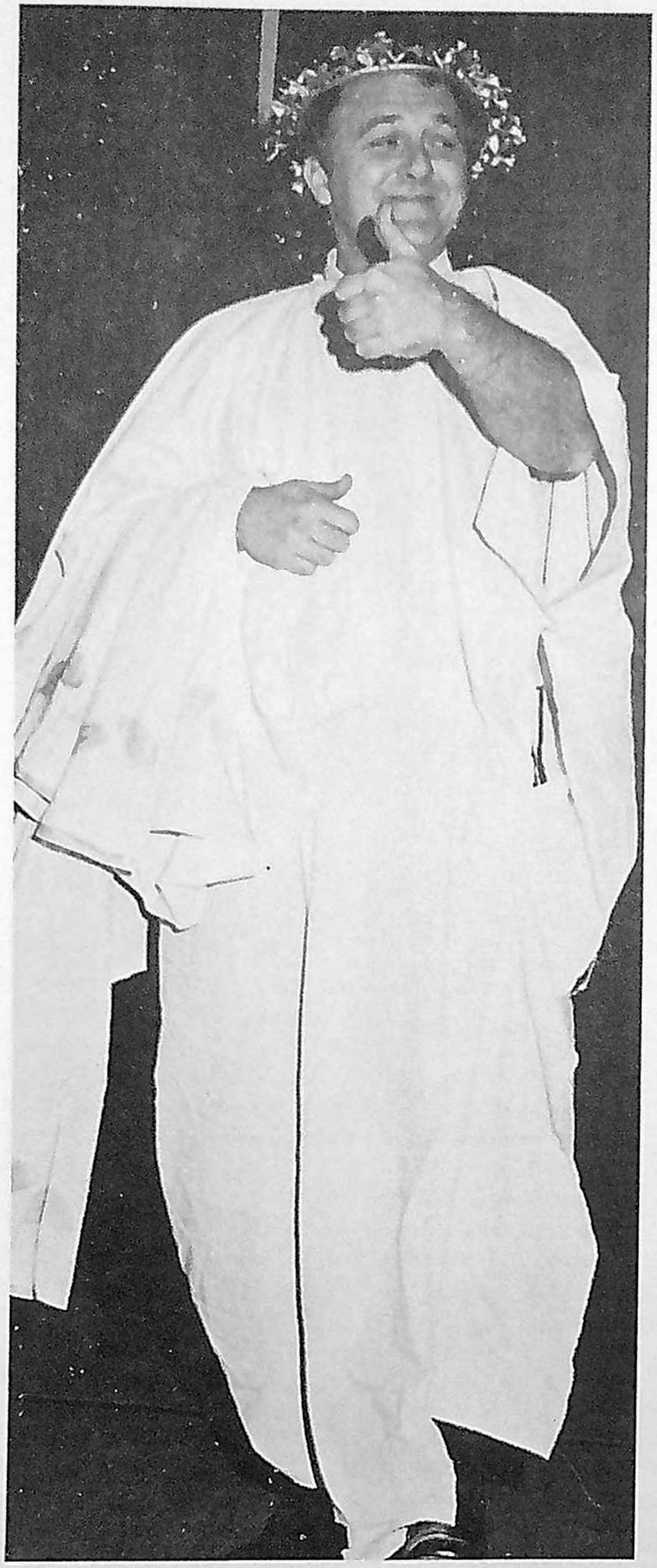
TOP LEFT ◄

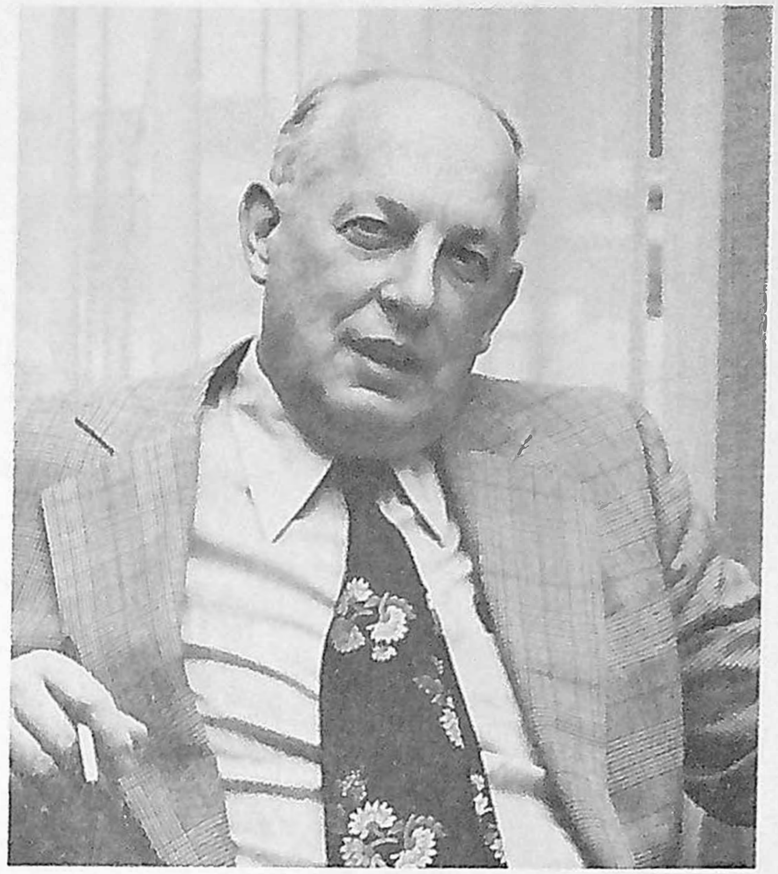
The wide-angled view of industry-oriented and post-secondary education was bound to attract a new breed of administrator, one with a firm grip on the realities of economic necessity and the vision to see beyond the cog-in-machine attitudes that had prevailed to this point. Both President Gordon Wragg and Vice President of Administration Jim Davison had occupied high administrative posts at the Provincial Institute of Trades, and they came to Humber College seeking precisely this type of expanded educational horizon. Humber was, Davison explained, appealing to him because of its very newness: "It didn't have a long history, change was easy to accomplish and new directions could be sought out and developed. For those of us who came from the Provincial Institute of Trades, Humber was a place where our basic philosophy could be fully developed...so that the people leaving the college would be able to function well as individuals within a working economy, but also would be able to respond to the social conscience of society."

These graduates, combining technical knowhow with personal development, would possess qualities that would be consistent with the goals expressed by the Minister of Education, when on May 21 of 1965 he concluded his introduction to Bill 153 with the wish that the new community colleges would be rewarding in "wealth and technical advancement as well as in human happiness and satisfaction."

Or, in the words of the faculty and administrators who in 1971 presented their document of pedagogical philosophy to the Commission on Post-Secondary Education in Ontario, the aim should be to assist every student to become not only "a technologist but a fully-functioning person."

Achieving that aim is what Humber College has always done best.





CHAPTER TWO
THE DECISION MAKERS
Tracing the Lines of Power

THE FAMILIAR FACES: as the college population grew larger and the campuses became more immense, President Gordon Wragg tried valiantly to remain accessible, approachable... and visible to staff and students. Despite a president's book club, Divisional rap sessions and attendance at social and cultural events, maintaining direct contact with a growing multitude seemed a losing battle. Corridors were crowded with less familiar faces; names tended to spring less quickly to mind.

Trying to delineate and define the real basis of decision-making power in any large institution is rather like sidling up to a Hydra monster and asking it to take you to its leader. No consultation seems necessary: methodically, one head will produce, on enquiry, a dittoed flow-chart which with little boxes provides every head with its proper title and name, and which with discreet arrows neatly indicates the directions of accountability and reportability for each. There it is, in black and white, a hierarchical structure of responsibility and power, confirming what the eye can clearly see, that some heads are bigger and greater than others. And yet, it doesn't tell the whole story, as some of the heads will quickly point out. Offering their interpretation of the chart, some heads may insist that the positioning of their particular boxes is a mite misleading, since their responsibility overlaps into neighbouring boxes, while other heads, with whispered asides, may suggest that the chart is outdated and unsatisfactory, and will advise that all the boxes should be reorganized and redistributed anyway. Hints flash that heads will—or should—roll, and this is followed by innuendoes that there are personality factors involved that would be impolite or impolitic to reveal. Finally, this *leitmotif* of dissent is drowned out by moderating voices that patiently assert there must be no rivalries, and that all heads of a Hydra, although not created equal, must be equally committed to the common purpose and goal.

It is best not to provoke a Hydra with questions of this sort. It is a curious fact that, left in peace, at Humber College this multi-membered and massive-bodied creature has functioned very well, even though heads kept appearing in one place, disappearing in another, were added or subtracted, replaced or made redundant. Admittedly, there has been dissent—hagglings over details and even disagreements on essentials—but one suspects that it has been this very process of negotiation and renegotiation, this participative management style, that has provided Humber College with its versatility and vitality. Tyranny would have been tidier, but it would also have stifled the individual energy and enthusiasm generated at all levels of administration, faculty and educational

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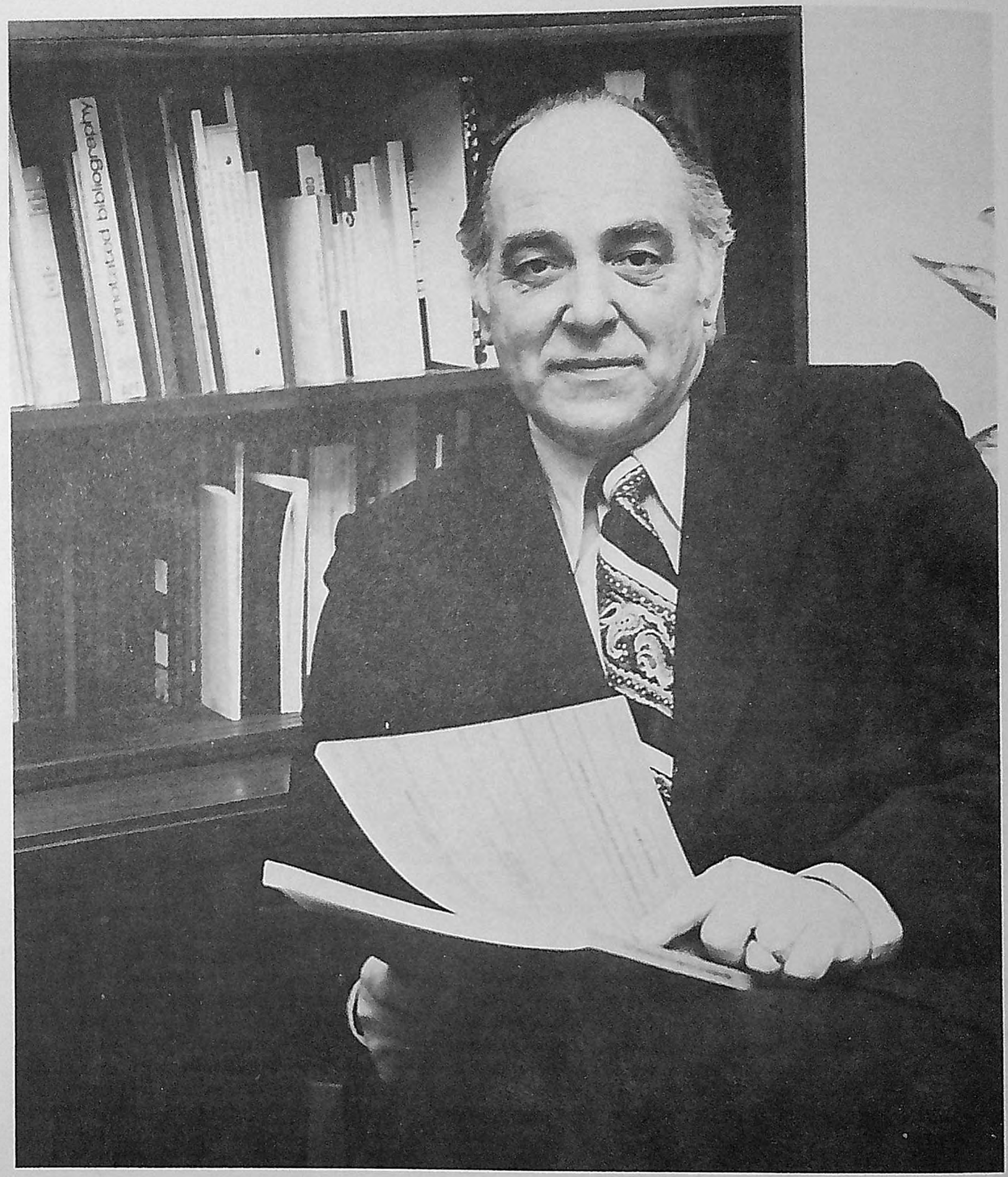
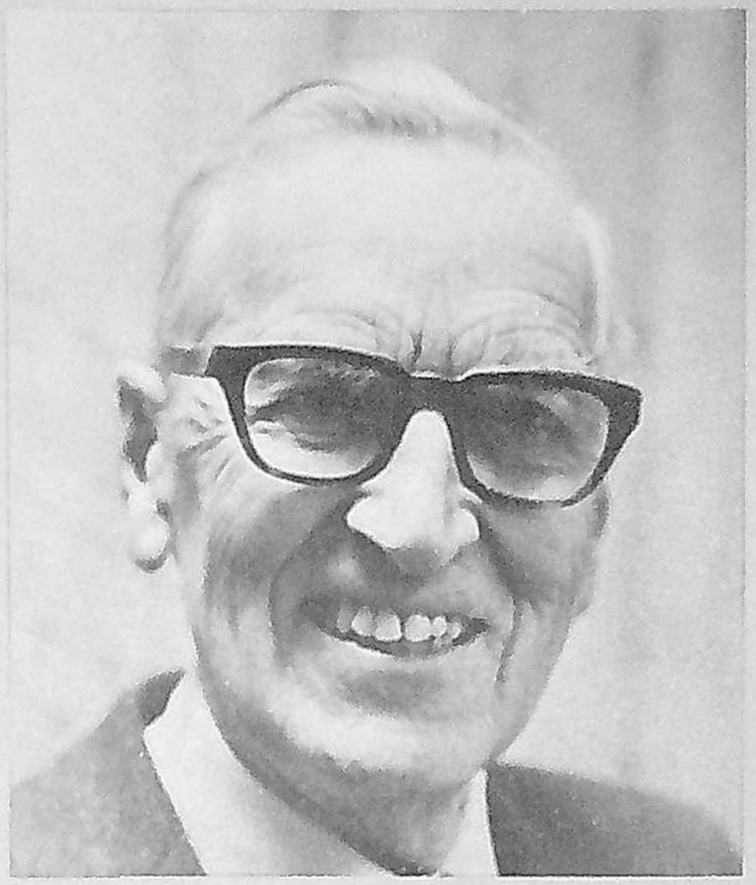


services staff that have been the food and the fuel of Humber College's dynamic growth and development.

No college, it must be pointed out, could be totally autonomous in the decision-making process affecting its growth and development. Regardless of the type of lines of decision-making power installed and operating at each individual college, ultimately all lines had to converge at the common contact terminal of the Council of Regents, where the authority for final approval in many policy matters firmly rested. The Council not only exercised budgetary controls in regard to multi-year plans and proposals for construction and expansion of physical facilities at each college, but it was also empowered to review, accept or reject any new vocational or academic program proposed by the respective boards of governors. It was this appointed body which recommended candidates to represent the Ministry on each board of governors, and advised the Ministry on questions of faculty salaries and working conditions during contract negotiations. The Council of Regents was established by an Order-in-Council

HOWARD H. KERR, founding principal of Ryerson Polytechnical Institute (1948-66), became first chairman of the Council of Regents, serving in that office from 1966 to 1970. Appointed by the Minister of Education, all members of the 15-body Council were to serve for three years, although they were eligible for reappointment. RIGHT ▶



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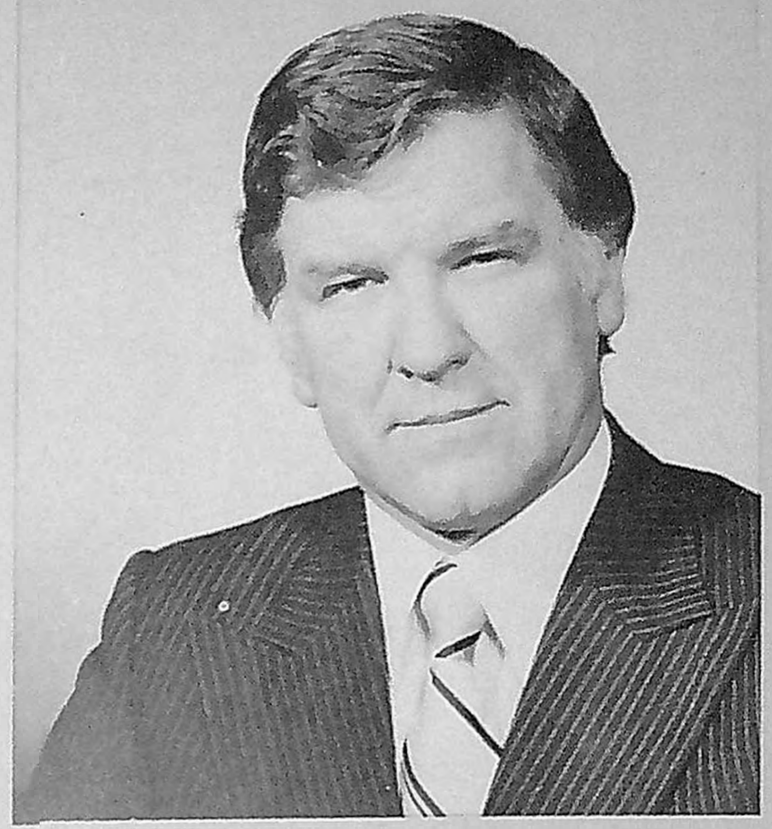

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The Council of Regents was to comprise a full-time chairman and normally fourteen other members appointed by the provincial cabinet for three-year terms. The first Council was appointed in early 1966, with Howard H. Kerr, the founder of Ryerson Polytechnical Institute, as chairman, and D. McCormack Smyth, then dean of Atkinson College at York University, serving as vice chairman. N.A. Sisco was to become the Council's first full-time chairman.

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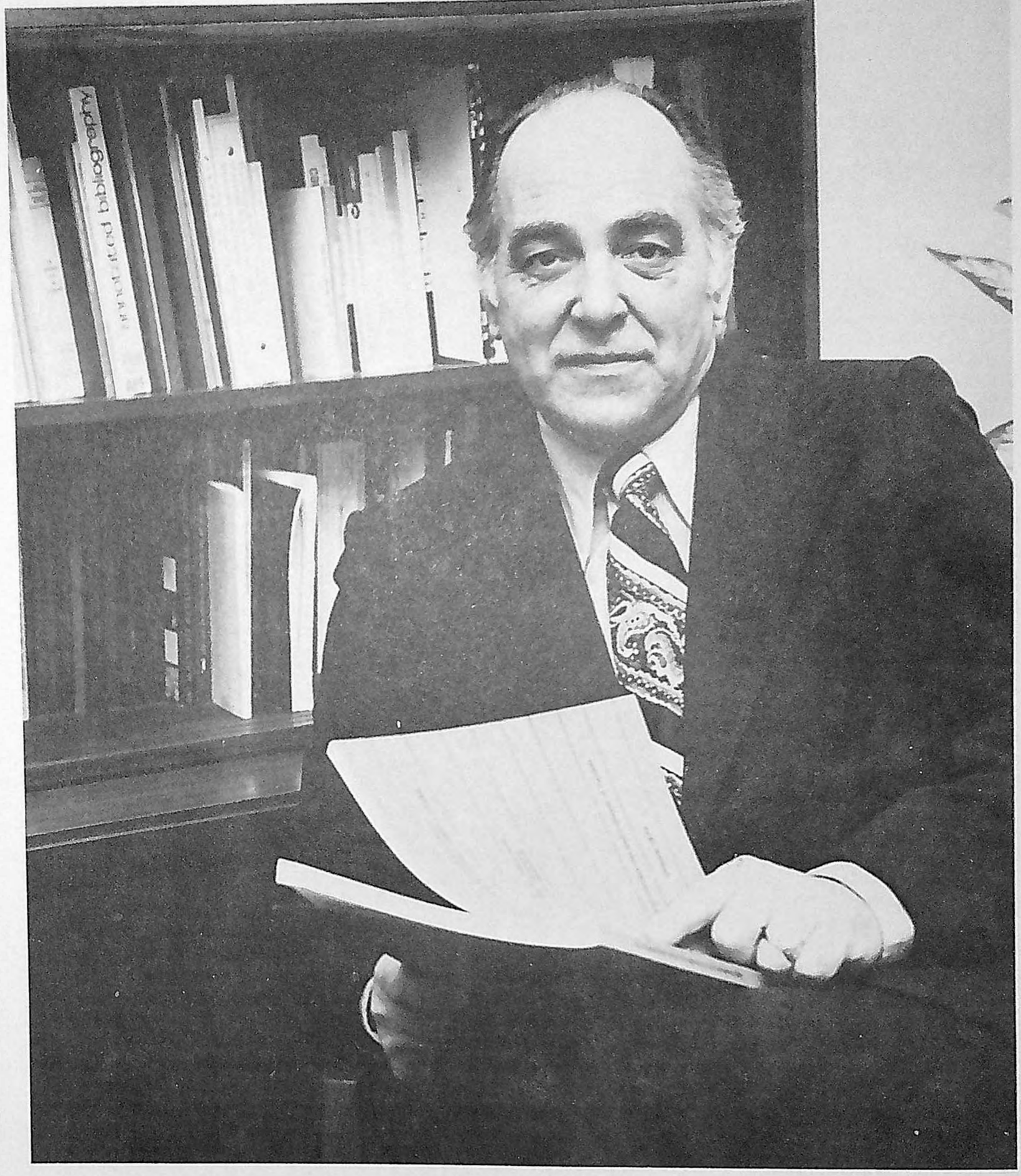

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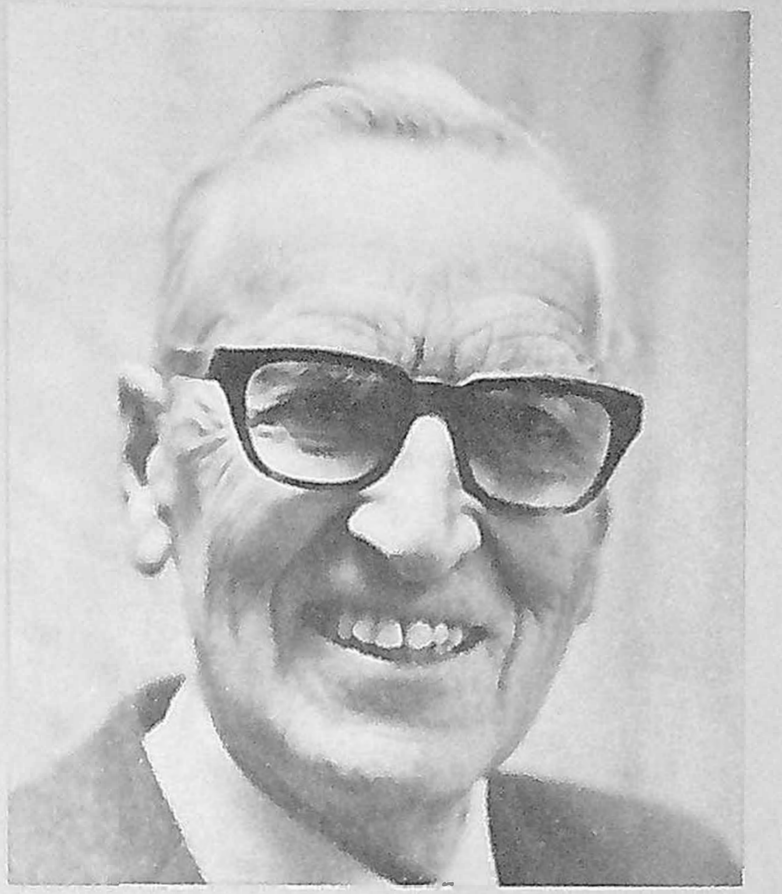

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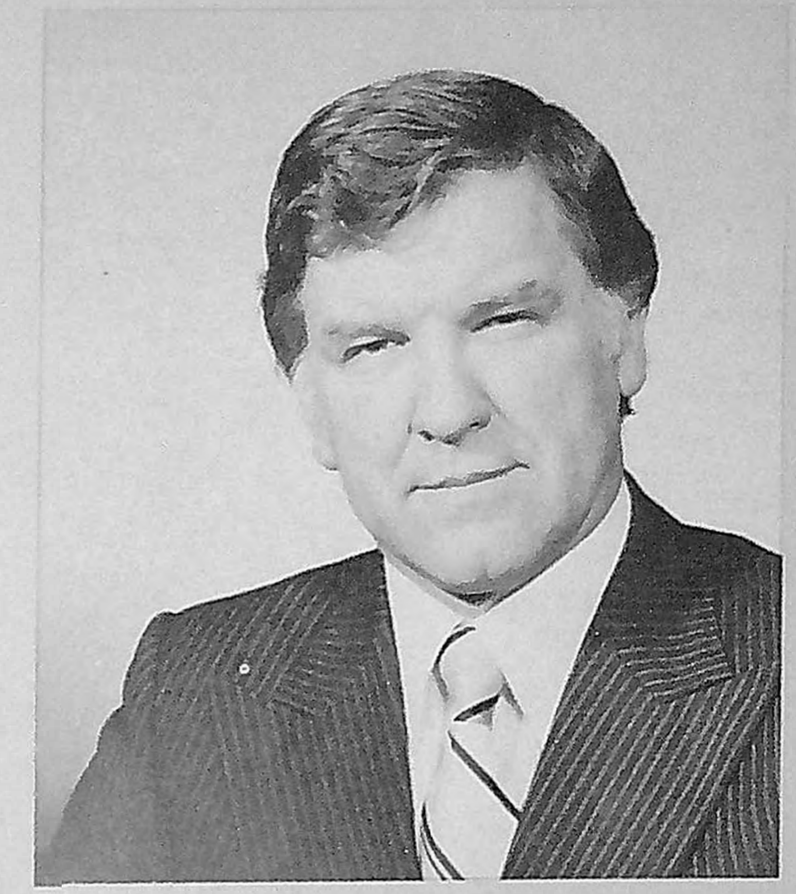

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THE BOARD OF GOVERNORS, gathered in 1967 outside the James S. Bell building, Humber's first campus. Power over the colleges in those early years was divided among three main bodies: the local boards of governors, the Applied Arts and Technology Branch of the Department of Education and the Council of Regents. This distribution of power was sometimes called the "tri-tension" system.

example, Humber College made a deal with Gulf Oil on a program that looked very interesting, but the Council of Regents said 'no'. Council members are afraid of the colleges getting into bed with private enterprise, and especially with one company to the exclusion of others. They're nervous about banks having a branch in the college and that sort of thing, and they're worried about colleges getting into too many entrepreneurial activities that would cut into private enterprise. So it's just 'don't rock the boat', don't do anything politically embarrassing."

"Politically embarrassing" things were less likely to occur thanks to the vigil of the boards of governors. "The board is a check-point for proposals. It monitors the college, and it serves as a pretty good sounding board," explained Wragg. "The members represent the community and the taxpayer, and whenever the administrative staff is thinking about doing something, they always have to keep in the back of their minds the fact that the proposal has to be successfully defended before the board, or it's not going to get the board's stamp of approval. The board hopefully ensures that we don't take too many risks."

The board of governors was more than a mere watchdog, for it was the exclusive policy-making body responsible for the day-to-day governance of the college. Its position at the peak of the power pyramid within each community college was underlined in a statement within the First Annual Report of the Ontario Council of Regents for 1975/76: "Not only do members of a CAAT board of governors function as directors of a corporation, the board of governors *is* the corporation, which exists for the purpose of operating the colleges that were established by the Minister of Colleges and Universities."

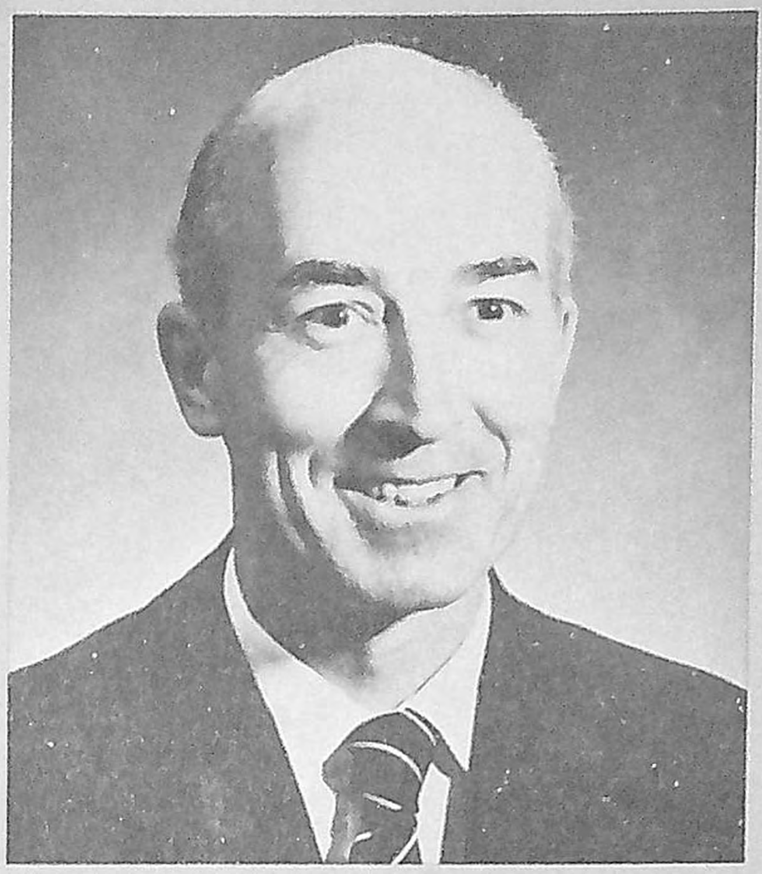
The Ministry of Colleges and Universities came into being in 1971. The role of the boards was first defined while the community colleges operated under the regulations made within the Department of Education Act of 1965. The duties of the first boards in 1966 included making "a study of the post-secondary and adult education needs of the area for which the college has been established"; employing an architect, and preparing sketches and estimates of costs for the new colleges; selecting sites, subject to the approval of the Council of Regents and Minister; recommending educational programs to the Council of Regents; submitting "annually for the approval of the Minister an estimate of its operating and capital costs for the next ensuing fiscal year"; and appointing the directors (presidents), principals, registrars and bursars for the colleges.

Each board of governors was made up of 12 members, representing a variety of interests from the community: labour, management, the professions and local associations. At Humber College, two of the members were appointed by the Borough of Etobicoke, two by the Borough of York and another eight by the Council of Regents (the ratio of representation varied in each college, depending on the number and nature of municipalities being served).

Board appointments were for four years, although members could be reappointed for a second four-year term. After the double term, individuals were required to withdraw for at least two years before becoming eligible for yet another reappointment (initially, this restriction did not apply to appointees from the

FLORENCE GELL joined the board of governors in 1968, served as vice-chairman, 1974-76, then in 1977 was elected the first woman chairman of the board. She was re-elected chairman in 1978. FAR RIGHT ▶

DR. NORMAN GUNN was chairman of the scholarship committee with the founding board of governors. On behalf of the board, Dr. Gunn accepted Humber College's first scholarship—$100 presented by Mrs. Harry Webster to the Home Economics student with the highest standing in fashion and garment design. An additional $100 was offered personally by Dr. Gunn to the student in General Arts and Science with highest standing in six subjects. RIGHT ▶



boroughs, but the regulations were altered to refer universally to all members).

One of the most senior and active of board members has been Edward S. Jarvis, who became the first chairman of the board of governors in 1967. He served eight years on the board, was absent for three, then returned in the spring of 1978. In February of 1979 he was elected vice chairman of the board, and on January 28, 1980 he was re-elected chairman.

His initial appointment to the board by the Council of Regents came as a complete surprise to him. "I happened to be at Cambridge University in England for a year, where I met one of the men who later was appointed to the Council of Regents," he confided. "We got to know each other quite well. He knew my philosophy of education because we met constantly while we were in England. He proposed my name for the board of governors, and I wasn't even aware that my name had been proposed until I got a letter from the Council of Regents stating that I'd been appointed. That was the first time I heard of it, sometime before October of 1966."

It was soon after, on October 3, 1966 that the inaugural meeting of the Humber College board of governors was called at the Valhalla Inn, near Highway 427 and Burnhamthorpe Road. Besides Jarvis, there was Syd Britton, Dr. Ann Curtin, Rev. Bartholomew DeSimone, William Farquhar, Dr. W. F. Graydon (who soon resigned), Dr. Norman Gunn, Rev. David R. McGuire, C. C. Muir, G. F. Turner, S. S. Vozoris and D. A. White.

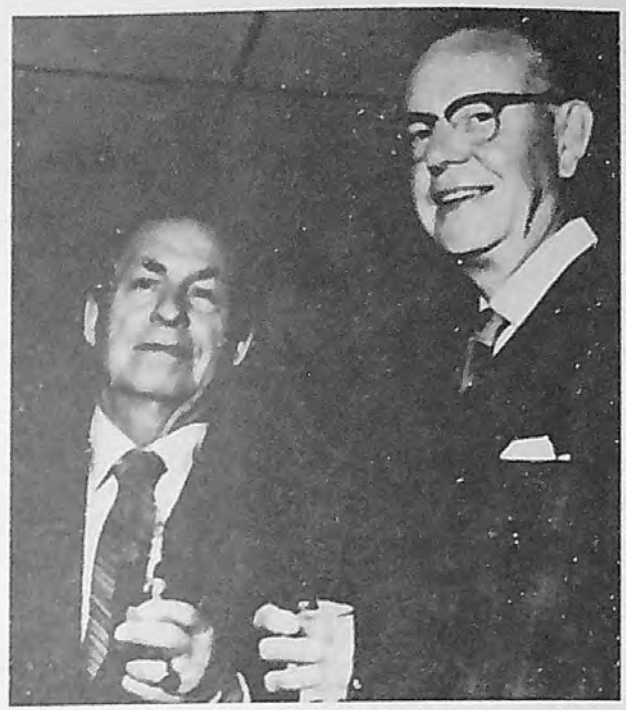
"I didn't know a single person on the board," mused Jarvis. "I really can't remember very much about that meeting. It was sort of a blur because we didn't know whom we were talking to, and we didn't know what we were talking about really. One of the members of the Ministry said that he thought we should form an executive committee at the first meeting. I was simply appalled, and so I spoke up. How in the world could we elect somebody to act as chairman, vice chairman, secretary, or members to head different committees when we didn't know each other, and when we didn't know what we wanted to do?

"I then suggested that what we should do is form an interim executive committee, and elect a chairman and a vice chairman for the first three months. Then in January, after our third meeting, we would know each other pretty well, and we could form an executive.

"Because I had spoken up, somebody at the meeting suggested that I become chairman until the end of January, when we would have an election."

The *pro tem* position became official three months later, when Jarvis was elected chairman, a post to which he was reinstated in the annual elections of the next six years.

One of the first tasks confronting the new board was the selection of a name for its community college. Meanwhile, the institution was designated simply as Area 6. Area 6 was one of the 18 provincial regions established by order-in-council in 1966. Each area was to be served by a specified community college. Humber's territory included "the municipalities of the Township of Etobicoke, the Township of York and the Towns of Mimico, New Toronto and Weston, and the Village of Long Branch," a substantial tract with a population of about 450,000 people at that time. On January 1, 1967, the townships of Etobicoke and York became boroughs, with



CLARE B. ROUTLEY, left, is shown here with C. C. Muir, an initiating member of Humber's board of governors. Routley was employed by the board as interim administrator. His small office site on Dundas Street West became Humber's launching pad into the CAAT constellation.

Mimico, New Toronto and Long Branch absorbed by Etobicoke, and Weston incorporated into York.

The name for Humber College was selected by the board of governors on November 1, 1966. Each board member had compiled a list of possibilities, and Humber was decided on after it was found on five or six individual lists. The name seemed particularly appropriate for the area served by the college, since the river system traversed the two boroughs of Etobicoke and York. In addition, the Humber—named by Governor Simcoe after the Humber River in Devonshire, England—had considerable historical connotations to this section of Ontario. In the age when fur was the staple of Upper Canada's economy, this river was the southern terminus of the famous "Toronto portage," the communication and transportation line for trappers canoeing from the settlement at the river's mouth on Lake Ontario to Lake Simcoe and Georgian Bay. The Humber, years later, was also the source of water power which made the growth of domestic industry in early Toronto possible. The historical link to the past made the name of "Humber" seem apt for a college destined to play so significant a role in the geographic area's development in the future. The name received formal approval from the Council of Regents when it was published in the Ontario Gazette on January 7, 1967.

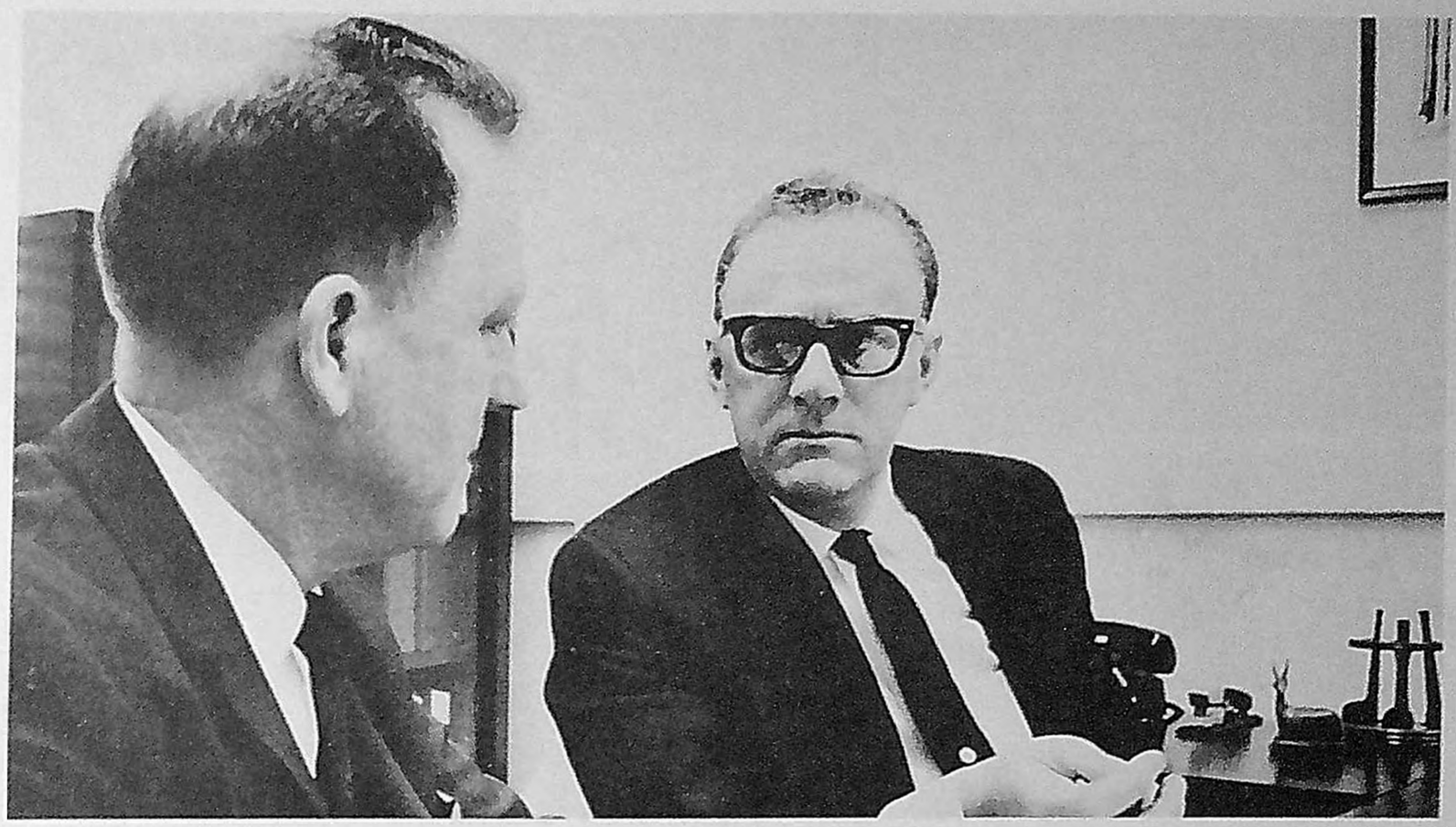
The name decided on, the board of governors could then proceed with other pressing priorities: selecting a site for the first campus; planning and carrying out renovations of the physical facilities; purchasing equipment; establishing programs and curricula; setting up the mechanism for recruiting and registering students; and interviewing and hiring faculty, support staff and administration.

To assist and provide guidance in these goals, the board hired Clare B. Routley as Interim Administrator—the first salaried Humber College employee. His expertise and experience were invaluable, for he had helped in the establishment of Centennial College in Scarborough, a pioneer community college that, along with Lambton in Sarnia, opened a year earlier than Humber.

Routley's responsibilities were as wide and as varied as need dictated. In his small office on Dundas Street West, he fulfilled one of his earliest functions in interviewing potential staff and faculty. Not all the interviews took place in the office, however. Margaret Hincks was working as a primary school teacher in Forest Hill when she learned from her principal that Routley was looking for someone to head an Early Childhood program at Humber College. With her previous background as supervisor of a nursery school, she thought she might qualify for the position. She telephoned the Administrator, and after a conversation, and after he had checked her references, he surprised her with his gracious informality and his willingness to accommodate her. "He called me back and said he'd like to see me, and since he had a little office on Dundas Street, miles from where both he and I lived, he suggested, 'Why don't I just come to your home to see you?'

"The interview was interesting. I admitted I didn't know too much about what Humber College was looking for in an applicant. He told me he'd just been interviewing somebody else for the job, and concluded, 'She took her training in the States, and she's well qualified for

FIRST DEAN OF FACULTY: Douglas E. Light, right, at a 1969 meeting with Registrar Harry Edmunds. Light urged faculty to allow students room to be themselves, to dress and look differently. At a faculty orientation session, the dean expounded: "Maybe Johnny has long hair because he is a nut; maybe he just wants to attract attention; maybe he is trying to communicate his rejection of traditional standards; maybe he has a cold head."



the job...but I'm not sure whether she'd fit in. She wears such *short* skirts.'

"I can't remember what I was wearing at the time, but I was too old for minis. I think I kind of fitted his model of the role better than this other girl, who might have been a real live wire."

Being too much of a "live wire" may have occasionally been a liability for individuals seeking employment at Humber College (few people enjoy being wearied to death with unbridled enthusiasm), but at the same time, it has never paid anyone to project an image that was too sedate or sober. This was something Doug Light discovered when he applied for the position of the first dean of faculty. According to a newspaper advertisement drafted by Administrator Routley, the board of governors was looking for an individual who was a "scholarly person, familiar with educational programs, who will be responsible for the overall instruction in the college, recruiting and upgrading of staff..."

The tone of the advertisement no doubt signalled to applicants that they were expected to be scholarly, experienced, responsible...

Light appeared before the board eminently qualified for the position. He was head of the Metallurgy department at Ryerson Polytechnical Institute, and prior to that had been an assistant and associate professor in the faculty of applied science at Queen's University. "He had the best recommendation, the best record," Jarvis said, summarizing the board members' first impression of him. "He was really the top person, we could all see it, but oh my God, that first interview was just painful!"

What seemed so painful to the board of governors was the fact that Light throughout the interview conducted himself impeccably, answering the questions with faultless logic and impenetrable gravity. "In our review after the interview," explained Jarvis, "we decided Doug Light interested us very much...but we couldn't agree to hire someone who didn't seem to have any sense of humour at all, who couldn't relax and enjoy a joke."

In any other institution, the chances are that the board would have dismissed the cause of their dilemma, and gone on to seek out more applicants. Routley, however, was determined to give the applicant the benefit of the doubt. "Clare suggested that we interview Light again, and I happen to know that Clare later instructed him, 'Look, for goodness sake, liven up a little bit and be yourself'," revealed Jarvis. "Doug came into the next meeting very differently, and we hired him the next day."

It was a choice the board of governors never regretted. In his years as dean and later as vice president (until he was appointed president of Scarborough's Centennial College in 1971, and later still, of George Brown), Doug Light's wit, wisdom...and good humour ...became legendary at Humber College.

In the meantime, Doug Light began as dean of faculty on June 1, 1967, and his most immediate responsibility was to select the three academic chairmen: Fred Manson for the Division of Applied Arts; James Speight for Technology; and John Almond for Business. This group of chairmen and the dean, along with the assistant chairman of Technology Noel McDermott, assembled for the first Academic Affairs Committee meeting on July 12, 1967, to discuss curricula, teacher training, educational services, computer needs, and the

WHEN THE LIGHT WENT OUT: Doug Light receives a farewell gift from Kay Hilton, the college's first switchboard operator and later coordinator of telecommunications. Light left to accept the presidency of Centennial College in April 1971, eight months after being promoted from dean to vice-president at Humber. Humber awarded him an honorary diploma for his four years of service.

requirement for a learning resource centre. An important voice missing in these early planning discussions was that of the president's—for the chief executive of the college had not yet been selected, and wouldn't be for another month!

The board was taking its time in choosing the man who would be responsible for interpreting its policies and for carrying them out. Dozens and dozens of applicants had been screened, secondary school principals had been visited, and although many individuals carried excellent credentials, a consensus could not be reached on a candidate. By mid-summer of 1967, some of the members of the board were becoming exasperated. "Twice the board, after interviewing different people, appealed to me, saying, 'We've been looking at so many people, let's take this man,' " recounted Jarvis. "Each time I replied, 'I'm sorry, gentlemen, I'm not ready. I don't think we've got the right guy. We'll know when we find him'."

They did not find him among the applicants. "Mr. Right" turned out to be a man who had not even applied for the job.

Routley, who had had some interaction with Gordon Wragg through various cooperative ventures between Centennial College and the Provincial Institute of Trades (later George Brown College) where Wragg was principal, was the first to approach him in regard to the presidency. Impressed with his professional background and personal bearing, the Humber College Administrator suggested Wragg write a letter indicating that he might be interested in the position, and then Routley recommended that two board members, Syd Britton and Cliff Muir, meet with Wragg for lunch. This done, a subsequent lunch meeting—with a sumptuous spread prepared by PIT chef Igor Sokur—was arranged between Wragg, Britton and the chairman of the board. "We talked with him for quite some time," said Jarvis, "and then immediately after consultation with the board, we asked Gordon to come up to a board meeting to meet the rest of the board. It took just one meeting, and we knew that we had found our man."

What had impressed the board of governors most about Wragg? "I remember hearing some stories about Gordon Wragg, that he did not do everything that the Ministry wanted him to do," reported Jarvis. "This recommended him to me immediately, of course. When he wanted to put shop-work into his school, his own board wouldn't give him any funds; the Ministry wouldn't give him any funds; so he took his own money and went out and bought the equipment, and put it into the school.

"This was when he was a principal in a secondary school. He was in a small town where students very seldom did any travelling, and so he bought a bus and took the students down to New York and to the United Nations and so on, paying for it out of his own pocket. Now somebody who is *that* concerned about people endeared himself to us very quickly, and we decided that's the kind of person that we want heading the college."

When Gordon Wragg first welcomed Ted Jarvis and Syd Britton to PIT that summer afternoon, he was not aware that he was being sized up for the presidency position. He was instead under the impression that they were at the institution looking for ideas in programming and on organization. When he was finally invited to the interview with the board, his chief misgiving was that as a

PRESIDENTIAL ROASTING: Gordon Wragg in 1977 receives a roasting from friends and associates. At microphone is the late Rev. Stanley Snowden. Douglas E. Light, left, was master of ceremonies.

graduate of the Ontario College of Agriculture in Guelph and principal of a trades institution, he would be branded as too trades-oriented, and rejected because he was not "academic" enough for the type of liberal college being planned. "I knew there was a suspicion in the minds of some members of the board that I would be committed to a trades kind of approach and that I wouldn't have any great feel for the academic side of things," revealed Wragg. "I indicated to the board that my prime interest at completion of high school was in Philosophy and History. I would never have gone to Ontario Agricultural College if I had had the money to major in Philosophy and History."

As one of five children and the son of a common labourer who worked on the grounds of car magnate R. S. McLaughlin's estate, Wragg had to support himself through school. After graduating from Guelph with his B.S.A. degree in 1943, Wragg had been forced to shelve all hopes of pursuing formal study in his favourite disciplines. He accepted a job as a teacher in Chesterville, near Ottawa, at $1,800 per year, and began taking summer courses in such things as music, counselling, and industrial arts, the areas in which he initially taught. His part-time education program took seventeen years to complete, but culminated in a Master of Education degree at the Ontario College of Education (where he met his wife). "By that time," he reflected, "it was getting too late to start thinking about Ph.D.s."

Fortunately for Wragg and for Humber College, a Doctor of Philosophy degree was not first and foremost in the minds of the founding board of governors when the presidency was being decided on. "We wanted someone who had knowledge of industrial and technology courses," Jarvis recalled. "We also wanted somebody who was academic, but who was interested primarily in people, and who would put that as one of his first priorities. Academic, yes, a real knowledge of technology, yes, but somebody who was also very creative, and somebody who gave other people opportunities to do things. Gordon Wragg, as we met him, seemed to have all those qualities."

And so the board of governors ratified the appointment of Gordon Wragg as Humber College's first president in a meeting in September, 1967. He came on campus in October, and on payroll in November. He walked into a college that was already operating, where some among the faculty eyed him with reserved judgment. Not everyone granted him the same instant approval as the board of governors. He would have to *win* support—even that of his own secretary.

Doris Tallon, later executive assistant to the president as well as women's advisor and international students' advisor, was hired in 1967 as office manager and secretary to the president. She remembered that her early response to him was as follows: "At first I wasn't that impressed with Mr. Wragg, and I didn't particularly want to work for one person anymore. I'd worked specifically for the principal of Burnhamthorpe Collegiate as well as managing the office, and I wasn't so sure I wanted that type of thing again. My interest then was mainly managing the office and the personnel.

"I started with Mr. Wragg, and the more I got to know him, the more he impressed me, especially in his dealings with the board of governors. One thing that stands out in my

1967
E. S. Jarvis (Chairman)
S. L. Britton (Vice-Chairman)
Dr. Anne Curtin
Rev. Bartholomew DeSimone
William Farquhar
Dr. W. F. Graydon
Dr. Norman Gunn
Rev. David McGuire
C. C. Muir
G. F. Turner
S. S. Vozoris
D. A. White
Gordon Wragg (Ex officio)

1968
E. S. Jarvis (Chairman)
S. L. Britton (Vice-Chairman)
Dr. Anne Curtin
Rev. Bartholomew DeSimone
William Farquhar
Florence Gell
Dr. Norman Gunn
Rev. David McGuire
C. C. Muir
G. F. Turner
S. S. Vozoris
D. A. White
Gordon Wragg (Ex officio)

1969
E. S. Jarvis (Chairman)
S. L. Britton (Vice-Chairman)
Dr. Anne Curtin
Rev. Bartholomew DeSimone
William Farquhar
Florence Gell
Dr. Norman Gunn
Rev. David McGuire
C. C. Muir
G. F. Turner
S. S. Vozoris
D. A. White
Gordon Wragg (Ex officio)

1970
E. S. Jarvis (Chairman)
S. L. Britton (Vice-Chairman)
Dr. Anne Curtin
Rev. Bartholomew DeSimone
William Farquhar
Florence Gell
Dr. Norman Gunn
Rev. David McGuire
C. C. Muir
G. F. Turner
S. S. Vozoris
D. A. White
Gordon Wragg (Ex officio)

1971
E. S. Jarvis (Chairman)
S. L. Britton (Vice-Chairman)
Rev. Bartholomew DeSimone
William Farquhar
Florence Gell
Dr. Norman Gunn
Mrs. J. Keiller MacKay
Rev. David McGuire
C. C. Muir
G. F. Turner
S. S. Vozoris
D. A. White
Gordon Wragg (Ex officio)

1972
S. L. Britton (Chairman)
D. A. White (Vice-Chairman)
Rev. Bartholomew DeSimone
William Farquhar
Florence Gell
Dr. Norman Gunn
E. S. Jarvis
Mrs. J. Keiller Mackay
C. C. Muir
G. F. Turner
S. S. Vozoris
D. A. White
Gordon Wragg (Ex officio)

1973
S. L. Britton (Chairman)
D. A. White (Vice-Chairman)
J. N. Beatty
Rev. Bartholomew DeSimone
William Farquhar
Florence Gell
Dr. Norman Gunn
Olive Hull
E. S. Jarvis
W. L. Liscombe
C. C. Muir
S. S. Vozoris
Gordon Wragg (Ex officio)

1974
D. A. White(Chairman)
Florence Gell (Vice-Chairman)
J. N. Beatty
J. D. Corcoran
Rev. Bartholomew DeSimone
William Farquhar
Olive Hull
Dr. Norman Gunn
E. S. Jarvis
W. L. Liscombe
C. C. Muir
F. T. Seymour
Gordon Wragg (Ex officio)

1975
D. A. White (Chairman)
Florence Gell (Vice-Chairman)
J. N. Beatty
J. D. Corcoran
Rev. Bartholomew DeSimone
William Farquhar
Dr. Norman Gunn
Olive Hull
W. L. Liscombe
C. C. Muir
F. T. Seymour
S. S. Vozoris
Gordon Wragg (Ex officio)

1976
D. A. White (Chairman)
Florence Gell (Vice-Chairman)
J. N. Beatty
J. D. Corcoran
Ivy Glover
A. R. Gould
Dr. Norman Gunn
Olive Hull
W. L. Liscombe
C. C. Muir
F. T. Seymour
S. S. Vozoris
Gordon Wragg (Ex officio)

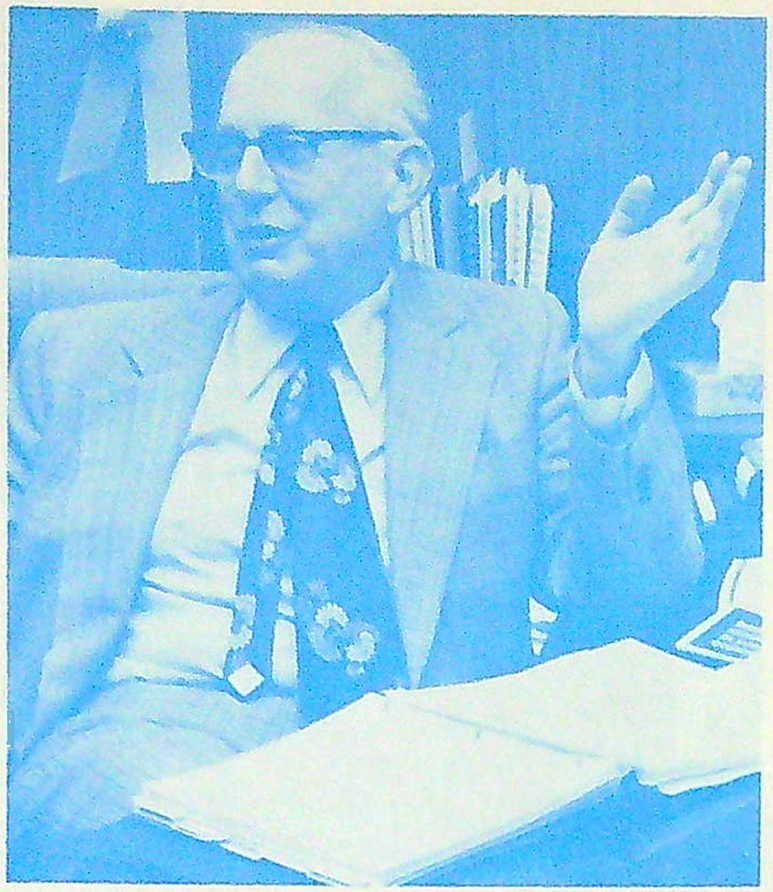
1977
Florence Gell (Chairman)
Olive Hull (Vice-Chairman)
J. N. Beatty
J. D. Corcoran
B. J. Flynn
Ivy Glover
A. R. Gould
Dr. Norman Gunn
Millicent Porter
F. T.Seymour
Audrey Thomas
S. S. Vozoris
Gordon Wragg (Ex officio)

1978
Florence Gell (Chairman)
Olive Hull (Vice-Chairman)
J. N. Beatty
B. J. Flynn
H. M. Forth
Ivy Glover
Kathleen Goodbrand
A. R. Gould
E. S. Jarvis
Millicent Porter
Audrey Thomas
S. S. Vozoris
Gordon Wragg (Ex officio)

1979
Olive Hull (Chairman)
E. S. Jarvis (Vice-Chairman)
J. N. Beatty
Leanna Bendera
D. G. Deaves
H. M. Forth
Florence Gell
Kathleen Goodbrand
A. R. Gould
Ivy Glover
R. D. Schwass
L. E. Venchiarutti
Gordon Wragg (Ex officio)

1980
E. S. Jarvis (Chairman)
Ivy Glover (Vice-Chairman)
Leanna Bendera
D. G. Deaves
J. K. Fenton
H. M. Forth
Kathleen Goodbrand
A. R. Gould
Frank Lambert
Molly Pellecchia
R. D. Schwass
L. E. Venchiarutti
Gordon Wragg (Ex officio)

1981
Ivy Glover (Chairman)
D. G. Deaves (Vice-Chairman)
J. K. Fenton
H. M. Forth
Kathleen Goodbrand
A. R. Gould
E. S. Jarvis
Frank Lambert
Molly Pellecchia
Millicent Porter
R. D. Schwass
L. E. Venchiarutti
Gordon Wragg (Ex officio)



mind was the first or second board of governors' meeting that I went to. There had been a lot of work done on a transportation survey, and after the results had been presented to the board, the board members said it was an excellent report, and asked Mr. Wragg to take a bow.

"But Mr. Wragg, without any hesitation at all, just up and said, 'Well, that's okay, but I'm not the guy who did it. The experts did it'.

"He named who they were—Bill Wells and various faculty—and reported that they had worked their butts off. That floored me. He said he would pass on the board's praise to the faculty, because they were the people responsible for it. From then on, I decided, 'Well, I'm going to stay with him if I can'."

Gordon Wragg's determination to give credit where it is due was no doubt attributable in part to an experience he had as a principal at a high school in Shelburne, Ontario. Wragg disclosed: "I was in Shelburne for six years, between 1946 and 1952, and I worked hard, and things went beautifully all the time I was there. And yet I got fired.

"For the first five years there was a local board, and I played badminton once a week with the dentist and the doctor, who were on the board. We worked as a team, and it went beautifully.

"Then it became a district school and—boom!—as of January the first, we had a totally new board. The new chairman came in and wanted to examine my timetable, and wanted to tell me how to run the place. There were sparks flying like you wouldn't believe.

"I didn't think anything of it. Hell, we were going to disagree and have a few battles, but I thought there were so many exciting things happening, so much initiative being shown, that no way would anybody ever fire me.

"And then, in June, I and three others received a letter. Four of us were fired at the same time—four out of the staff of five were fired!

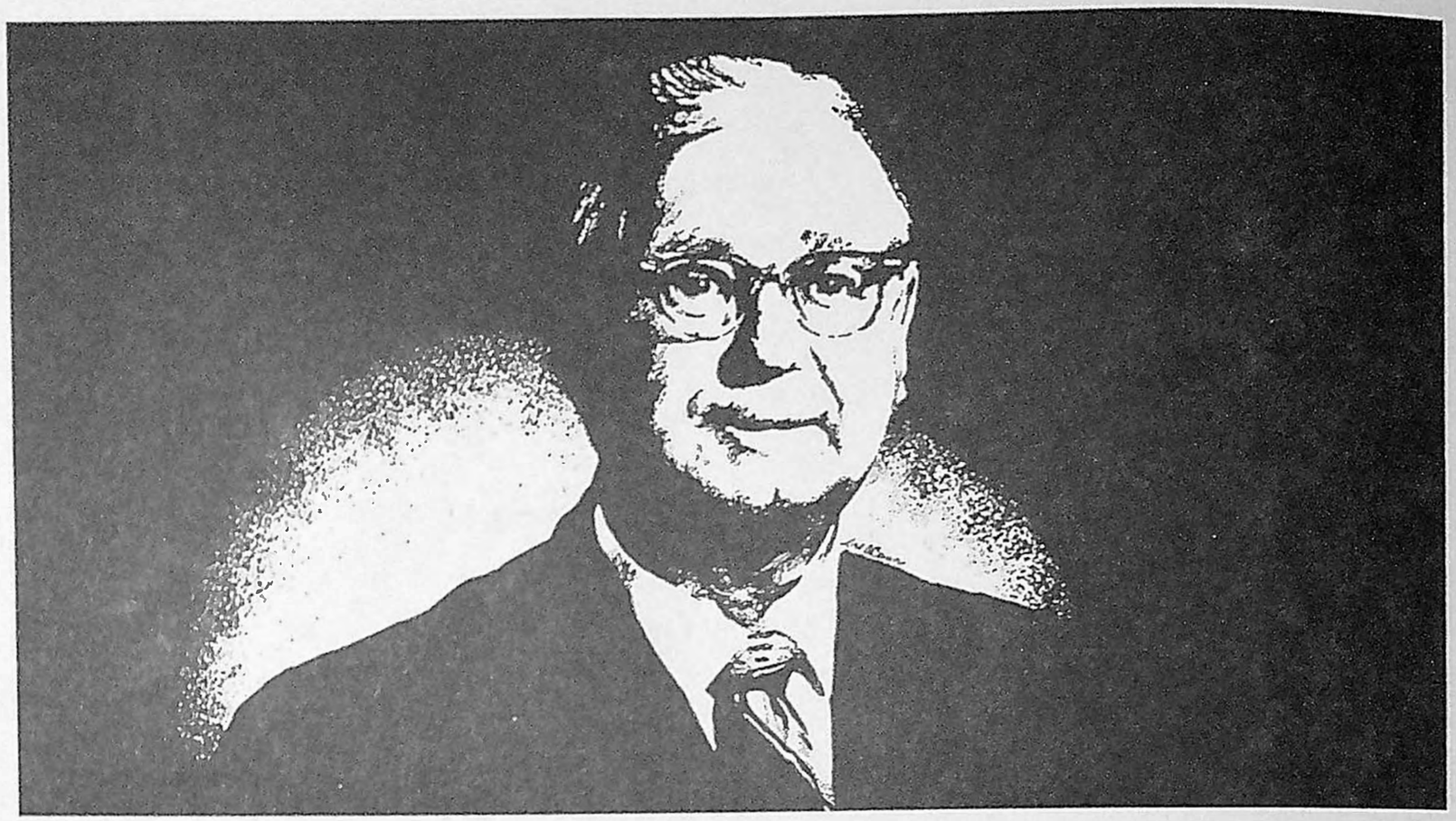
"In looking back, it was the best learning experience I ever had. Up to that point, I used to think that anyone who is fired must be pretty bad. I learned that it can be the result of a difference in attitudes, that you may be producing the kind of thing the board doesn't want, or there may be a personality clash.

"I'm telling you, that was a sensitivity lesson, the most traumatic experience I've ever gone through—a letter in the mail that says, 'As of June 30th, your services will no long be needed'. I decided at that point that if I ever had any bad news to tell anyone, it would be across the table. Never would I write a note or letter to give somebody bad news. And I don't think I ever have."

Another impact of the Shelburne experience was the resolve in Wragg to maintain an environment that allowed for disagreement openly expressed, without fear of repercussion or retaliation. This principle was inscribed in the official guidelines for a participative planning process at Humber College. That guideline offered this formal directive:

"In our view, participative planning is a process wherein the internal and external communities of the college are given an opportunity to put forward their ideas and to take part in a series of 'freewheeling' sessions in which they can express their views on what should be forthcoming from the planning

A FINANCIAL EMBARRASSMENT: the first funding from the government came to Humber College in the form of a cheque for $50,000. Edward S. Jarvis, founding chairman, didn't know what it was for, nor quite what to do with it, since C. C. Muir, chairman of the finance committee, was out of the country at the time. Jarvis carried the cheque in his pocket three days before he could deposit it in a bank. Eventually it was used to pay for office rental and to meet on-going expenses.



process before the plan(s) are published and implemented. Moreover, it must involve the same people in making the plan(s) work on a day-to-day basis and, also, in the evaluation and adjustment of the plan(s)."

And further:

"Acceptance of the principle of fully participative planning means, also, the acceptance that it may lengthen and/or complicate the planning process. Whatever may be the shortcomings of the participative process, and lengthening of the process is but one of these, the resistance to a non-participative or limited participative process in which our various constituents see themselves as being manipulated or as having plans 'rammed down their throats', would be much greater."

One of the explicit responsibilities of the planning board—which was responsible for the direction, implementation and evaluation of long, medium and short-term planning activities throughout the college—was to involve "all the areas of the college in the planning process," by working "very closely with the heads, etc. of the divisions and departments within their own areas" and assuming responsibility "for conveying to their respective areas, the views, recommendations, etc. of the planning board."

The membership of the planning board, initiated in April of 1978, was broadly based enough to ensure that "planning is participative, coordinated, effective and understood." In 1979, the 15-member body consisted of the president *(ex-officio);* the three vice presidents of administration, academics and continuous learning; a dean representing academic post-secondary programs and a dean from the Lakeshore Campus; the executive dean of educational and student services; the director of planning and marketing; the assistant director of planning serving as secretary; representation of two faculty (post secondary and Lakeshore), and representation of two students (post secondary and Lakeshore). The executive dean of planning and development functioned as the chairman of the planning board. He reported to the president, and sat as a member of the President's Executive Council.

Apart from the board of governors, the President's Executive Council (PEC)—operating as the "Office of the President"—was the highest rung of the hierarchical ladder in policy, planning and development decisions: the top of the administrative pecking order, so to speak. PEC was founded in August 1976, and at that time included the president, the executive vice president, the principal of the North Campus and the principal of the Lakeshore Campus, and the dean of Continuous Learning. Then, effective February 1, 1978, a major reshuffle occurred in the PEC administrative structure, with the previous five members increased to six, and with the introduction of a new alignment of administrative roles and responsibilities:

Jackie Robarts, former principal of the North and Osler Campuses, became vice president academic, in charge of the design and future planning of all post-secondary curricula (and succeeded by Bill Trimble, effective July, 1978, when Robarts became president of Niagara College).

Tom Norton, former principal of the five Lakeshore Campuses, was made vice president for Continuous Learning, responsible for the

PARTICIPATIVE PLANNING: however time-consuming and unwieldy, however frustrating and sometimes non-productive, interminable committee meetings were indispensable if communication lines were to be kept open and if the planning process was to remain participative. Called to this session were Jim Davison, Bill Holmes, Adrian Adamson, Fred Manson, an unidentified woman, Tom Norton, Jocelyn Hezekiah, and an unknown man.

designing and future planning of non-post-secondary studies such as apprenticeship, retraining and community outreach programs; Jim Davison, former vice president academic, became executive vice president of administration; Tex Noble, formerly head of Continuous Learning, assumed the role of executive dean of development and planning (but retired from Humber College in the summer of 1979); Jack Ross, former dean of Creative and Communication Arts, was promoted to executive dean of educational and student services, effective March, 1978.

Prior to the appointments, rumours were rife on the imminent administrative shake-up. Speculation of an incongruous and grotesque nature spread across all the campuses, and bets were laid on which administrator's head would be crowned and which placed on the chopping block. The campuses seemed divided according to favourites, and it was this type of divisiveness that the restructure aimed to correct. The new structure was designed to position all campuses under one executive umbrella, with everyone reporting to the six administrators in the PEC organization. If the exercise did nothing else, it helped squelch the persistent rumour that the North and Lakeshore Campuses, previously headed by separate principals, were drifting apart to evolve into separate and autonomous colleges.

The administrative structure was consolidated still further effective April of 1980 when all academic functions of the college were amalgamated under the office of Tom Norton, who moved from vice president of Continuous Learning to the vice president academic. Norton's new appointment followed in the wake of Bill Trimble's resignation as the vice president academic on March 13. Norton's responsibilities widened to include the Applied Arts Division, academic and commercial studies, Business, the Centre for Labour Studies, Creative and Communication Arts, Health Sciences, Human Studies, Continuing Education, Training in Business and Industry, and Technology. Under this new structure, Dean of the Technology Division Bob Higgins was to assume academic management of all Technology programs—including technical and apprenticeship—at Lakeshore as well as the North Campus, thereby integrating Technology programming at the college.

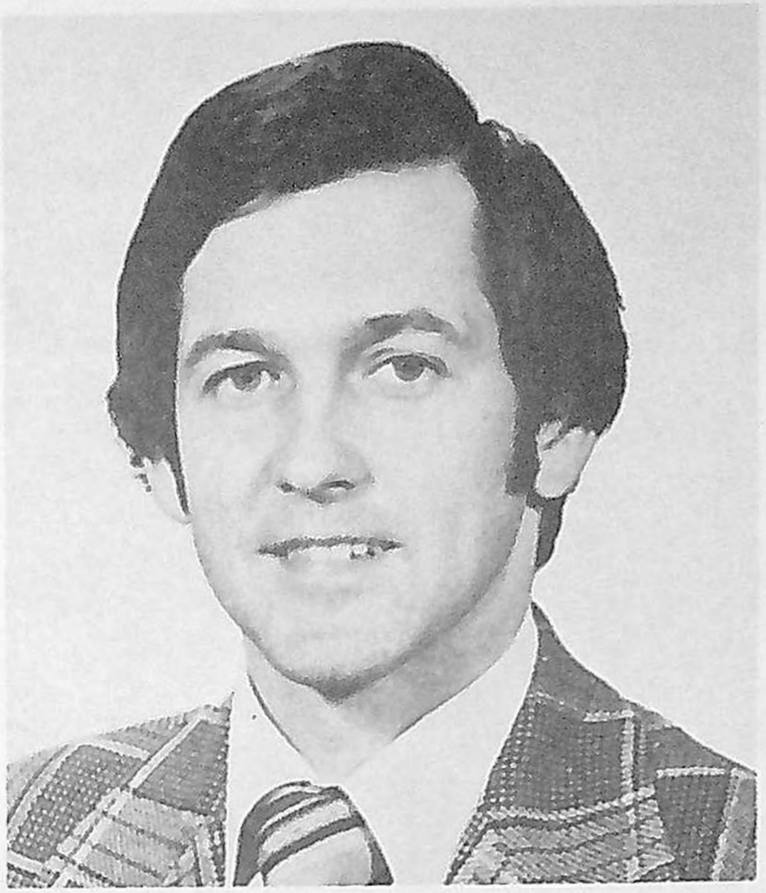
PEC on April 1 also established Marlene Fleischer as manager of public relations, and created the new office of executive director of research and marketing. Jim Davison remained vice president of administration, responsible for financial services, personnel services, physical resources, the registrar's office, computer centre, administrative services, food services and the college bookstores. Ruth McLean continued as co-ordinator of professional development, and Jack Ross retained the office of executive dean of educational and student services. His responsiblities included health services, student affairs, athletics and recreation, counselling, student placement, college libraries, computer assisted instruction, computer managed instruction, telecourses, and awards.

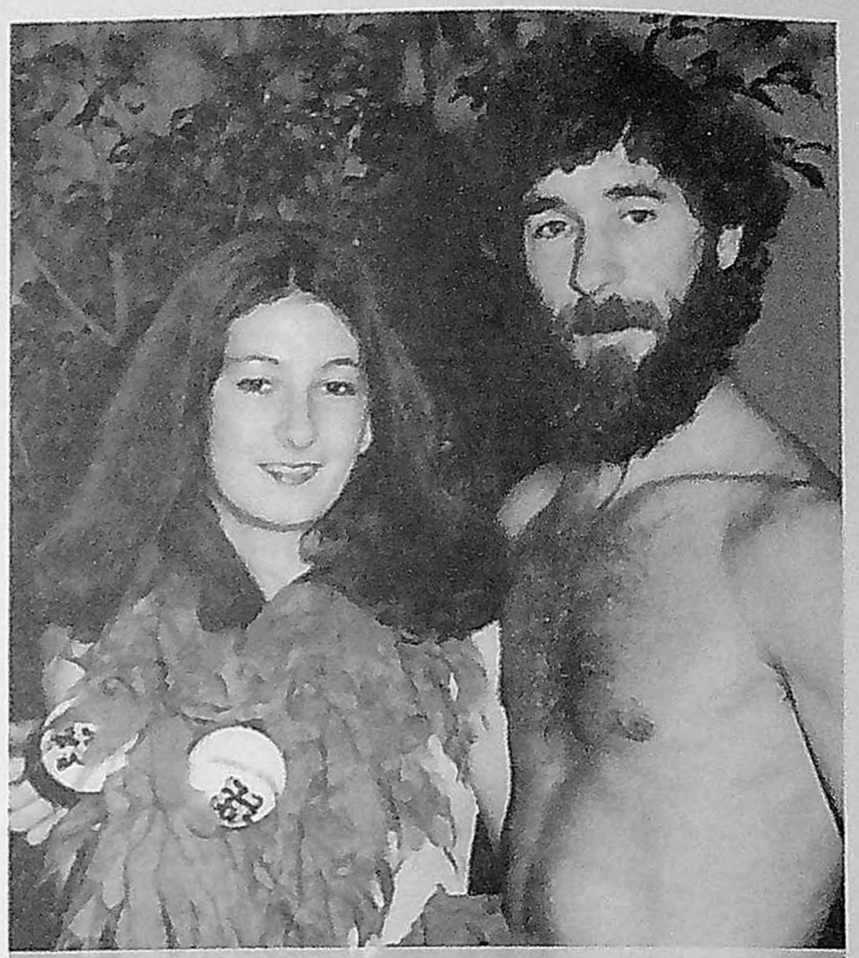
The actual role of PEC did not change substantially. Although it could not make policy, it could nonetheless recommend policy directions to the board of governors. In practice, it was the senior decision-making body at the college, and gave final approval to

IAN SMITH, associate registrar and director of admissions. The official policy regarding admission into programs at Humber was on a first come, first served basis. It was a method that had its critics, but at least it offered students some guarantee that they would not be excluded from a program solely as the result of an interviewer's faulty first impression, or as the consequence of a purely personal judgment on the part of some coordinator.

NOT QUITE AN EDEN: undressed here in the role of Adam, doing a Valentine's Day skit, is English instructor Gary Noseworthy. He reported observing a loss of innocence among faculty in the 1980's compared to the paradise of the 1960's, and a new malaise was symptomatic of the faculties' fall from grace. Noseworthy likened the relationship of faculty and administration to a marriage that was entering its final stage before a break-up.

FAR RIGHT ▶





all programs recommended by the Academic Council before they were forwarded to the program committee of the board of governors.

New programs, it should be stressed, did not necessarily originate in the Academic Council, which was made up of the vice president of academics and the deans. Rather, they were most commonly created by faculty, coordinators and Divisional chairmen and deans, working in close concert with advisory committees. Sometimes, however, the communication channels to seek approval for program initiation or change seemed to become choked and overloaded, simply because of the number of parties adding their voices to each decision-making deliberation.

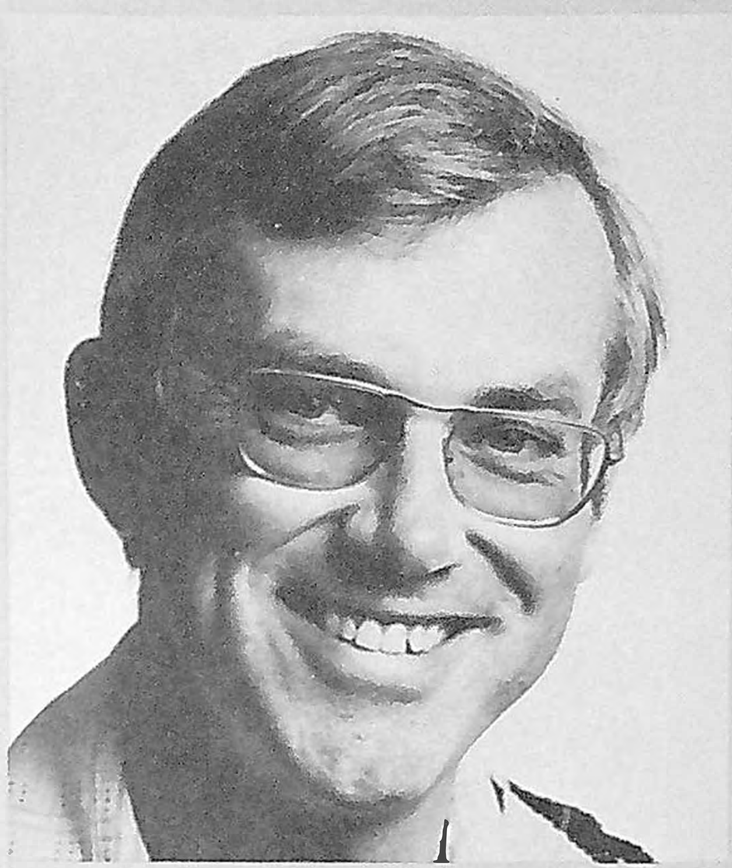
In September of 1979, the establishment of a "college development committee" was announced, to assist in the establishment of new programs in response to market research and internal planning. The committee was to provide seed-money funding and help pay for special development skills when purchased outside the college for the development of new programs. Committee members were Angus King, Richard Hook, Ross Richardson, Rick Embree, John Hart, Moe Wanamaker and Stewart Hall. Perhaps anticipating an all-too predictable response to the news of a new committee being formed, the memorandum to the President's Executive Council announced the formation with the preface, "A new committee is now being formed (just what we need ay?), called the College Development Committee."

The charge has been made that there has been too much management at Humber College, and too many administrators. The ratio of teaching faculty to non-teaching administrators and support staff at Humber College shifts from year to year, but it has averaged at around three non-teaching personnel to two faculty. It was a teacher-to-nonteacher ratio that was lower than in some colleges, and higher than in others, but it was certainly proportionally a reversal of the ratio that exists at College de Maisonneuve, a CEGEP in Montreal where there were three teachers for every two non-teachers.

Rick Hook, dean of the Applied Arts Division, forecast a possible danger less from the number of administrators, than from the possibility of too rigid a management role: "There will be the tendency for the colleges—some more than others—to go towards a more rigidly managed education...and the Ministry will smile on that. I could also phrase it in my more cynical moments as 'managing the hell out of education' and that has, to me, a terribly negative connotation. We will not be able to provide resources to a person who wants to develop something new. We will not be able to give security to people who want to slip out of a pretty secure position to try something that may or may not work. In my mind, if we can over the next five years beat the bureaucratic model that presses us to 'manage the hell out of education', then we will have really done the best we can for Humber College and the education of our students."

Hook perceived the administration "as the support arm of faculty," but expressed concern that "as money becomes tighter, it becomes the control arm."

Gary Noseworthy, an English teacher seconded to the Professional Development program in 1979, maintained that the entire thrust of management had to be turned upside



GARY BEGG, president of OPSEU local 562 (Academic), elected in the autumn of 1980. Begg's predecessors were — after founding CSAO president Mike McDonald — Bill Riddell, Peter Churchill, Werner Loiskandel, Rudie C. Jansen and Mike Gudz.

LEFT ◄

BATTLE OF THE UNIONS: Peter Monk, shown here—like his predecessors Eric Mundinger and Chris Trunkfield, and successor Don Matthews—was one of the Faculty Association presidents at Humber who endorsed the Ontario Federation of Community College Faculty Associations as bargaining agents. In January of 1969, this federation was granted an injunction against the CSAO, which claimed to represent college faculty. The CSAO argued that the CAATs were crown agencies, and the CSAO had acquired bargaining rights for all crown employees under the Ontario Public Service Act of 1961-62.

FAR LEFT ◄

down: "We really have to free the college from the idea that because somebody is a dean, he therefore has authority over a teacher, or that a chairman has authority over a teacher, or that a coordinator has authority over a teacher. The function of all these people should be to facilitate the activities of the ones below them on the existing organizational structure. Instead of the pyramid going up, we should have a pyramid going down.

"The president's function should be to make sure that whatever the deans need be made available to them—to the extent that that is possible. The dean's job should be to make available what the chairmen think they need given the input the chairmen have from the coordinators, who are trying to accommodate the demands of the faculty."

Noseworthy offered sympathy for the chairmen and coordinators in particular, who were caught in a squeeze between the upward thrust of the faculty and the downward pressure from senior administration. The consequence of the strain was that "we're losing people in the middle management positions who are good, and we're attracting people into them who are not as good."

Another destructive thing that was happening, according to Noseworthy, was the spread of a worsening *malaise* among faculty, and the appearance of a widening rift between the teachers and the administrators. "The relationship between faculty and administration looks very much like a marriage in stage three of a breakup," he offered as an analogy. "Everyone's being socially polite, but there's no communication, no warmth nor love, no shared objective except co-existence, because we *have* to co-exist, and 'we mustn't let the children know'.

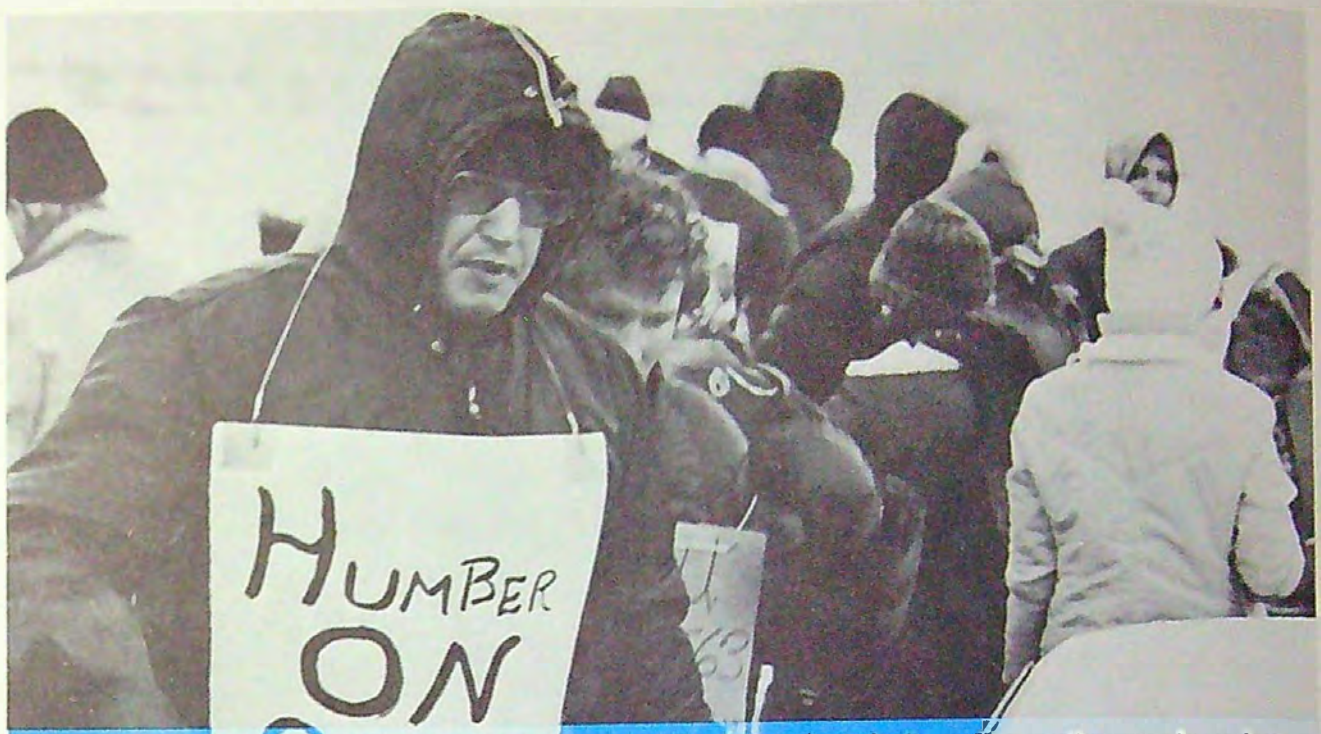
"Stage one occurred years ago, with the symptom of mindless kinds of bickering that lacked any real focus. Faculty were feeling they were being taken for granted, feeling frustrated and reacting to things in petty ways.

"In phase two the polarization began, as units divided and selfishness developed. The period was characterized by misplaced hostility: reactions to little things that were signals of deep-rooted hostility—like fighting over the toothpaste when that's not the real issue. This polarization set in as the union started to grow stronger, and as it became more visible."

However valid Noseworthy's analogy and observations in general, it is difficult to believe that the union has caused or aggravated any split that may exist between faculty and administration. Except for a short-lived period in the early seventies, there has never been much sign of hard-line unionism at Humber College. There were enclaves of militancy, certainly, but that must surely be inevitable in any large organization.

The teachers at Humber College, generally, have tended to favour membership in a professional association, rather than a union. When the Civil Service Association of Ontario endeavoured to represent the faculty of all the colleges of applied arts and technology—arguing that all colleges were crown corporations and thus subject to the Public Service Act of 1966—Humber College faculty in 1968 spearheaded the protest that insisted that teachers were not civil servants. They founded, with 12 other colleges, the Ontario Federation of Community College Faculty Associations, and in 1969 sought an

SUPPORT STAFF strike, 1979. By March of 1981, full-time support staff numbers at Humber had grown to a total of 487, compared to 532 teaching and 111 administrative staff. The non-teaching salaries represented 29.2 percent — $10,297,629 — of the 1980/81 total operating expense of $35,256,465, compared to 44.3 percent for teaching salaries, 6.3 percent for fringe benefits, 18.3 for other resource costs, and 1.9 percent for add-ons.



injunction to prevent the CSAO from becoming the bargaining body for the CAAT faculty in negotiations with the Council of Regents. It was a delaying tactic at best. In 1970, Humber College faculty—many, most reluctantly—became members of local 562 of the Ontario Public Service Employees Union (OPSEU), with Mike McDonald as this college's local president (succeeded by Bill Riddell, Peter Churchill, Werner Loiskandel, Rudolph Jansen, Michael Gudz and Gary Begg). In 1970 another local, 563 of the OPSEU, was formed to represent the support staff—the secretaries, clerks, technicians, transportation staff and custodians of Humber College.

The OPSEU Academic and the OPSEU Support unions did not acquire the right to strike until 1975, when Bill 108 excluded them from the restrictions of the Crown Employees Collective Bargaining Act. Although a strike was narrowly averted in 1976, as the local rejected a contract that the membership voted to accept, there had been no strike at the community colleges until January 11, 1979, when 80 percent of the 4,300 non-teaching staff of the 22 community colleges voted to go on strike. By the OPSEU negotiator's own admission, the Humber local was, by its strike vote, the least supportive of all colleges towards the strike.

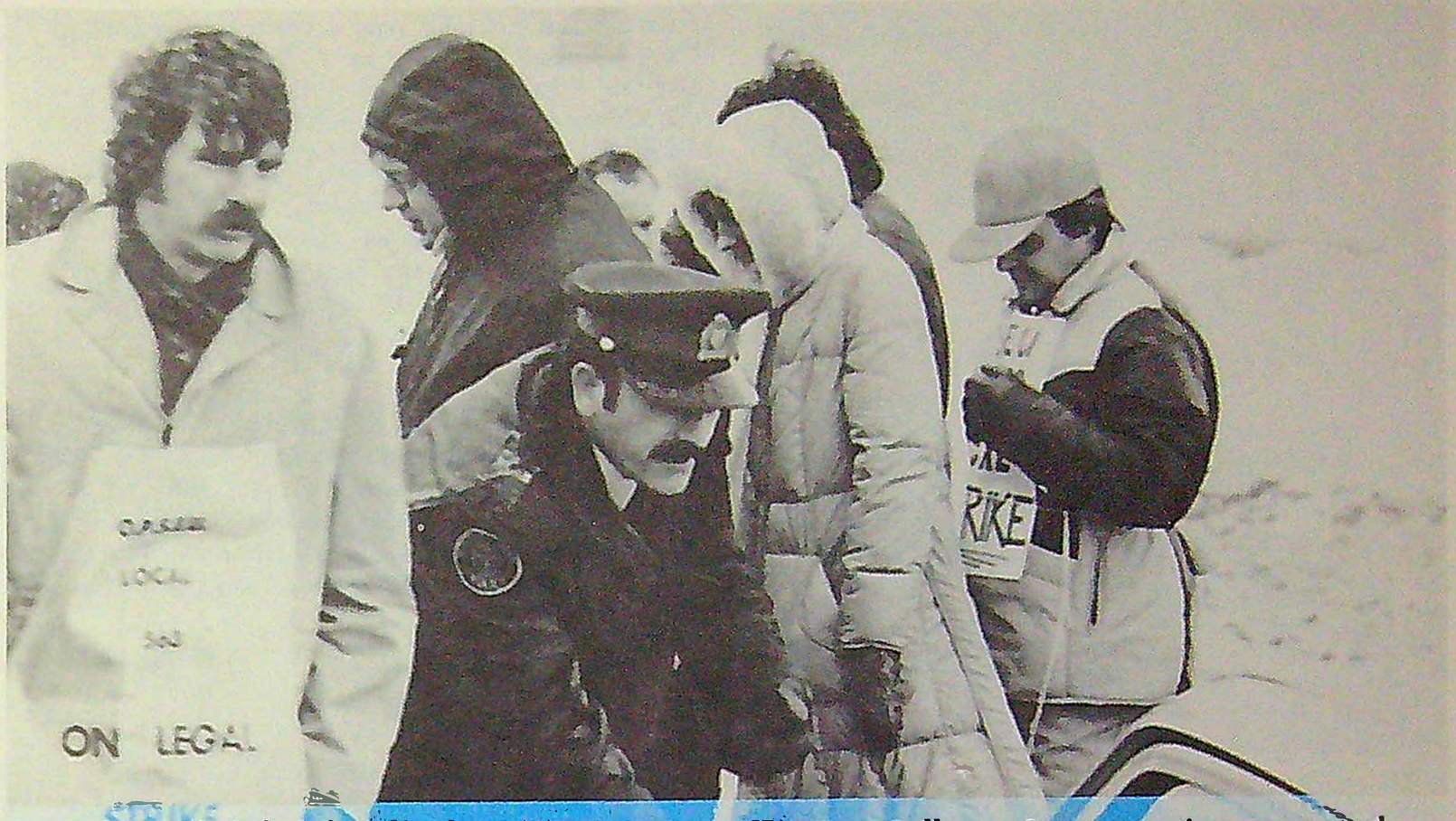
Willingly or not, on January 24—a day marked by freezing rains and lashing winds—about 430 clerks, typists, lab and library technicians, food service workers, security and maintenance staff from Humber College found themselves rotating on picket duty. Pickets snarled traffic for a while, but the school operated despite the curtailment on some of the educational and other services. As for the teaching staff, a clause in the teachers' contract stated that they had to cross the picket lines unless restrained by physical danger. Apart from a few skirmishes that were more discomforting than serious, no such danger existed. Relations between the faculty and the strikers were cordial, and coffee, donuts and other creature comforts were often smuggled to the men and women on the lines.

Anger did break out among some of the striking support staff of Humber College, but it was directed at the OPSEU head office, rather than at the college itself. The Council of Regents, just before the strike, made a last offer of a six percent wage and one percent fringe benefit increase, but this was rejected by the negotiating team and delegates, since it was holding out for a 10 percent wage and benefit hike. What incensed some of the Humber College strikers was that they were denied the right to vote on the offer.

Rebel King, when she was an admission records clerk in the Registrar's Office (prior to her promotion to staff relations assistant, 1979, and awards officer in 1980), spent the first three days of the strike—garbed in a ski suit and big fluffy boots—picketing the Lakeshore Campus. After the third day, her face burning from the hail and her body soaked to the skin, she became overwhelmed by indignation: "This is ridiculous, I decided. Why are we picketing the colleges when it is the union we have the argument with?

"Everyone I spoke to didn't want the strike, but wanted the right to vote, so I thought this is what I should be doing something about. I got another girl—Amelia Cantisano from Lakeshore 1—to work along with me. We formed a group, and went down to picket union

BLOCKING THE PARKING LOT: polite but persistent picketing. The OPSEU support staff union went on strike on January 24, 1979, but voted to accept the Council of Regents' offer two weeks later.



headquarters at 1901 Yonge Street.

"There were about 50 people the first time, and the second time we had some support from students, so there were about 200. We carried placards saying 'We want to vote'. We *weren't* saying 'Call off the strike'. We were interviewed by the radio and TV, and all we demanded was 'Prove to us that the people want the strike, and we'll support it'.

"I had a meeting on the Sunday before with Sean O'Flynn and Jerry Griffith from union headquarters, and we argued for about an hour and a half...and they just talked around in circles until I got furious and walked out on them.

"The people on our own executive said they also wanted to vote, and they felt very strongly but they wouldn't do anything about it. Some people were angry because they thought I was dividing the union, but my point was that the union was already divided when we were refused the vote. We were trying to bring it back together by forcing that vote."

The vote finally came on February 6, 1979, and despite the fact that an advisory committee of members of the 22 college locals recommended that the offer be rejected, it was accepted by 70 percent of the provincial membership. Few people at Humber College showed disappointment.

Following a breakdown of a different set of negotiations with the Council of Regents on October 19, 1979, OPSEU recommended that the academic staff reject an offer of 12 percent increase over two years. OPSEU also asked the community college teachers to give the union a mandate to call a strike without going back to the membership. No such mandate was given. Although 68.3 percent of the members of the 22 colleges of applied arts and technology voted to reject the Council's offer, 71.5 percent voted against giving the union the right to automatically call a strike. At Humber College, only 57 percent rejected the offer, and 82 percent refused to give a mandate to strike. On a further vote on January 15, 1980, 57 percent of the community college teachers cast their ballots in favour of a contract that gave them a 7 percent increase in the first year of a two-year contract, with the second year to be further negotiated.

There seemed little in the history of Humber College, then, to point to a we-they opposition between staunch union members and stubborn management.

This could change, however, if shrinking Ministry budgets repeatedly undermine faculty and support staff security. Decreased budgets could force administrators to introduce more and more stringent economy measures, press for larger class sizes, and threaten programs and services with obliteration or reduction.

And as classes became increasing cramped due to size and diminishing space, as deadlines seemed to grow tighter and regulations were applied more rigorously, as rumours spread about increased workloads for the May-June period, and as some administrators insisted on becoming more *rule-bound* and law-obsessed, there were undeniably groups in the faculty who in the fall of 1980 were beginning to wonder and worry about the future of the college. Work conditions generally seemed to be getting worse rather than better, the status of the faculty seemed to be whittled down rather than enhanced with experience and seniority...and salaries were clearly not keeping up with the

REBEL KING, who was a training advisor for Professional Services in 1981, back in 1979 led a dissident group to protest against OPSEU's refusal to give striking support staff a vote on a new offer, made by the Council of Regents. When the vote came, 70 percent voted to accept.

LEFT ◄

STRIKE VOTE CALLED: Creative Arts instructors Walter Yarwood (left), John Adams and Ron Hales cast their vote on November 8, 1979 after OPSEU recommended a strike and rejection of a 12 percent raise over two years.

RIGHT ►

double digit inflation of the national economy. In May of 1981, for example, an arbitration board considering 1980 CAAT Academic salary levels announced its award: a total increase of 10.678 percent for one year. Few of the faculty cheered the settlement, since Canada's inflation rate was at the time measured at 12.6 percent. There was also considerable dissatisfaction expressed at the too-typical delay in reaching the salary agreement. Moreover, the salaries were not even keeping pace with the high school system, it was perceived. Since 1974 arbitration discussions, it had been generally held as a standard—among faculty and union reps, certainly—that CAAT salaries would fall somewhere between the high school and the universities. OPSEU contended that in 1974-75 CAAT academic average salaries were about $2,000 higher than the average salary of Ontario secondary schools, but after years of lagging behind, by 1979-80 the CAAT average had plunged to $761 below the secondary school average. The union provided the following table to support its argument:

	CAAT Academic Average Salary*	Ontario Secondary School Boards Average Salary**	+ OR −
1974-75	$17,200	$15,231	+ $1,969
1975-76	$19,500	$17,416	+ $2,084
1976-77	$21,450	$20,856	+ $ 594
1977-78	$22,737	$11,594	+ $ 143
1978-79	$24,098	$24,035	+ $ 63
1979-80	$25,784	$26,545	− $ 761

* Estimates based on AIB data, negotiated increases, and bargaining unit profiles.
**Source: OSSTF

The funding, unfortunately, was almost totally outside the control of the college. Administrators could merely respond to the allocation of funds, appeal for as much as possible, and try to mitigate the effect of cuts, if only by spreading the misery as equitably as possible. Faculty perhaps found consolation, knowing that administrative salary levels were not doing much for management's morale either.

One means attempted, however, to increase morale and improve efficiency, to discover the strengths and uncover the weaknesses of the college, was the College and Program Review Instrument (CAPRI). CAPRI dated back to 1973, when the Committee of Presidents recommended the establishment of the Evaluation Task Force, a steering committee to allocate the resources and develop the tools for the evaluation program.

Between July of 1973 and January of 1976, Dr. Alan King of Queen's University, working with a project research team in conjunction with college representatives, developed a program with two objectives: to study the programs within the college, with the guidance of "A Manual of Procedures for Program Self Evaluation," and to examine the college organization itself, to ascertain the degree that major aims and objectives were being met.

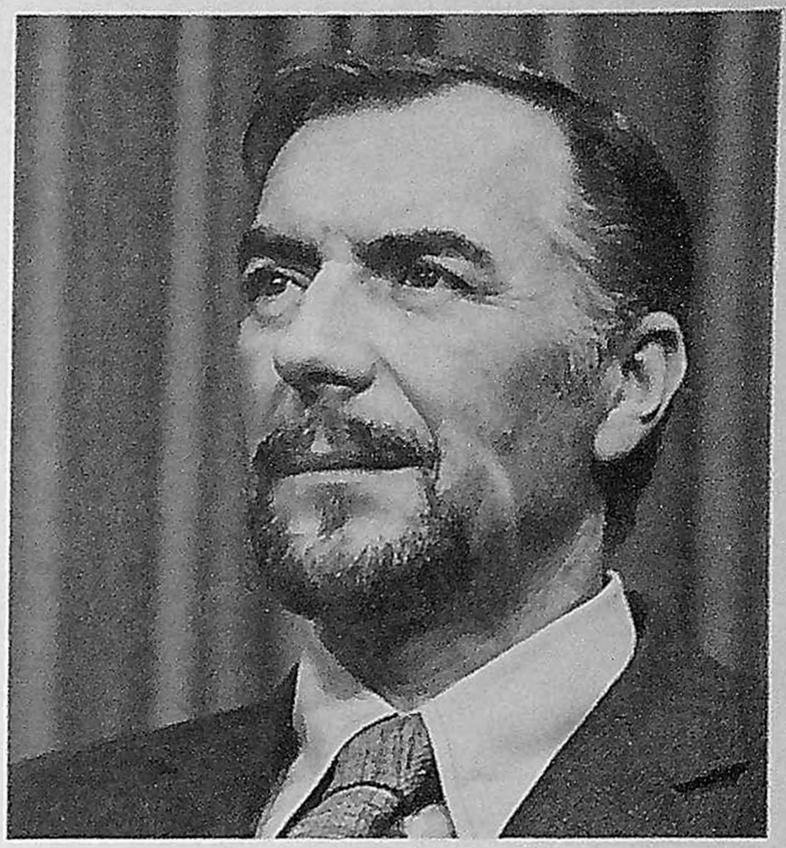
In September of 1976, the board of governors at Humber College approved the implementation of the CAPRI self-evaluation of the programs, which was to be coordinated by Bill Thompson. By spring of 1979,

LEFT ◄

JOAN S. JONES, accounting clerk with financial services, was president of OPSEU local 563 in 1980 when the need was expressed to establish increased interaction between the academic and support staff locals. It was reported that some support staff still harboured resentment against faculty for crossing their picket lines in 1979. Jones succeeded George Curtis, after the strike.

PRESIDENT'S ASSISTANT: as the campus newspaper Adhoc announced it, in December of 1968 the college "carved a new head onto its administrative totem pole." Kenneth Stagg was appointed assistant to the president.

RIGHT ►



Thompson had helped to administer a study of approximately 65 programs. Meanwhile, in 1977, the board directed the initiation of the CAPRI survey of the college aims, with Gary Noseworthy appointed as chairman of the task force, assisted by Julie Brocklehurst, Jack Buchanan, Graham Collins, Frank Franklin and Ross Richardson. The task force was responsible for the evaluation instruments and collection of statistics. It would, with the assistance of a steering committee, work with all levels of personnel on all campuses, with members of the board, students and alumni, advisory committees, employers and citizens within the community. The viewpoints of 4,538 people were compiled. Graham Collins was assigned the role of follow-up coordinator for this CAPRI college survey. Collins worked with 11 task forces, 17 subcommittees, and 80 volunteers.

Most pertinent to this chapter were the results of the questionnaires answered by 337 faculty. There were four strengths most commonly specified in faculty attitudes toward the administration: there was a feeling of cooperation and a belief that faculty are listened to by administration; a view that departmental administration was efficient; an agreement that there was freedom to innovate without administrative interference; and there was a conviction generally expressed that the president was people-oriented.

But there were even more weaknesses expressed: there was not enough contact, or communication, between faculty and administration; faculty were not asked for input in time to effect decisions and consequently communications occurred only one way—downward; the administration did not use professional capabilities of faculty in administrative decision making; the administration was out of touch with faculty and students; the faculty and administration seemed to be working at cross-purposes, confusing educational vs. dollar concerns; there was too much administrivia, useless paper work and too many unproductive time-consuming meetings; there was a reluctance to delegate authority; planning was inefficient and management was by crisis; there was a lack of concern shown for faculty complaints; suggestions for improvement were ignored; there was no one college concept operating at senior levels or down the line; administrators were poorly trained; and administrators did not do their jobs, but engaged in too much "buck passing."

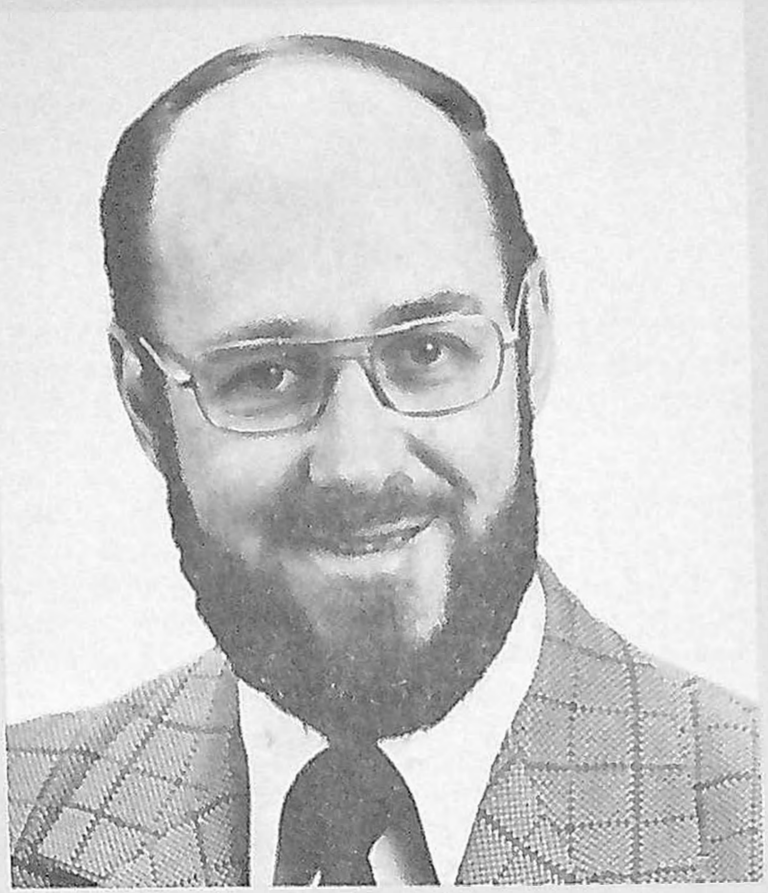
It is not surprising that there were faculty complaints about administrators. After all, criticising people perceived as "superiors" seems to be an almost compelling inclination in all humans. However, the comments represented more than mere carping, and the opinions expressed could not be ignored, nor the "grievances" allowed to fester. Gordon Wragg expressed the hope that some considerable good would emerge from the implementation of the recommendations of the CAPRI task forces. The follow-up coordinator, Graham Collins, ventured the opinion that some modifications had already been implemented in the decision-making process, although these were sometimes "subtle and difficult to discern." He elaborated, "Decision-makers within the college are now, for example, more cognizant of the need for short, medium and long-range planning. While acceptance of this concept varies and will

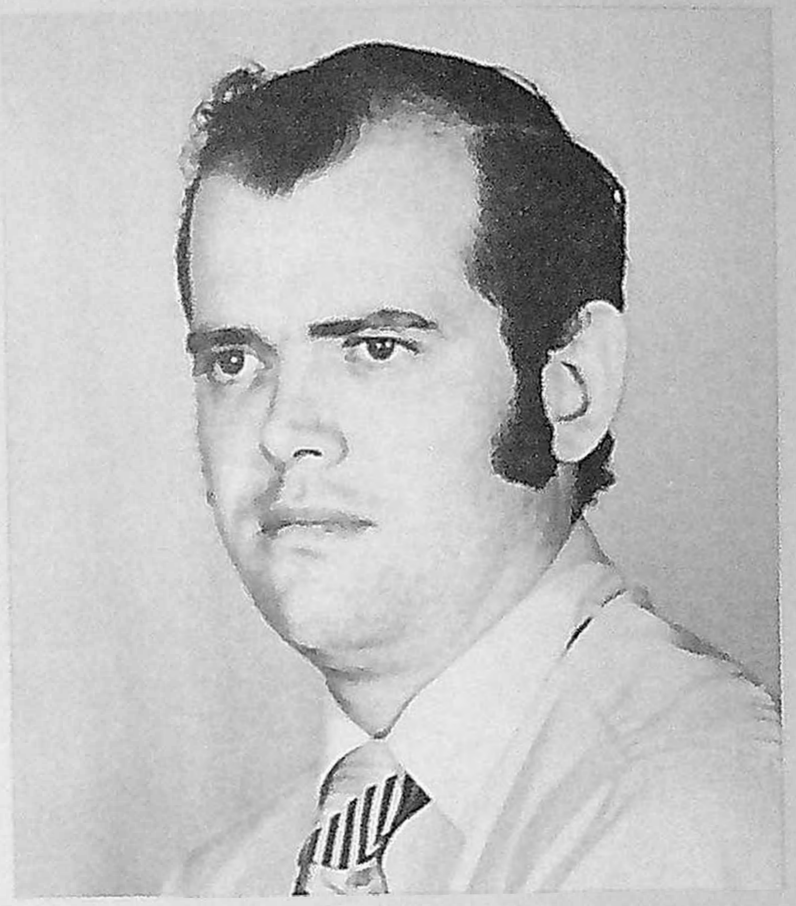
CAPRI STUDY: Graham Collins was named follow-up coordinator of CAPRI, one of the most extensive program evaluations conducted in the college's history. Collins was later appointed executive director of research and marketing.

RIGHT ▶

CONVERTED TO PERCENTAGES: John Flegg chaired the CAPRI task force that recommended that the old zero-to-four grading system be converted to percentages. Some teachers feared that with 60 rather than 50 percent representing a pass, student marks might appear inflated to outsiders.

FAR RIGHT ▶





probably take two or three years to become integrated throughout the college, at least a start has been made. In addition, a number of CAPRI follow-up task forces have collected significant quantities of data, thus providing a more pragmatic basis on which to make decisions.

"The use of research-based studies to examine problem areas prior to making decisions is another positive outcome of the CAPRI process.

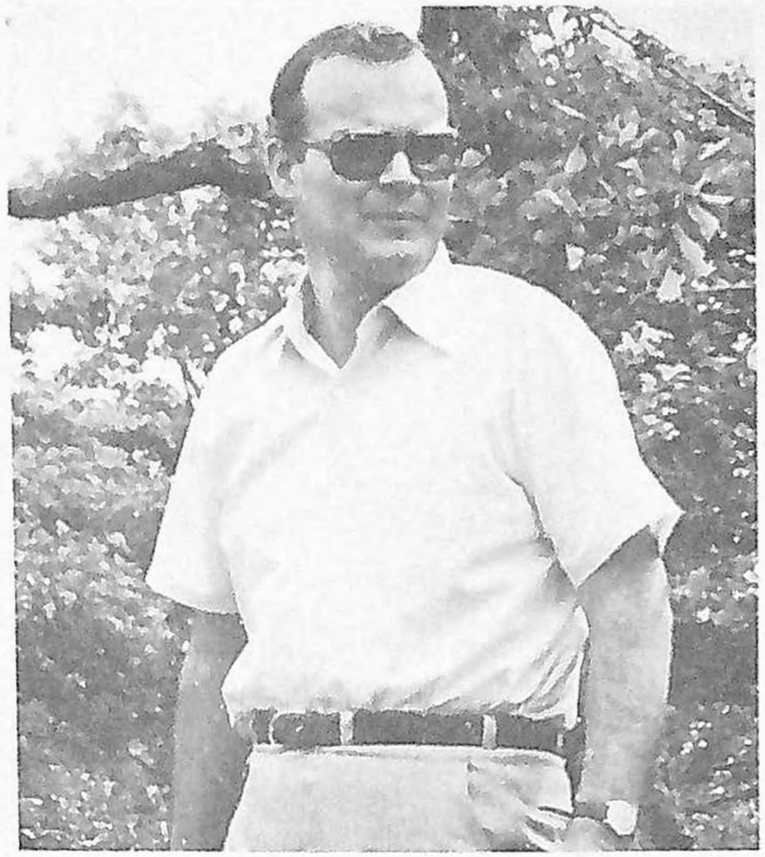
"Finally, the data generated by CAPRI has provided an opportunity to examine, discuss and rectify weakness areas identified. In this regard the enthusiasm of a program coordinator, excited about working with faculty to correct some program weaknesses, or the numerous administrative discussions initiated as a result of CAPRI, are examples of processes which have modified perceptions and over time will subtly but discernibly improve the college educational environment."

One improvement that came about thanks to the efforts of a CAPRI task force was a change in the college's grading system. From its beginning, Humber College graded students on a zero to four (0 to 4) basis. A grade of 4 represented excellent, 3 was proficient, 2 was satisfactory, 1 was deficient, and 0 was a failure. Each subject was given a certain unit of credit: a lecture subject received 1 unit of credit per one hour of timetable, laboratories were given 1/2 unit of credit per one hour of timetable, while skill subjects such as typing and drafting received 2/3 unit of credit per one hour of timetable. A students' grade point average—that which was recorded on his report card and transcript—was determined by dividing the total grade points earned by the units of credit attempted by that student. A grade point average of 2.0 or better was the requirement for graduation. A grade point average of 3.0 or better was considered honour standing.

After an exhaustive study and a thorough consultation with faculty and administration by a CAPRI task force led by John Flegg, the college in 1979/80 decided to convert to a percentage system. The President's Executive Council and the Board of Governors approved the following, for implementation in September of 1980:

1. Marks will be reported in percentages.
2. A pass in each course will be sixty (60) percent.
3. To graduate, a weighted average of sixty (60) in the courses normally in the final year of the program is required.
4. A student will be allowed a total of one (1) "below the line" grade (50-59) per semester. (i.e.: 6 in a 6-semester program, 4 in a 4-semester program, 2 in a 2-semester program).
5. To graduate with honours a student must achieve an average of eighty (80) percent in the final year.
6. Special grades of audit, incomplete, aegrotat and exempt will be retained.
7. Historical records will remain on the zero to four (0-4) basis. Students straddling the two systems will receive a graduating average in percentage based on the last year of activity. Averaging will continue to be weighted on credit value.

Some of the problems pinpointed in the CAPRI study would prove less correctible than others, for they were the consequence of growth, symptoms of faculty and support staff



ROSS RICHARDSON joined Humber College in September, 1976, as director of Planning and Marketing. He came from the Campbell Soup Company where he had been marketing manager in Canada and product manager in the U.S. At Humber, the Planning and Marketing Department was in April, 1980 renamed the Research and Marketing Department, with its mandate broadened to include research, development and public relations. As director of Marketing Services, Richardson, under Executive Director Graham Collins, assumed responsibility for advertising and promotion, as well as for the graphic centre.

alienation from the administrative crowd. The *malaise* may have been the result of a feeling of loss of the close contact that was once possible in a smaller institution. Former Vice President Academic Bill Trimble voiced this fear for the future: "As I see it, the college is in transition between being a rather small, friendly, open casual, fun place to becoming—if we're not careful—a big, impersonal, bureaucratic, heavily administered place. And this is in spite of the president, not because of him.

"One of the things I would have liked to have done was to delay that transition, or even if possible, prevent it. I think if I had to state what my first priority was, it would have been to try to keep it (Humber College) a congenial kind of place where teachers could continue to teach in a creative way. If it ever becomes administrative heavy and inhibiting to teachers, I think that would be a great shame. My interest administratively lay entirely in the classroom and the lab. I realized that's what the college was here for, and we had to make sure that the administration never got in the way of that. I saw it as almost a negative mission. It was to keep the administrative structure from interfering in the *important* things that were going on."

Summing up, this much is certain: past experience has shown that if there was to be a challenge in the future, the faculty, staff and administrators—although haggling along the way—would somehow manage to meet it. Granted that there were periods of melancholy mood, spates of gloom and doom, but generally speaking, the Humber College breed was resilient and adaptable. The faculty, staff and administration bore well the growing pains of development; there is little reason to think they will not cope equally well with the stresses and strains of the institution's coming adulthood.

OLIVE HULL ▸

Olive Hull, a former teacher at Etobicoke Collegiate Institute who has also been employed by The Education Division at Black Creek Pioneer Village, joined the Humber College board of governors in 1973. In 1979 she became the second woman to be elected chairman of that board. She was invited to review the role and responsibilities of the college's policy-making body. This is Mrs. Hull's report:

What do the members of the board of governors do? While the members' immediate problems and decisions may differ from time to time, according to the needs or crises of the moment, our appointments and responsibilities are set out in "Guidelines for Governors" issued by the Council of Regents, the arm of the Ministry that controls all 22 colleges in Ontario.

Because the 12 members represent different geographical areas in the community, different segments of the workforce, varying age groups and expertise as well as both sexes, we are like a mosaic, but we do not always agree. Indeed, we often disagree strongly.

MRS. J. KEILLER MACKAY, left, wife of the late lieutenant governor of Ontario, was a member of the board of governors in 1971 and 1972. She is shown here at a Christmas dinner, with gourmet chef Igor Sokur dressed as Santa. At table is President Wragg and board member Dr. Anne Curtin.

Since our decisions are based on the democratic process of a majority vote, once a motion is passed, it becomes a board decision. Our attendance is the envy of the other colleges. Most meetings have 100 per cent of the members present.

The board selects and supports the president, who is charged with the administration of the college. With a large enrolment and a multi-campus college, it is not easy to define the fine line between goals, policies and evaluation—the sphere of the board, and administration—the sphere of the president. We have, however, been extremely fortunate in maintaining excellent communications between the president and the board. In some colleges this has not been satisfactory, and has resulted in some unhappy situations. Humber is fortunate in having an able humanitarian as its chief administrator—Gordon Wragg.

Since the board must ensure that the college meets the needs of the community, the members try to meet faculty, support and administrative staff, students, and residents as often as possible. With a large enrolment and broad geographical boundaries, several campuses and a large staff, we do what we can, but frequently feel frustrated that we operate rather remotely in the board room.

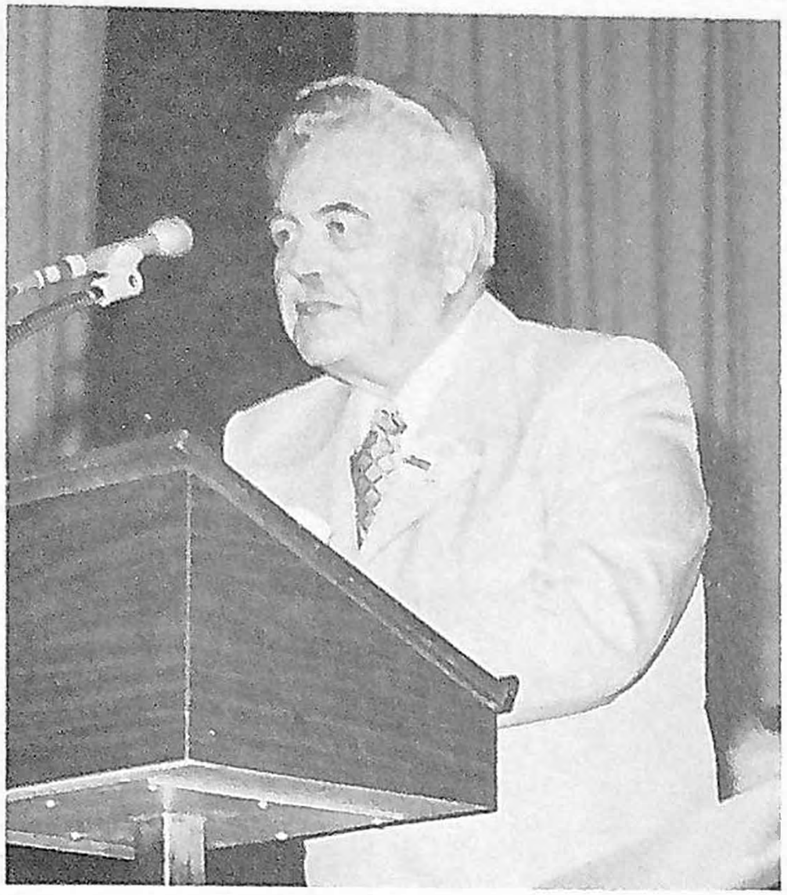
While the complete board has the final say, we use a committee system, whereby the members examine, review and make recommendations to the board for action. Our program committee continually assesses established programs and questions their validity and usefulness. When new programs are suggested, the committee reports its decisions of consent or disagreement. The former are then sent on to the Council of Regents for approval.

During times of expansion and building, when many decisions have to be made, our property and planning committee carries a very heavy burden. With a plant the size of Humber, there are always changes, new methods and improvements to be made, and crises to be met.

During the past few years, with the growing sensitivity to the problems of the handicapped, it has been a priority of this committee to install ramps, allot special parking facilities, improve washrooms and install two elevators in Lakeshore 1 in order that these students may feel welcome at Humber. To carry out these changes, we have often had to economize elsewhere.

As the college has developed, the size of the budget has increased dramatically, but so has the number of students, the staff and... inflation. What a challenge it has been for our finance committee to meet the financial constraints imposed on us by the Ministry! We strive to find the best use of the taxpayers' dollars but are continually limited by lack of funds. In 1979 for example, 85 per cent of our operating budget went into salaries, over which we had no control, since salaries were set by the Council of Regents. I am proud to say that our administration and the board have done a tremendous job in economizing, always keeping in mind that we do not want the quality of education at Humber to suffer, even though it has meant larger classes and limited facilities.

With the Centre for Women and our Affirmative Action programs, Humber has been a leader in the encouragement and support of opportunities for women and minority groups. In keeping with this, and at the insistence of the Minister, representation of women on the



S. L. BRITTON was first vice-chairman of the board of governors, holding that post from 1967 to 1971. He was chairman, 1972 and 1973.

LEFT ◄

D. A. WHITE, a founding member of Humber's board of governors, sat as vice chairman, 1972-73, and was elected chairman for three terms, 1974-76.

FAR LEFT ◄

board has increased from the original appointment of one to five by 1979. In 1977 Humber's first woman chairperson, Florence Gell, was elected by the board.

In recent years, there has been pressure to allow students to serve on the board of governors. While the Council of Regents will make this decision, it should be pointed out that it takes a tremendous amount of time to serve on the board. A student's chief interest should be study and training. Historically, our Student Council presidents have found great difficulty in keeping up the grades necessary to graduate. Some have not succeeded. Is it in the students' interest to place an additional burden on their time? Since students are only in the college one, two or three years, they are concerned with the immediate problems. Many board decisions are focused on long-range planning and the Ministry requires that we produce a Five-Year Plan each year. Is it a conflict of interest to have students making decisions that affect faculty, staff and students? Why should these other groups not have representation on the board?

To keep in touch with the students' point of view and feelings, three former presidents of the student council have been appointed governors after graduation. We are pleased when the current Student Union expresses its ideas, concerns and criticisms to us. As well, we welcome input from faculty, administration and support staff and community.

Our meetings are open to anyone in the college community. Members from *Coven*, the student newspaper, are usually in attendance. Only on rare occasions, do we find it necessary to meet for a short time in a closed session. This would include delicate matters that could be misinterpreted if publicized before people most involved were informed (e.g. personnel problems, strike negotiations, some government directives and some budget and financial discussions.)

What of the future? Ever mindful of the dropping enrolment at the elementary and secondary school level, but aware at the same time that community colleges and especially Humber cannot admit all those who apply, we do foresee some areas of continued expansion. How do we meet the shortage of trained technicians and the increased demand for technical skills? With additional leisure time and the changing social patterns, how do we provide programs in the adult education field, either in upgrading for the development of new skills, or in recreation and interest?

In a relatively short time, community colleges, with Humber an outstanding example, have made a tremendous contribution to the educational opportunities in this province. With our flexibility and willingness to foresee and adjust to changing conditions, we have always felt that we would continue to meet the needs of the students and the communities we serve. At our board meetings, we frequently finished by asking "Is there any further business for the good of Humber College?" To the best of our ability, and within the confines of the budget restrictions imposed upon us, this is the guideline the board of governors tries to follow.

Humber College of Applied Arts and Technology

The Board of Governors 1981

Mrs. Ivy Glover
Chairman

David G. Deaves
Vice-Chairman

Edward S. Jarvis

Mrs. Millicent E. Porter
Chairman, Finance Committee

John K. Fenton

Herb M. Forth

Mrs. Kathleen Goodbrand

Arnold R. Gould

Frank J. Lambert

Molly Pellecchia
Chairman, Programme Committee

Rodger D.Schwass

Leo E. Venchiarutti
Chairman
Property Committee

Gordon Wragg
President

CHAPTER THREE
THE STUDENT BODY
With a Thousand Faces

AN UNENDING SUPPLY? Since 1967, Humber College had little difficulty keeping a steady supply of new students flooding into the school. By the 1980's, however, there was increasing fear about future enrolment shortages. Officials speculated on possible repercussions if grade 13 were to be abolished, as was recommended in the secondary education review project headed by Duncan Green in May, 1981. If all high school programs were to be squeezed into four years, college officials wondered whether this would encourage more graduates to opt for university than college.

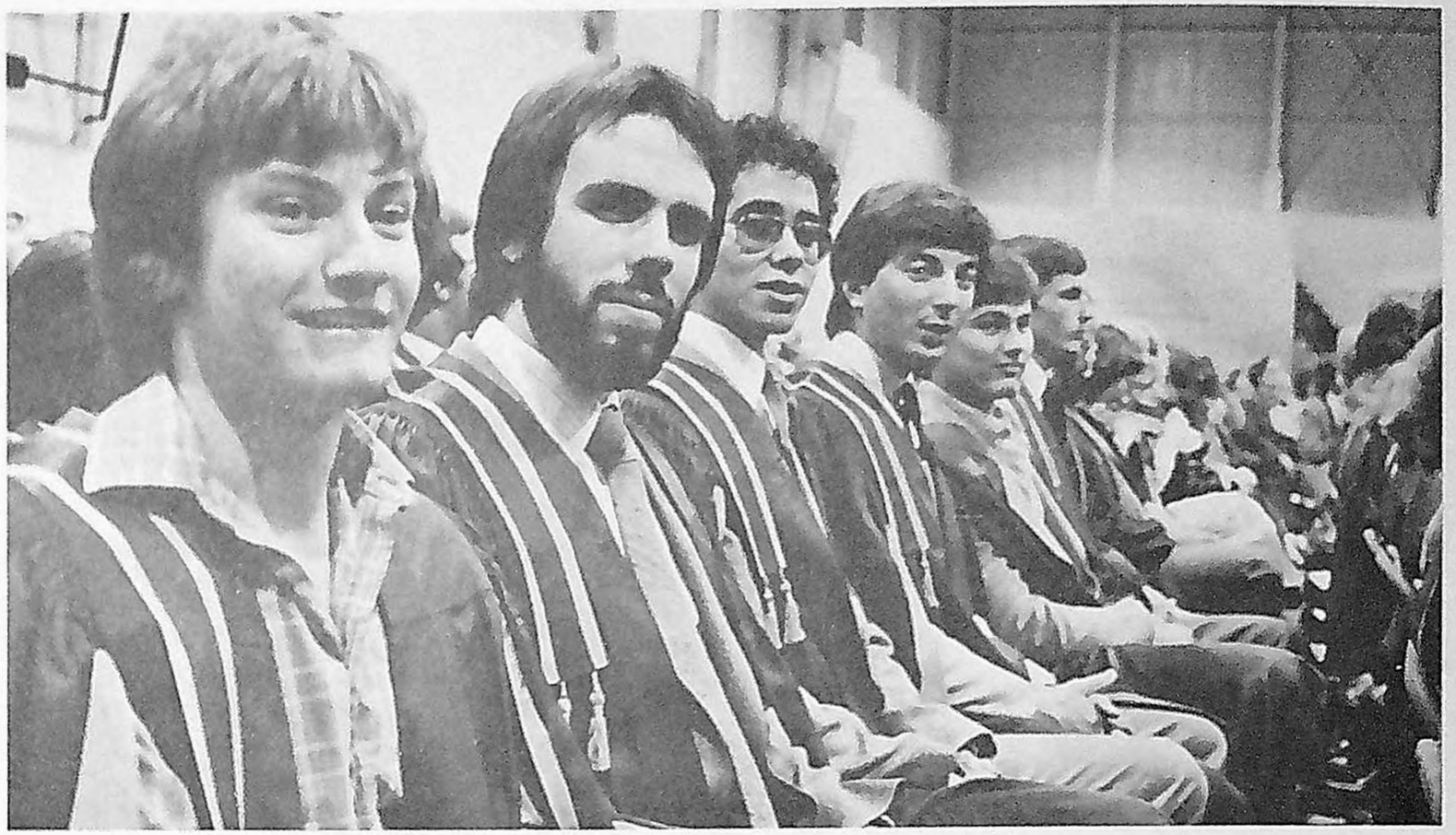
Any attempt to sculpt a faithful profile of a typical community college student could not help but end in frustration and ultimate failure. The very diversity of the institution's programming attracted individuals with an infinite range of talents, traits and temperaments, and no one depiction could serve as a precise representation of so varied a student body.

This plurality of human types did not converge on the campuses by accident. They were drawn to the colleges despite personality differences, by programming deliberately designed to appeal to as wide an audience with as broad a range of interests as possible. The community colleges were fashioned, by decree of William G. Davis, "for full-time or part-time students, in day and in evening courses, and planned to meet the relevant needs of all adults within a community, at all socio-economic levels, of all kinds of interests and aptitudes, and at all stages of educational achievements."

The public could be forgiven if it viewed the colleges as a kind of community catch-all in education, offering something for just about everyone, everywhere: a sort of Sargasso Sea of the post-secondary school system. The magnitude of the mandate might have left one a little breathless were it not for the fact that two boundaries, above and below the colleges, were drawn to confine to some degree their sphere of responsibility. "Colleges of Applied Arts are neither universities nor extensions of the secondary school," the Ontario Department of Education *Basic Documents* stipulated. Even this, however, is a hazy border. In practice, the community colleges did offer academic upgrading programs that could raise qualifying students to the level of grade 12 completion, and, at the same time, certain college courses were granted university equivalents when students transferred into universities. This overlap of the community college frontier into the fringes of high school and university territory might seem like a violation or trespass, but in fact it was not. The governing factor that condoned the extension of their functions into these two areas was the remedial nature of the colleges' operations. The CAATs were in a very real sense reclaiming a precious and hitherto-neglected human resource, inducing back into the educational mainstream a vast segment of society that the *Basic Documents* described as "those students and adults whose failure to recognize the applicability of the humanities, languages or abstract mathematics to their own lives has made them potential or actual dropouts." These were the individuals who possessed "material or concrete intelligence" rather than "abstract or theoretical intelligence," to quote the apt description used by Norman Sisco, then director of the Applied Arts and Technology Branch of the Ontario Department of Education, when he addressed the Etobicoke Social Planning Council in February, 1969.

But it must be cautioned that the above description was appropriate only to some of the community college students, and by no means to all. There were many among the student population of Humber College who were not at all uncomfortable with the abstractions of technological theory or academic thesis. This might be just as well, for former Vice President (Academic) Bill Trimble predicted that accelerating technological progress may force an increased emphasis on abstractions in education at Humber College. "Everything we

PRE-DIPLOMA LEVELS: a study to determine the previous level of education of the full-time post-secondary students enrolled at Humber in the fall of 1980 revealed that 137 (1.93 percent) of the students possessed a university degree, 418 (5.90 percent) had partial university background, while 449 (6.34 percent) came to Humber with other non-university, post-secondary education. Of the total enrolment of 7,086, exactly 50 percent — 3,543 students — had completed grade 12, while an additional 1,258 had completed grade 13, and 886 had partial grade 13. The remaining numbers came from various other educational levels, such as retraining or apprenticeship programs, CAAT qualifying and professional certification courses.



do is going to move up the abstraction ladder into more conceptual material," he speculated. "The reason: only if you understand the conceptual framework of something can you accommodate rapid change. If you only know how to fix a Ford motorcar, and then they change the model, you can't possibly fix the new car. But if you know something about physics, then you may be able to fix a Wankel engine or an entirely different kind of engine. In order to accommodate rapid technological change, I think everything we do will have to be taught at a more conceptual level. We can no longer give students just the files; we have to give the filing system, too."

It's an important distinction. The universities have tended to focus almost exclusively on the filing system: the brain work. The precursors of the community colleges specialized in the files, or tools themselves: the hand skills. The community colleges, responding to the manpower requirements of society and a more complex technology, were striving to coordinate the two—the head and the hand—to groom a type of graduate able to enter the work force possessing both mental and manual dexterity.

This occupation-orientation provided the common core for all programs at Humber College. The teaching modes may have varied, the curriculum content may have differed, the level of abstraction may have been dissimilar from program to program, but the priority on job preparation remained constant, whether the students were at Humber College for academic upgrading or vocational updating, whether they were young or mature, and whether they were enrolled in full-time, post-secondary, retraining or apprenticeship programs. And this emphasis on occupation was, as well, the prime attraction for a new species of student arriving at Humber College in increasing numbers: the university graduate or undergraduate.

They did not quite come in droves. A 1967 statistics report compiled by Doug Light, first dean of faculty, and Bill Wells, an Economics instructor, showed that in the college's first year of operation there were only two students who came from a university: one from Sir George Williams and the other from University of Sherbrooke. The numbers of university students started becoming appreciable in 1976, when a survey of 3,343 freshmen revealed that 38 students had a first degree or higher, and 169 had partial university education, representing a total of 6.2 percent of the new student intake. These figures have been rising since.

In the fall of 1978, there were 115 university graduates enrolled in Humber College programs, and an additional 327 students who had transferred to Humber with some university undergraduate study. Figures released for 1979/80 by the Ontario College Information Centre showed that the total number of students with partial or complete university standing enrolling into Humber College had increased 2 percent between 1975 and 1978, to an impressive 8 percent of total enrolment. Humber's Director of Admissions and Associate Registrar Ian Smith revealed that the Computer, Business and Technology programs tended to attract the largest number of university students. But whatever programs they were drawn to, the continuing trend seemed ironical in the light of the constant caution that had emanated from the Ministry of

Full-Time Post-Secondary Enrolment-Percentage By Previous Level of Education By Previous Activity Before Attending Humber College Fall 1979

Approximately 50% of the College's full-time post-secondary enrolment entered Humber with a Grade 12 education, 31% with a partial or completed Grade 13 and 7% having attended or graduated from a university.

	% Full-time Student	% Labour Force	% Other	% Total
Elementary		0.2	0.3	0.1
Secondary — below SSGD	1.7	6.1	10.2	3.2
Secondary — SSGD	55.0	39.6	32.8	50.1
Secondary — partial Grade 13	13.1	12.9	7.5	12.8
Secondary — SSHGD	19.8	14.7	11.5	18.1
University Attended	4.1	8.5	12.9	5.6
University Graduated	1.4	2.8	2.0	1.8
Professional Certification	0.1	1.0	1.7	0.4
Other Post Secondary	3.2	7.3	9.2	4.5
Retraining — Non Post-Secondary	0.2	0.6	1.7	0.3
Apprenticeship	—	0.2	0.3	0.1
CAAT Qualifying Course	1.3	3.4	4.1	2.0
Other	0.1	2.7	5.8	1.0
TOTAL	100.0%	100.0%	100.0%	100.0%

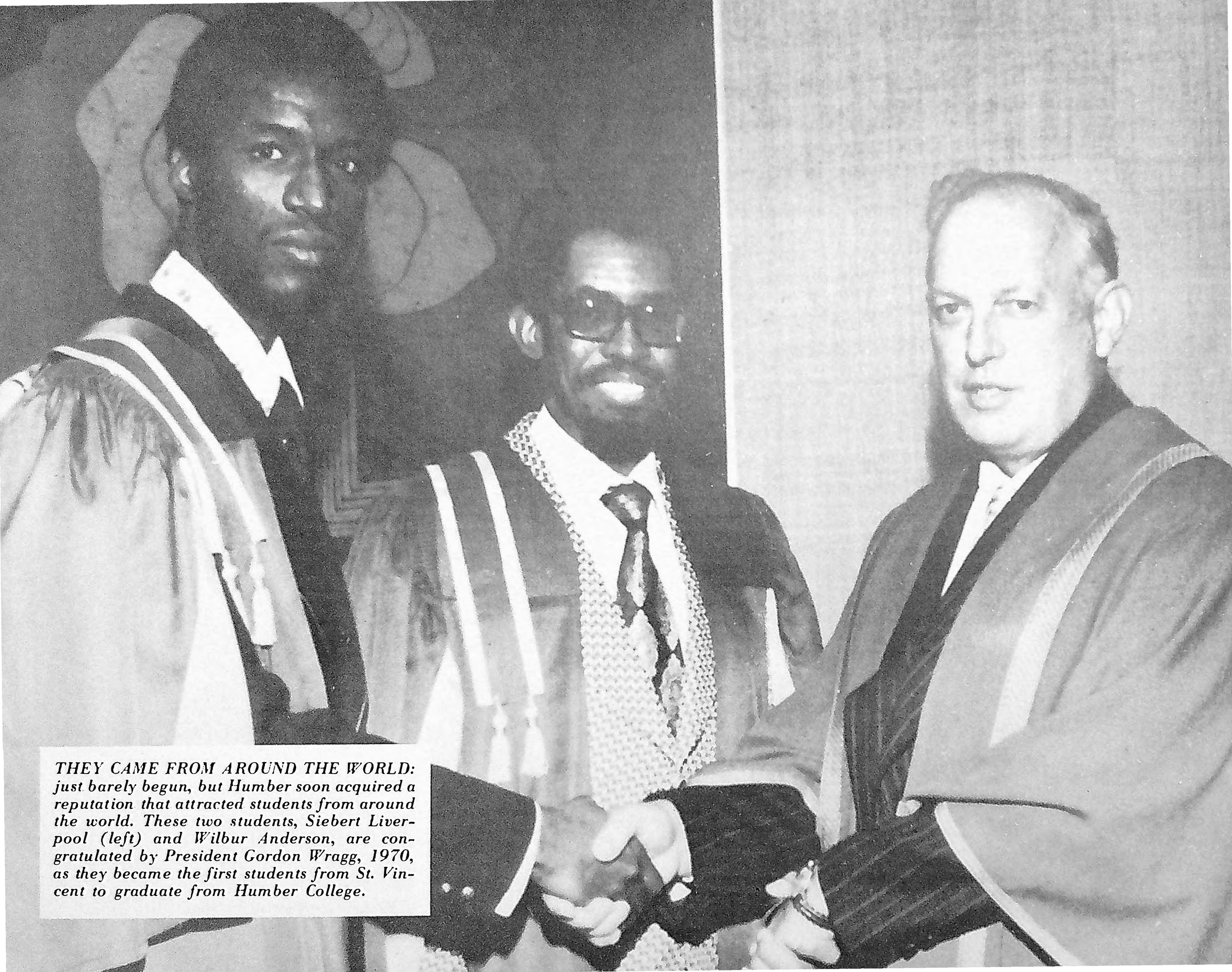
Education in the early years, warning the colleges not to assume the role of feeder institutions for the universities. To a minor degree but to an increasing extent, it was precisely this role that the universities were assuming in relation to the colleges.

Former Associate Registrar Phil Karpetz, back in 1978, announced that there were 25 university graduates enrolled in the Creative and Communication Arts Division alone. Larry Holmes, dean of that Division, divulged that "university students have been coming to us for one-year certificate programs in Journalism. This has been so successful that we were seriously contemplating offering a full year of community college post-graduate study—a package of seminars and workshops, or individual semesters. These were to be geared for not only our own graduates, but for people who were working in the media field and who wanted to acquire certain managerial skills and updating. I thought there was a tremendous opportunity for Humber College to take the educational leadership in the Communication Arts disciplines."

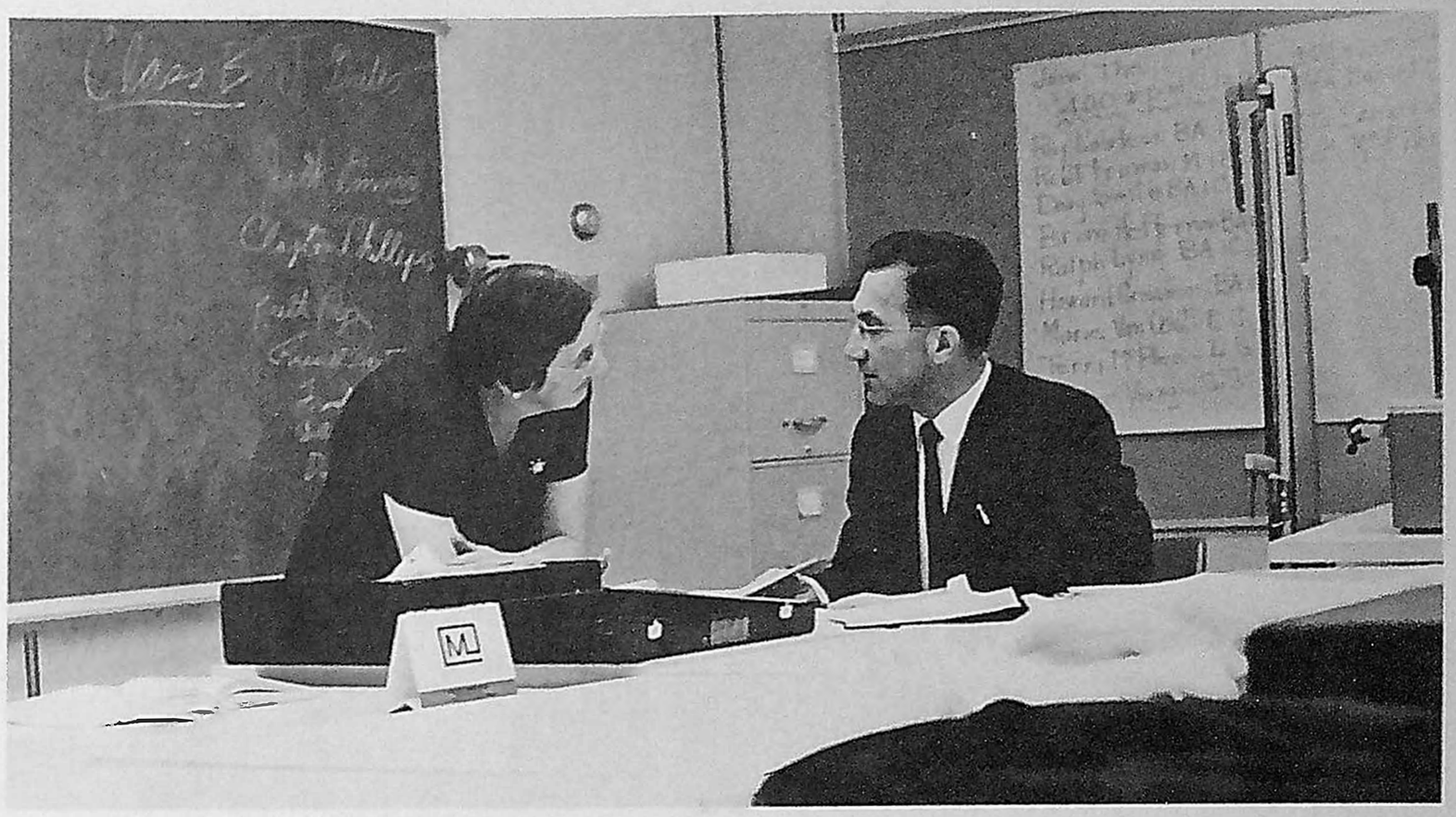
The Business Division also discerned a trend towards an increased influx of students with university degrees or partial university study. "A case in point is one class in Computer Programmers," stated the late Dean Eric Mundinger. "These students were enrolled in a one-year intensive study, attending classes for 365 days, less public holidays. In that particular graduating class, there were 17 students who had a Bachelor of Arts degree from Ontario universities."

An additional 13 university graduates, with Bachelor of Arts degrees in Psychology, in 1978 enrolled in a special Child Care Worker program of the Humber College Applied Arts Division. "The Thistletown Regional Centre was prepared to hire a certain number of university graduates with Psychology degrees," disclosed former Chairman Margaret Hincks, "but only if Humber College would cooperate by providing these students with the specialized professional component of our Child Care Worker program. And so we came up with a plan. These students were given a considerable amount of advanced standing because of their university background, which enabled us to compress the curriculum requirements of the

REGISTRAR Fred Embree.



THEY CAME FROM AROUND THE WORLD: just barely begun, but Humber soon acquired a reputation that attracted students from around the world. These two students, Siebert Liverpool (left) and Wilbur Anderson, are congratulated by President Gordon Wragg, 1970, as they became the first students from St. Vincent to graduate from Humber College.



OF ALL AGES: one of the students in General Arts and Science in 1967 was 70-year-old grandmother Gladys Jenning, shown here consulting with Fred Manson, then chairman of Applied Arts. An analysis of 7,086 full-time students enrolled at Humber in the fall of 1980 showed that only 96 students (1.3 percent) were over 39 years old. An additional 246 were 26 to 29, 169 were 30 to 34, while a total of 111 were 35 to 39.

three-year Child Care Worker diploma into a two-year period."

Not all the university students were concentrated in special programs, and their presence in a classroom could sometimes be—if not downright perplexing—then at the very least, challenging to the teachers. A student who barely made it out of grade 12 could be sitting side by side with a graduate holding an Arts or Education degree, yet the lectures and assignments had to be equally appropriate to both of them.

Fortunately, since the school's beginning, faculty have had ample experience in dealing with classes containing students spanning a wide range of age and maturity. One of the students enrolled at Humber College in its first year was Gladys Jennings, a 70-year-old grandmother of four. She had retired a few years earlier after working 20 years as a stenographer for the federal civil service, and in 1967, she decided to enter the General Arts and Science program because she didn't want her "mind to be stagnant." At a later date, Gladys decided to go on to university.

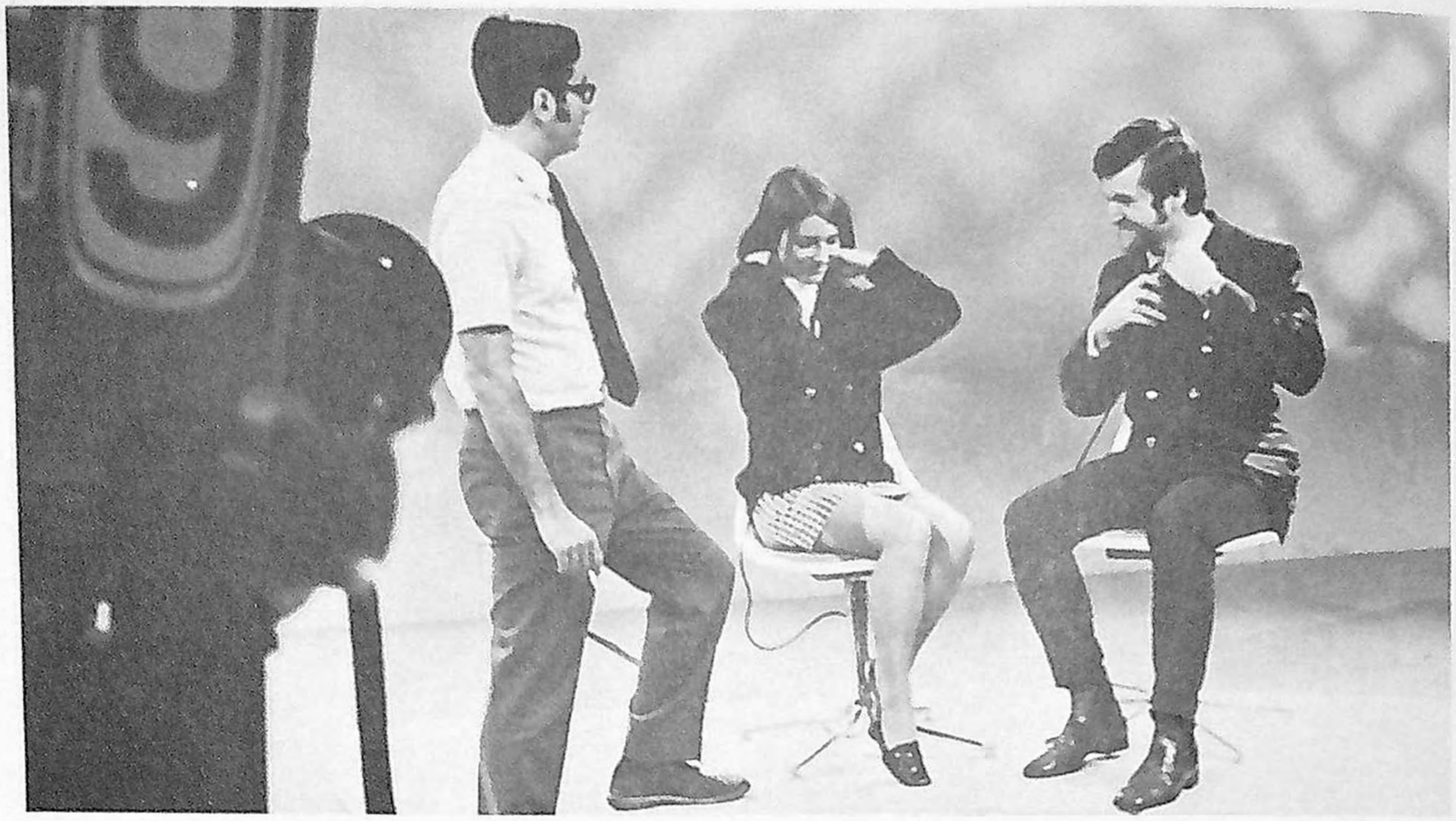
As discussed previously, the provincial government in creating the colleges of applied arts and technology was determined to keep the colleges from becoming feeder or transfer institutions for the universities. At the same time, William Davis, as Education Minister, in his introduction of Bill 153 in 1965 conceded, "Nevertheless no able and qualified student should be prevented from going on from a college of applied arts and technology, and indeed such a pattern exists today for able graduates of our institutes of technology...The university doors should always be open to capable and ambitious young men and women."

There was to be no formal formula, universally applicable to all community college applicants seeking entry into the universities. Considerations would be made on an individual basis only. However, in the winter of 1968, a letter to board of governors' chairman Ted Jarvis from D.W. Rossides, chairman of the senate committee on admissions at York University, made the liaison between York and Humber a little more official. The letter outlined the procedure for graduates of Humber College who wished to apply for admission to York University.

The following year—in February of 1969—York's senate committee on admissions went on record to state that the university would consider graduates of all community colleges who "have demonstrated academic ability." The University of Toronto followed suit, declaring it would consider "the best members of graduating classes."

The path was paved, then, for students like Gladys Jennings to move onward into the university milieu. It took some time, but in 1978, at age 82, she became the oldest graduate ever to earn a Bachelor of Arts degree at the University of Toronto.

The proportion of students who followed in Mrs. Jennings' footsteps to university from Humber College was modest. Graduate placement figures from the Career Planning and Placement Centre revealed that of 1,465 students graduating in the 1976/77 year, only 23 students were entering university—about 1.6 percent. Of the 1,639 students who graduated in 1978/79, only 20 went on to university, with an additional 13 deciding to further their education in another college of



EDUCATION BY EXPERIENCE: what Sandy Lane, centre, found particularly attractive about the college was that much of the learning took place outside the classroom. Sandy and Dan Mothersill (right), a fellow Journalism student, prepare for a CFTO camera. They had scripted and were narrating a film, "What Are You Doing, Where Are You Going?"

applied arts and technology program.

And needless to say, Mrs. Jennings' age was far from the norm at Humber College. Of the total student enrolment of 5,784 in November, 1976, for example, about 66 percent were under 20 years old. At the bottom end of the scale, 0.2 percent (9 students) were under 17 years old, while 1.4 percent (86 students) were 39 or over. The nineteen-year-olds, with 1,405 students, represented the largest single bloc.

Lynn Trueman, at 18, was one year younger than the 1967 age-average when she was enrolled by Administrator Clare Routley into the Social Services program: officially Humber College's very first student. Lynn came to the community college after completing grade 13 at Etobicoke's Alderwood Collegiate. As a grade 13 student, Lynn was in a minority. However, the number of students coming to Humber College with a Secondary School Honourary Graduation Diploma has been mounting. By the fall of 1976, an estimated 295 freshmen in Humber College programs held an SSHGD: 11.8 percent of the total (an additional 12.7 percent, 425 students, had a partial grade 13 background). In the following year, the number of grade 13 applicants had jumped to an impressive 25 percent. By the fall of 1978, there were 968 students in Humber College holding an SSHGD diploma, and an additional 3,121 students with a partial grade 13 background. "The students are either deciding not to go to university," speculated former Associate Registrar Phil Karpetz, "or they want practical training so they can be out in the work force sooner."

It was the former reason that brought Sandy Lane (*née* Bull) to Humber College as one of the first students in 1967. Prior to deciding to enrol in General Arts and Science, she was in the five-year stream at Richview Collegiate in Etobicoke, and until grade 12, she had assumed she would complete her grade 13, then push on to York or University of Toronto. "Then, in about the middle of grade 12, I realized that in some of the subjects—and history in particular, which was my favourite—I was studying exactly the same things I had taken in grade 10, although admittedly from a different point of view. I was bothered by this. When I spoke to my teacher about my concern, I was told—not in these words—that all I had to do was regurgitate my notes at the end of the year, and I would pass, and everyone would be happy.

"I started questioning what I was doing, and where I was going. I asked what grade 13 was going to be like, and the answer was that it would be a wrap-up of my education, a 'preparation' for university. And what would university be like? Would it be more of the same thing, where I was expected to regurgitate everything in a way that pleased the professor? No one could answer me satisfactorily, or prove that it wasn't the case. I started looking around—at Ryerson, at Centennial...until I finally chose Humber College."

Sandy chose Humber College even though her grades suggested she would have had little difficulty in grade 13 or university. "My marks ranged from slightly above average to very good, depending on the course," she related. "I was very good in subjects such as History, English—I wrote a perfect English exam once, minus ten for spelling, which, I've been told, has never been my strong point—and Physical Education. As for Science and Math, well, I got

INTERRUPTED MESSAGE: William G. Davis, Minister of Education at the time, on March 3, 1970 told students in an audience of 500 at ceremonies for the opening of Phase II of the North Campus that they need never be apologetic for being enrolled in a community college, since it represented a valid educational experience. Davis was about to appeal to the business community to not assess personnel requirements exclusively on the basis of university degrees, when a band of Humber anti-establishment radicals stormed the platform to protest, "Big Business Is Killing Us!"

by in those and I wasn't at the bottom of the class, but I certainly didn't like either of them."

Despite her spelling handicap, Sandy transferred to Journalism when it was initiated as a General Arts and Science option in her second year. After graduation, she was hired as a researcher on *Drop-In*, a CBC children's television program. She was promoted to story editor of *Drop-In* and the later *Video 1*. She next moved up to become hostess of *Dress Rehearsal*, a television summer replacement show where she did so well that the CBC put her on contract as story editor and hostess of *What's New*.

Twelve years after Sandy had enrolled, some students were still coming to Humber College for almost identical reasons. An example was Cathy Davis, daughter of the provincial premier. In 1978, at age 19, Cathy, like Sandy, chose Journalism as her career area...although Cathy never completed the program, deciding instead to transfer to York University. Why, however, had she chosen a community college as her preliminary experience with post-secondary education? Cathy, like many other students her age, was not quite ready for university after completing high school. She had taken five grade 13 credits, but because she did not like high school, she had not done as well as she would have liked in marks. Humber College provided an alternative to quitting after high school. "I didn't like the idea of university, just going without any end in view, or without knowing where I was going," she recalled. "It happened that I was with a friend who was in Public Relations, and he was doing an essay. I was helping him, and I ended up rewriting the essay for him. He told me that I should look into Journalism at Humber or at Ryerson, so I looked into them. I was thinking of going to Humber College or Ryerson, and a man who works for my father—he's like a secretary to my father, an executive—he recommended Humber."

Did her father oppose her opting for a community college rather than a university? "No, he didn't object. He likes the idea of a university...for his own kids. My sister has a B.A. and my brother is in Law. But he didn't object at all. My mother thought it was great. They were happy that I decided to go back to school, more than anything else."

What impressed Cathy the most about Humber College during her stay here was that "it is relaxing. That's what I found when I first came ...you just feel at home as soon as you get here." In contrast, it's doubtful that her father felt totally "at home" or found the atmosphere "relaxing" when on March 3, 1970 Davis as Education Minister was invited to officially open the Phase II building of the North Campus. Launched only a few minutes into his address, Davis was interrupted by a group of campus militants, led by second-year GAS student *John McCarthy*, who, carrying a huge banner reading "Big Business Is Killing Us," stormed into the audience of 500.

Some among the audience cheered, although the cheering was drowned out by booing and hissing when a profanity was bawled out by one of the demonstrators.

McCarthy, when he was given the floor, calmed the atmosphere with a voice and tone that seemed more reasonable than radical. "The only reason we are here is to explain to you people that everything is not roses in

Ontario," he told the assembly. He charged that the Ontario community college system was training human beings to become "mere components for company executives and very smug officials." Pointing a finger around the audience and at the guest platform, he accused, "You can see them all over the place tonight. We would suggest that you all have a look around and think it over."

Unruffled, Davis responded, "This gentleman suggested that things are not all roses, sweetness and light. I would suggest to him, with respect, that he check other jurisdictions that he seems philosophically associated with."

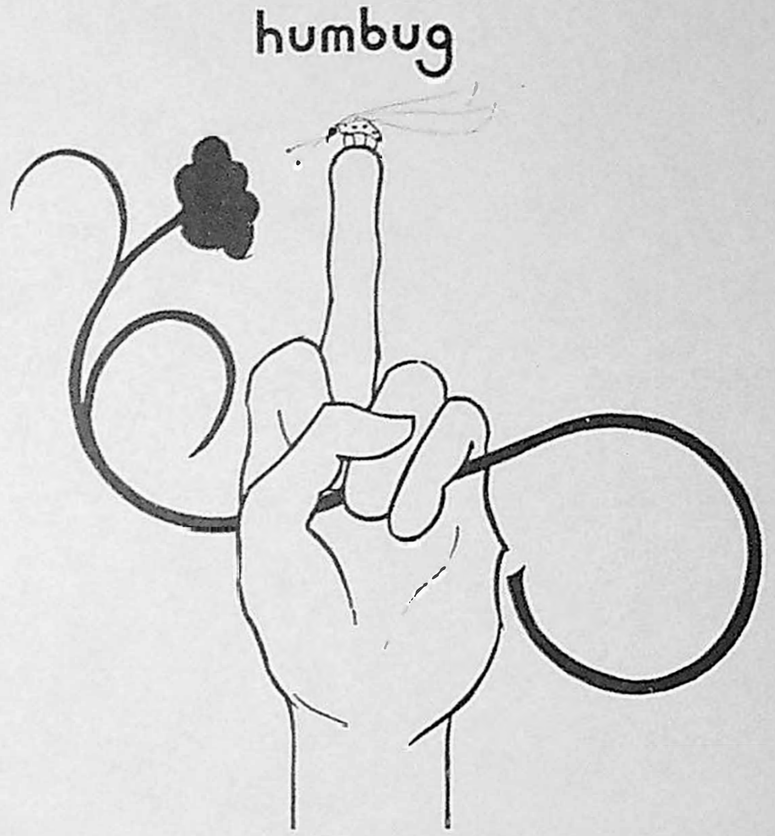
Then, as suddenly as it had begun, the drama subsided, the demonstrators dispersed, and the ceremony continued. And yet, that day of March 3, 1970, was to prove an important one, ushering in an exciting, though brief, new epoch in Humber College's development—a period when the *unthinkable* would occur: for the first time in the college's history, the values of business and technology were seriously attacked and held up to ridicule, and the work ethic itself was temporarily to fall into disrepute among many in the student populace.

The groundswell was not long in coming. On the very next day, Humber College hosted a seminar entitled "Business Answers Back." Panelists from the tobacco retailing industry, Ontario Hydro, the pharmaceutical companies and advertising agencies found themselves dropped into a bear-pit, defending themselves against a barrage of some commonly-voiced criticisms: tobacco retailing is immoral because cigarets cause lung cancer; the towering chimneys of Ontario Hydro are polluting the upper atmosphere; pharmaceutical companies exploit the consumer with unfair markups; and advertising agencies manipulate society without providing any social benefits.

What distressed and discomforted the guest panelists most was not the matter but the manner of student questioning. Jerry Goodis, president of the advertising agency Goodis, Goldberg and Soren Ltd., visibly lost his composure when a student criticised the advertising president for not being "open-minded" nor as "with it" as he pretended to be. As "proof" of this personality analysis, the student recounted that he had recently applied for a junior position in Goodis' advertising agency, but was told to come back when he had more experience. Another student then jumped up, and poking a finger accusingly at the guest, bellowed, "Okay, Goodis, you say you're with us and you're on our side, but what have you done to help the world?"

Goodis related some of his personal contributions in the fight against pollution, and then, as a magazine writer reported, "Angered by the student's arrogant manner, Goodis fairly shouted through the microphone that, 'If you've got any ideas, then give 'em to me, but don't sit there asking what I'm doing. I resent that, okay?' "

Some of the faculty and administrators in the Business Division began to view the developing scenario on campus with consternation. A reputation for student radicalism would not be conducive to finding graduates jobs in the same business community that the activists were attacking. "There's no question that in those years there was an 'anti-business' environment at Humber College," the late Business Dean Eric Mundinger once said,



recalling the period when the Division was headed by John Almond. "Business students of this particular time were questioning almost everything that was happening here, and the business community was naturally very sensitive. I used to go to lunch with many of the company people who came to conduct job interviews on the campus, and one of their inevitable questions was, 'How do your Business students view business?' The only way I could answer was to tell them that all their instructors had worked in the business world, and from them the students had acquired a clear understanding of the role of business."

The Business Division, though, was never the middle of the activist maelstrom. Most of the momentum for the protest movement came from the General Arts and Science area, and this cadre of dissent in April of 1970 shocked the campus with the appearance of its official protest mouthpiece aptly called *Humbug*, a magazine financed by Student Council funds. The embarrassingly unsophisticated propaganda organ was laced with what some people considered obscenities and profanities of language. Further, the publication featured a six-page picture-spread of some innocuous but rather explicit erotic art, which included a charmingly adolescent defence of sex and nudity in art. Any doubt that the magazine was deliberately designed to be an instrument of sensationalism and provocation was instantly dispelled by a reference to one college senior administrator as a "bearded buffoon," and to businessmen as "pigs." That prompted the Student Union president, Jim Beatty, to hastily assure everyone that "I understand the last edition was checked out with lawyers, and that the next will be insured against libel suits."

The backlash against the magazine was as instantaneous as it was violent. A group of offended students staged what they called a "normalcy revolt" against the school's radicals. They protested that they were paying $35 a year in activity fees to a Student Union that had wasted $400 on the publication of such "trash." Convinced by a poll that the majority of students objected to *Humbug*, five representatives of the Queensway and South Campuses voted to refuse to grant any more funds for additional publications. North Campus representatives, however, with a larger voting bloc, voted to support the publication. Thwarted by the uneven distribution of votes, the five Queensway and South Campus representatives called a press conference, where they burned a copy of the magazine to signify the disapproval and dissociation of the majority of students from the views the magazine espoused.

SU President Beatty refused to retreat. Allowing that there were students infuriated over the contents and language of *Humbug*, and even more students indignant that SU funds were financing it, he parried that "many others were not upset at all." As for College President Gordon Wragg, determined to avoid assuming an authoritarian role, he issued a public statement that adroitly threw the ball back into the students' court. It was an issue they would have to resolve for themselves: "We feel the students have a right to publish uncensored material. We have a good deal of faith in the student body (as a whole) in that it can recognize what has validity and what hasn't."

In the meantime, the anti-establishment juggernaut rolled on. Activists began to blitz

ROCK CONCERT: trucks and troubadors filled the valley during a backlot music fest.

the campus, recruiting support to a cause that was never clearly defined. The trappings and uniforms, however, were. *De rigeur* for the young militant of the day were khaki fatigues, army boots, and guerrilla arm bands, in the best Che Guevara tradition. To appear on campus wearing anything as conventional as a shirt and tie, or skirt and blouse, was to brand the wearer a lackey of the "system." For the only time in Humber College's operation, a dress regulation for students was imposed—by the students themselves. They found themselves selecting their dress carefully, for what they wore advertised the "camp" they belonged to.

In May of 1970, the students were given the opportunity to express that choice democratically. As the election day for the new Student Union officers drew near, the counter-culture contingent had a field day, staging rallies, saluting each other with upraised clenched fists in the corridors and proclaiming their candidate, John McCarthy, as "Captain America"—presumably an ironic barb directed against American imperialism.

The bandwagon was irresistible: it was Haight-Ashbury, the Black Power movement and the peace protest all packed into one. Despite some unsubstantiated charges that ballots for write-in candidate Sam Lane were unfairly disqualified, McCarthy, or "Captain America," had triumphed. He had won the election. "Captain America" also won some public notoriety when he appeared on the front page of the *Globe and Mail* (May 7, 1970), wearing his Stars and Stripes uniform, caught in a pose that made it appear as though he were throwing something at the front door of the U.S. Consulate General in Toronto, during a student demonstration.

That photograph caused President Wragg considerable embarrassment when he next met in Niagara Falls with the Committee of Community College Presidents. "The presidents from the small towns felt it was absolutely incredible that a left-wing group could really be active in that day and age," he recollected. "But I *know* those students checked out the kind of house I lived in, the kind of car I drove. They were desperately hunting for something to sink their teeth into, to attack me for. They just couldn't find it, as at that time I lived very simply."

Not to be outdone, the counter-culture group was living even more "simply," in a tent city set up on the flood plain between the college and the Humber River to the west. They called the site Liberation College, and envisioned a college under canvas, a kind of outdoor Rochdale. Guest lecturers from groups like the Black Panthers were to be invited, and there would be rap sessions on topics unspecified, but of the type that ostensibly could not be discussed inside classroom walls. About 40 students strung up hammocks between trees, set up a rudimentary kitchen and dug out campfire sites. Concrete blocks and logs functioned as chairs and benches respectively...while hygienic conditions functioned almost not at all.

"Thank heaven," declared President Wragg, looking back, "that we had a very flexible Medical Health Officer in the Borough of Etobicoke." The MHO inspected the site, and concluded it would be a mistake to call the police and evict the students from the valley, since that would only spark a confrontation. Still, he insisted that the sanitation facilities

HUMBER'S OWN CAPTAIN AMERICA, John McCarthy, centre, at an anti-Vietnam protest in front of the U.S. Consulate General in Toronto in May of 1970. (Photograph courtesy Globe and Mail).

had to be improved. Gordon Wragg complied by installing a privy on the site, and by ordering that the college building be kept open all night so that the students could enter to wash and have showers. To top things off, the college president then trotted down the valley with a chain saw to help the students cut up logs for their campfires.

"John invited me to sit around the fire, have a glass of orange juice, and just chew the rag with them," the president said almost nostalgically. "I had a terrible time, not from the students, but from some teachers, who kept telling me to 'turf those bums out!' They (the teachers) were thinking terrible thoughts! Even some board members couldn't understand.

"But John was saying a lot of things that perhaps today might make some sense. At that time they didn't seem to...or we didn't listen, because the way some of the students dressed and the language they used turned people off.

"John was a very sensitive individual, whose philosophy was that our whole political system was so shot-through and dominated by big business, that it was so insensitive to the welfare and the needs of individuals that the only thing you could do was destroy it and start over again. He was trying to say that things like materialism and technology are disastrous, they have no benefit in terms of human welfare, and that it's people that count, it's life experiences that count. Material possessions don't matter. They're a false god, if you like, and we should get back to a simple way of life, and live close to nature, think in terms of other people, their feelings, and their welfare.

"I don't think anybody was willing to accept what he was saying. I think most people felt that the increase in the gross national product enabled us to have a lot of things that we wanted, whether it was cars, schools, material goods, roads, or whatever. And the only way to go was towards more, and bigger, and better technology.

"John was saying that's terrible and I think the unfortunate thing was that the appearance of the students who surrounded him—they maybe took a bath once a month, when they got around to it—tended to offend some people. Certainly their language wasn't acceptable to more orthodox individuals.

HUMBER'S THEME SONG

C Em F G C Em

1. WHERE PEO-PLE GROW— IN UN-DER-STAND-ING WHERE PEO-PLE GROW —
2. NO I-VY WALLS- OR OLD TRA-DI-TIONS FIND-ING OUR-SELVES —
3. WITH DIG-NI-TY — WE FACE TO-MOR-ROW KNOW-ING WE'LL FIND —

F G C Em F G

SHAR-ING THEIR KNOW-LEDGE NEAR RI-VER'S BEND — AT HUM-BER COL-LEGE
A-LONG THE WAY — NEAR RI-VER'S BEND — AT HUM-BER COL-LEGE
THE CHANG-ING WORLD — NEAR RI-VER'S BEND — AT HUM-BER COL-LEGE

Dm C Dm C Dm

WHERE TIME IS AL-WAYS NOW WE GROW AND LEARN —
WHERE TIME IS AL-WAYS NOW WE GROW AND LEARN —
WHERE TIME IS AL-WAYS NOW WE GROW AND LEARN —

Dm C Dm C Dm G7

SEARCH-ING THE FAR UN-KNOWN — TO FIND OUR STAR. —
SEARCH-ING THE FAR UN-KNOWN — TO FIND OUR STAR. —
SEARCH-ING THE FAR UN-KNOWN — TO FIND OUR STAR. —

C E F G7 C Em

4. WHERE PEO-PLE GROW— IN UN-DER-STAND-ING WHERE PEO-PLE GROW —

F G7 C Em F G C

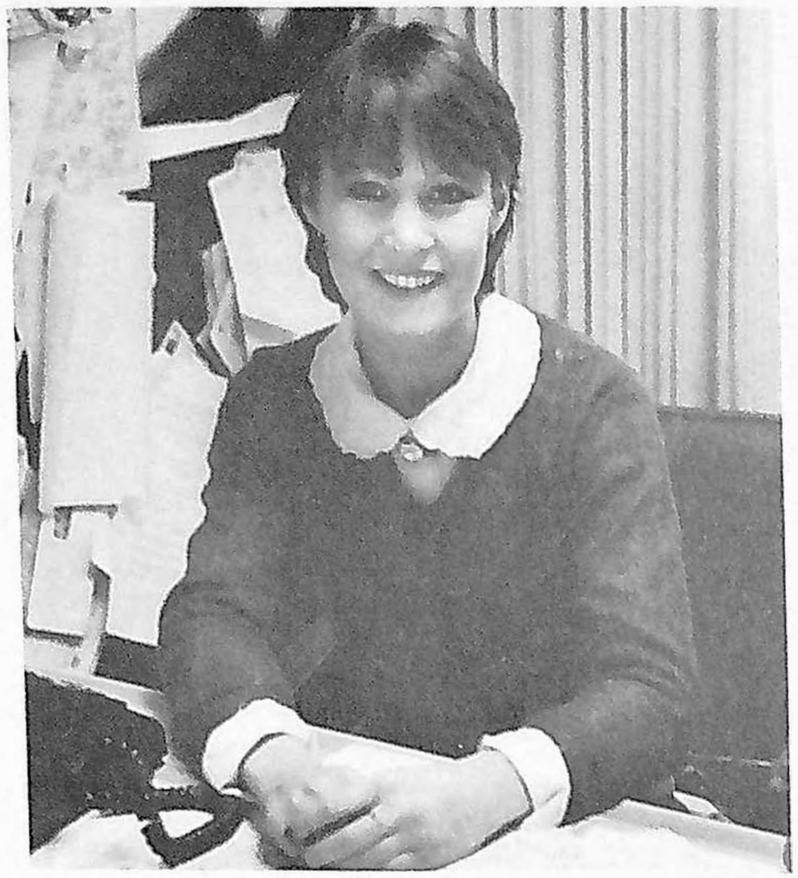
SHAR-ING THEIR KNOW-LEDGE NEAR RI-VERS BEND — BUILD-ING FOR PEO — PLE

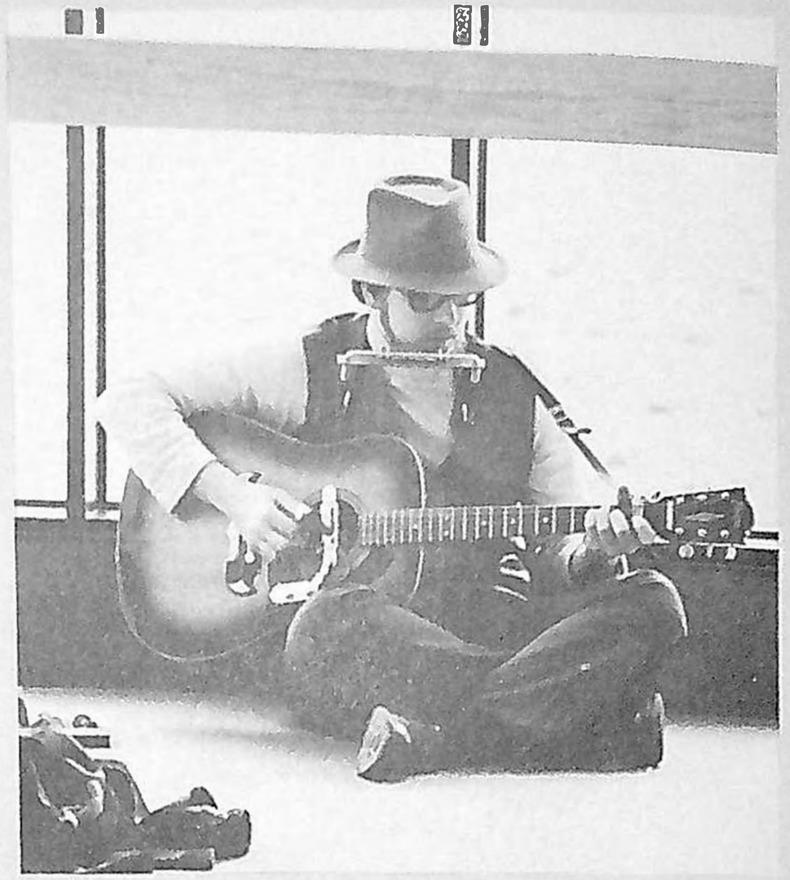
NEAR RIVER'S BEND: in 1970-71, while students lined the shore of the Humber River with tents for Liberation College, a father-daughter team used the same setting as a theme for the school song, "Near River's Bend". Words were written by the late Richard Ketchum, chairman of English. His daughter Kathleen helped compose the music.

PREVIOUS PAGE ◄

A RETURN to the work ethic: following the McCarthy era, most students reverted to more academic concerns and more serious study. Representative, perhaps, of the new attitude was Charlotte Empey, a Journalism graduate who in 1975 earned the President's Medal for Highest Academic Achievement. Empey went on to become health and beauty editor of Flare Magazine, Maclean-Hunter Ltd.

RIGHT ►





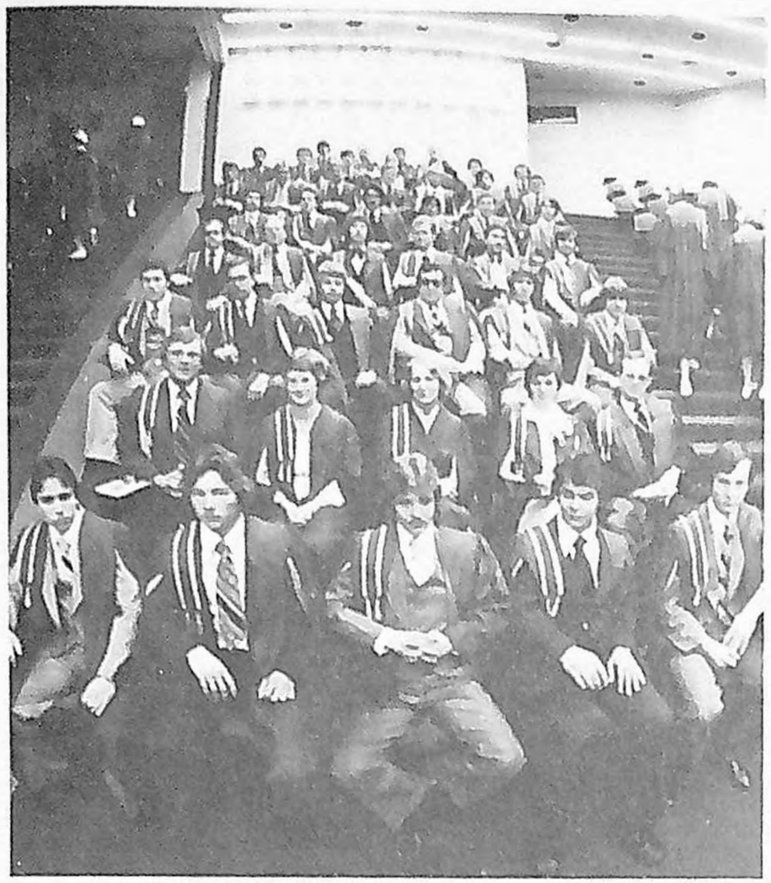
But as human beings, those guys had a lot that you could admire. They'd give you the last nickel in their pocket, they'd share with you anything they had if you needed it..."

This generosity and hospitality was demonstrated during the final fling of Liberation College. The spring semester of McCarthy's reign ended with a rock festival in the valley. It was a gala event, attracting more than 2,500 spectators from on and off the campus. They clapped and swayed to the music, splashed about in the Humber River, or snoozed in the spring-time sun. Not only was the music provided without charge, but free food was distributed as well, and when the supplies were dwindling, President Wragg drove over to Knob Hill to purchase half-a-dozen cases of food-stuff, "to keep them going." But soon, it was all over. When the pop concert concluded, the students of Liberation College pulled down their tents, and suddenly, they were gone. The counter-culture movement faded and died with the music. John McCarthy resigned as President of the Student Union soon after. Since that so-called "McCarthy Era" at Humber College, political concerns or leanings among the students have been conspicuous chiefly by their absence.

But those *were* trying times, not only at Humber College, but on campuses around the world. There was a revolt at Columbia University, a high school burned down in New York, a computer centre destroyed at Sir George Williams University. There was campus unrest almost everywhere. It was a period in which Marshall McLuhan was predicting, in an address to University of Toronto faculty and students, a time not far off when students would burn down all the schools, when they'd refuse to be educated and would reject the values of the "multibillion dollar electronic environment." And there would be scars, and even a memorial erected as a grim reminder of a day of atrocity at Kent State. Humber College, thanks to the forebearance and foresightedness of some of the faculty and the senior administration, escaped unscathed, except for a slightly blighted piece of woodland in the valley, strewn with damp and decaying mattresses, mildewed blankets, broken toilet seats and rusted handtools—the only remains of the site of Liberation College, which has long since grown over with grass.

But the entire phenomenon, even in retrospect, is still puzzling. A haunting, undeniable incongruity lingers in the mind: how could a college so very entrenched in the work ethic in purpose and principle have gathered such a significant core of vehemently anti-business and anti-technology students, even for that short while? In its first published calendar of 1967, Humber College proudly proclaimed itself "A new avenue to learning and employment at the post-secondary school level." Learning and employment are not irreconcilable to each other, but the experience of 1970/71 taught the college that the two could become a quarrelsome Siamese set, if care were not taken to control the precarious balance, to keep one from dominating the other.

Some, therefore, viewed the events of the early seventies as a godsend, a needed jolt to the "system," so to speak, to keep the faculty and the administration "honest and thinking." Gary Noseworthy, an English teacher who witnessed the events of this turbulent period in Humber College's development, offered this



NO DEGREES were handed out to students at community college convocations, but a Council of Regents memorandum of June, 1970 advised that by an interprovincial agreement, students graduating from six-semester Technology, Applied Arts or Business diploma programs "may use the letters Dipl. T. and Dipl. A.A. respectively after their names."

LEFT ◄

A TOUCHING STORY: Mary Harrington joined Humber College in 1969, and one of the positions she held in the 10 years before leaving was administrative secretary for Student Services. In the early seventies, she was responsible for the Student Emergency Loan Fund, which provided maximum loans of $50 to students in need. One Friday afternoon, a male student came in and requested $50 for medicine for a baby with a fever. The loan was granted. The following Monday, another student came in, carrying a baby, and asking for a loan for the identical reason. RIGHT ►

appraisal of the students of that epoch:

"Most of what happened here was a result of students who were very sensitive, who were more far-reaching in their thinking than we were at that age. A lot of them kept us, the teachers, honest, made us really think. We went through a lot of heavy self-evaluation, and more that was positive came out of it than negative. The administration of this college wasn't rigid—it was still learning. There was a lot of support; no condemnation was laid on the kids. They let them have their say, and that produced a far less contentious climate, and far less damage..."

During that growing period, he went on, "the college was helped by the fact that administrators like Gord Wragg and Doug Light were open. Educational institutions should always be seeking this openness, because that's where the safeguards of civilization rest."

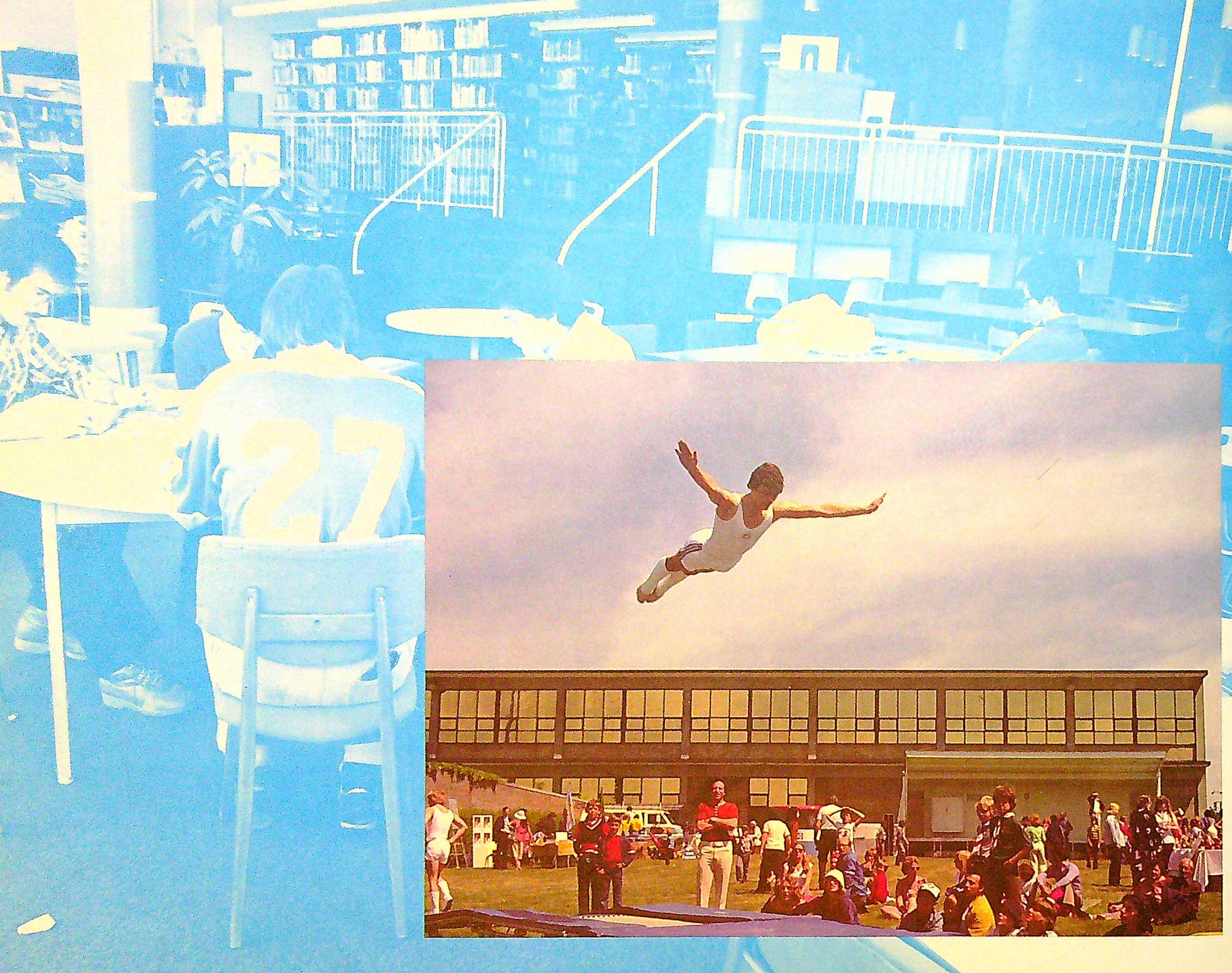
Ted Ridley, a Journalism student, in the autumn of 1969 wrote a guest column for an Etobicoke paper. In it, he perceptively, and perhaps more prophetically than he could possibly know at the time, offered this analysis of the students of Humber College:

"Humber students are not 'one big happy family.' There are left and right-wing radicals who despise each other; there are the politically moderate, who aren't committed to either side. Despite their differences, throughout the college, students are learning.

"They are not all acquiring skills that will directly benefit the community; many students are at Humber for personal enrichment. Although their service to the community cannot always be measured by a 'return on dollars invested' basis, they are by no means freeloaders. Their contribution can only be determined by the paths they choose on leaving Humber."

And he came to the only conclusion possible: "Community college students are indeed a rare breed, and certainly not the type of people who lend themselves to many valid generalizations."

So it was in the beginning, and so it was intended, for if a generalization of Humber College student *were* possible, then the college would be failing in its commitment to provide a centre of learning that accommodated the broadest possible spectrum of individual types, regardless of their age or national origin, their educational starting point or their economic strata. Tom Norton, Vice President (Academic), quite correctly held up the Lakeshore Campus—with its mix of post-secondary students, retraining and academic upgrading students, industry contract and social agency people—as a "microcosm of the whole college system." There was no utopian unity at the Lakeshore, nor anywhere else at the college. Students divided themselves according to their occupational interests. And yet, a cohesive agent did exist, if only in the goal that was common to the entire college: to create and sustain an educational environment that singled out no one group for privileged treatment, but instead strove to extend an equal opportunity to all who have come to its campuses to learn. If it has not yet completely succeeded in reaching that ideal, Humber College must at least be given credit for continuing to try.



THE HAWKS: One of the top stars in women's varsity hockey was Tracy Eatough, defenceman with the team. Selected as the most valuable player in 1978/79, the Hawks star took the OCAA league scoring title that year, and along with goalie Dianne Johnson, was named to the OCAA all-star team.

In 1978/79, the Hawks team went onto ice as novices, but at season's end the newly-formed team skated off as champions, winners of the Southern Ontario Women's College Hockey Championship. Coach of the Cinderella club was Don Wheeler.

Humber's Hawks lost in the OCAA tournament of 1979/80, and although the team won the Southern Ontario Women's College league in 1980/81, it lost to Sir Sandford Fleming in the OCAA playoff.

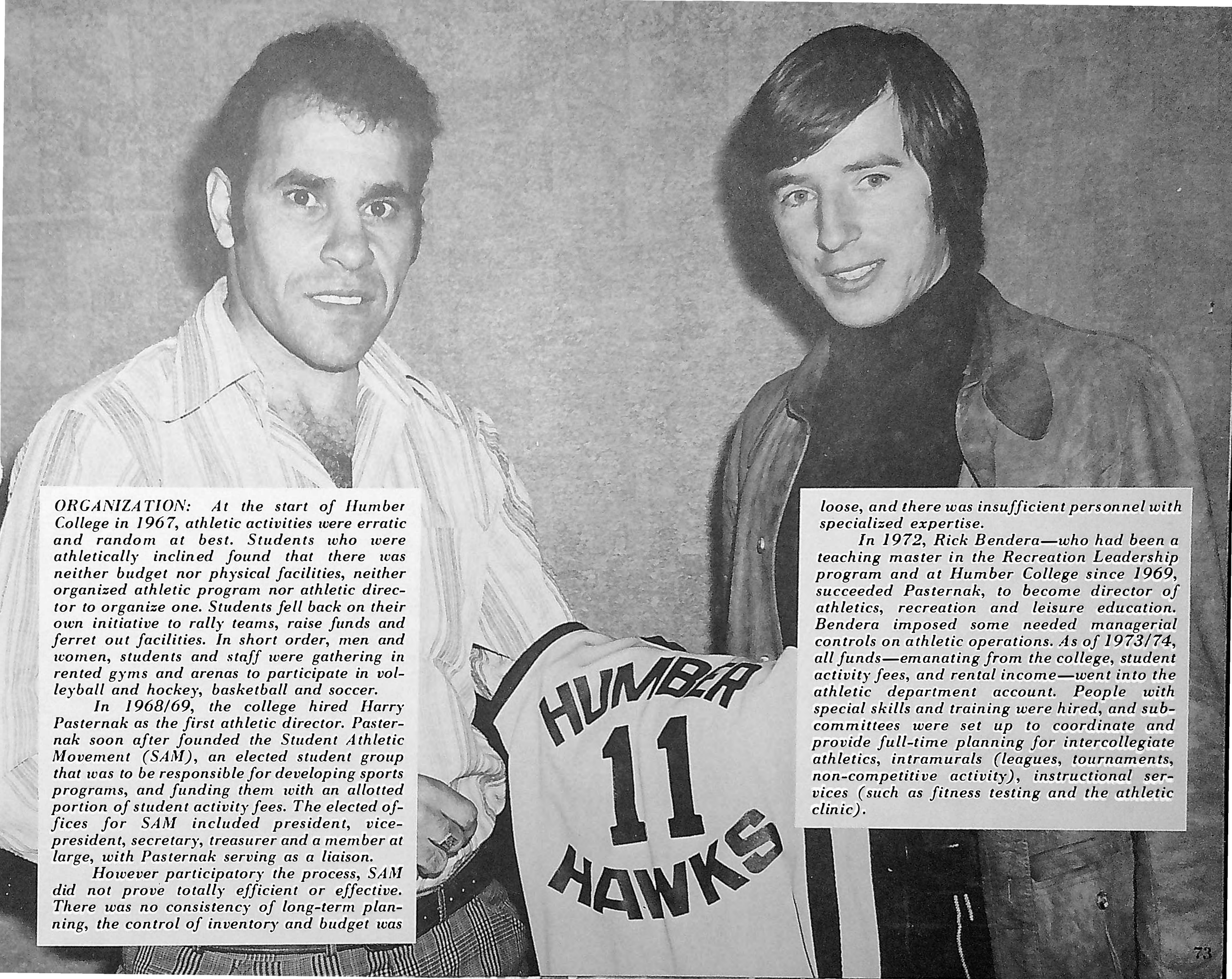
KEEPING FIT. Humber College always readily conceded that fit was better than fat, but the initiation of any ambitious fitness program was long delayed at Humber College due to lack of space facilities. The solid-frame field house constructed on the North Campus in 1968 was as early as possible to be converted into an athletic centre, but a critical shortage of classroom space caused the college to abort turnover plans.

However, the college could seriously join the fray against fat and flab as of November, 1971, with the erection of a polyvinyl chloride bubble—an inflated monument signalling the commitment of the college's faculty forces and resources to the battle of the bulge. For the first time, space was specifically allocated on the North Campus for weight training, gymnastics, indoor track and field, judo and indoor tennis.

Permanence was provided on March 16, 1979 with the opening of the Gordon Wragg Student and Athletic Centre, which made available—among other things—a weight room and a fitness room, squash courts and saunas, and room for badminton and basketball.

SKIING: Both downhill and cross-country skiing enthusiasts have been attracted to the college over the years, taking advantage of skiing demonstrations and practice outings, guest lectures and pre-ski conditioning sessions offered. Certified instructors were on hand to provide tips on safety and style, and for Ski Club members, there was the opportunity for day trips, weekend excursions and ski vacations.

Although Humber had not been a contender in OCAA skiing competition for eight years, an eight-member men's team stunned 13 other college teams in the winter of 1981 by winning the Molson Cup Series. The victory was particularly astounding in that the team was a last-minute entry, and had managed only one practice before entering the series. In addition, most men on the team had never raced before. Bill Morrison coached the winning team.



ORGANIZATION: At the start of Humber College in 1967, athletic activities were erratic and random at best. Students who were athletically inclined found that there was neither budget nor physical facilities, neither organized athletic program nor athletic director to organize one. Students fell back on their own initiative to rally teams, raise funds and ferret out facilities. In short order, men and women, students and staff were gathering in rented gyms and arenas to participate in volleyball and hockey, basketball and soccer.

In 1968/69, the college hired Harry Pasternak as the first athletic director. Pasternak soon after founded the Student Athletic Movement (SAM), an elected student group that was to be responsible for developing sports programs, and funding them with an allotted portion of student activity fees. The elected offices for SAM included president, vice-president, secretary, treasurer and a member at large, with Pasternak serving as a liaison.

However participatory the process, SAM did not prove totally efficient or effective. There was no consistency of long-term planning, the control of inventory and budget was loose, and there was insufficient personnel with specialized expertise.

In 1972, Rick Bendera—who had been a teaching master in the Recreation Leadership program and at Humber College since 1969, succeeded Pasternak, to become director of athletics, recreation and leisure education. Bendera imposed some needed managerial controls on athletic operations. As of 1973/74, all funds—emanating from the college, student activity fees, and rental income—went into the athletic department account. People with special skills and training were hired, and sub-committees were set up to coordinate and provide full-time planning for intercollegiate athletics, intramurals (leagues, tournaments, non-competitive activity), instructional services (such as fitness testing and the athletic clinic).

SOCCER: Humber College's first soccer squad was organized in 1967/68, made up of Gary Novalski, Joseph Grande, Ray Winterton, Joe Cribari, Mike Casarella, Bob Kopij, Bob Ward and Wayne Cyba.

VOLLEYBALL: It was seven girls from Secretarial Science who netted the college's first intramural volleyball championship in 1967/68. The girls were Vicki Bronowicki, Janet Fairgrieve, Lin Green, Lorraine Haight, Ronda Kearns, Christine Veitch and Yvonne Wegrynowski. Five of these girls—along with Dina Apse and Donna Moore— made up the roster of the women's college volleyball team, coached by Wayne Cyba of Data Processing.

ATHLETIC CLINIC: To treat minor injuries on campus, Humber College initiated an athletic injuries clinic in the North Campus in September of 1977. Staffed during regular hours by certified therapist Grant Woods, the clinic also provided an educational program in diet, exercise and injury prevention.

HOCKEY: Hockey play began in Humber College's first winter semester, with students such as Pat Moroney, Steve Bruno and Bruce Wheeler helping to organize an intramural league. Participants paid for their own pads, pucks and sticks, and raised funds to cover the cost of ice time at a nearby rink by sponsoring Saturday night coffee houses. Seven classroom teams competed for the college's first intramural hockey cup, which was ultimately won by the Drafting contingent, made up of Gary Novalski, Jim Turak, Pat Moroney, John Reynolds, Brian Salnek, Jim Kennedy, Joe Nieradka, Mike Casarella, Wayne Bolt, Lindsay Lawrence, George Zimmerman, and Joseph Grande. Skip MacLean of Business Administration 1A served as referee.

The first college-wide Humber Hawks team assembled in 1967/68, with the late Eric Mundinger serving as general manager and Bob O'Driscoll as coach. The Hawks did not join the Ontario Colleges Athletic Association that year, although they did play in ten exhibition games. Members of Humber College's first men's hockey team were: Brian Salnek, Jim Kennedy, Pat Moroney, Trevor Gunn, Ross Porter, Brendan Hughes, Chris Nichols, Joe Nieradka, Dennis Jolly, Gary Novalski, Andy Lemyk, Wayne Day, Ted Lawrence, Rick Bell, Bryan Keddy, Yosi Hanabusa, Dan Waterfield and Brian Eathorne.

In 1968, the Hawks joined the Central Division of OCAA, competing against Sheridan, Northern, Mohawk, Seneca and Niagara. That year the team was managed by Al Coleclough, a swarthy ex-detective with the build of a quarterback. Coleclough taught Crime in Society and Sociology at James S. Bell Campus.

In 1972, John Fulton came on as coach. By Christmas of 1974/75, Fulton had packed enough power and punch into the team that it was deemed ready to take on four A and B Swiss National teams, made up of professionals and non-professionals. Despite the fact that the Hawks were playing in a larger European rink with different rules than they were used to, the team defeated Lausanne 5-2, Lugano 8-1, Langenthal 6-5, and tied Ambri-Piotta 5-5. In a similar exhibition series in 1976/77, the Hawks won one game, tied three, and lost one. Both Swiss tours were organized by Humber's athletic director Rick Bendera.

It was in 1975/76 that Fulton guided the Hawks to their first OCAA South Division championship. In March of that year the Hawks beat Sheridan College Bruins in the best-of-three series to win the division crown, although they bowed 11-2 to St. Clair College Saints in the provincial final. Fulton resigned soon after for personal reasons.

Another person who left the college about that time was Bruce Wells, who had captained the 1976 team. Wells became the first player from Humber College to win a hockey scholarship from a U.S. university. He accepted a scholarship to Kent State University in Ohio, where he majored in Business. Another Business student, Ron Smith, in June, 1977 became the second Humber Hawk player to go to Kent.

Despite the losses to Kent, the Hawks were far from short of top talent. In the line-up, for example, was Gord Lorimer, who was enrolled in Business Administration at Humber. Lorimer had been invited to the Boston Bruins joint-training camp with the Rochester Americans farm club, but when no pro contract materialized, he decided to attend Humber. In the fall of 1977, the Hawks also acquired Dana Shutt, brother of Montreal Canadiens' leftwinger, Steve Shutt, as well as

Greg Crozier, brother of Washington Capitals' goalie Roger Crozier.

The 1976/77 season had looked good for the Hawks. The team was just about to start a best-of-three series for the OCAA championship, when suddenly in March of 1977 the association announced that the Hawks were suspended from the playoffs. It turned out that a 20-year-old Hawk defenceman had played in a playoff game for the Owen Sound Greys, a Tier Two Junior A Team. He had signed an Ontario Hockey Association players' card. The subsequent appeal by Bendera and Peter Maybury, who had succeeded Fulton as hockey coach, was turned down by the OCAA.

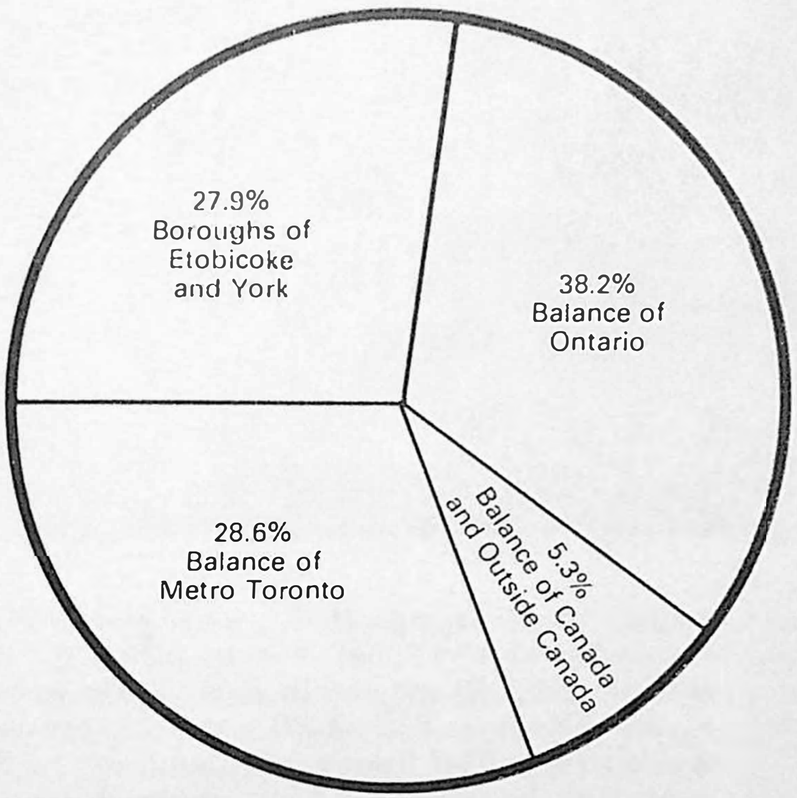
In 1977/78 the Hawks swooped back with a vengeance, taking the provincial OCAA championship after winning the best two of three in the playoff. Humber ended the season ranking fourth at the National College Hockey Championship. The Hawks that same year played a doubleheader hockey series against the Kent State University Clippers. In February of 1978, the Hawks skated away with both games, scoring 7-2 and 8-6.

That season was a good one for centre Bill Morrison. Despite recent surgery to a torn cartilage in his left knee, Humber Hawks' Morrison on February 11, 1978 took to the ice and became the highest point scorer in OCAA history, with 96 goals and 97 assists. The 193 point record was still standing at the conclusion of the 1980/81 hockey season.

The Hawks lost the Ontario championship in double overtime to St. Clair in 1978/79, and in 1979/80 lost to Seneca in the Ontario championship after ending first place in the league. In 1980/81 the team took the provincial OCAA championship, won the Central Canadian playoff in March of 1981, and carried off that year's bronze medal in the Canadian Colleges Hockey Championship, after being eliminated from the final by the Cape Breton Capers, but then trouncing Conestoga College 8-5. Humber now ranked as the third best college in hockey in Canada.

In 1980 the Hawks were the victors in the Royal Military College Invitational Tournament, and also that year swooped down on Kent State, defeating the Americans 5-4, 4-2.

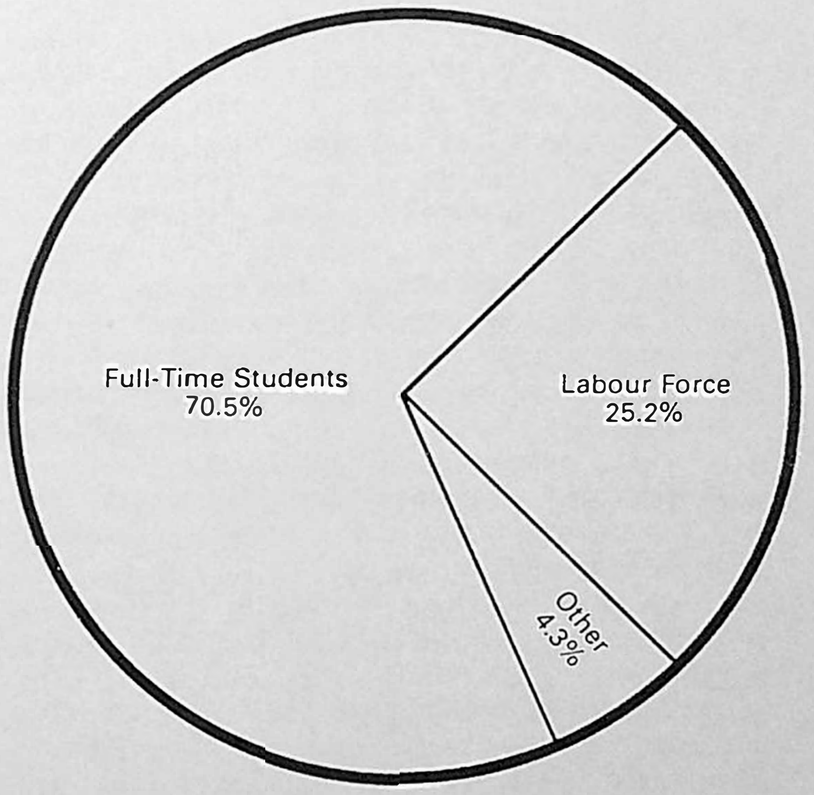
Full-Time Post-Secondary Enrolment Student Home Address Fall 1979



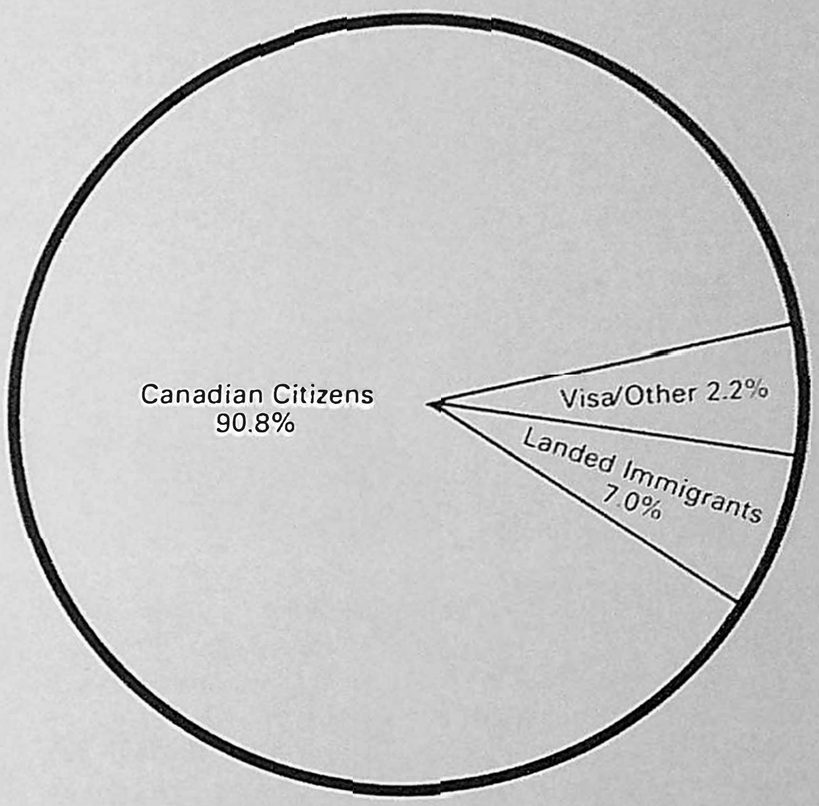
Based on Fall 1979 enrolments Humber College continues to draw over half (56.5%) its full-time post secondary students from the Metropolitan Toronto area with over one quarter (27.9%) residing in the Boroughs of Etobicoke and York. The majority of students (94.7%) reside in the Province of Ontario.

Full-Time Post-Secondary Enrolment By Previous Activity Before Attending Humber College Fall 1979

The majority of those students who enrolled in a full-time post-secondary program at the College were previously full-time students (70.5%) while a smaller percentage of the total (25.2%) came directly from the labour force. Comparisions by sex show minor differences...Full-time students male = 66.5% female = 74.2%, labour force male = 30.0% female = 20.8%.



Full-Time Post-Secondary Enrolment By Citizenship Status Fall 1979



Over 90% of our full-time post-secondary students are Canadian citizens, 7% have landed immigrant status with slightly more than 2% in the student visa. other unknown category.

CHAPTER FOUR
THE STUDENT UNION
Fight for Autonomy

Cathy Borden, a second-year Journalism student who periodically covered the Student Union beat for the Journalism program's teaching lab newspaper, Coven, *was invited to write this history of campus politics at Humber College. The student scribe's starting sources in her research, quite naturally, were the articles in the editorial and news pages of old copies of* Coven *and its predecessors,* Hum-Drum *and* Ad Hoc.

It should be noted that if any person were to judge the matter and manner of the negotiations and dealings between the executive of the SU and the administrators of the college solely on coverage in the student newspapers, he could be forgiven if he concluded that these two bodies never once met without exchanging angry recriminations, or levelling charges of incompetence or attempted manipulation against each other. It is understandable why a reader might be led to believe that hostility between the administration and the SU not only existed, but was the everyday norm.

Newspapers, after all, are chiefly the chronicles of conflict, tending to highlight the clashes of will, the confrontations and crises, and skipping over the meetings of calm and the moments of cooperation, dismissing them as non-events, unworthy of reporting. And it is by the very act of capsulizing the "newsworthy" events that the disagreements will sometimes become disproportionately magnified. However, the accounts in the student newspapers to the contrary, there actually were dull days on the campus, free of any struggle for supremacy, when minds met rather than collided. Whole weeks went by, in fact, without a single power-play performed by an administrator, and entire months were known to pass without any evidence of a single state of siege attempted by students.

In any case, the following is one student's perception of the history of the inter-action between the presidents of the SU and the administration of the college. Besides delving into old newspaper accounts of SU activities, Miss Borden also spent many hours interviewing past presidents of the student government.

Humber College's first Student Union president, Richard Bell, was elected in November of 1967, only two months after the college officially opened its doors at the James S. Bell Campus. Bell at 20 was an aggressive and strong-willed young man, and he ran for president because he had always hated to conform to rules and regulations set by higher authorities. "When I was in high school, everybody kept telling me things would be different in college," he recalled, "but things never really changed. We were supposed to be adults at Humber, yet we still had to put our hands up to go to the washroom."

The SU presidency provided Bell with the opportunity to voice his dissatisfaction with the college's restrictions. At the same time, however, he discovered that besides this power to speak out against the administration's regulations, he himself became the target for complaints from his own peer group. "My friends started bitching at me as soon as I became president," he stated. "I was the goalie for the Humber College hockey team, and every time we lost a game, they'd blame me. They used to say that if I had given the team more money, the players could have bought

PREPARING FOR STUDENT GOVERNMENT, 1967: President Gordon Wragg, left, at a meeting on James S. Bell Campus called to discuss Student Union matters. Before the election of the first Student Union executive in 1967, a non-elected Student Advisory Council, chaired by Marketing student Michael Carruthers, was formed to set up the machinery for an election and to work on a constitution.

PREVIOUS PAGE ◄

CANOE CAPER: one of the first events sponsored by the Student Council at the North Campus was a canoe race down the Humber River on September 25, 1968. Shown is Craig Clair, his canoe in near collapse. Actually, there was more running and falling involved than floating. Winner of the event was a freshman, Derek Theiss.

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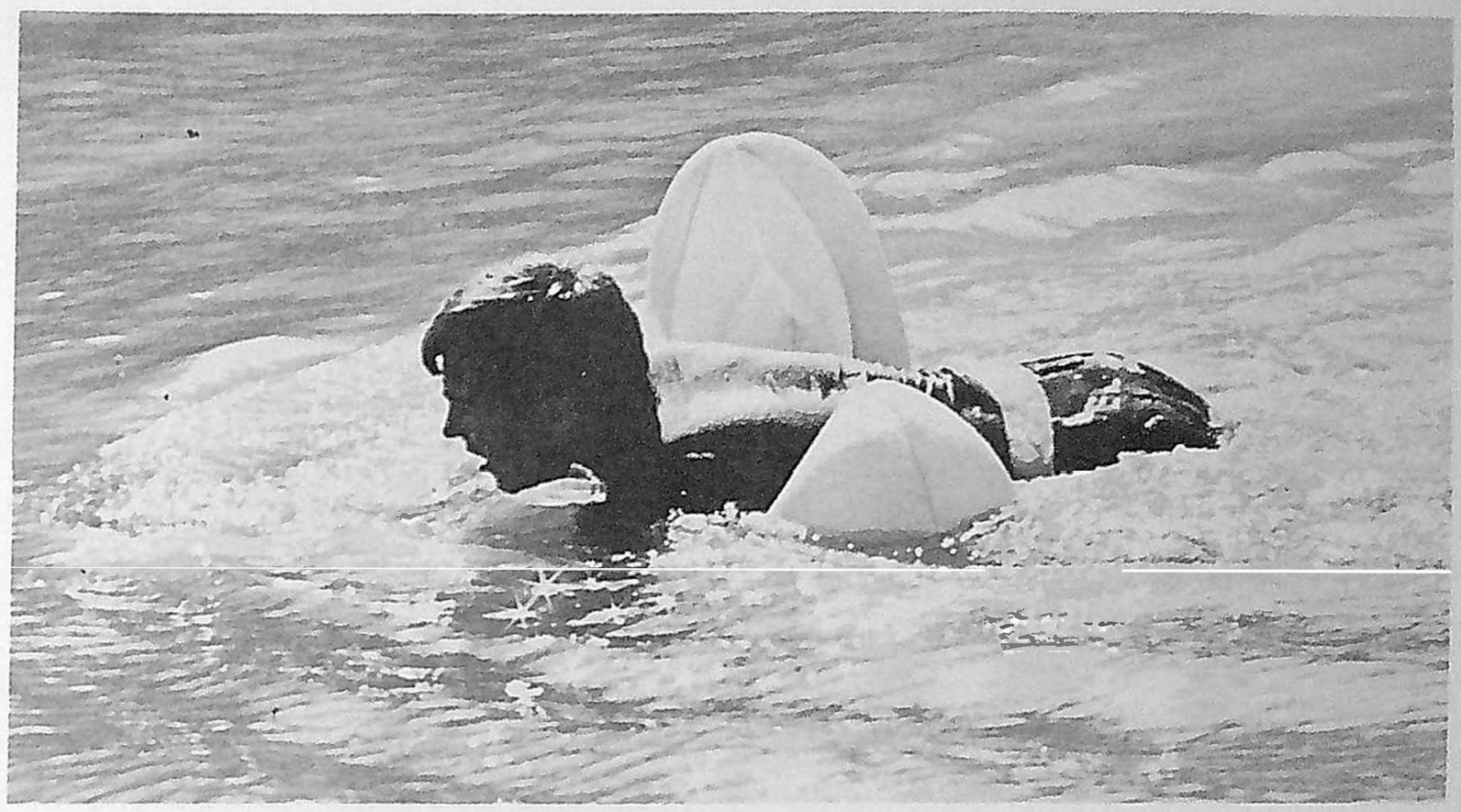


better equipment and could have consequently won more games."

Many students were also up-in-arms over a parking shortage. There were enough parking spaces on college property for administration and faculty members. The students were less perturbed about having to park along Lakeshore Boulevard themselves than they were jealous of Bell, who had a designated parking spot next to Wragg's.

Bell was also faced with angry students who believed a $35 student activity fee was outrageous. Notwithstanding the fact that this fee would remain almost unchanged for years—by 1980, students were paying only $40, with a $5 increase approved for September of 1981, and an additional $5 okayed for January of 1982—back in 1967/68 Bell nonetheless had to prove to the students that their money would be well spent. During that first year of the college, Bell's priority was therefore on providing popular social functions. He never promised to put beer in the school fountains—as one of his opponents in the election had—but he did promise to organize a number of dances and outside activities such as the Baby Carriage Race, an event which took place in March of 1968. The route was designated to run along a 20-mile stretch, from Lakeshore Boulevard to the Toronto City Hall. Each team was comprised of five students, four who pushed the carriage and one who sat inside it. Most of the enthusiastic contestants showed up at the starting line wearing diapers, huge bonnets and bibs, but Bell recalled how excitement dwindled shortly before the race commenced: "We were all ready to start when a cop came by and said we couldn't hold the race. But after all the time and trouble that went into organizing it, I was determined that nothing would stop it. I sidetracked the officer long enough for Pat Moroney, my vice president, to blow the starting whistle."

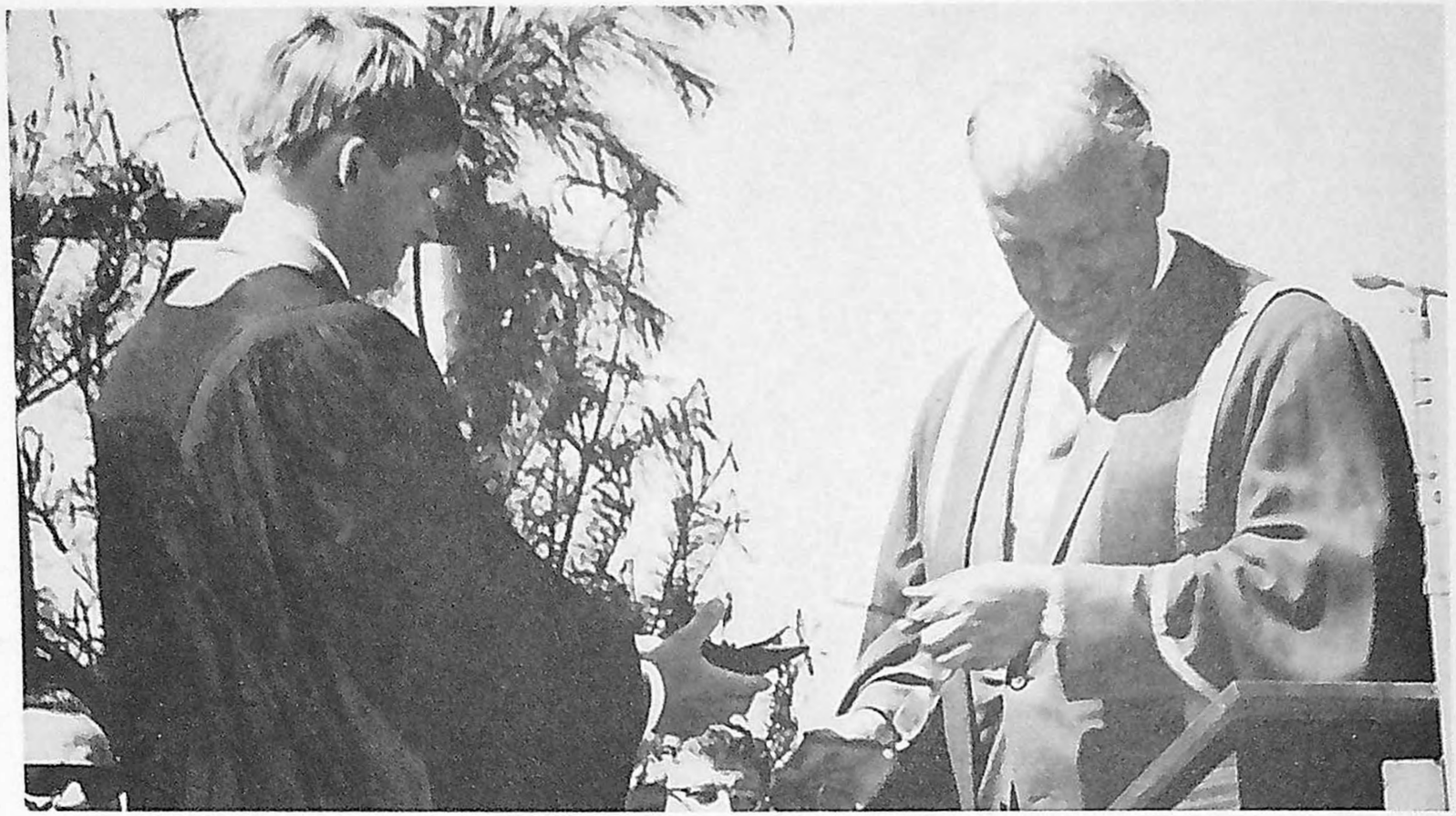
It wasn't until a year later that Bell discovered the winners had cheated: they rode the public transit, getting off a short distance from each checkpoint.

The Big Flush End was yet another humorous antic of the 1967 school year. James S. Bell had originally been designed as a public school and the college students, disconcerted because they had to utilize washroom facilities meant for children, rebelled. "A student manned every toilet and water fountain in the school, and at precisely 12:00 noon the toilets were all flushed and the fountains turned on," Bell explained. The avenging students wanted to burst the watermains, but their plan was unsuccessful.

In September, 1968, Phase I of the North Campus had been completed and Bell set up office in the new building. Later that month, Wragg met with approximately 80 students and a few faculty members to discuss concerns which had arisen due to the division of the college into three campuses: South, North and Queensway. The Queensway students felt alienated. Although they paid activity fees, they believed they had received nothing for their money. It was therefore decided to give students at Queensway representation on the North Campus Student Union Council to keep them within the mainstream of college activities.

Administration also decided to acquire a security force to protect college equipment and to police social functions. A student police

FIRST PRESIDENT'S CITIZENSHIP MEDAL was awarded to James N. Beatty. The Business Administration student in 1969 was elected SU president, and in 1972 he was appointed to the board of governors.



force known as the "campus fuzz" had been initiated at the James S. Bell Campus because drinking and disorderly conduct was so prevalent at most on-campus social functions. Although some students balked at the idea of introducing a security force at the North Campus, most of the students agreed that a need existed.

During the first week of school at the North Campus, Bell organized several dances and activities. His biggest success was the River Rat Race. "We bought 200 inflatable canoes at $4 apiece, and charged the students $2 to enter the race," recounted Bell. "I was worried that nobody was going to show up at first, but sure enough, a whole group of students eventually sauntered down to the Humber River. They had all been at the local bar, Ascot, drinking beer. Some of the guys were so wrecked that they never even started the race; when it was over some of them were still trying to blow up their rafts. But it turned out really great. There must have been 500 spectators." Bell's triumph resulted in the establishment of Humber's now traditional Orientation Week.

Before the year drew to an end, the SU pushed for academic representation on the board of governors. The request was denied, but as a compromise, the following year five students were granted representation on the Council of Student Affairs, a governing body over the SU which had jurisdiction over SU financial expenditures.

Bell said that in the first year, he like other students spent numerous afternoons drinking beer, and never worried about seeking employment. But the confident Bell missed more than one class too many. He didn't realize there was so much work involved in being SU president until he failed Business Administration in his first year of college.

"The presidency was a 24-hour job, seven days a week," he said. "Most of my teachers were pretty understanding, but I couldn't keep up with my classes after a while." The following year Bell enrolled in Photography and Art courses. He had little to do with council after he stepped down from office.

Pat Moroney, 21, was elected as council president in November, 1968, and the second-year Architectural student soon after set out to revamp the internal framework and structure of the SU. In time, Divisional representation with Technology, Business, Health Sciences, Applied Arts and Liberal Arts was established with each Division receiving four representatives. The Council of Student Affairs became an incorporated body, responsible for the allocation of student activity fees. Five student representatives sat on the council alongside five administrators.

Moroney said he used his presidential position to stand up for what he believed were student rights. Many students were unhappy because they were expected to attend classes from 9:00 a.m. until 5:00 p.m., with no spares in between. Following initiatives from the SU, the administration agreed to cancel classes for an afternoon once a month, enabling students to participate in organized student union activities.

But student apathy soon became a problem. The SU had been sponsoring activities at a loss, and Moroney tried to raise the activity fee from $35 to $50. He lost the battle to raise fees because his council would not stand behind him; the members believed the fee was already too high.

STUDENT APATHY: the perpetual problem at every college. Cartoons from Coven, 1974.

The principal SU accomplishment that year was the formation of a constitution, and most of the credit for this was due to the efforts of Doug Jeffery, a student representative on the Council of Student Affairs. Moroney claimed that "without a constitution, administration got away with always vetoing us," but he admitted that "even when we had one, it was more like a high school constitution."

The board of governors, then as in later years, had ultimate control and the final say in student government. There had been no compulsory attendance at Humber until the board stepped in and made attendance mandatory. "Yet there was no legislation in the constitution telling the board what to do," charged Moroney.

Moroney said he was willing, most of the time, to make compromises to get things done, rather than fight to get his own way and get nothing accomplished. He cited as an example the administration's suggestion that council hire a full-time administrator to act as office manager and to oversee the SU operation. Moroney did not accept the proposal, but he agreed that financial control was a responsibility best left to administration.

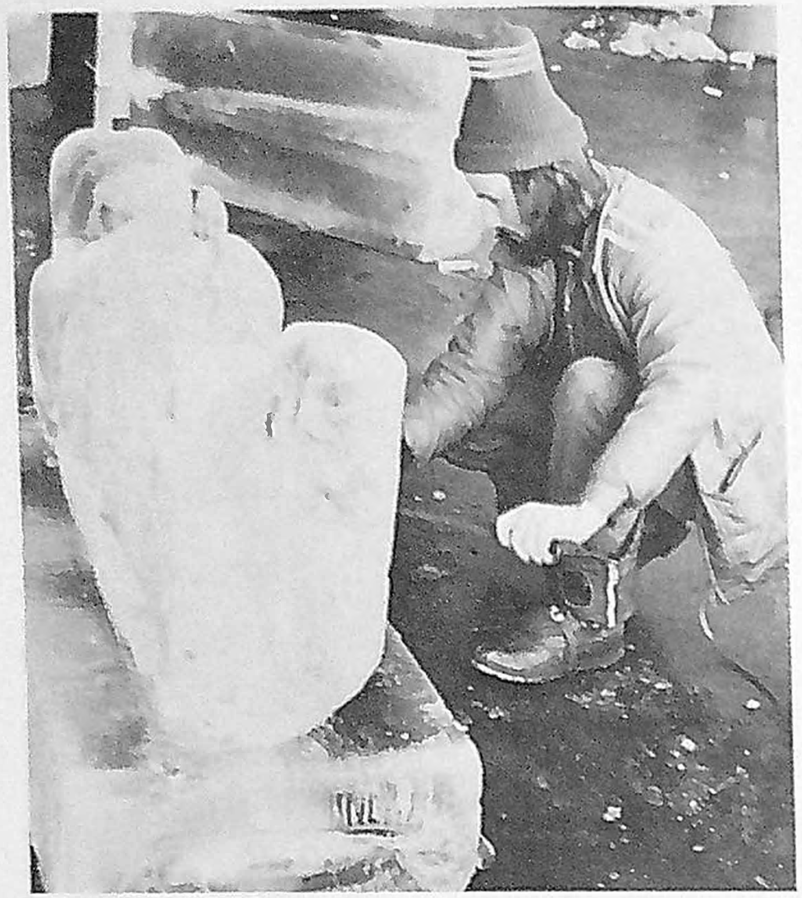
"We had no control over the handling of the money," said Moroney. "Administration collected the money (tuition fees) and allocated what was due to the union (activity fees)." Moroney believed that if the union had attempted to collect activity fee money directly from the students, many students would not have bothered to pay. "I really don't think students are capable of handling funds themselves, anyway."

When the council tried to assume editorial control over the first college newspaper, then called *Ad Hoc*, Moroney defended the attempt on the ground that the SU was partially funding the paper. "The Journalism students were always writing bad things about us," complained Moroney, "and we thought we should have our say about what went into the paper, or at least that we should have seen what went into the paper before it was published, with the right to edit it." The Journalism students fought the issue and won on the grounds of "freedom of the press," but as a result of the contest, a rivalry evolved between the Journalism department and SU which over the years has never quite disappeared.

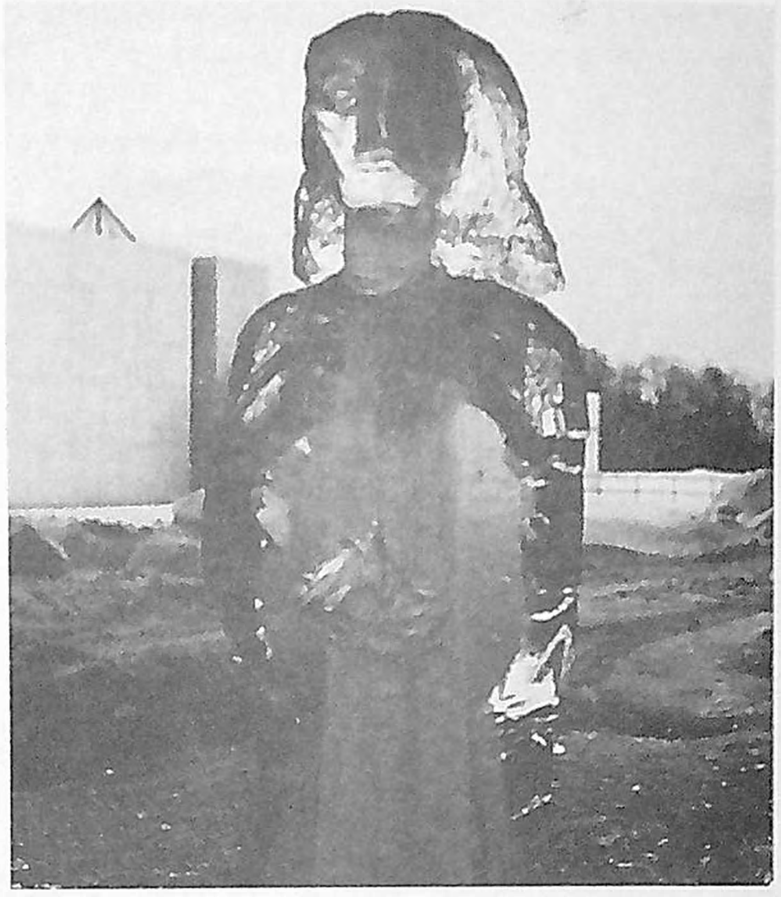
During an off-campus weekend conference with various SU representatives from a number of community colleges in attendance, the possibility of forming a provincial organization of community colleges was discussed. In 1971 the Association for Community College Students was founded, and Humber's SU joined the following year.

Moroney was exempt from writing final exams, but if he had written the exams he probably wouldn't have been pleased with his results. "They gave me the year, no doubt," he confessed. "The teachers were pretty good, and I tried to keep up with the work, but it was very difficult. Being president is definitely a full-time job." By the end of the year, Moroney was quite eager to hand the reins of SU presidential power to his successor, Jim Beatty.

Presidency was simply a "process of osmosis" for the SU president of 1969, a student in Business Administration. Beatty had been actively involved in council activities during high school; he was a class appointee during his first year of college; he was Humber's North Campus representative during



ICE SCULPTORING: when the nights were long way up North in Rexdale, the annual SU-sponsored ice sculptoring contests helped chip away the blahs of winter. At left, Gord Scheiding of Survey Technology completes an icy creation.



his second year and was elected president during his third year.

Beatty identified the maintenance of open communication lines as his most difficult challenge. The union then represented some 2,000 students attending three different campuses in the Borough of Etobicoke. "The biggest problem was trying to represent all of the students, and ensuring that the thrust or direction in which the student government took would benefit all students." Beatty, who described himself as a right-winger, constantly found himself trying to please left-wingers during a time when radical groups sprung up at the drop of a hat.

Students were demanding the right to smoke in class, demanding noncompulsory attendance, and demanding more social activities. "No matter what I did, the students always thought things should have been done differently," Beatty protested. "There always seemed to be an air of us (council members) versus them."

Beatty said it was difficult keeping in touch with all of the students' complaints. "I wanted to improve communications and get the students involved in committees within the college," he said. After studying various systems of representation, he decided the answer was to encourage more Divisions to appoint representatives to sit on council, actively involving themselves in student government. Students had been granted representation on the Academic Affairs Committee, and having sat on the board of governors in later years, Beatty could conclude from experience that it was more beneficial for students to sit on the committee than the board.

By the end of the year as president, Beatty was exhausted, yet he found the duties of president very rewarding. "If I had the chance, I'd do it all over again," he insisted. Although the SU president said it was a burden to keep up with his studies, with help from some understanding teachers he managed to "scrape through" his final year at Humber. "But I learned as much that year working on the Student Union as I did going to classes."

In 1970, 21-year-old John McCarthy was as surprised as the administration was when he won the election for SU president.

McCarthy had originally run for office because the election offered him an opportunity to voice a protest against the Viet Nam war and the Kent State killings. But when elected, he used his presidential powers to express political opinions about the community college system and the way it was controlled. "Mostly, the college was a means of training people to funnel into corporations," he contended. "Our educational system educated people how to suffer, and eventually lose, through acute competitiveness in the job market." In 1980, McCarthy still maintained that students studying in the western hemisphere were not being taught values or spiritual happiness, but only how to survive within the corporate structure.

McCarthy had originally enrolled in Journalism, but he dropped out of the program and enrolled into General Arts and Science, possibly because he was disillusioned with what he considered the manipulative power of the press. Yet McCarthy quickly learned how to use the press to express his views on the "system." He created an underground newspaper called *Humbug*, which protested the American presence in Canadian corporations. The SU and

AN ERA BEGINS: John McCarthy, at the lecturn beside Education Minister Bill Davis. With half a dozen fellow militants, the second-year General Arts and Science student ushered in a brief but colourful era of student activism when he dared to denounce the work ethic in an institution that owed its very existence to job-oriented training. Some who disagreed with their politics were even more critical of their spelling: on their giant banner, the word "Business" was misspelled until the error was pointed out by an English teacher.

Journalism students were at war with one another, so to successfully voice any opinion, McCarthy felt it was necessary to create his own paper. But *Humbug* was later burned by students at the Queensway Campus in front of a *Globe and Mail* camera. "They called us communist, anarchist hippies, but their reaction was really great for us because it got a lot of people on our side," revealed McCarthy. "The picture in the newspaper brought back all those spectres of Nazi Germany, and as a result, there were big rallies held in our favour."

During a rally at Sheridan College, a student asked McCarthy how to go about starting a revolution. McCarthy asked the student if anything was bothering him. The student reported that he was annoyed because swimming was forbidden at a nearby on-campus pond, even when the weather was extremely hot. McCarthy and his followers gave a demonstration on how to start a revolution: by taking their clothes off and jumping into the water.

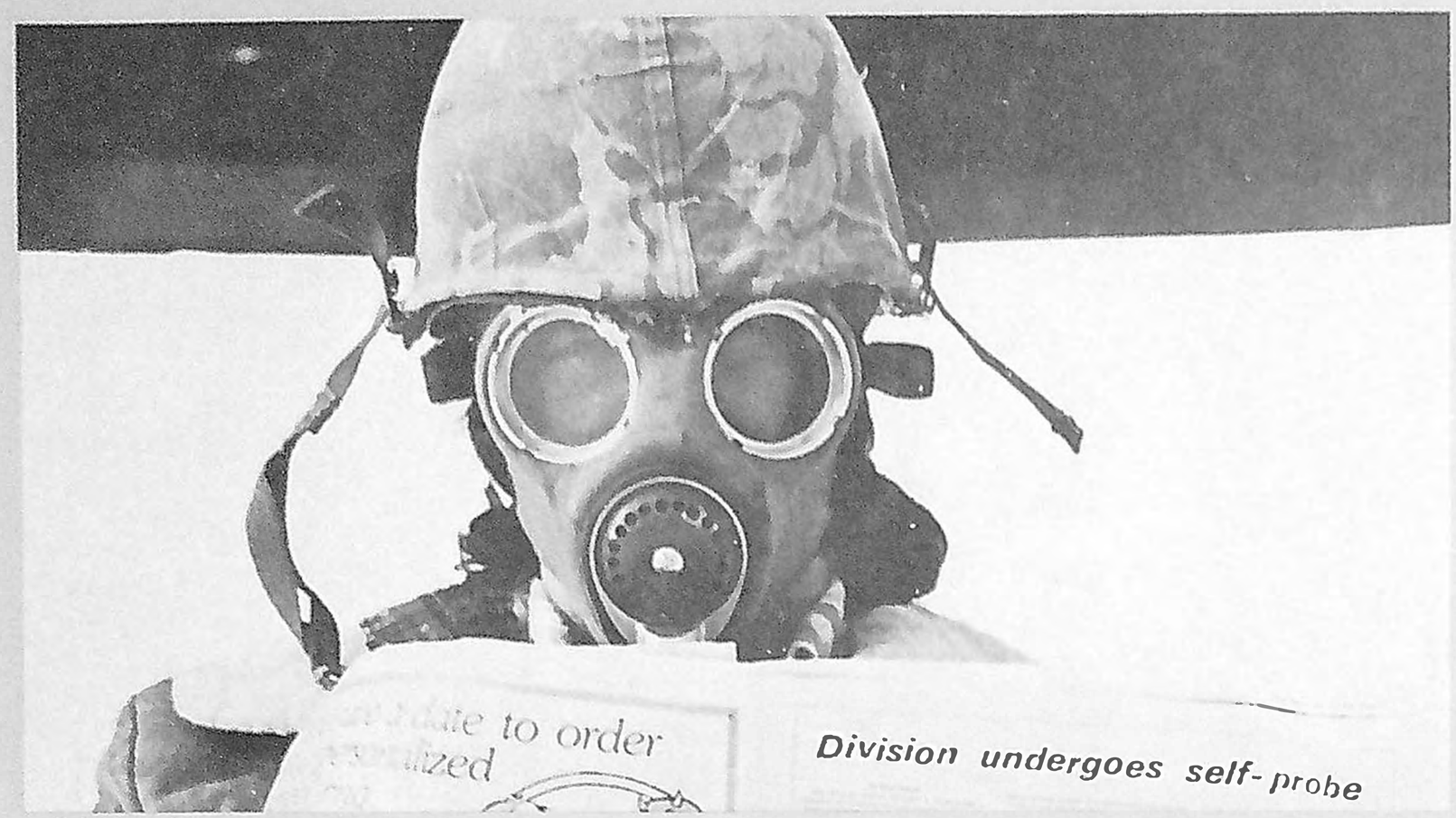
On yet another occasion, the SU president stole the flag from the American Consulate and burned it. Administration seldom intervened in the student protests, and McCarthy divulged, "in order to have direct confrontations, you have to have somebody on the other side who is very closed-minded, but Gordon Wragg was very open-minded."

Later that year, SU hired an instructor with council funds, to teach a history course from a Marxist viewpoint. "Every day something was happening, and minds would open up," McCarthy enthused. "The Nazi War Party would come to Humber one day, the Communist Party would come the next, the FLQ would come and hold rallies, and even Hare Krishna would turn up in the halls chanting."

McCarthy and his followers belonged to their own group called FUNK, which stood for freedom, unity, nudity and knowledge. Liberation College, otherwise known as "that hippie camp down in the Humber Valley," was the brainchild of FUNK. McCarthy was the leader of a group of students who pitched tents in the woods; the students slept, ate and conducted classes in the nearby wilderness. A *Coven* reporter in 1971 described the community:

"They drank the wine and ate the cheese and smoked the pipe of peace. But then there was much sin and licentiousness which spread from tent to tent. It came to pass, however, that the armies of the Department of Health and Welfare threatened to drive the people off the promised land." Liberation College died shortly after, leaving a mound of decay and ruin which was mysteriously cleaned up almost as quickly as it had been made.

McCarthy's council tried to purchase 200 acres of land with a farmhouse and pond, just north of Humber College at a cost of $43,000. But student affairs, a body composed of half students and half administration, told SU that the land was too expensive. "It caused a lot of fear in administrators because the students would have *owned* the land," declared McCarthy. "I'll leave the possibilities of that to your imagination. Just the fact that it was geographically away from the school would have caused a lot of fear." Even if the land had not been utilized by students, it would have been a most profitable investment. McCarthy claimed that in 1980 the land was valued at $300,000.



Division undergoes self-probe

OVERSTATED CRITICISM? The feud between the SU and the campus newspaper was a long-standing one and often bitterly fought, but it would be an exaggeration to say that SU members found Coven so offensive that they read it wearing gas masks.

McCarthy eventually found his classes and presidency were interfering with other work he wanted to attend to. "I found being president was getting in the way of my original plans of travelling from one college to the next, holding political rallies," he said. McCarthy felt a responsibility towards the students, but he decided he was so bogged down in bureaucracy as president that he had neglected many of his duties. The SU president stepped down from office and quit school, and later studied under Tibetan monks.

The once radical reformist in 1980 admitted that a great deal of his political hopes were only far-away dreams. "We thought there would be a revolution which would eventually lead to a socialist government in the States," he disclosed. "It was kind of like an LSD trip. Everybody was so high that reality escaped us. A revolution could still happen, but it will take longer, perhaps after we go through a recession and depression during the eighties."

When McCarthy stepped down from office, vice president Brian Spivak assumed SU presidency, but due to personal problems he resigned after three months. Bill O'Neil, the third president that year, completed the term in SU presidential office.

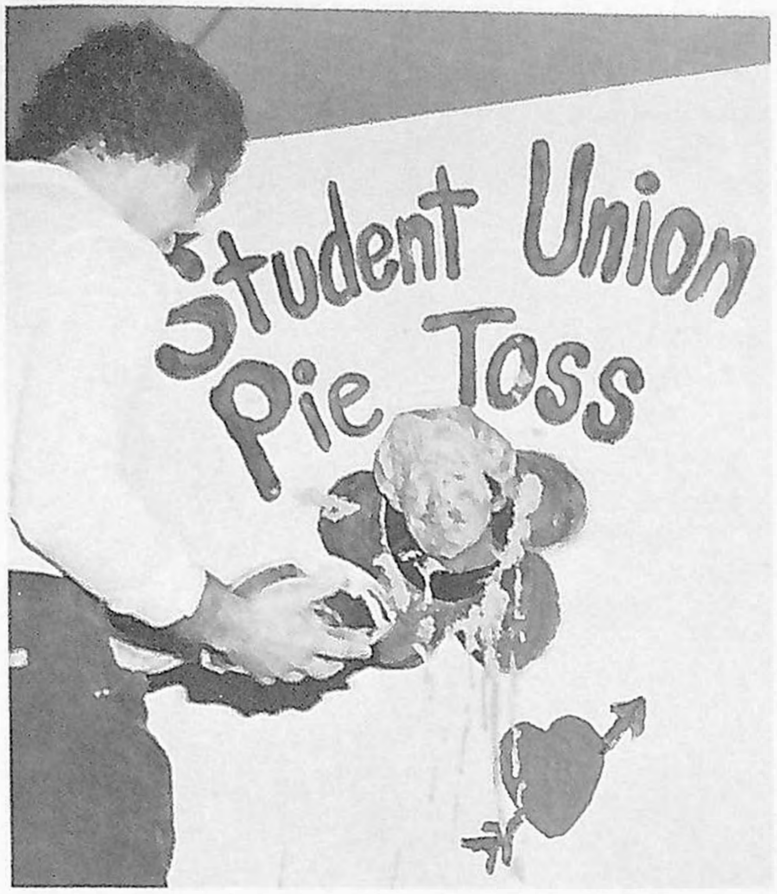
Barbers gradually came back in style when student radicals discovered they couldn't change the world overnight. A very conservative student, Ferguson Mobbs, who was known as Skip, was elected in 1971 and he served the next two years as SU president.

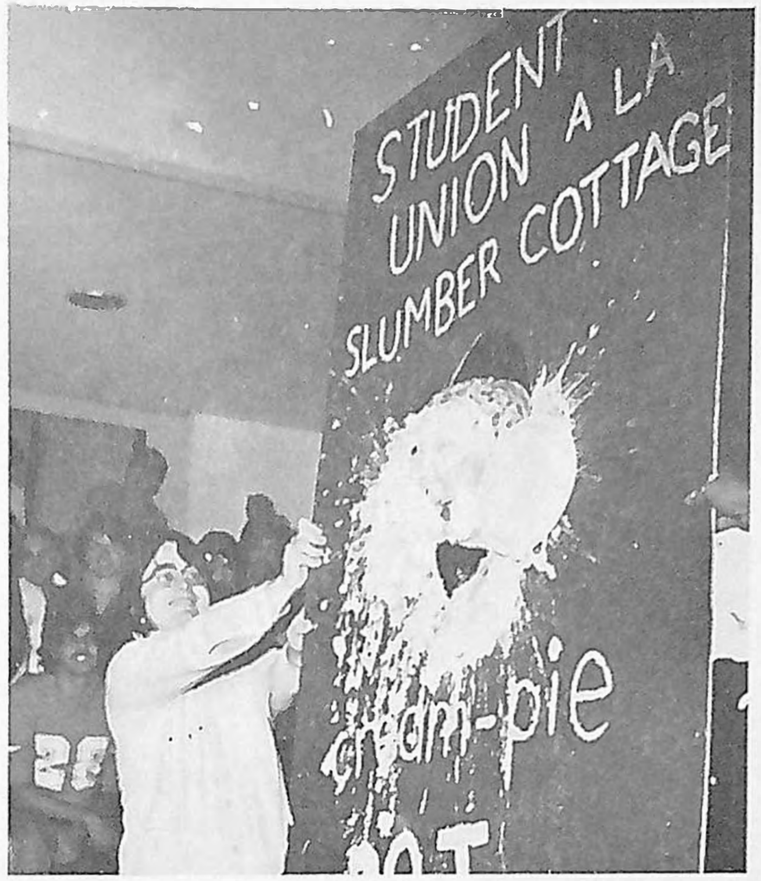
After a very close election, a recount confirmed he had actually won. "Holy Tunderin Jesus" was the victory statement he made shortly after confirmation of the election results. Mobbs said the other candidates had all promised the moon, while "I didn't make any promises other than I'd do the best job possible." Mobbs' goal was to establish a stable student government; SU had suffered from the turmoil of three council presidents in power the previous year. "What I wanted to do was set up a foundation. The SU was not believed, and was perceived as something of a joke as far as administration was concerned".

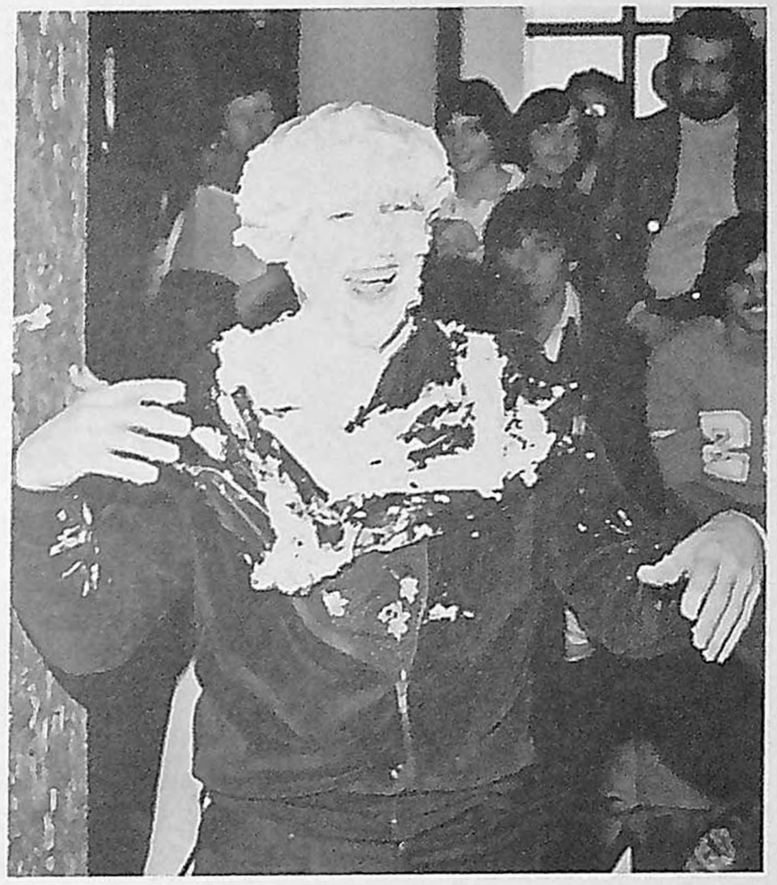
Under Mobbs' direction, SU fought long and hard for autonomy. Council wanted to break away from administration, and become the true governing body over the students. Mobbs' aspiration was for what he thought would be a logical, evolutionary step in student government. "I had out-and-out verbal fights with Wragg publicly. We were at it tooth-and-nail by the second year. During one meeting I stood up and said administration was full of bull-shit." At yet another meeting of the SU, Mobbs ordered Wragg to leave after an argument erupted over the question of autonomy.

Mobbs had wanted the Student Union to obtain complete parity, with student representation on every governing body in the school. The SU president's demands were not met, but the same issue was revived and fought every subsequent year.

During the summer of 1970, Wragg had met with SU representatives and he gave consent to open an on-campus watering hole, with the pub's operation to be left solely in the hands of the council. In October, 1971, the pub was launched in the college cafeteria, Humberger. The student-run pub was a victory for SU, although Mobbs was concerned with what he felt was yet a more crucial issue. Mobbs believed that many teachers were







unqualified to teach. Disillusioned with the quality of education at Humber, he agreed with a proposal made by Jim Stark, a former Law Enforcement instructor, to publish "counter calendars." Each calendar was to include a description of every instructor at Humber, based on teaching merit. Council would distribute the booklets to new students entering the college.

"I wanted to weed out the rotten teachers who were wasting our time," Mobbs declared. "At the end of every year, students would fill out a survey on their teachers. We would then find out the pass-fail ratio, compile the information obtained, and publish the results." But the SU president abandoned the idea before calendars were circulated because the project would have cost the union over $3,000, and besides, he was worried that bias from students could destroy good, qualified teachers through a mechanism over which the faculty had no control whatsoever.

(The issue has, in fact, been a recurring one with SU presidents other than Mobbs, at other colleges as well as at Humber. The following excerpt, from the December 1, 1980 edition of Coven, *shows the debate persisting:*

"Humber College administration should be made aware of teachers who are performing below the level of teaching standards expected by students, Students Association Council President Harry McAvoy said during a discussion at a province-wide conference in Barrie recently.

"McAvoy agreed with consensus of the nine conference representatives that a campus-wide, teacher evaluation survey be distributed to students, to enable administration to monitor instructors' teaching abilities.

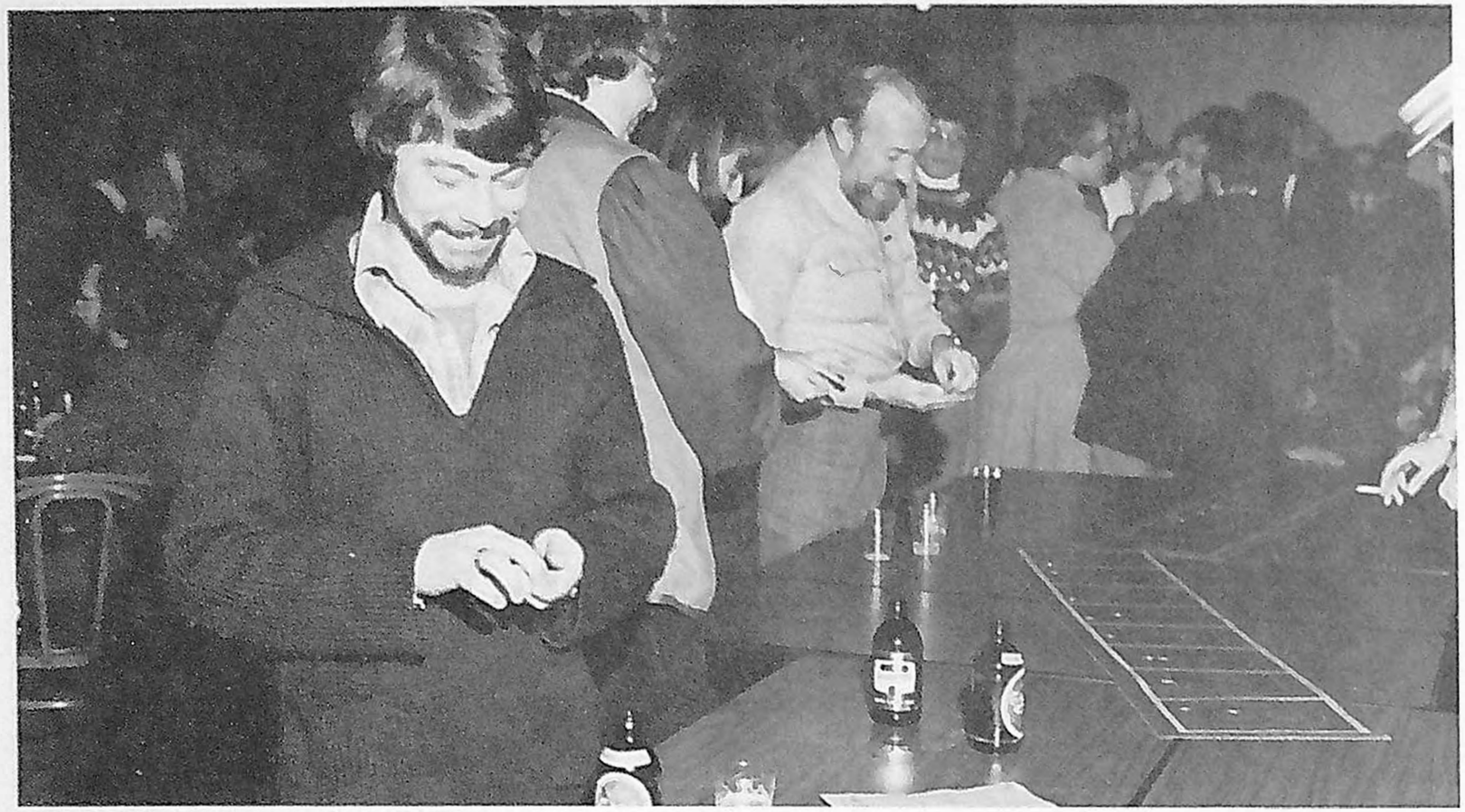
" 'In almost every Division there's a teacher who students think isn't doing his job,' said McAvoy. 'We're not out to get the teachers fired. But, the dean should know if there is a definite problem.'

"Many teachers throughout the college currently give their students evaluations to complete at the end of the semester. Those evaluations...are...strictly for the teacher's own use. McAvoy said the evaluations are a good chance for the teachers to see where they stand, but should be filed with the dean of each Division as well as the administration."

As it was back in Mobbs' day, one of the chief oppositions in 1980 to publishing teacher evaluations centred on whether the appraisals would emphasize teaching style—a very subjective thing—or whether they would focus on academic substance—which could be objectively measured far more easily. Even with substance, some observers had qualms. "My concern is content," Larry Holmes, dean of Creative Arts, told a Coven *reporter. "Is a student in a position to know if he's getting proper course content?"*

Meanwhile, as Mobbs was studying criteria for measuring teacher performance, the SU president found his own student government being criticized and scrutinized.)

Near the end of Mobbs' first year in office, a large scandal rocked the campus. An auditor's report disclosed that SU expenditures in the thousands of dollars had not been accounted for. Mobbs said he received no straight-forward answer from the Director of Admissions as to how many students were enrolled at Humber. "Naturally the number of students had a direct bearing on how much money we should have had," Mobbs stated.



A NUMBER OF CHOICES: chances are that on any day, Dennis Stapinski was required to divide his time among a dozen different duties. While he was coordinator of student affairs, his role was to act as advisor for student governments; assist student groups with organization and activity planning; and oversee Humber bus routes, student insurance, emergency loans and alumni activities. Stapinski was succeeded by Paul McCann.

"Anyway, the board of governors clamped down on us really hard, and made us account for every penny we spent."

In a letter to the student affairs committee, September, 1972, the auditors stated: "We were unable to complete our audit of other revenue as shown on the statement of revenue and expenditures of the Student Union in the amount of $3,644 and on the statement of pub operations in the amount of $17,806 and on the students athletic movement statement in the amount of $3,048, since internal control over cash receipts was not maintained."

A revision of the methods used to record revenues from SU pub operations was proposed by the auditors. They also suggested that a business manager prepare a financial statement every month, to be reviewed by the SU treasurer, and then to be approved by council executive, with a copy forwarded to the Council of Student Affairs. Administration accepted some of the auditors' advice, insisting council hire a full-time business manager to oversee SU finances. By November, 1972, council no longer had to obtain authorization from student services for any expenditures exceeding $100, because it was the manager's responsibility to keep a watchful eye over the SU finances.

But within a month after hiring the business manager, Mobbs threatened to resign; he walked out of a council meeting muttering, "I've had it." The bone of contention was between the SU president and the manager, who Mobbs perceived as in control of the SU meetings to such an extent that council members were forced to take a backseat.

Mobbs' antagonism was directed at more than just the manager, however. Mobbs openly jeered at the administration, and he was responsible for organizing the first council retreat in Humber's history to which representatives from administration were not invited. "We wanted no influence from big daddy (Wragg), because he was an extremely powerful father figure with a great deal of persuasive influence," he said.

Mobbs was not only concerned that Wragg had the power to exert pressure on council decisions, but he was also critical of the fact that council members had too much say in student government policies. Mobbs felt that he should have had the sole power to veto any decisions made by the SU committee. In addition, he believed that he should have had the ultimate right to relieve any SU official of his duties, if that official's conduct was questionable, until council reached a final decision regarding the SU member in question.

In October, 1972, the board of governors welcomed Humber students and faculty to attend board meetings. The visitors had not been granted representation on the board, but they nevertheless appreciated the opportunity to observe. Mobbs claimed that the SU had a political link directly to the Council of Regents, and possessed a file on every Council of Regent member. He did not disclose how he obtained these files but, he said, "Everybody was investigating us; what they didn't know was that we were investigating them."

Late that year, the historic battle between Journalism students and SU resumed, and SU created yet another Student Union newspaper. "The college newspaper, *Coven*, always misquoted us or took things out of context," Mobbs claimed. The SU president once told a

Back Row: Vincent Stabile, George H. S. Molyneux.
Front Row: Penelope A. Smith, Richard D. Bell, Susan M. Sanderson.

FIRST CAFETERIA at the North Campus was located in the "field house", in an area later taken over for Continuous Learning offices.

FAR LEFT ◄

FIRST STUDENT COUNCIL, 1967: seated, left to right, Penny Smith (vice-president);Rick Bell (president); Susan Sanderson (secretary); and standing, Vincent Stabile (treasurer); George Molyneux (vice-president). The election was held on December 1, 1967, with a 66 percent turnout.

LEFT ◄

reporter that he didn't believe it was worthwhile to hold a new election when his secretary resigned, because in his opinion she wasn't very important. Mobbs had referred to the position she held, and had not intended his statement as a personal slight or attack. Nonetheless, his statement made front page news in the next issue of *Coven*.

By the end of his second year in office, Mobbs felt he was ready for the "funny farm" because his nerves were shot. "I was involved in political problems with administration, I had married during my second year and the students all wanted to be spoonfed, letting council do all the work," he complained. Mobbs was in Media Arts, but like many of his predecessors, his classes suffered greatly. The SU president settled for a General Arts diploma.

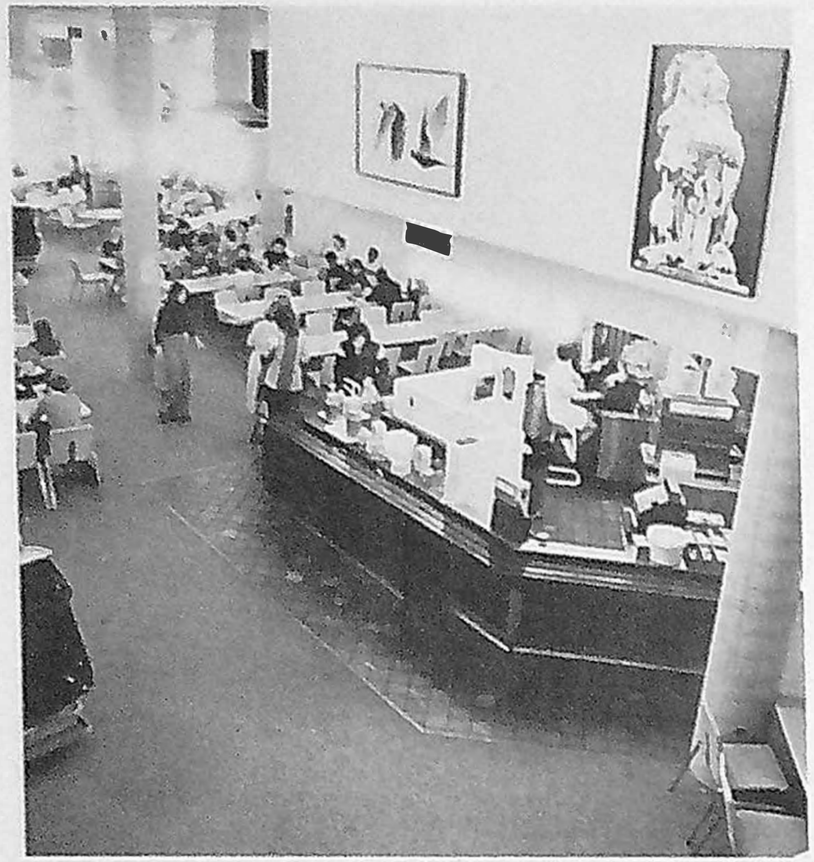
Neil Towers was elected as the next council president, but he resigned at the end of the summer prior to the beginning of the 1973 school year. Towers had incurred some unexpected financial debts over the summer months and consequently, he left school in September to seek full-time employment. Tower's vice president, Keith Nickson, assumed the presidential office in September.

Twenty-nine-year-old Nickson was the oldest student ever to become SU president at Humber College. But he believed that his age was to his advantage, because both the student body and administration respected him all the more, treating him as a mature, responsible adult. Before Nickson was elected, he had been a boat-rocker, always stirring up trouble, but when elected he said that his attitude towards the SU changed.

During the previous summer, Towers had fired the business manager because he had been overstepping his appointed duties. Nickson, left high and dry without a manager, found himself overburdened with the extra responsibilities, and he quickly learned to appreciate the headaches all SU presidents must deal with. But the successes compensated for the effort. For example, he applied pressure on administration because he wanted the college to implement a policy that would make it compulsory for new students entering Humber to write an English Communications entrance test. If a student failed, Nickson thought it should have been mandatory for that student to enrol in a special English class. The policy was put into effect the following year.

Nickson often found himself supporting the student body on issues which he personally didn't agree with. When Wragg told the SU president that he could not hold more than one pub night per week because of excessive student vandalism the previous year, Nickson firmly replied that he was going to continue to hold three pub nights every week. After negotiations, it was agreed that the pubs would continue as normal. Nickson found that a shallow victory: "I would have preferred to hold no pubs whatsoever because they were a big pain to organize and they took a great deal of my time. But I had to argue on behalf of the students because pub nights meant a great deal to them."

Later that year, Nickson recommended to administration that council members receive academic credits for any work done on council that related to the program they were taking. Although Nickson did not receive any credits, he was exempt from several class assignments, and his treasurer received a credit in Accounting. The SU president set a precedent for



K BUILDING CAFETERIA: called "The Pipe", its ambience was provided by pipes, pillars and, elbow-to-elbow diners.
LEFT ◄

POP PRICES: storms can sometimes brew up in the strangest places. When a soft drink machine was installed in the Student Centre games room by the SAC, President Sal Seminara received a protest from the President's Executive Council that the SAC was selling Cokes at 5 cents a can less than food services, and was thus engaging in price cutting. It proved to be a tempest in a pop shop.

RIGHT ►

future members of council executive, who could henceforth apply for a maximum of two credits relating to courses they were required to take.

Nickson himself soon discovered that presidential office offered more reward than just a few class exemptions. The board of governors invited him to spend a week in Florida, to examine athletic facilities at various colleges. The SU president questioned the need to fly to a vacationers' wonderland to look at facilities when a nearby university had recently built a sports complex with the newest, most sophisticated athletic equipment available, but he justified the trip in his own way: "The board members work all year on a voluntary basis, and I knew that if I didn't go, they'd go anyway. And I actually thought I deserved it."

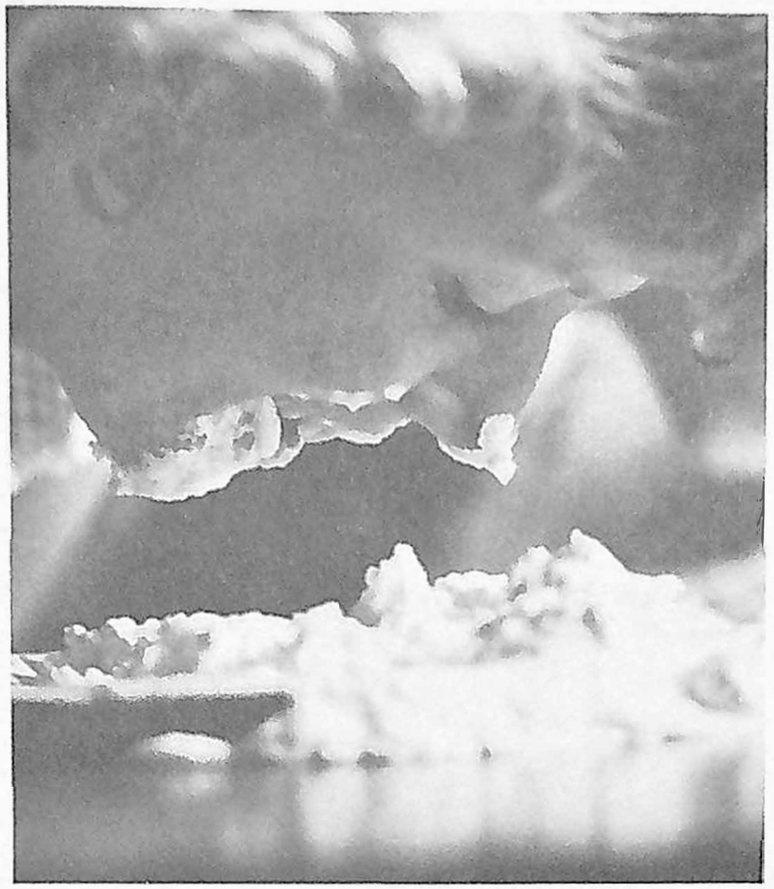
Nickson said working on council was very educational, but he didn't want to become a professional student. The following year he filled the full-time position of business manager. The position was reinstated when the SU president of 1973, Brian Flynn, recognized the need for such a position.

Flynn, a Marketing student, had been involved in student activities during his first year at Humber; he helped organize the Winter Carnival; he worked on the student handbook and was a campaign chairman for an election candidate during his first year at college. For his enthusiasm he was granted the Students Participation Award. The next year he ran for president and, although he had no support from *Coven*, he won the election by a large majority. *Coven* had supported a candidate whose girlfriend appeared semi-nude on campaign posters around campus.

After four months in presidential office, Flynn fired Nickson, and the union was again without a business manager. Flynn claimed the student body and administration had become so accustomed to dealing with Nickson that they treated Nickson as though he were still president. As current SU president, Flynn felt as though he were just one of the other council members.

Flynn initiated the plan to hire a lawyer who gave free legal aid to students every Wednesday afternoon. Seminars on drugs, income tax clinics and legal advice were services that continued to be offered at Humber College even after Flynn's tenure was over.

During the 1974 school year, council's priority was to push for student residences at Humber and thus, a residence task force was established. "We had working drawings made for a residence behind the ring road where we'd get a country effect," Flynn said. The desire to build residences was rekindled when students realized that the Ontario government's historic, political decision to deny construction of student residences was no longer valid. For several years the Ministry of Education had argued that community colleges would lose their identities as *community* colleges if residences were built. But in fact, the majority of community colleges in Ontario had already lost their distinct community base. By this time, Humber offered many select courses, such as Equine Studies, which were not offered at any other college in the province, and fewer students from Etobicoke were attending Humber than from outside city boundaries. The government then changed its argument: no residences would be constructed because money was tight.



BRIAN FLYNN in January of 1977 became the second former Student Union president to be named to the board of governors. He and Millicent Porter were appointed by the Borough of Etobicoke.

RIGHT ▶

POLITICS AND PLAY: There was a serious side to the activities of the Student Union, but there was some time for games as well as government.

LEFT ◀

Flynn believed that one of the tragedies of that year was the discontinuation of monetary sponsorship for *Rivers Bend Review*, a literary magazine edited and published by Bryan Beatty of the English department. The magazine, which featured pieces of descriptive narration, photography, poetry and artwork, had been in circulation for two years with paid subscriptions. However, with very little advertisement, the magazine soon lost money, and Flynn decided that it was an unnecessary financial burden on the SU budget. But Flynn did not believe that the creation of yet another SU newspaper, *Directions*, was a financial burden, even though past SU attempts at journalistic reporting had been unsuccessful.

When Flynn dealt with administration, he discovered the administration held all the advantages. "It was like playing seven-card stud with Wragg," he objected. "We didn't know what cards he was holding in his hand, but he knew every card in our hands. The deck was stacked against us." Flynn also encountered hostility when dealing with students: "You never please everyone, and you're never appreciated. Sometimes I worked 60 to 80 hours a week, especially during pub nights. Yet 50 per cent of the students didn't care if you lived or died," and they never involved themselves in SU government.

Even the rapport between the SU president and his council members was far from amiable. Disagreements between Flynn and his council members resulted in several representatives resigning, including his vice president Bob Murray, who once accused Flynn of being a tyrant. Murray alleged that Flynn was only interested in seeing his name published in *Coven*, and that he was never present when any work had to be done. Later council censured Flynn's actions, and Murray re-joined the union. Decision-making became too much for the president and as a result, he stopped attending classes altogether and lost his second year of college. Flynn hasn't been involved in politics since, even though it ran in the family, his father being Mayor of Etobicoke.

Humber's first full-time SU president, Ted Schmidt, was elected to office in 1975. Schmidt had completed two years in a program called Community Studies but returning for his third year in September, he was informed that the final year of the program had been cancelled. Schmidt had been an Applied Arts representative on council, a member of the Student Affairs Committee, and co-editor of *Directions* the previous year.

Schmidt decided to carry out his term in office, even though he was no longer a student. Perhaps he didn't seek full-time employment because he had spent 13 months recuperating in a hospital after being involved in a train accident, prior to enrolling at Humber. Schmidt's vice president tried to wrest the presidency away from him, but that contest came to an abrupt end when the vice president was asked to leave school because of poor academic grades.

A major confrontation between the SU president and the student affairs committee erupted that year. Schmidt believed the committee had not followed proper corporate procedure for a number of years, and therefore should not have had jurisdiction over activity fees. When important issues arose, he said, the administrators would habitually vote in blocs, always agreeing with one another's decisions. The committee was comprised of five students

PINBALL TILT: SAC President McAvoy was confronted with a crisis in February of 1981, when Borough of Etobicoke ordered the SAC to reduce the number of pinball machines in the games room. The problem was that operating more than two machines with a special license violated a zoning bylaw. SAC scurried to find a solution: pinball revenue amounted to about $15,000 a year.

and five administrators, but the students never voted in bloc: "The students, being young politicians, prided themselves in voting individually." Thus, council seldom won key issues.

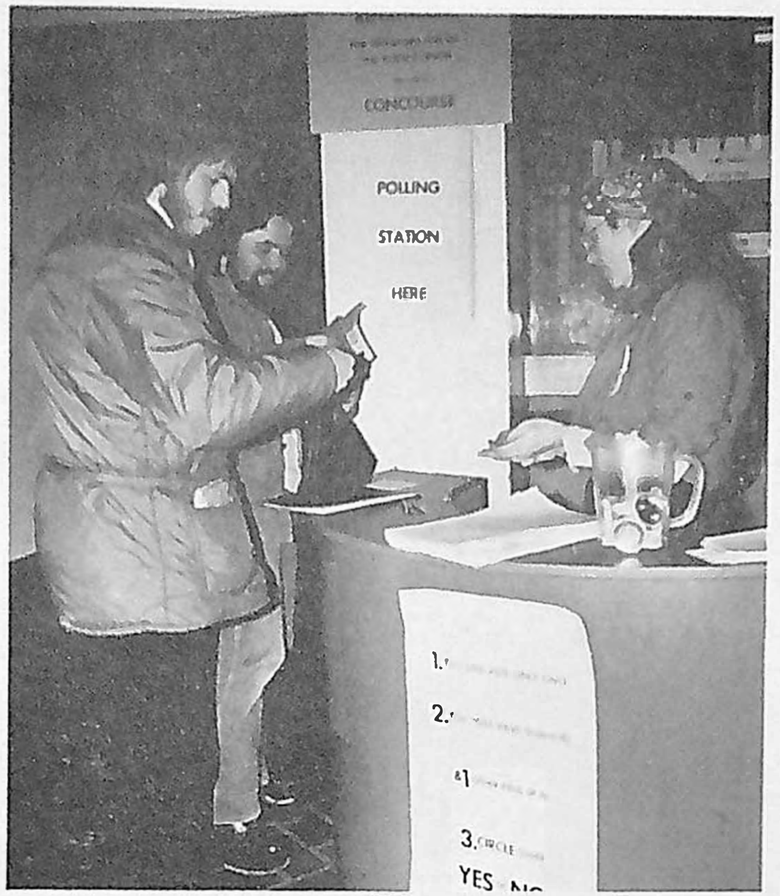
Schmidt wanted to abolish the committee, and make the incorporated Student Union the governing body over the students. Council did not incorporate, but arrangements were soon made to incorporate a committee to oversee activity fee allocations and student union operations. That committee was the Council of Student Affairs. But perhaps the SU members had cut off their noses to spite their faces: it was late in the school year before the Council of Student Affairs was formed, and consequently it was also late when the union was allotted its portion of the student activity fees. As a result, council was forced to operate all year on reserve and contingency funds; every year 10 per cent of SU activity fee money was put into the reserve, an emergency bank account for "rainy" days.

Because relations between the SU president and administration were strained over this issue, Schmidt said he eventually became paranoid. When Dave Davis, head of food services at Humber, installed pinball machines in the pub, Schmidt interpreted the move as an administration plot to assume control of the pub. "We figured we had the mandate to provide all student services of that type, and our feeling was that we also had the right to open a bookstore." Schmidt couldn't recall whether Davis took the machines out of the pub or whether they split the revenue generated, but an equitable settlement was reached. On yet another occasion, Schmidt was struck by the absurd suspicion that administration had planted bugs in his office when it was painted. For the next short while, important issues were discussed in the hallway, rather than in his office.

Another business manager was hired and fired that year because the working relationship between the SU president and the manager was somewhat strained. The manager oversaw pub operations, and Schmidt was jealous of the position he held. "Pub staff had a much better rapport with students than I did," he complained. "They were paid for their jobs, as opposed to me. I hired them, but I wasn't paid."

Schmidt was offered the position of business manager the following year, but declined. "Past business managers had little security in their positions, and there was always animosity between them and council members," Schmidt said.

Nevertheless, while president, Schmidt was concerned with establishing continuity within the council. He believed that every new president should sit on the council for at least one year prior to being elected, in order to fully understand student government. He said that one of the most important jobs a council president has is to ensure that his successor is a better president than himself. He explained the fault in the existing system: "The successor comes in and starts at ground zero, working on the exact problems as the president before him. The end result is that he only gets so far, and suddenly his term is over. The next person comes in and tackles the same issues. Instead of working on issues where his predecessors have left off, he starts at ground zero again, accomplishing little." Schmidt spent many hours with his president elect, explaining



MOLLY PELLECCHIA in the spring of 1976 became the first woman to be elected SU president. Like Beatty and Flynn before her, Pellecchia after graduating was appointed to the Humber College board of governors, in 1980 and in 1981.

RIGHT ▶

aspects of the constitution and issues he wanted to see dealt with when his term as SU president drew to an end.

Molly Pellecchia, 20, was Schmidt's successor, elected into office in 1976 as the first female SU president. She was ambitious and confident, yet was considered somewhat dictatorial. The SU leader ran the student union with an iron fist, and a few of her council members often complained that she made all council decisions herself, before presenting the issues to the other members on council.

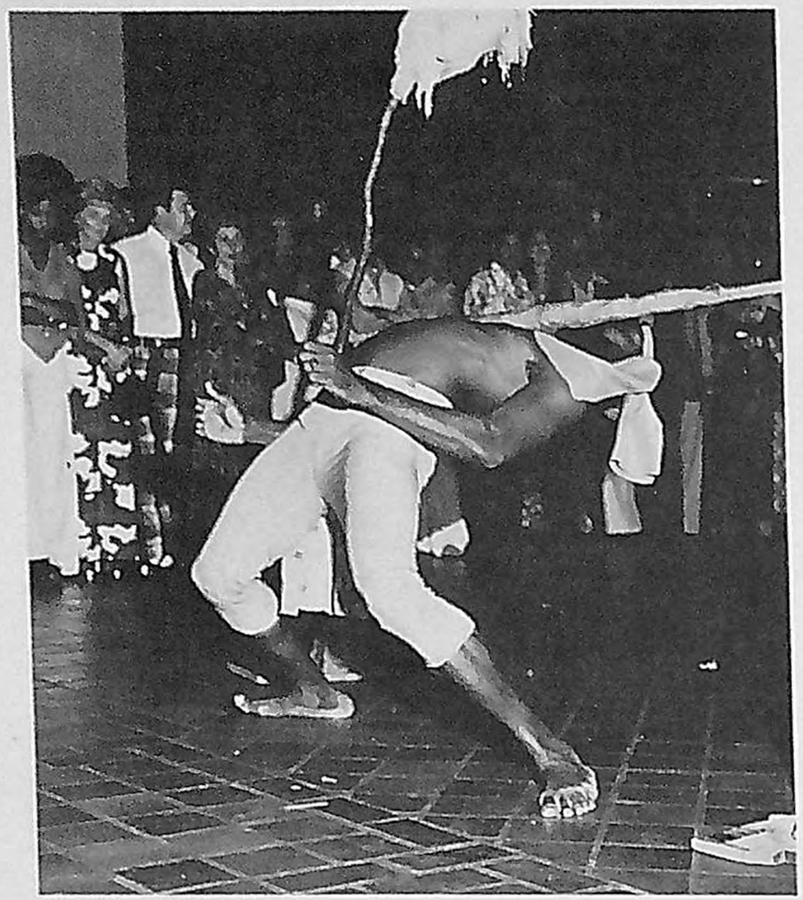
Nevertheless, Pellecchia accomplished much that year. As a new SU president, she spoke to every first year class at Humber; she distributed student handbooks; she explained the political structure of the SU to the new students and instructed them on how to find the SU offices.

Because SU had operated on its reserve and contingency funds the previous year, when Pellecchia came into power there was a great deal of money left in the SU kitty, and she had great expectations for those funds. Plans had been underway to build a massive student complex consisting of SU offices, sports facilities, swimming pool, restaurant, pub and much more. After borrowing $100,000 from the college, the council contributed $400,000 to the project, to pay for the Student Union section of the building. Wintario and private donations paid for the rest of the building. The Gordon Wragg Student Centre was eventually constructed in 1977, but Pellecchia said she was disappointed with the structure. Many of the facilites she had negotiated for were not built due to lack of funds and due to what she claimed had been poor negotiating by other SU presidents. The centre cost $1.5 million, but Pellecchia had wanted a building with numerous other facilities, which would have cost an estimated $400,000 in addition. Nevertheless, she said she was pleased to see the building actually standing.

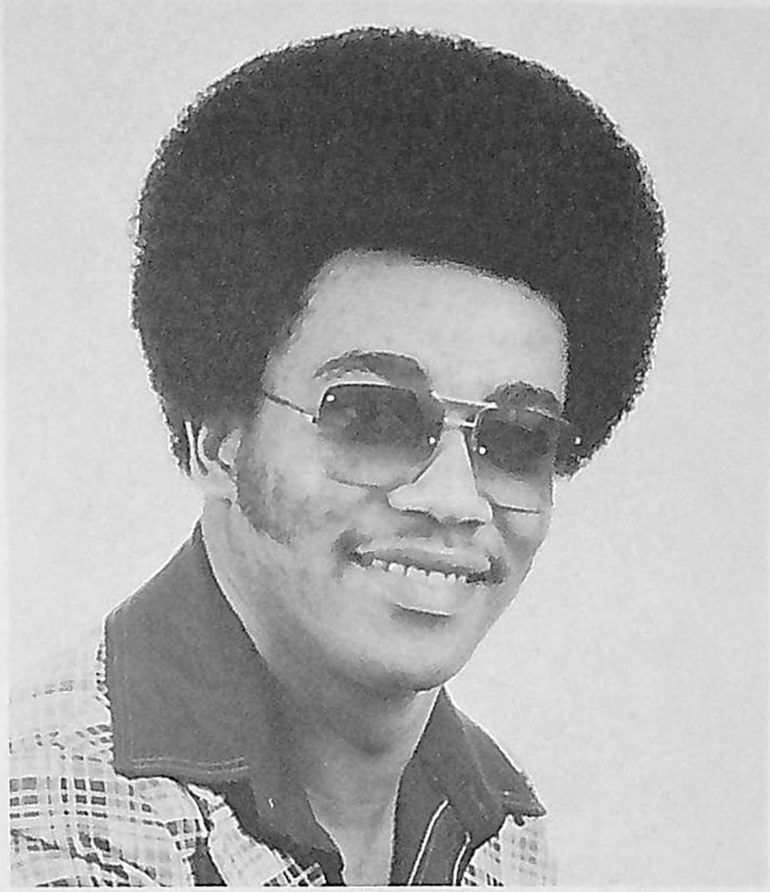
Before details had been negotiated for the Gordon Wragg Student Centre, a capital projects committee had drafted plans to erect a massive building which was to include seminar rooms and various facilities which the private sector could utilize. But the SU leader would not spend council funds on a complex that wasn't totally student-oriented, and because of insufficient donations from large corporations, the larger-scaled project—called Complex Five—was eventually abandoned.

The year before Pellecchia was president, she heard rumours of the parking committee imposing a parking fee of 50 cents per day. When she became president, she initiated a campaign to resist paid parking. Pellecchia pinned posters all over the campus, recruited the aid of all campus media, and organized a protest meeting. The result of all her efforts: "Not one student attended the meeting. The students obviously weren't upset, so neither was I." She abandoned the issue. Paid-parking went into effect shortly after.

The relations between *Coven* and SU were again strained during Pellecchia's term in office. The SU president once ejected *Coven* reporters from a council meeting, although she admitted, "If they had read the constitution, they would have known that they didn't have to leave." Shortly after, an editorial appeared in the Toronto *Star*. The article referred to Pellecchia and cited her as an example of the type of person reporters often face. Meanwhile, the SU president had created her own newspaper



LANDSLIDE VICTORY: Tony Huggins of St. Vincent won as president, 1977, with 798 votes in one of the largest voter turnouts in Humber's Student Union election history.



called *Pandemonium*, another propaganda vehicle for the student union.

A business manager was once again hired, but then fired because Pellecchia said their responsibilities overlapped. Although a very hard worker, the SU president delegated little responsibility to other council members; she enjoyed the challenge of doing most of the work herself. She often worked such long hours that she would sleep on the couch in her office, relying on her secretary to wake her in the morning in time for classes. "You get so involved you react emotionally (cry), and you fight with everybody," she recollected. But despite the emotional toll, she was one of the few presidents who graduated, and with good academic standing.

It was a landslide victory for her successor, Tony Huggins, the SU president of 1977 and the first black man every elected into presidential office at Humber. But his triumph was not surprising; the 22-year-old Technology student was a cheerful, outgoing addition to the Humber family. Always smiling and kissing girls as he sauntered through hallways, Huggins established quite a reputation during his reign.

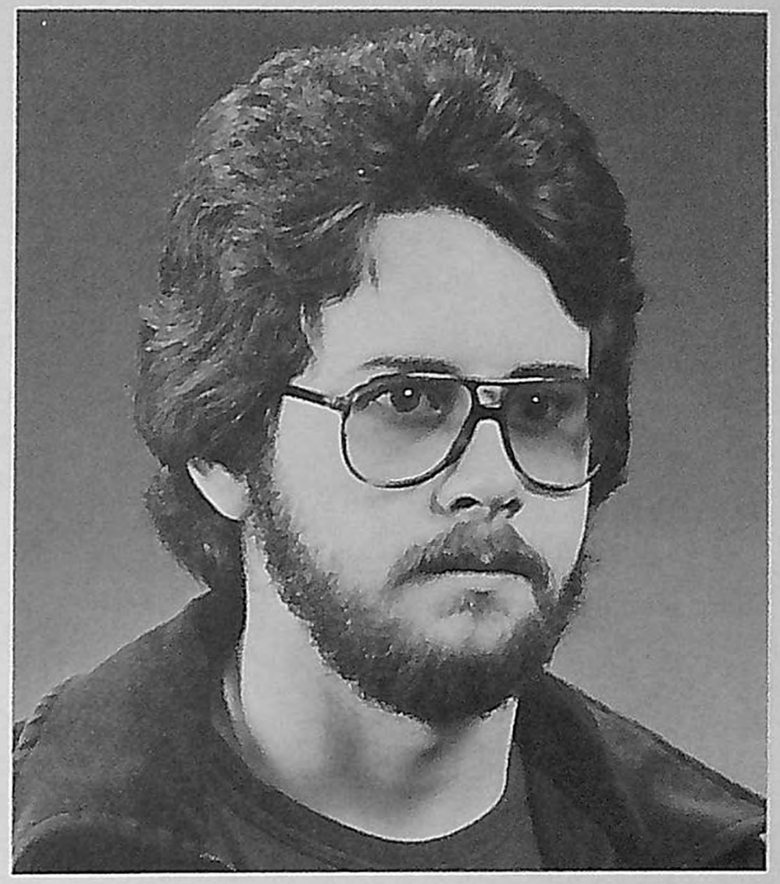
Huggins had been a Divisional representative during his second year at Humber, and he ran for president the next year because he said "the previous council was not aware of student concerns." The new SU president brought internal organization to the union as well as a return to basic democratic principles, delegating power and responsibilities. Sub-committees were formed in every Division, with recognition on council. "Most of the presidents before me had a militant attitude," Huggins said, critical of their attempts to maintain control over council administration. Huggins turned out to be a direct opposite to the stereotype SU presidents of the past years. Prior to Huggins' tenure in office, SU presidents were at constant loggerheads with college administration, but Huggins acquiesced to almost all requests made by Humber administrators, and his willingness to cooperate resulted in few confrontations that year. Originally from St. Vincent, the SU president said he was brought up in a country where young adults have great respect for teachers and elders.

The pub ran into financial difficulties during his term in office, as it had every year except when Pellecchia was in office. Beer supplies were often unaccounted for, and bouncers frequently allowed friends to enter the pub without paying admission. Three pub managers were hired that year, two of whom were fired, but Huggins maintained he couldn't remember why.

Renegotiations over the Gordon Wragg Student Centre contract took place that year. Huggins said that although it was all very well to have big plans, Pellecchia should have been more realistic when she negotiated terms of the contract with college administration. "I think the facilities we ended up with are quite sufficient," he insisted. Pellecchia had wanted to take out a bank loan for several thousands of dollars to build additional facilities, but in Huggins' opinion, her expectations were unrealistic because the SU already had to ensure it could repay $100,000 borrowed from the college at $25,000 a year.

Some people may have questioned Huggins' concepts and philosophy, but he undoubtedly understood the principles of

EDUCATIONAL CONCERNS: Donald Francis, elected in 1978, was alarmed over the deteriorating quality of education in Ontario. "Government funding has been cut back every year," he complained. "The student/teacher ratio is increasing, facilities aren't being expanded, equipment is growing old but not replaced, sabbaticals and professional development are a joke. Educational standards go down while fees are going up. But no one cares. I can't even get my Council excited about it!"



democracy, and delegated a great portion of internal responsibilities to other council members. The president was determined that presidential office would not interfere with his studies. As a result, he graduated with marks close to honours.

Huggins' treasurer, 23-year-old Don Francis, elected into SU presidential office in 1978, was a determined fighter who kept in close touch with political changes within the Ministry of Education. While treasurer, the year prior to being elected president, Francis and several other SU representatives across Ontario met with the Council of Regents, the advisory body to the Ministry of Colleges and Universities with jurisdiction over all colleges in the province. The conference was held in October, 1977, a time when many of the representatives were "green" and therefore unaware of the subtleties of the educational issues. Little was accomplished at the meeting. Nonetheless, Francis made contacts with representatives from the Ontario Federation of Students (OFS), and he became interested in the benefits that the federation could offer students at Humber. "OFS is an information vehicle for any student government. If students complained that the quality of their education wasn't what they expected, their Student Union could turn to OFS," he said. Researchers at the federation could look into student complaints, compare and contrast the situation in question with other colleges and universities, and then report back to the SU with their findings. In contrast to this process, said Francis, "If students went to administration with complaints, administration would tell the students that they don't know what they are talking about."

Francis tried to convince the SU council that there was a number of advantages and benefits to joining OFS. But most of the council members had preconceived ideas; they believed the organization was too university-oriented, and they would not listen to the young politician's philosophy.

"One individual student government is in no way powerful enough," stressed Francis. "Student unions are basically set up to promote social and athletic activities only." Francis's concerns focused on such issues as revised admission requirements, changes in the Ontario Student Assistance Plan, tuition increases and a pending support staff strike.

Francis tried to impress upon council the philosophy that united the students must stand, or divided they would fall.

"If community college students have a concern that is not particularly relevant to university students, it's in the best interest for the university students to support the college students," he urged. He believed that the college students could reciprocate and support the university students on other issues. "All pushing in the same direction, we'd have more clout."

In September, 1978, Francis and 13 other SU presidents met to discuss an agenda for a meeting with the Council of Regents, which was slated for the following month. This time Francis, then president, wanted to be prepared. The SU president had heard rumours of a tuition fee increase. "But during the conference, Norman Williams, who as the Minister's chief advisor was supposedly responsible for negotiating contracts, stood up and said to all the community college representatives in Ontario that there wouldn't be a tuition fee increase."

Quite satisfied and reassured, the young politicians went on to the next issue. The students met with the Council of Regents on an annual basis, every October, and they requested that meetings be arranged monthly. But members of the council, who had already been flying in from all across the province to attend meetings annually, did not support the proposal. A compromise was reached. Francis was elected to meet with the chairman of the Council of Regents on a monthly basis, representing all SU community college presidents. The other SU presidents were asked to forward questions and concerns to Francis, who in turn presented the issues to the chairman, reporting back to the presidents by telephone or correspondence.

Meanwhile, word was out that the support staff was about to strike. The staff demanded pay increases, but although Francis personally supported their position, he denied having told students to boycott classes or to join the picket lines, a rumour that circulated around campus. "I supported them because when it's time for guys like me to go to the Ministry and plead for money, they'd just laugh in my face and say, why should you get more money when you didn't think the support staff ... "

At the same time, as an alternative to OFS, Francis tried to convince the Student Union to organize an exclusive association for community colleges, but as before, the proposal was rejected. Nevertheless, in January, 1979, 15 college presidents met once again to discuss the feasibility of forming a college organization.

"The day before we met, the Minister of Colleges and Universities announced a tuition fee increase. It was literally the day before," Francis recollected. "All of the students present at the October '78 conference had been assured that there wouldn't be a tuition increase. We had been lied to, and that's what added to the impetus to create an organization. We probably wouldn't have gotten anywhere without that issue." The Ontario College Commission, which later evolved into the Ontario College Students Association (OCSA), was thus formed shortly after, with Francis as chairman.

But the SU at Humber still hadn't joined the association. Francis naturally thought it was very important that his council back him, in the light of the position he had been given, and so he approached the council members once again. Some of the representatives were afraid of repercussion if they chose not to vote in favour of joining OCC, so a secret ballot was deemed necessary. Francis lost this major political battle, and as a result of the union's decision, the weary fighter resigned.

(It was not until the spring of 1980 that the Students Association Council ended a year-long debate and voted unanimously to join OCSA, which by then had attracted 11 of the 22 community colleges into the association. The association was to serve "as an information vehicle for students who have complaints regarding their education or concerns such as changes in the Ontario Students Assistance Plan, tuition fee increases and student representation on the board of governors."

At an OCSA conference held in Ottawa in October of 1980, Humber's SU president Harry McAvoy and other representatives of his council found themselves wooed and won by spokesmen from the Ontario Federation of

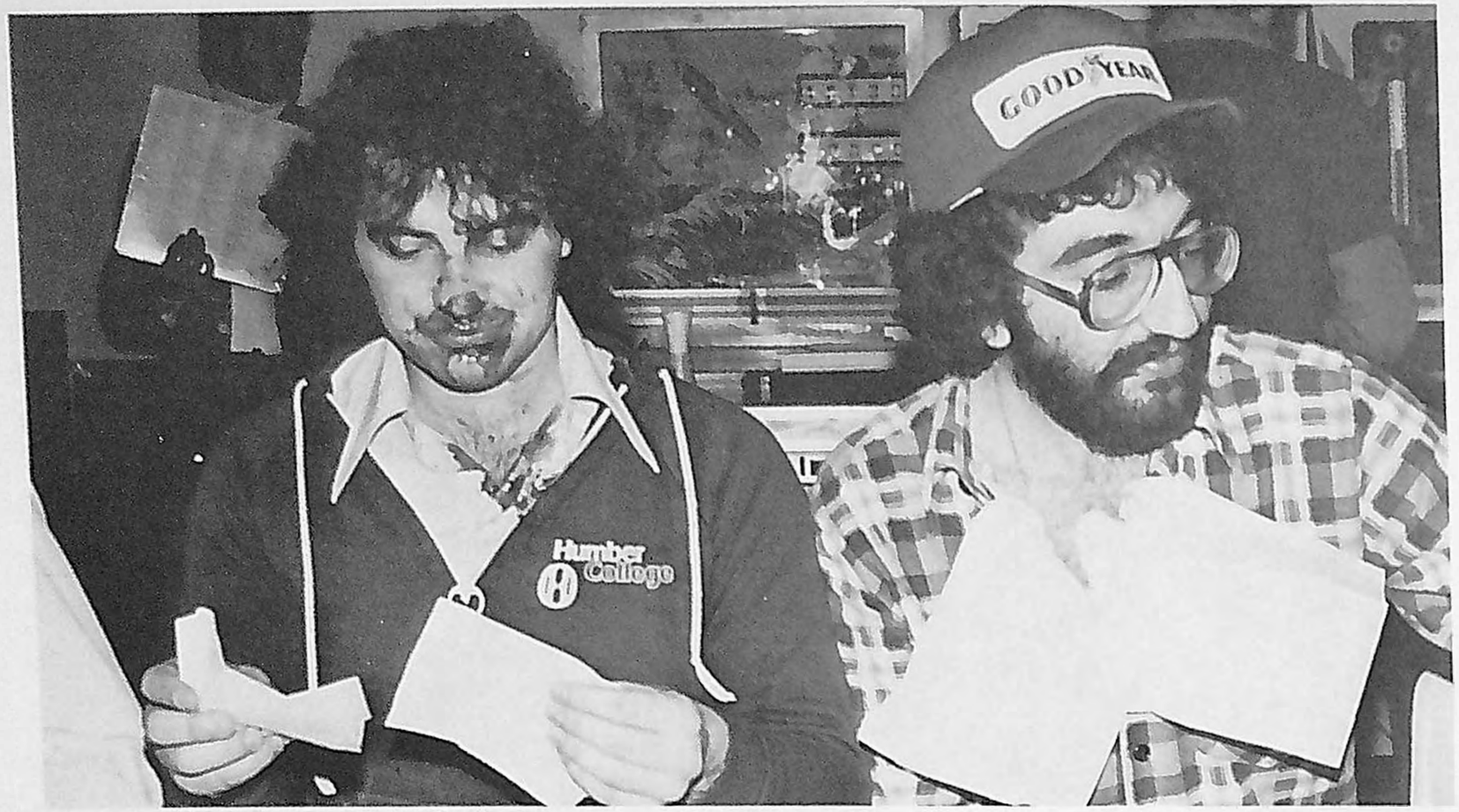
HARRY McAVOY, left, poses with Canadian Rock star Rompin' Ronnie Hawkins, who performed at the Gordon Wragg Student Centre. McAvoy took office as president, April, 1980.

Students (OFS). The OFS proposed that the OCSA become one of three commissions in the larger association, an association that could boast the considerable clout that came from a vast membership of 175,000 Ontario college and university students. The OFS had been previously dismissed by many CAAT SU councils as university-oriented, but the Humber delegates at the Ottawa conference heard persuasive arguments on the advantages of tapping the OFS resources. Ultimately, the Humber contingency at Ottawa voted in favour of an alliance, but it was made clear from the start that the proposal to join OFS would have to be fully discussed and voted on by the SU council at Humber. "Humber will only join if there are enough colleges committed to form a strong commission," McAvoy told a Coven *reporter. McAvoy was clearly determined to fully discuss with his council the pros and cons of joining the province-wide federation, and thereby avoid the confrontation and collision of wills that had led to Francis' frustration and resignation. A compromise was struck in January of 1981: Humber decided it would join OFS on a trial membership for a year. After that time, a referendum was to be held to determine whether students wished the college to retain membership in the federation.*

Back in 1979, Francis' attempt to link up with the OFS had been opposed less because of the proposal itself than because of the belief that the decision was being forced on council members by the SU president. "It wasn't that council was totally against joining. It was the fact that it was pushed down our throats," said Naz Marchese, the 22-year-old Hotel and Restaurant student who succeeded Francis and who held presidential office during the remaining three months of the 1979 school year. As president, Marchese did not continue to fight his predecessor's battle to join the community college association, which he personally considered "a waste of money."

While president, Marchese reinstated a policy of hiring waitresses to serve tables in the pub, but the move was not a success. "Students preferred having a self-serve bar because it provided an excuse for people to get up and mingle with each other," Marchese concluded. He also wanted the pub to operate every day of the week from 12:00 noon until 1:00 p.m., but his council would not back him; they believed pubs already took up too much of their time.

Unlike many of his predecessors, Marchese believed the SU president's position, because of the work involved, should have been filled by a full-time employee hired by council, instead of by a student. Yet he realized such action would no doubt create problems: "If council did not like the president," he conjectured, "that president would be fired." Marchese predicted that all positions on the SU council would in time become full-time positions, and the day would come when the administration would take complete control of the Student Union. Marchese had also predicted that there would be a problem when the parking committee imposed a policy which enabled students who drove more than one car to school to purchase a decal for $20 and an additional decal for $1. The SU president claimed he tried to warn the committee that students would buy an additional decal and give one to a friend, splitting the cost between them. He was right. The parking lots had never been so overcrowded, and the policy of the dual decals was scrapped the following year.



Marchese said he learned a number of organizational skills while in office, even though he did not graduate because he was two credits short. Nevertheless, he said that what he learned while president was equivalent to the value of a diploma.

The SU president of 1979 was the enthusiastic, 22-year-old Sal Seminara, a third-year student in Business Administration, and a former pub staff employee. Seminara said he ran for office because the Student Union appeared to have operated in a very clandestine manner, with no information being passed on to the student body.

Seminara was at a disadvantage when he took office; an election had been held the beginning of the prior year, but the results were declared invalid because one of the candidates had campaigned on the day of the election. Seminara ran in the second election that was held late in the semester, and consequently he found himself with only a few months to learn the tricks of the trade.

The first confrontation between Seminara and administration took place during the summer prior to the 1979 school year, when the Ministry requested that Humber enrol additional students in a variety of different programs. "Although I thought it was a good idea that Humber brought in an additional 700 students, I had concerns," confessed Seminara. The SU president voiced his objection that parking lots would be overcrowded, lockers would be short in supply, morning traffic would be bumper-to-bumper coming into the school and congestion in the classrooms and cafeterias would be intolerable. Many of his predictions proved correct.

The SU president was also concerned that council maintained respect and credibility as an internal part of the college. In October, 1979, an undercover narcotics officer was enrolled into the General Arts program, after Wragg received feedback from faculty members that drugs were getting out of hand. Seminara was upset because he had not been informed of the operation, and the SU president asked Wragg to attend an SU meeting to answer questions. Wragg consented. It was revealed that two pub staff employees, personal friends of Seminara, had been charged with possession of illegal drugs. Wragg justified his decision to not inform Seminara with what was happening on the grounds that the disclosure of information would have placed the SU president in a difficult position. Seminara might have found himself in an emotional tug-of-war, as he was forced to decide where his loyalties lay: with friends or administration.

"I'm sure that if Wragg had have come to me and said, 'Sal, there are a couple of people on your staff whom we are watching and whom we want to investigate,' I would have probably done what anyone else would have done: warn them," Seminara had to admit. "I couldn't have kept it to myself." Nevertheless, Seminara openly voiced disapproval of the secretive, unilateral administration decision because "give administration one step and they'll take two steps the next time."

Controversy also arose when the council installed a snack bar in the pub. "I think what administration feared initially was that council was becoming too autonomous, and that we were stealing profits from food services," Seminara speculated. "Surplus revenue generated by food services is channelled back

JOE GAUCI, at microphone, addressing students in the North Campus concourse, following his presidential election victory in February, 1981.

into the college's operating budget as extra icing on the cake for administration." However, the snack bar had been installed in the pub as a means to encourage students to eat lunch in the pub, not as a plot to steal revenue from food services. Seminara also initiated lunchtime movies in the pub because not all students were of legal drinking age, and as a result they couldn't attend nightly pubs.

Seminara carried on in Francis's political footsteps, hoping council would join OCSA. Under his direction, the Student Union decided to join the association, but as a result of this action, SU proposed an activity fee increase of $1 effective the following year. The proposal still pended approval from the board of governors by the end of the year.

Seminara encouraged the founding of the Very Energetic Guys and Girls Club, with an explicit goal of promoting participation in SU-sponsored activities. Club members organized school dances, a trampoline-a-thon, SAC Shine (beauty) contest and in February, set up a kissing booth to celebrate Valentine Day. Large turnouts gave evidence to VEGG success.

Seminara hired a full-time activities manager and a bookkeeper, to work on SU books eight hours a week. The SU president also predicted that in the next few years it would be necessary to hire a full-time business manager, receptionist and finance manager, who would oversee the treasurer's duties.

In order for the union to continue to expand, the SU president believed that incorporation of the SU was crucial. He had a lawyer draft up a list of advantages to incorporation and passed the information on to the SU president of 1980, Harry McAvoy. One advantage in incorporation: As a separate entity, council would acquire greater bargaining power with the college. He also claimed that the Council of Student Affairs had "babysat" the SU executive. As a deterent to incorporation, administration indirectly threatened to force the council to collect the student activity fees. If the union was forced to collect its own fees, students would likely be less willing to pay the money, and consequently a large chunk of the council's operating budget would inevitably be lopped off.

Seminara also wanted members on the board of governors replaced because he claimed that "someone who sits in a position for too long loses enthusiasm, and as time goes on he becomes too relaxed in his job."

While Francis was in office, council had given the college SU space in the Gordon Wragg Student Centre to set up a Hawk Shop, but Seminara believed it unfair that the SU continued to pay for the custodial services. To balance this inequality, Seminara renegotiated the contract with the college, and an equitable agreement was reached. Council received $3 a square foot for the space, representing an additional $1,400 in revenue. Later, Seminara wondered whether the space could have been better utilized by the students. He tossed about ideas such as using the space to sell records at discount prices, renovating the shop into a variety store, or selling perishables such as milk and bread. Nothing came of these plans.

In April, 1979, Seminara threatened to organize the biggest student rally ever witnessed at Humber, if the college did not agree to provide more seating in hallways and cubbyholes throughout the school the following year. He accused Wragg of giving the impression that the college would provide new

PRESIDENTIAL REUNION: former SAC presidents meet at a reunion held at the Old Mill, 1977. Seated: right, Doris Tallon, executive assistant to the president; Ferguson Mobbs; Ted Schmidt; Keith Nickson; Molly Pellecchia. Standing: James Beatty; Pat Moroney; and Rick Bell.

(Photo courtesy of Richard D. Bell)

furniture when a student lounge had been torn down and renovated into an office the previous summer. Near the end of the school year, Wragg said there was no money left in the college's preliminary operating budget for the following year, and consequently no furniture would be provided. Nonetheless, Seminara's rally never materialized because the school year ended before he had the opportunity to produce picket signs.

Seminara said that before completing his tenure in presidential office, he would have liked to have recommended that a capital projects fund be set up, so that years later the SU reserve and contingency funds could have paid for another large-scale project such as the Gordon Wragg Centre.

The SU president did not graduate in Business Administration as he had originally hoped: he settled for a diploma in General Arts instead. As Seminara stated so fatalistically, "A good president can't be a good student."

In the meanwhile, every year someone continues to step forward, seeking the prestige and the power of campus politics, willing to sacrifice his time and good grades for the sake of the experience. It is impossible to prophesy what the specific issues will be in years to come, but this much is certain: the struggle for autonomy will not be abandoned until the SU council achieves incorporation, with full authority and jurisdiction over all student-oriented affairs. And for a college so young, the Student Union must be commended for the wisdom and maturity it has acquired...even though the acquisition came chiefly through the sometimes painful process of trial and error.

CHAPTER FIVE
STAFF WANTED
Only Chameleons Need Apply

TENSIONS OF TEACHING: stress from confrontations in the classroom, fatigue from marking workloads that overspill into homelife, deadline demands and pressures of professional upgrading — these can cause emotional, attitudinal, and physical burnout. In 1980, a book by psychologist Stephen Truch revealed that teachers suffer more stress than any other profession, with the exception of air traffic controllers and surgeons. Engaged in an all-too-familiar activity is Communications instructor Crystal Bradley, in Humber's version of perpetual motion: a marking marathon.

Jackie Robarts, principal of the North Campus until she moved to Niagara College in 1978 to become the first woman CAAT president, was asked to isolate the most essential and desirable quality in a teacher at Humber College. Her reply was instantaneous: "Flexibility."

Humber College teachers may be forgiven a smile of gentle irony at such a pronouncement; in its short history, Humber College has thrived upon a kaleidoscope of changes, and the teachers have frequently spearheaded them. Transitions were constantly being made, alternatives being explored, the status quo undergoing introspective scrutiny. But this quest for change was not merely for its own sake. Rather, it was dictated by the very nature of the college's function, and it touched every member of the Humber College community from the president down.

The unique mandate of the community college called for a novel type of faculty—one not commonplace in either the existing teaching establishment or in industry. Because of the unusual blend of talents needed, the quality of the man or woman rather than his or her formal qualifications frequently became the criterion in assigning staff to their new positions.

Phil Karpetz, associate registrar until his resignation in 1979, was hired at Humber College's inception as a counsellor.

"The first day I arrived on staff to be a counsellor," he recalled, "Clare Routley handed me a bag of applications and said, 'Here, you also process these things.' As a result, I was interviewing students for programs as well as trying to establish a counselling service at Humber College. At that time we didn't have a registrar, admissions officer or anything else of that nature. Harry Edmunds did not come onto the scene as our first registrar till Christmas of 1967."

A similar dilemma faced Fred Manson, first chairman of the Applied Arts Division, and later dean. He needed a qualified person to head up a future Journalism department, and he needed an Economics teacher—immediately. In the course of an interview with the journalist, Manson gleaned the useful information that the writer had penned a weekly column on, among other things, economics. The journalist protested weakly that he was not a specialist on economics—he had dealt just as frequently with politics, the social scene, the environment...Manson swept his objections aside—they merely underlined a flexibility, a happy diversity of interests that the college was particularly seeking. Handing the surprised journalist a course of studies for Economics, he reassured him, "I'm delighted to have found a temporary Economics teacher, and I know you'll do as fine a job in Economics as you will next year in the Journalism department. Er, what is your background in Literature?"

Fortunately, by the eighties a teacher was no longer required to be all things to all students to quite the same dramatic degree. This capacity for adaptability was, however, a part of a Humber College teacher's stock-in-trade, ready to be tapped when needed, and as Ms. Robarts pointed out, the need was always now.

Flexibility was a quality that not all people necessarily equated with teaching. Indeed, there was an unfortunate tendency for many laymen to believe that teaching is rather

REQUIREMENTS FOR SURVIVAL: former North Campus Principal Jackie Roberts predicted a day when, because of declining enrolments, teachers would be forced to become far more flexible about the spread in their timetable, and more adaptable in the subjects they were willing to teach.
LEFT ◄

DAY OF THE MINI: Janet McFadyen, formerly employed in the registrar's office, learning resource centre and Business Division, prompts a fashion flashback to days when the mini-skirt was regulaton dress for cognoscenti on campus.
RIGHT ►

like making Xerox copies: one creates the master course and lecture, and is free to repeat it for the rest of one's teaching career.

Anyone who has taught for longer than a semester finds this notion naive, for even if a course is repeated, it must be constantly worked upon, modified, updated and polished. And few teachers would be satisfied with teaching the same course year after year, even given such embellishments. Community colleges by their very nature offer the teacher a dazzling variety of scholastic avenues to explore; what instructor would be content to confine himself to the narrow parameters of his "pet" discipline, or restrict himself to the faded blueprints of outdated vocational concepts?

This freedom to sport more than one academic hat has in the past been regarded by conscientious faculty members as one of the benefices of a community college career. But yesterday's luxuries have a way of becoming tomorrow's necessities. This potential mobility of discipline, timetable and even campus, though regarded in the past as a fringe benefit, was on its way to becoming a quality as essential to community college teachers as experience and enthusiasm.

With her typical candour and outspokenness, Ms. Robarts laid the issue squarely on the line: "There are some teachers who are locked into their area of expertise, and lack the flexibility to shift into different areas where they might be needed. Some are equally inflexible about their timetables, although if declining enrolments hit the institutions—and they will, eventually, despite all the newspaper accounts of students being turned away from over-subscribed community colleges—some teachers may find themselves glad to teach in the evenings, just to fill their work load."

Vice President of Administration Jim Davison did not share this sobering view of future enrolments, but he concurred that flexibility, program mobility and personal initiative could prove to be the touchstones of future security for faculty. "Of course, there is no tenure in community colleges," he observed. "In any case, the whole concept of tenure really falls apart under changing circumstances, as is happening today in the universities, where tenure no longer has much meaning within the faculties of Arts and Science because of a slackening public demand. I think the security for faculty in the community colleges rests with their willingness and their ability to make themselves as flexible as possible, to be able to develop and present skills that can be used in as wide an area as they can humanly provide. There's no doubt that under continuing financial constraint, the union contract will provide the major source of security through its seniority provisions, service provisions, and the bumping clauses, but to some extent and in some cases security lies within the hands of the faculty member. I'm thinking in particular of discrete programs, that stand alone and serve an entire industry—those where there is only one faculty member, or one plus a colleague. The success of that type of program depends on his or her willingness to really dig in, cultivate, and develop that program."

Vice President Davison cited Tim Stanley, the former coordinator of the Furniture & Product Design program, as an individual who "created his own future" through his commitment to his students, his dogged determination, and his unremitting effort:

PERSONAL INITIATIVE: Timothy Stanley, right, was commended for resourcefulness and determination in keeping the Furniture & Product Design program from being cancelled. Stanleycame to Humber in 1968, when he initiated the Interior Design program. He served as the assistant chairman for Creative Arts from 1969 to 1971, and in 1970 initiated the Furniture & Product Design program. He then returned to teaching in July of 1981, and was succeeded as coordinator of Furniture & Product Design by Ken Cummings, far left.

"Tim Stanley for many years lived under the shadow of having his program cancelled because of insufficient students, and because of his requirements for extensive space facilities and high-cost equipment. But Tim worked very hard with the furniture design industry. Being originally an American and perhaps not being that familiar with the Canadian scene, Tim must have found it a little more difficult to make contacts than a Canadian, but he has certainly made himself and his students known to Canadian manufacturers. To achieve this, he made every effort to put his students up in competition with students from other colleges and universities, and they have done extremely well. More and more people are now being referred by that industry to this college, or are coming in directly from secondary schools because of the program's reputation. But not many people outside the teaching scene really appreciate the type of strain the vocational teacher is placed under."

The example underlines the multi-faceted role of the faculty. Not only do vocational program teachers bring the highest standards of education to the classrooms and shops, but besides maintaining a continuing contact with their advisory committee, they must also maintain their communication lines with their specialized industries to win respect and regard for the programs. These contacts with the industry became not only a means of keeping current with the trends of the trade, but also provided a source of field placement for the students, and through this exposure, potential future employment for the graduates.

This concern over job placement pinpoints one of the most significant differences between the areas of faculty responsibility in the community colleges and unversities. University faculty—up until now at least—have operated under the dictum, "Publish or perish." In the community colleges, a variation of this sword of Damocles has dangled menacingly over the faculties' heads: "Placement or peril." It was rarely articulated as brutally or directly as that, but in final effect, program viability and faculty security were reduced to that code of survival. It was also something of a Catch-22 situation. Administrators would insist that there was no pressure on program coordinators to force them to scurry about job-hunting for their students. At the same time each year, however, the coordinator was asked to provide data on how many of these had been placed in the area for which they were trained. The threat to the continuation of a program, however indirect or implicit, always reared itself at the end of each final semester. The merit of a program—though not entirely, and perhaps not in every single program offered—was to a considerable extent measured by the job placement record. Plain common sense dictated that if an industry does not require the students graduating from a program, then the college could no longer justify retaining that program or that teacher...unless that teacher could be transplanted into an area with more promising employment prospects. Richard Hook, dean of Applied Arts, declared that his Divisional future planning process was based in large part on a placement performance criterion: "We can say that we must have, within five months of graduation, 90 percent placement in all program areas where students are looking for meaningful, reasonable employment. If this is achieved, if the students *are* looking for jobs,

JOB ASSISTANCE: with the success or failure of a program measured in part by graduate placement, coordinators raised no objection to the creation of the career planning and placement department. Heading the job quest was Arthur B. King, left, who was made placement officer in January, 1969. King launched the placement service in March by successfully enticing 200 representatives of business and industry to meet Humber College students and to measure their employment potential.

and their demands on the industry as reasonable, then we know with a 90 percent placement success that we've served the students and the industry well. If we have a weak program in an area, we can either rationalize it, change it, give ourselves a year to correct it, then measure it again."

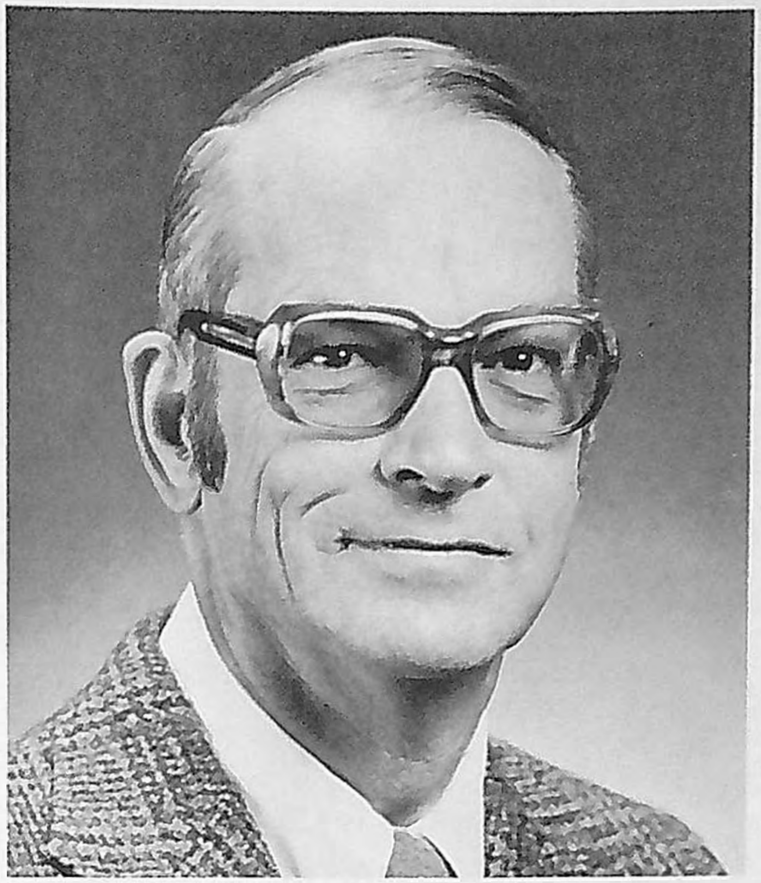
Of course temporary depressions in the job market had to be taken into consideration. "I don't think people's jobs should hinge on the idiosyncrasies of hiring patterns in any one year," Dean Hook qualified. "But in the overall picture, if the Applied Arts Division's responsibility is to get people jobs of their choice, then we're wasting taxpayers' money if we pursue a program area where the students are not getting jobs."

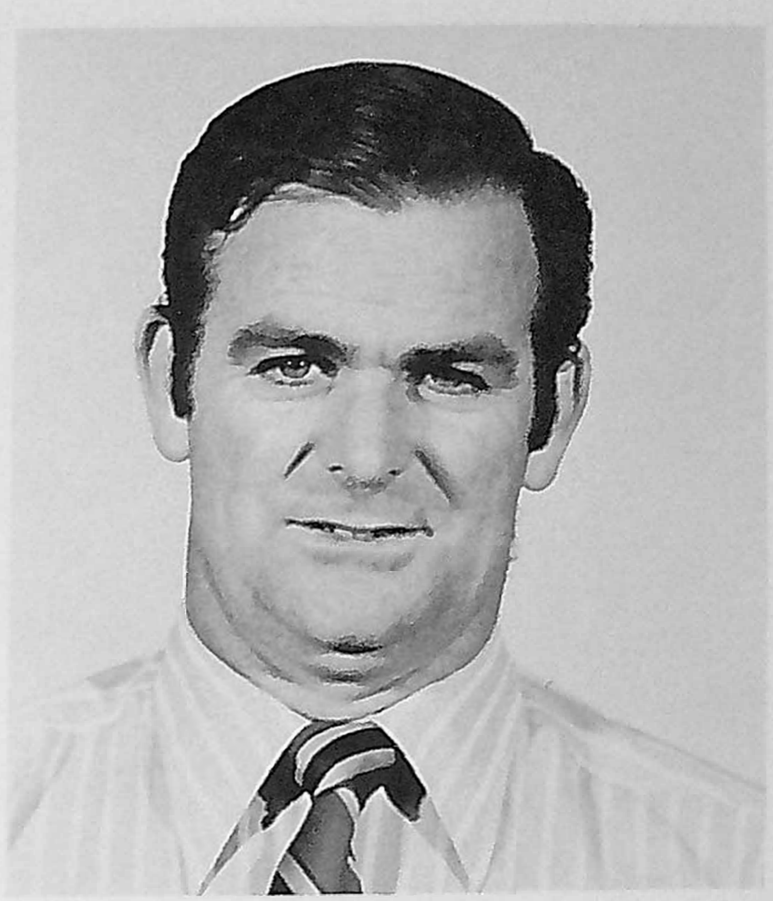
The end product of this practical approach was, no doubt, statistically satisfying. Each year, Humber College released its job placement figures, and all programs were dutifully rated high or low, to receive their kudos or criticism accordingly, either overtly or tacitly. What these figures did not show, however, was the number of students denied entry into programs across the community college systems, a restrictive practice that kept budgets down but job placement figures high. Admission ceilings on any program—in fact, the very existence of that program—had to be chiefly dependent on the capacity or inclination of the industry or profession to absorb the graduates. That policy was grounded on firm economic pragmatism, and could certainly be defended, but the practice prompted a question as well. How could the colleges provide equal opportunity and freedom of choice to all students, while at the same time limiting applicants' access to programs where jobs were known to be competitive? Responding to the job market, only so many students could be allowed into a program, because only so many jobs would be available. Notwithstanding pre-admission interviews and proof by portfolio in some programs, admissions were generally on a first-come, first-served basis. The applicant denied access into a program had also been deprived of the education of his choice and the opportunity to compete for the jobs available. But then, would it have been more fair to either that student or the taxpayer to operate courses that led to a dead-end for some of the graduates? Melding practical with human concerns, Humber College gamely grappled with the quandary, trying to keep some doors as wide open as possible, but reluctantly slamming others shut when necessary, because of the very real limitations of its budget.

Still another quandary confronted the faculty in the vocational program areas. Was he or she chiefly an educator, or a job placement officer? Was it possible for everyone to be both, or to even agree that all teachers should be both? If not, then it was fortunate that a competently-staffed career planning and placement department did exist to lessen the faculty role in developing contacts with potential employers, promoting programs, and arranging job interviews for students. Equally fortunate, the upper echelon of Humber College administration, although expecting initiative and versatility of the faculty, also recognized, in Academic Vice President Tom Norton's words, that "It may be that an incompetent teacher is a superb hustler. On the other hand, it may be that a very competent teacher is an inept salesman of his

MEASURING THE MERIT of a teacher by a classroom inspection should be done with extreme caution, warned William B. S. Trimble, founding dean of professional development, 1969/74, and academic vice president, 1979/80. He stressed there is no "one right way in teaching," but added that this "is not to say anything goes. The classroom that is lively and creative, where a lot is learned in a supportive, human atmosphere is better than one that is harsh, fearful or destructive. The class that has structure and direction is clearly better than an anarchistic mess." RIGHT ▶

REPATRIATED: Colin Woodrow, director of research for professional development, was one of many talented imports from Australia. In 1974/75 he returned Down Under, following the well-trodden pathway travelled by other expatriates, including David Armstrong, Gary Darwin, and Maxwell Ward. FAR RIGHT ▶





own graduates." It could be concluded that job placement did prove to be an acceptable gauge in establishing the success or failure of a program, although it did not reveal much about the competence of the faculty as educators in that program.

How, then, was the performance of a teacher to be measured? The most traditional mode, of course, was through class inspectors. A dean or a chairman arranged in advance with the instructor to attend a class at a stipulated time, after which the administrator sat in on that class, then wrote an evaluation on the content and the communication skills demonstrated. This evaluation, after being read and signed by the instructor, was then filed into that instructor's permanent personnel record, assuming that the administrator's observations and recommendations had not been challenged and appealed.

The inspection method has, in recent years, been under increasing attack as ineffective, and sometimes unfair. The argument pro and con in regard to inspections would be too numerous and complex to be dealt with exhaustively here, but a few criticisms can be noted: inspections appraised only one or a few classroom performances, while ignoring the overall performance of the entire semester; the very presence of the inspector created an artificial, sometimes awkward, environment in the classroom; inspections gave the more theatrical of teachers an advantage, for these instructors could dazzle with one carefully-prepared performance, paling in comparison the cumulative success of a more sedate but steady teaching style; the evaluation could all too often be arbitrary and subjective, reflecting in the evaluation the pedagogical biases of the inspector.

It was because of the last point in particular that the former Academic Vice President Bill Trimble regarded the results of classroom evaluations with extreme caution. "My view of classroom evaluation was based partly on my own experience," he confided. "I was only evaluated twice. Our evaluations used to be on a seven-point scale. One of my evaluations was two, which normally means you're fired soon afterwards. My other evaluation, not many months afterwards, in which my teaching style was exactly the same, was a six, which is considered almost heroic. The only difference in the two situations was different inspectors."

As a result of his experience, Trimble concluded that the "classroom evaluation is not scientific. It is not objective, but the impression of one person, and I think it should be acknowledged as impressionistic. If you try to make it look objective, you're giving it a kind of wallop which in fact it shouldn't have...it should be weighted down on that clear understanding."

But if there was objection to an evaluation that took only one person's opinions into account, how about a method that provided the input of many? Some people at Humber College—likely a minority—favoured an evaluation process that more formally involved the students. One vehement supporter of student evaluation as "the most significant yardstick for measuring an instructor's worthiness to teach" was Donald Francis, president of the Student Union in 1978. "Some sort of faculty and curriculum evaluation by students is absolutely essential," he declared.

UNDER ONE ADMINISTRATOR: student job placement and all other non-academic services for students — health services, counselling, athletics and student liaison — were centralized in September of 1969 under a new director of student services, Doug Scott, right, who was previously admissions officer. Scott left Humber in 1975.

"Who else can judge? The faculty member can't judge his own performance, because he's obviously biased. And when the dean walks into an instructor's classroom to evaluate, what he sees is not what goes on the classroom on a day-to-day basis. Everybody's on his or her best behaviour; the students are because there's somebody visiting in a senior administrative position...so it's not at all representative."

But is there not something rather illogically perverse and cyclically incongruous about teachers marking students marking teachers, and would there not be a danger that some students would grade a teacher down because of low marks received by that student in assignments from that teacher? The former SU president was satisfied that he had empirical evidence to show that the students would assume their role responsibly:

"In the program I was in, once a semester the program coordinators and all the instructors sat down with a student representative from each class and asked for their account of what was going on in the program. I was asked to represent my class in the first year, and to speak my piece to the instructors.

"I had some perception of what was wrong with the program, but I decided in the interest of democracy that I'd poll the 30 people in my class. I was amazed at the maturity with which the students, to a man, addressed the evaluation. There was no hysterical 'I think he's a s.o.b. and should be fired.' The criticism was to the point. In fact, I thought that some criticism that should have been levelled, wasn't.

"The message to me was that, when given the opportunity to have their say, students would behave responsibly. They were not hysterical. They weren't out 'to get anybody'."

Not everyone would put as much faith in the validity of input from students who were in the college barely long enough to be educated, let alone long enough to acquire the criteria to educate their educators. It has been observed that a college is unlike a university where a student may spend seven years or longer. Within that time, a university student could perhaps fully reconnoitre and comprehend all the nuances of objectives and the teaching methodologies to attain them. "We have students here for one or two academic years, and a few of them here for three years," noted Carl Eriksen, dean of Human Studies. "In the first year the student is occupied finding his or her way around, and in the second year he is preoccupied trying to grind out good marks and finding a job. Consequently, in our type of institution, I think, student input comes through an informal as opposed to formal mechanism."

Whether it was through formal or informal mechanism, the student at Humber College *did* have considerable clout. From day one, it was the institution's declared policy to keep communication channels open for any student to voice a complaint, whether real or imaginary, justified or frivolous. If a student could not find redress for a grievance in consultation with the specific instructor involved (and this step in the process was mandatory), then he was encouraged to lodge his complaint higher up the line, from the dean to the college president, if necessary. This could happen; error could conceivably be made in a classroom, personalities of faculty and students could certainly clash. An isolated

TEACHER-SIN TRAINING? They may have looked like hippies from Haight-Ashbury, but they were with a group of 170 teachers meeting 1968 at Lake Couchiching for the college's first all-campus staff orientation conference. A vote indicated that half the faculty favoured imposing a policy of dress regulations for students. Dissenting were: Walt McDayter, Wayson Choy, Sylvia Silber, Heather Nisbet, Gary Noseworthy, and Bev Walden.

complaint, unless very serious, would not be detrimental to a teacher. However, a long history of such complaints naturally might have adversely undermined a faculty member's standing in the eyes of administration. "The amount of (student) traffic to the various offices of the college is constant and significant," disclosed Vice President Norton. "It cannot be used as the sole or even the most important unit of measurement of a teacher, but it does give an indication of what's going on..."

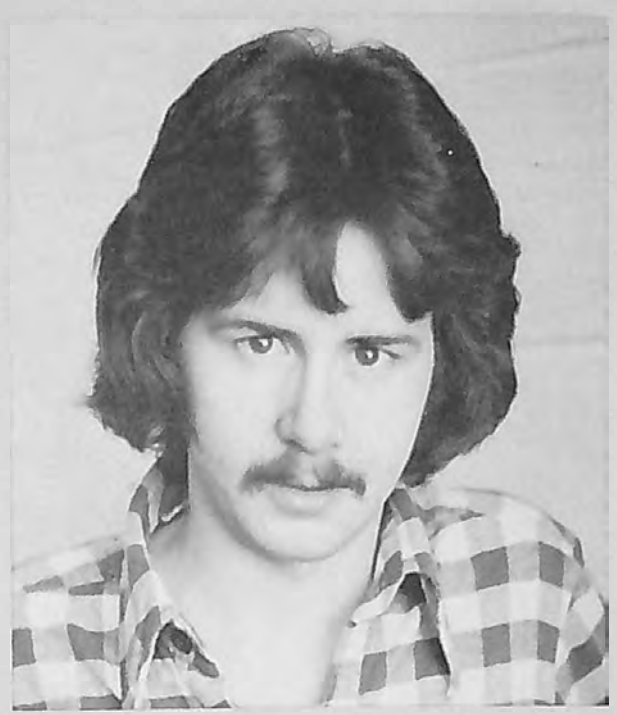
Yet another indicator, a unit of measurement used perhaps even more widely, occurred not in the classrooms or offices of administrators, but in the corridors and cafeterias of the college. It could come in the form of the opinions expressed by the faculty themselves in casual conversations, or through the views of the students in informal settings. "The best evaluation of a teacher is scuttlebutt," was the judgment of Steve Harrington, an instructor in the Human Studies Division. "You at least learn the extremes, the best and the worst about a teacher, through corridor conversations."

That is not to say that the professional reputation of any teacher at Humber College could be solely the sum of the cumulative conversations heard or overheard about him or her. Nor was there much danger that an instructor would be tempted to sacrifice strict standards and difficult assignments in the classroom for the sake of popularity with, and complimentary raves from, his students. For one thing, curriculum controls did exist to prevent this from happening to any major degree. For another thing, the students would not tolerate it. "The type of complaint we hear most commonly about a teacher is that he isn't rigorous enough in the marking scheme, or he isn't working the students hard enough," testified Eric Mundinger on one occasion. The late dean of the Business Division added, "I'm not suggesting that students are complaining a great deal about these things, but those are the sort of things you tend to hear more of."

A solid curriculum and challenging assignments in themselves would not likely win praise or plaudits for a teacher. What students had come to expect and respect the most at Humber College was openness and empathy from the teacher. Students seemed to respond best to those instructors who were people-oriented, who treated students as individuals rather than as faceless and nameless commodities or raw material of their profession. It was an attitude towards students that was deliberately fostered by the board of governors from the inception of the college, and in fact, in 1967, a policy regarding faculty coffee-breaks was formulated to encourage teachers to feel close and remain approachable to students. Ted Jarvis, first chairman of the board of governors, reminisced about a rather simple but effective decision made when the college occupied its sole site in the renovated James S. Bell Elementary School:

"I always remember that one of the first things we said was that we wanted only *one* place where the faculty could have coffee. It was to be the *same* place where students had their coffee. This would eliminate the business of 'standoffishness', and encourage our staff to really mix with the students. That was one of our objectives.

"Of course, we had only a small cafeteria then, and it was an old gymnasium. It was a



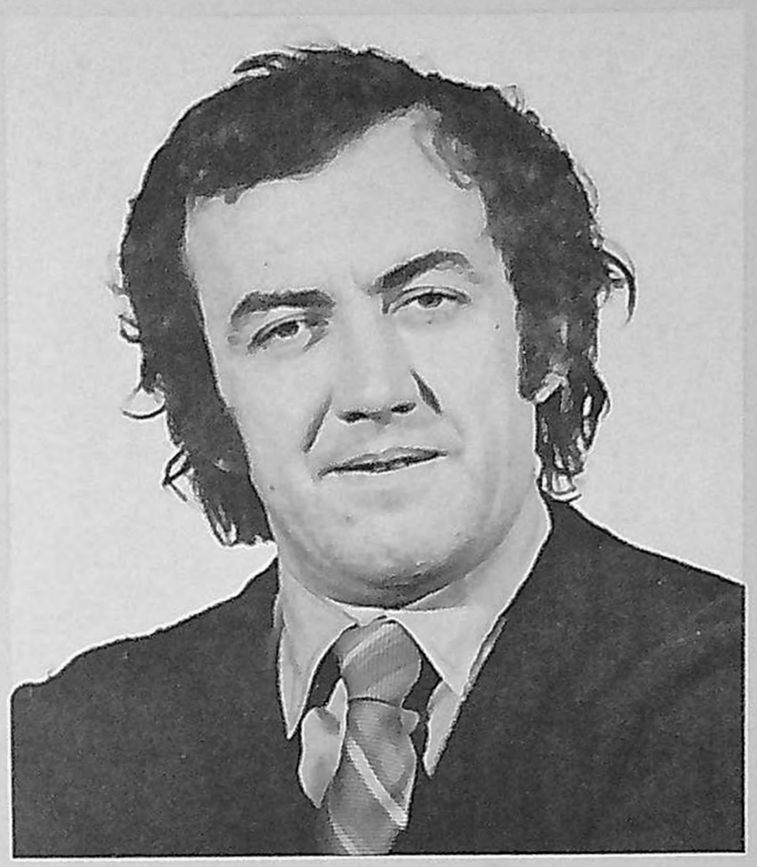
dreadful place really and truly, but it worked out very well. The faculty went down there for their coffee, and you could see a staff member having his coffee with four or five students, sitting alongside and talking. It gave a kind of friendliness to the James. S. Bell school that carried on right down to today."

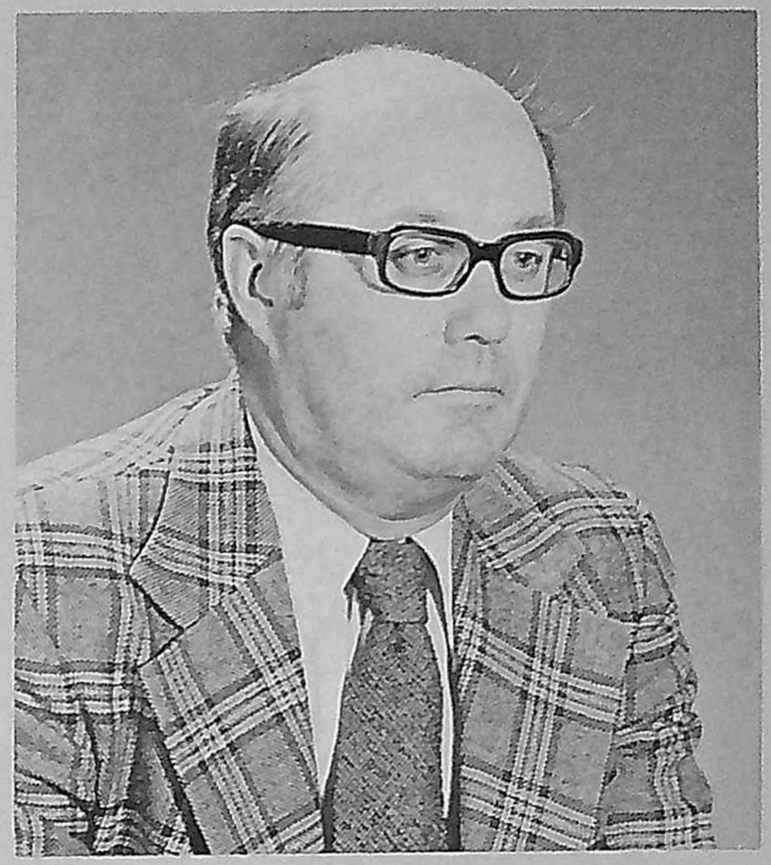
Not all students welcomed this type of cheek-and-jowl propinquity with faculty. One critic of the "buddy relationship" requirement was former SU President Don Francis, who insisted that the main thing he expected of a teacher was that he was at the very least "able to communicate, and I didn't care if a teacher related to me as an individual or not. If he was 60 years old and I was 23, obviously we were not going to see eye to eye on very many issues, but if he could get across what was in the curriculum, then that's all I was interested in, and that's all the students should be interested in. I don't think they necessarily wanted to be buddies with their teachers. I don't think they really cared about teachers as individuals. I think the thing that concerned them the most was whether or not the message was getting across. and what I kept hearing from students was the report that the message was not getting across in a lot of cases. There have been some tremendously good instructors here, but...there have also been a lot of people teaching at Humber who should not have been."

What type of individual, according to Francis' student feedback, should not have been teaching at Humber College? "Every year there were ten to fifteen students coming into the Student Union office to complain about two or three teachers," replied Francis. "They told me, 'Listen, in three weeks we have a test. We have yet to understand what the guy is trying to tell us.' I asked the students why they were having difficulty. The students replied that the teacher's language was one that was other than English. Now that presented an obvious problem. It could have been that the instructor's accent was so thick that no one understood him. Now, no one can be considered a good teacher if there are ten people in the class who aren't understanding the information because of that teacher's language problem."

In Francis' view, expertise in a particular profession was too often the sole concern in the hiring of instructors at Humber College. Conceding that experience in a field was important, Francis insisted that there was also another quality that should have been considered even more: that old standby "flexibility." The best instructor was the one who was perceptive during his delivery, and who was willing and able to switch teaching style and method according to the students' needs. "I've always been of the opinion," Francis elaborated, "that being a teacher is a very special thing, taking some very special qualities. A teacher must be able to judge very quickly whether or not students are picking up what he's trying to tell them. He must be able to present his information in a number of different ways when it's obvious one method isn't working for everyone."

The former Student Union president was quite correct when he asserted that broad "on-the-job" experience had been a priority in the hiring of new faculty, a priority in keeping with a directive contained in the third reprint of the *Basic Documents* for colleges of applied arts and technology. In a section added in that





FORMER PRODEV COORDINATORS David Armstrong, left, and Bill Thompson, who argued from the outset that professional development activities would have to more directly involve the individual Divisions before teacher training could become effective. This was the direction the college did decide to take in the eighties, particularly in regard to the increasingly-important faculty renewal area.

1967 reprint, a clause read, "For all programs within the college, many of the teaching staff should be sought in industry, business and other public agencies." Earlier, in May of 1965, William G. Davis, in his statement to the Legislature regarding Bill 153, made the admission that "we have not had an opportunity to investigate thoroughly the source of supply and form of training required for the members of staff of these new colleges." This was immediately followed by a prediction: "From experience gained elsewhere, and within our own province in the case of institutes of technology and vocational centres, however, I have gained the impression that many of the teachers will come from industry and commerce, and hence will already possess the essential technical skills..."

It did not necessarily follow that people who possessed technical skills would know how to teach them. Recognizing this, the Executive of the Ontario Association of Secondary School Superintendents in a 1967 committee report recommended the establishment of special teacher-education programs as a prerequisite for non-certificated instructors hired for adult education. That same year, an appendage in the *Basic Documents* announced: "A new concept of teacher education, grounded in socio-economic principles and on the experience that will, hopefully, constitute a main strength in the college teacher, will be introduced. The preferred program is one of a pre-service orientation period followed by two years of in-service training."

Keeping to Ministry guidelines, in September of 1969 Humber College initiated its professional development (Pro Dev) department, with Bill Trimble as the first dean. Pro Dev officers and heads in later years included, besides Trimble, Frank Willock, David Armstrong, Tom Norton, Bill Thompson, Colin Woodrow, Ruth McLean, Rowena Forgus, Gary Noseworthy, Roco Losole, and Alfred Shin.

Participation in the teacher-training program became part of the contractual obligations of all newly-hired teachers during their probationary period, which consisted of their first two years. The program consisted of three parts: a pre-service orientation into teaching, including a three-day residential training session, usually at Geneva Park; a total of 30 hours of attendance at weekly seminars in the incoming teacher's first year, on such topics as "student evaluation, questioning techniques, student motivation, record keeping, college procedures, and audio-visual aids"; and the third part, a pedagogical assignment about 3,000 words in length.

Although faculty on contract before 1969 were exempted from Pro Dev participation, there was nonetheless some hostility and suspicion toward what they regarded as a new pedagogical watch-dog. Trimble in a 1974 report recollected the lukewarm reception waiting for him when he joined Humber College as Pro Dev dean: "Within a month of starting...I realized the enormous resistance to an in-service teacher training program. Many teachers already on the staff at the time thought that some know-it-all with a fancy education and an impressive job title was about to impose his will. I met with big groups and small groups and chairmen and deans, and I finally gave up the frontal attack in favour of a long end run.

"We have simply concentrated on new

TEACHERS' PET: Frank Willock and Ruth McLean of the professional development department check the terminal of a PET computer. Because of the importance of computer technology in education and business, Pro Dev offered faculty special courses on how to program the mini-computers and Dr. McLean said she hoped to see "all faculty members computer-literate by 1985."

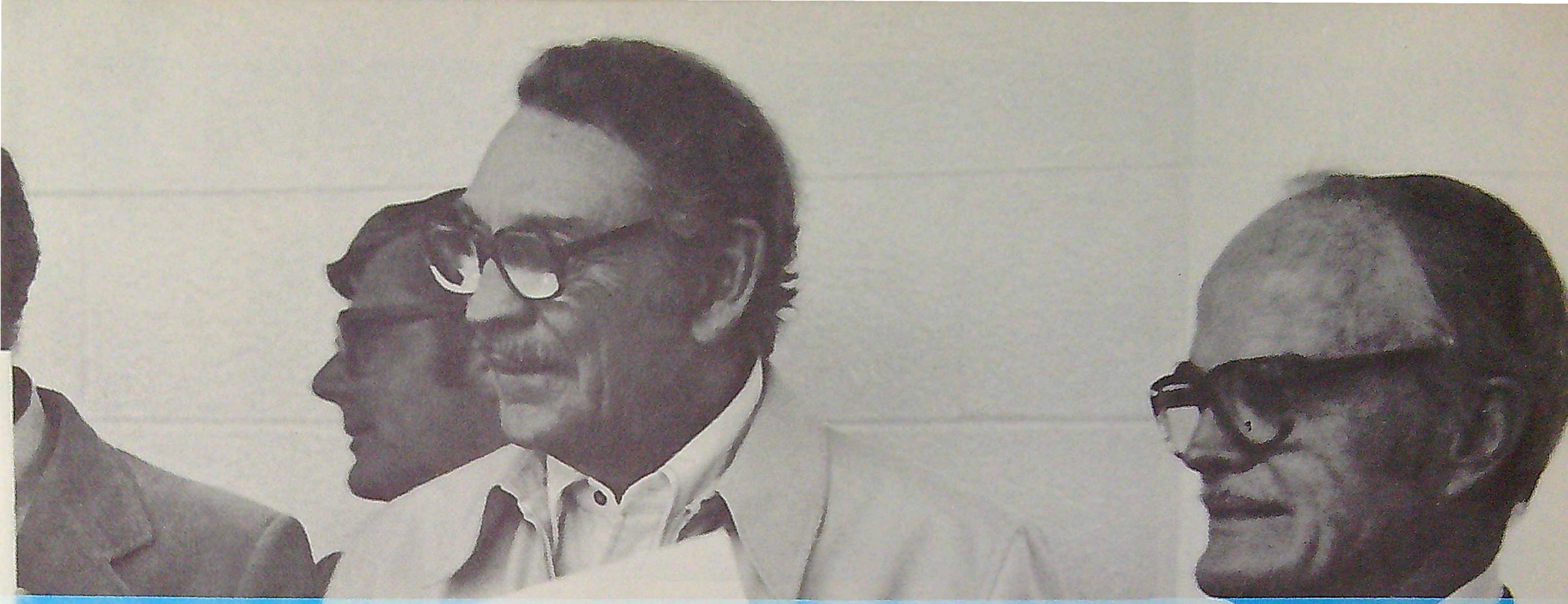
teachers. We have tried to do something worthwhile with each new group, thereby broadening the base of our supporters each fall. About 200 friends are now taking care of our adversaries. And we have been getting increasing numbers of requests from 'Old Timers' to 'do something for us'."

What worried some of the 'Old Timers' back in 1969 was the danger that the Pro Dev department would become, in effect, a kind of teachers' licensing board of all incoming faculty. Because the Pro Dev staff could approve or reject the pedagogical assignments that were part of the contractual obligation, was this single department not acquiring an awesome power in its ability to decide on what constitutes a good teacher and what does not, who stays after the probationary period and who is dismissed?

Sensitive to this anxiety, Trimble assured everyone that the Pro Dev role would be supportive rather than judgmental. It would serve the neophyte teachers by helping to identify different ways to facilitate learning processes in the classroom, rather than pronounce from on high that one method was better than another. Bill Thompson, acting coordinator of Pro Dev in 1979, offered this description of Trimble's administrative posture and philosophy in those early years: "Trimble had a beautiful way of saying it, succinctly and concisely—'The teachers don't need another boss, and Pro Dev doesn't intend to become another boss.' He said that despite the fact that probationary faculty had a contractual obligation to do a certain amount of professional development. How was Trimble to reconcile this (determination to avoid becoming) a licensing body with those contractual obligations? He didn't keep attendance, he didn't insist on their going to Geneva Park if they had strong personal reasons for not going. He used to send out a mild reminder every now and then about pedagogical assignments, and that was the extent to which he would push it. It was sort of an honour system."

This non-intimidating, *laissez-faire* approach continued after Trimble left Pro Dev in December of 1974 and after he was succeeded by Frank Willock as acting dean, who served in that capacity until August of 1976. It was in 1976 that professional development, initially organized on a college-wide basis, was divided into two autonomous units: the Lakeshore and the North Campus. The split was believed necessary to reflect the differing educational philosophies of the two campuses, and to encourage a proximity to and formal contact between the Pro Dev coordinators and the academic Divisions on the respective campuses (although in 1978 the Pro Dev Department was re-united as a consequence of an over-all administrative restructuring).

The year 1976, however, marked not only a temporary cleavage of Pro Dev activity according to campus, but it also saw a departure from the administration's previous indulgent attitude towards Pro Dev assignments. Bill Thompson detailed the event that precipitated the change: "A teacher was fired before the end of his probationary year. He had completed all his Pro Dev assignments, and so he stormed into the president's office to complain that he was being fired while many of his colleagues—and he mentioned a few of their names—had been at the college since 1969, yet hadn't done a thing for Pro Dev, and



were laughing about it.

"So Gordon Wragg sent a letter to the Pro Dev office, demanding to know how many teachers were out of date. We checked, and found a heck of a lot were. Gordon Wragg then sent a personal letter to every one of these people, reminding each one of his contractual obligations, and telling each one to hand in his pedagogical assignments as soon as possible. We received a letter from Wragg instructing us to report to him on everyone's progress.

"That stirred a great deal of action. The letter went out in September of 1976. By June of 1977, 119 major pedagogical assignments had come in. Frank Willock spent the whole...summer reading and evaluating them, and having them revised when they were unsatisfactory. After that Jackie Robarts (while she was principal of the North Campus) kept a very close watch over them, and a teacher must now hand in his pedagogical assignment four months before the completion of his probationary contract."

By 1980/81, all the fuss and furor had abated. With a full-time faculty hovering around 450 on all campuses, and ceilings imposed on student enrolment, the number of new teachers being hired was diminishing drastically. In August of 1980, for example, only 38 new teachers participated in Pro Dev orientation (24 from the North Campus and 14 from the Lakeshore). With Ministry budgets each year barely keeping up with inflation, it was unlikely this number would go up appreciably in the future. As a result, the professional development department had to negotiate a sharp turn in emphasis, to assume a growing role as back-up service for increased professional development activities initiated within the Divisions themselves, and to assist those instructors "who have been teaching for many years and are becoming increasingly apprehensive about going stale, or losing touch with their disciplines and fields."

There were some who believed that the need for faculty updating or 'renewal' was critical, and that the need to re-establish vocational and academic relevancy was becoming more urgent with every year. Instructors hired on the strength of their direct experience and current knowledge of an industry or profession could, all too soon, find themselves out of date, unwittingly teaching what were no longer modern concepts, but a history of their trade, it was argued in some quarters.

Nowhere was change more rapid than in technology, and Technology Division Dean Bob Higgins argued a case for a funding formula—for such things as sabbaticals—that took into account the fact that updating may be more crucial in some Divisions than in others. "For example, I'm sure that the technology in electronics has changed more rapidly than the technology of accounting," he illustrated, and later added, "I'm not sure that managing a horse is going to change as dramatically over the next five years as designing a piece of electronics gear. You know, the horse has been with us for a good many centuries, and he hasn't changed that much. He's still got four legs, one on each corner."

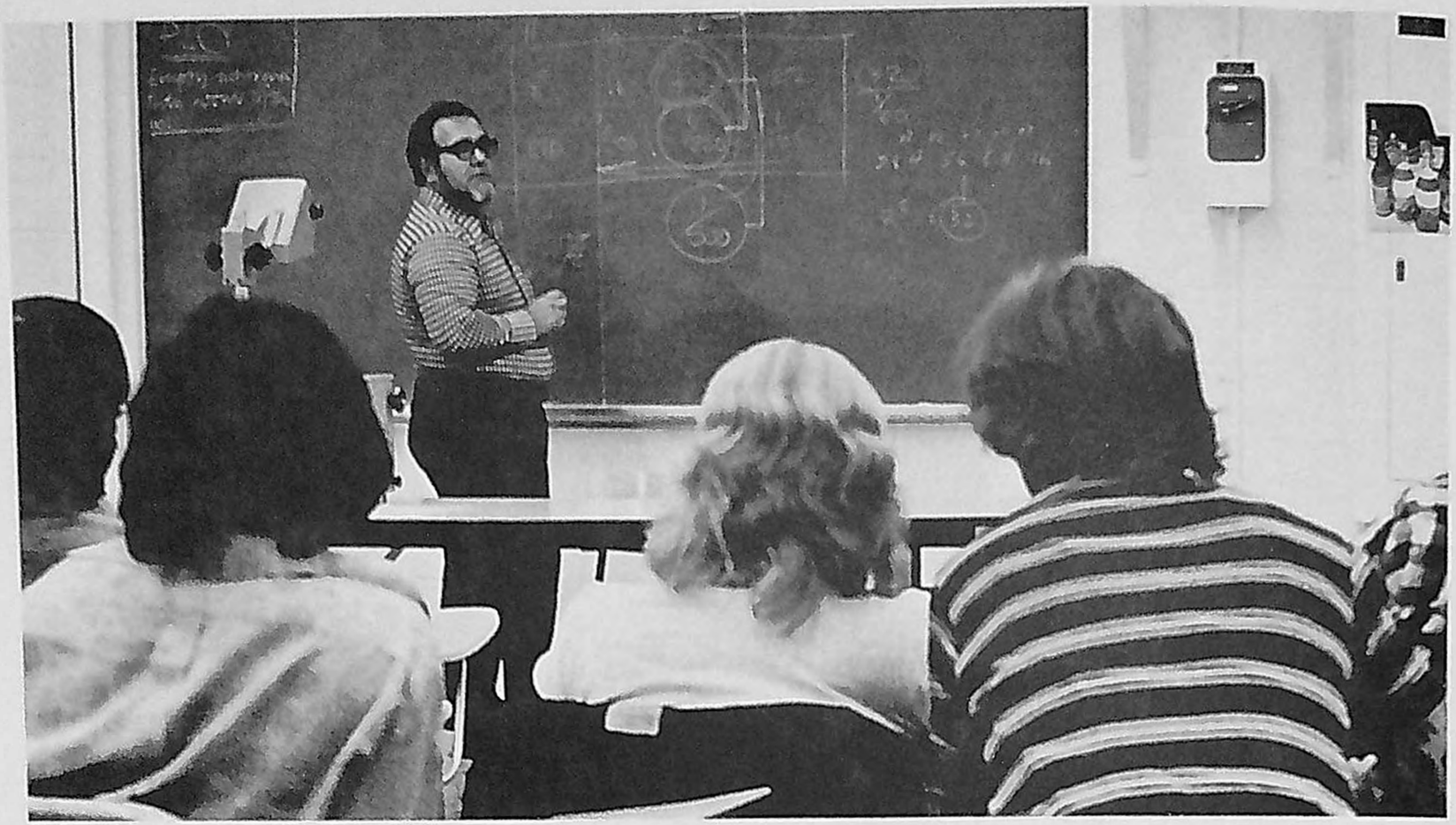
Dean Higgins deplored the existing system which judged sabbatical applicants "on a per person basis, because it was a nice and comfortable, easily justifiable one," and he criticized the fluctuation of the funding year to year, because this permitted no long-range planning, but "left everyone kind of in the role

PROTEST BY PLACARD: staff lounge K217 was one of the few places on North Campus where teachers were able to mix and mingle, relax and recreate themselves without fear of intrusion by students. Privacy was precious, so when it was announced that the teachers' lounge was to be closed down September, 1979 because it was operating at a loss, faculty rallied with protest placards, and kept the watering hole from drying up.

PREVIOUS PAGE ◄

WHERE THE FREEDOM COUNTS: it's in the classroom where the teacher's talent will shine, where he can come alert and alive; where he can be vital and vibrant; where he can offer himself as a human resource, to motivate and facilitate learning...all assuming that his students are not skipping class in order to play cards in the Humberger.

RIGHT ►



of the beggar asking for the crumbs."

Former Academic Vice President Bill Trimble did agree that there was a 'a degree of arbitrariness' in the sabbatical policy at Humber College. He explained the policy this way: "We tried to guess what sum we might be able to squeeze for sabbaticals, and then we started giving sabbaticals until that amount of money was used up. The figure that we discussed for the year 1979/80, for example, was $50,000. Now if we had given cheap sabbaticals, that would allow probably six or seven. The average cost of a sabbatical, by the way, was around $5,000. Yes, there are different ways of costing it. 'Figures don't lie but liars can figure,' and you can cost almost anyway you like."

Setting aside any disputes over the costing formula used, some faculty and administrators at Humber College would have liked to have seen more constancy and consistency in the number of sabbaticals granted from year to year. That number has varied anywhere from two to ten. One way of achieving consistency would have been to decide on a set number of sabbaticals for each year, then find the funds to pay for them. The difficulty to overcome would have been in the budgeting for the following year. A set number of sabbaticals would not cost the same each year, but could vary greatly, depending on the seniority of the staff involved. In the eventuality of a budget crunch—always a possibility year to year—the college could discover that it was financially incapable of meeting the cost of the pledged sabbatical salaries.

Because of the high cost factor, sabbaticals all too often had to be the reward of a fortunate few. For the 1980/81 academic year, as a case in point, approval was given at Humber College to only seven sabbaticals of one-year duration, and one mini-sabbatical of six months. Not everyone could qualify for a sabbatical: an individual had to be employed at the college for at least six years, and the longer his seniority, the greater were the benefices. During the 12 months away, the participants received 50 percent of the normal salary plus five percent per year of service beyond six, to a maximum of 70 percent.

Of little cost to the college was the leave of absence program, by which an employee could negotiate time off for a period as approved by the Divisional/department head, the appropriate PEC member, and the president. There was no time-employed qualification, but the disadvantage to this plan was that the staffer received no salary at all while absent, and he or she lost almost all benefits while away. For the period of absence, there was no accumulation of seniority or sick leave, no deductions for pensions, and—certainly a critical consideration—no guarantee of a job at the end of the leave.

There was greater security provided to those who were granted approval to participate in the prepaid leave plan, sometimes called the "Four over Five" option. Under this plan, as provided in the "Collective Agreement for CAAT Academic Employees, 1979-81", teachers, counsellors and librarians who had been employed by the college for at least three years were given "the opportunity of taking a one (1) year leave of absence and to finance the leave through deferral of salary from the previous years in an appropriate amount which will be accumulated and, together with interest, be paid out at the commencement of the

FACULTY EXCHANGE: Neil Cowd checks his mailbox in the Human Studies office, looking for letters from home. Home for him was Australia: Cowd taught at Canberra College of Technical and Further Education, but in January of 1980 began a one-year job exchange with Humber College's English teacher Pamela Sims.

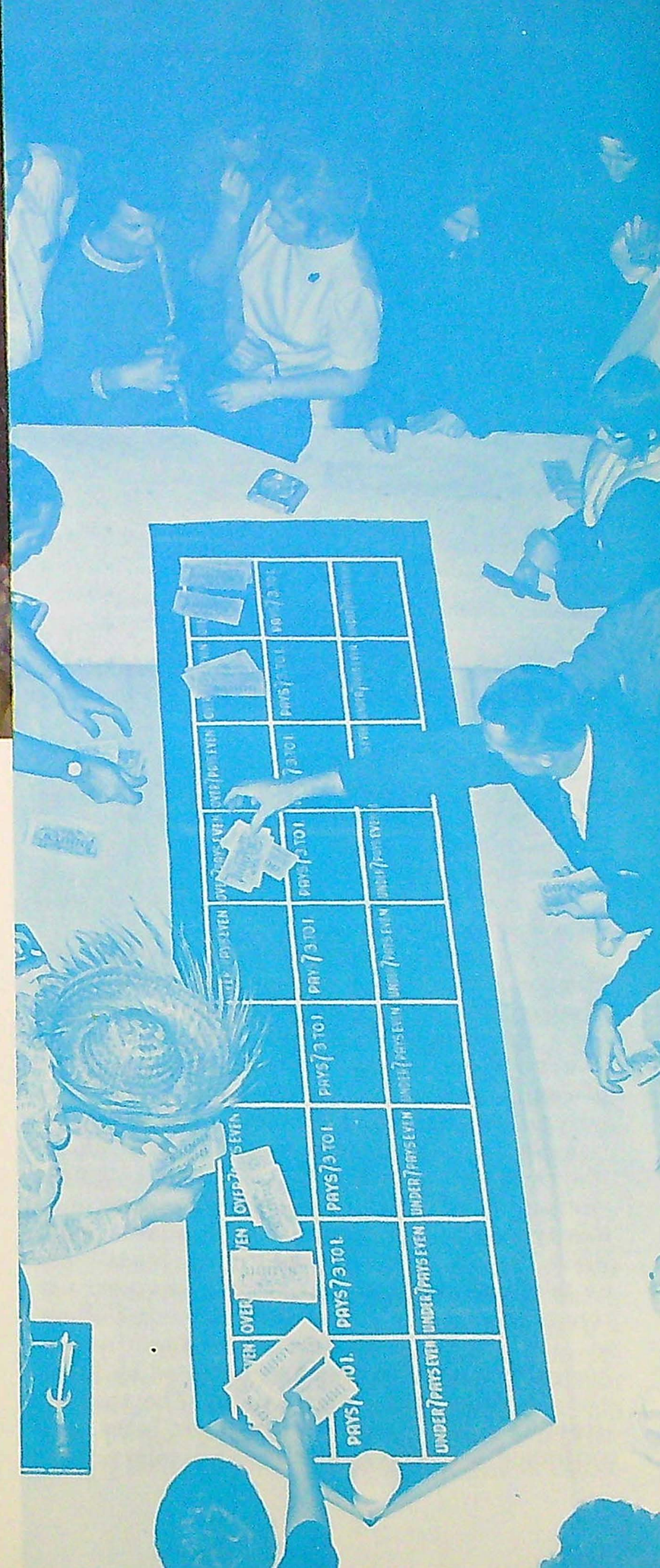
year of leave." There was no accrual of sick leave nor vacation, and while benefit premiums and pension contributions had to be borne by the participants, there was at least accumulation of seniority, and a guarantee that the previous or similar employment position would be available on return.

Yet another possibility was faculty exchange. Under this program, approved by the Ministry of Colleges and Universities, teachers were encouraged to change jobs with an instructor from another college or an employee of an industry or institution, business or government agency. For a period of a year or less, the faculty member would on his own initiative seek someone willing to make a straight swap of salary and workload. An example of this type of swap occurred in January, 1980, when Pamela Sims of the English Department on the North Campus agreed to a one-year exchange with Neil Cowd at the Canberra College of Technical and Further Education in Australia. The exchange was initiated by Cowd while he was still Down Under. The two instructors had to pay their own air fares, and continued to receive their regular salary from their respective colleges. However, notwithstanding this particular experiment, faculty exchanges had not generally met with startling success at Humber College. One instructor tried to make arrangements for an exchange with a CEGEP (the community college counterpart in Quebec) teacher in Montreal, but ran head-on into an understandable obstacle: the CEGEP teacher was not willing to trade his 12 hours of teaching for the 18 to 20 hours demanded of him at Humber College.

Carl Eriksen, the dean of Human Studies, explored the feasibility of exchanges between English and Social science teachers in his Division with high school teachers, not necessarily for a semester or full year, but for shorter periods of a month or so. "I hear an awful lot of faculty talking about what students are learning in high school, but I'm not really sure that they know what is happening in them," he declared. "When Human Studies faculty state an opinion, that opinion could be five or ten years old, particularly if the high schools are introducing changes now, as they are. I think it behooves us to keep on top (of developments) in the high schools."

He divulged that he was "not committed to the concept of pursuing a PhD" as the holy grail of academia, but would prefer "to see someone who's been at Humber teaching academic subjects have an opportunity to go out and take a job. It may sound radical, but it's Mao Tse Tung, getting all bureaucrats and all administrators or whatever back in touch with the ordinary people. I think it's a concept which has a lot of merit. I know it probably is very radical to think of a teacher taking a job in a factory, but I'm...absolutely convinced that the person will benefit more from that as a teacher returning to Humber than going to OISE and taking a PhD."

Academic Vice President Tom Norton disclosed that, in the various Divisions, there was already "a growing number of the staff who are in industry for either May or June, and that's providing some usefulness." Equally useful, he added, was faculty interaction with part-time students who had regular jobs. If the instructor advanced notions that were not compatible with the reality of the work world as those part-time students knew it from their own experience, they would not hesitate to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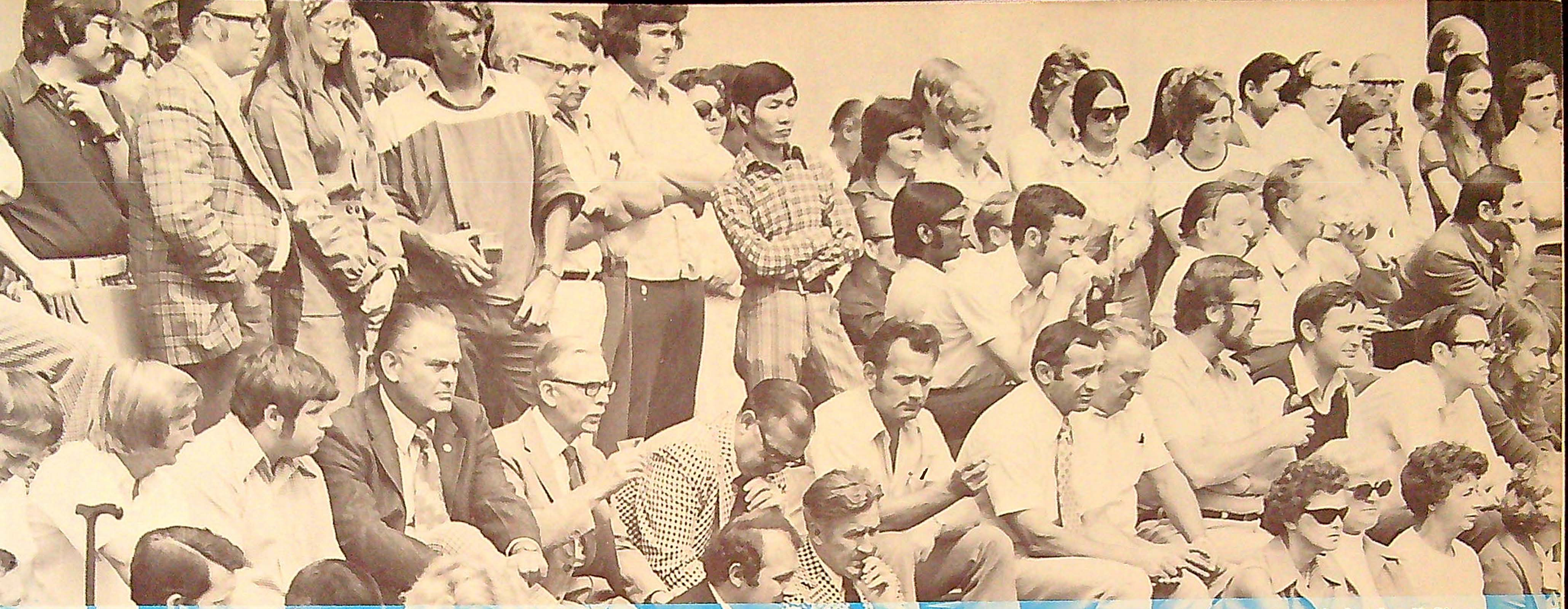


challenge the instructor. This type of empirical knowledge in the student body did not do much to keep the instructor out of troubled waters, but it was certainly guaranteed to keep him on his toes.

Another useful toe-hold in this delicate balancing act was provided by members of advisory committees, whose members, as leaders of their profession or industry, passed along to instructors details of innovations and developments in their field.

Still other instructors became students in the same college where they taught, taking advantage of free access to a galaxy of courses offered through the Continuous Learning Division.

And finally, for teachers seeking information that was not readily available, but that could only be obtained through exhaustive or out-of-town research, there was the Education Development Fund, established in 1975 to finance projects that would "contribute to the educational environment of Humber College." It was made available to help defray the expenses of such a wide range of projects as a two-week exploration of the latest electronic equipment available at the Canadian Oceanography Service in Halifax, to a possible study of new floor tiling installation techniques being introduced in the United States.

But, as was to be expected, the funds were of course limited. There was no golden pot to dip into, no bottomless well to draw from. The college had an obligation to supply what funds and resources it could to keep the faculty current in vocational techniques, and educational skills, but ultimately it was the faculties' own responsibility to keep their currency from falling in value over the course of time. A good educator was one who had learned that he had to be, simultaneously, his own best teacher and his own best pupil.

With the goal of helping to assist the college faculty to continue to learn on an ongoing basis as they continued to teach—in an aging institution—Vice President Norton on August 8, 1980 addressed a short paper titled "Content Currency—A Very Preliminary Proposal" to PEC and the Academic Council. "It seems to me that a teacher who participates in a planned and many-sided learning program will be a more useful, interesting and informative classroom or lab leader," Norton declared. He went on in the paper to give due credit to the faculty for keeping updated on their own initiative in regard to the state of the art in their respective vocational areas:

"Obviously the majority of our faculty do attempt to keep up with the literature in their field. Through advisory committees some trends may be highlighted, and through field placement, feed-back on current practice is often given. Teaching current practitioners through TIBI or C. E. (Continuous Education) programs can be helpful in some areas, as current practice must be the base for the acceptability of information. Feed-back from graduates can be helpful in a retrospective way, and the very limited number of new faculty hired can provide updating in limited areas. Many faculty deliberately attempt to find some exposure to the business, industrial or service sectors."

But along with the credit, Norton issued a warning: "If there is not a planned program for maintaining faculty content knowledge at least at the same rate as change in the respective employment area, there are few assurances that

SURVIVORS OF A DECADE: veterans of the academic wars, a few founding faculty in 1976/77 snuff out the candles atop a giant birthday cake prepared by Igor Sokur's students. It was part of the college's tenth anniversary celebrations.

our programs will be as up-to-date as they must be for our graduates to find and keep employment."

Norton underlined what he perceived as the need for "a well-articulated and long-term plan for faculty renewal that clearly indicates the college's priority in this area." The alternative to "a much more comprehensive and credible program" was, in his view, all too clear: "...as our institution ages, as we increasingly depend on our reputation to draw students from across the province, as the rate of social/technological change increases—can we afford not to take initiatives in this area? The alternatives might be an individual and institutional redundancy."

This concern was shared by a 12-member Faculty and Administrative Staff Renewal Task Force, co-chaired by Graham Collins, executive director of research and marketing, and Ruth McLean, coordinator of professional development. In a final report, submitted to the board of governors on November 24, 1980, the task force warned: "During the 1980's, the quality of college education will be under some stress. Rapid technological change, a decline in the number of potential post-secondary students, continuing low faculty and administrative staff turnover, and decreased opportunity for upward mobility will affect Ontario's colleges."

In the introduction, the report prefaced the task force's recommendations with the assurance that the "college's commitment to renewal activities is perceived to be a significant strength", but the report later qualified: "Historically, approximately one percent of Humber faculty and administrators have been granted sabbaticals each year. Consequently, with a complement of 650 faculty and administrators, it will take many years for all full-time faculty and administrators to receive a sabbatical...Given that the human resources of the college are its most valuable asset, it is recommended that: Provision be made for awarding *a greater number of sabbaticals.*"

One way to achieve an increase of numbers, it was suggested, was to reduce the number of the usual full-year sabbaticals, and increase the number of sabbaticals for shorter periods of time. For example, the cost of providing eight faculty with a full-year sabbatical would pay for eighteen teachers taking sabbaticals in a modified formula: two teachers could take one-year sabbaticals, four could be granted six months each, and twelve teachers could be awarded mini-sabbaticals of four months each.

The task force noted that the purchasing power of the fixed sabbatical fund had been seriously undermined by inflation. "The sabbatical allocation of $50,000 for fiscal 1981-82 will *not have been adjusted* for three fiscal years ('81-'82, '80-'81, '79-'80) ... Allowing for compound salary increases, the future value of $50,000 1979-80 dollars in 1981-82 dollars is $72,000. Consequently, to maintain the same sabbatical provision in fiscal 1981-82 as in 1979-80, the task force recommends that the sabbatical allowance for fiscal '81-'82 be increased by $22,000 to reflect salary increases in the sabbatical provision, as well as a budgeted amount of $81,500 for the sabbaticals of 1982-83."

Recognizing that the above annual adjustments in the sabbatical provision would merely maintain a status quo situation in regard to sabbatical levels, the task force urged that "consideration be given to providing *at*

NEW SUPPORT AND ADMINISTRATIVE staff received orientation sessions provided every three months by Don Dean, of the personnel relations centre: a critical component in Humber College's staff training and development program. Dean started as personnel administrator in November, 1979.

LEFT ◄

Ruth Shaw

minimum an additional three or four full-time sabbaticals. This adjustment would enable up to twelve additional one semester mini-sabbaticals to be taken." It was estimated that such an adjustment would cost $28,000. The board rejected that recommendation.

On the subject of the types of sabbatical that should be given preference, the task force suggested the establishment of "priority" areas that would most benefit the college. "The probability of obtaining a sabbatical should be greater if an applicant is addressing a college 'priority' area," the task force advised. "For example, sabbaticals related to the college computer-related initiatives should have a greater probability of being granted because of the potential college-wide implications of the sabbatical findings."

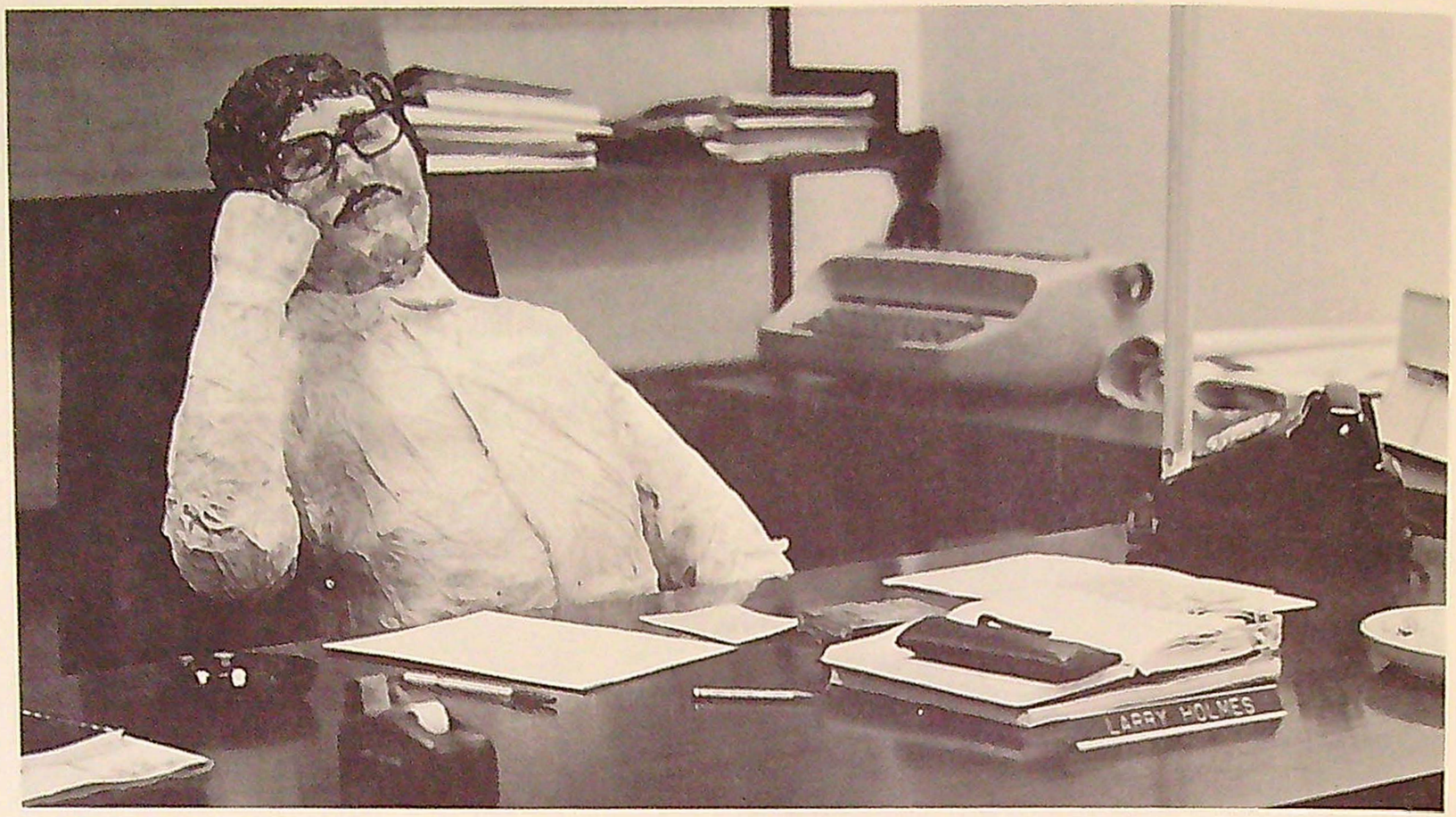
And once sabbaticals had been priorized, approved and completed, more reportability in the way of a "comprehensive written report" should be required of the participants, the task force counselled: "A minimum 5,000 word report is suggested for one year sabbaticals with shorter sabbaticals prorated accordingly." Submission of the summary reports to the board of governors was also recommended.

After all was said and done, some faculty may have been a bit puzzled about the outcome of the study on faculty and administrative renewal. Had anything been gained? In dollars and cents, there was certainly one improvement, in the form of a long overdue catch-up provision to take salary inflation into account. However, although there might be a greater number of sabbaticals in the future, these would be awarded for shorter periods, would be measured by and granted on stricter and more exacting criteria, and would demand more paper-work accountability on completion. Some may have wondered whether this emphasis on accountability and reportability was just another example of conditions continually tightening up at the college, and symptomatic of the introduction of stricter regulations and requirements. There was a lot of lip-service paid to faculty freedom and flexibility, but where in fact were these to be found?

In regard to renewal, for example, it would appear that teachers in the future would be encouraged—the cynical might say "pressured"—to update and upgrade their expertise, but in the meantime they might be given less time to achieve their research, retraining and education goals. Moreover, there would then be the obligation of preparing a report to justify or *prove* to the college *what* had been learned. In seeking approval for his sabbatical, they might also find themselves colliding with and confounded by a new approval mechanism that favoured college-wide priorities over personal or program ones.

It might seem, after examining the role of the teacher in all its facets and functions that, far from freeing him, his flexibility had in fact enslaved him. He had the liberty to change and revamp the course he was teaching, but he was constantly under pressure to update and keep it current and relevant. His relationships with all levels of the college community were dynamic and enriching, but he was also answerable to the administration as an employee, the student as a teacher and the employer in industry as an employment agency. As a teacher and a member of the work force he had a foot in both camps, and he was expected to be expert in both. He could enjoy the rewarding experience of grooming a student for a profession or voca-

ADMINISTRATION FATIGUE? Humber's board of governors in 1979 circulated a questionnaire among all employees, to determine the degree of support in the college community for a possible policy of placing senior and middle management on term contracts, with options of renewal. Results of the survey were not released, although a memo of December 19, 1980 from board chairman Edward S. Jarvis announced the term appointment policy would be implemented in appointing new program coordinators and senior program coordinators.

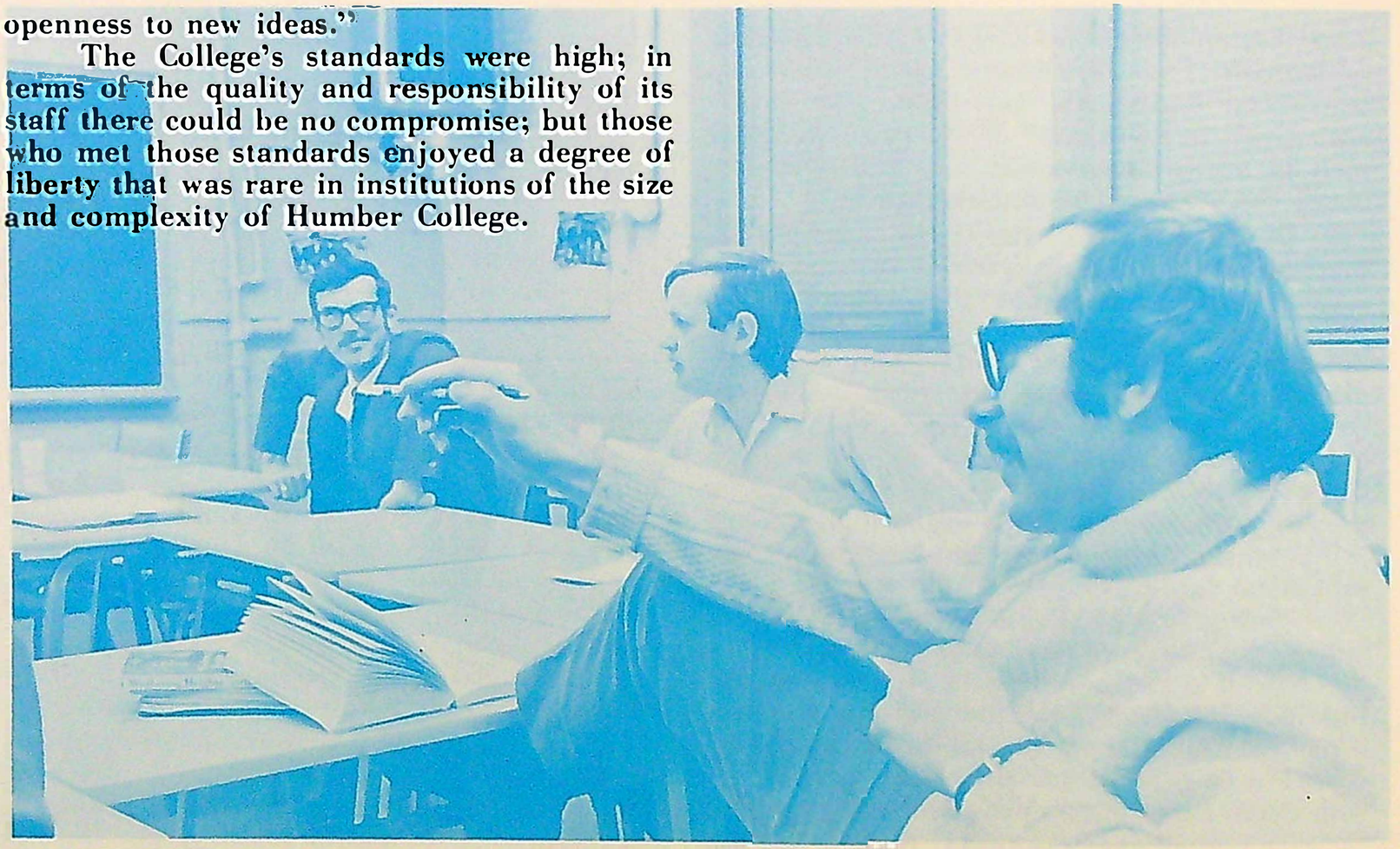


tion to which he himself had a deep commitment, but he had to be alert to the directional changes that student as a member of society might take, and he had to be sensitive enough to temper his own attitudes to accommodate these changes.

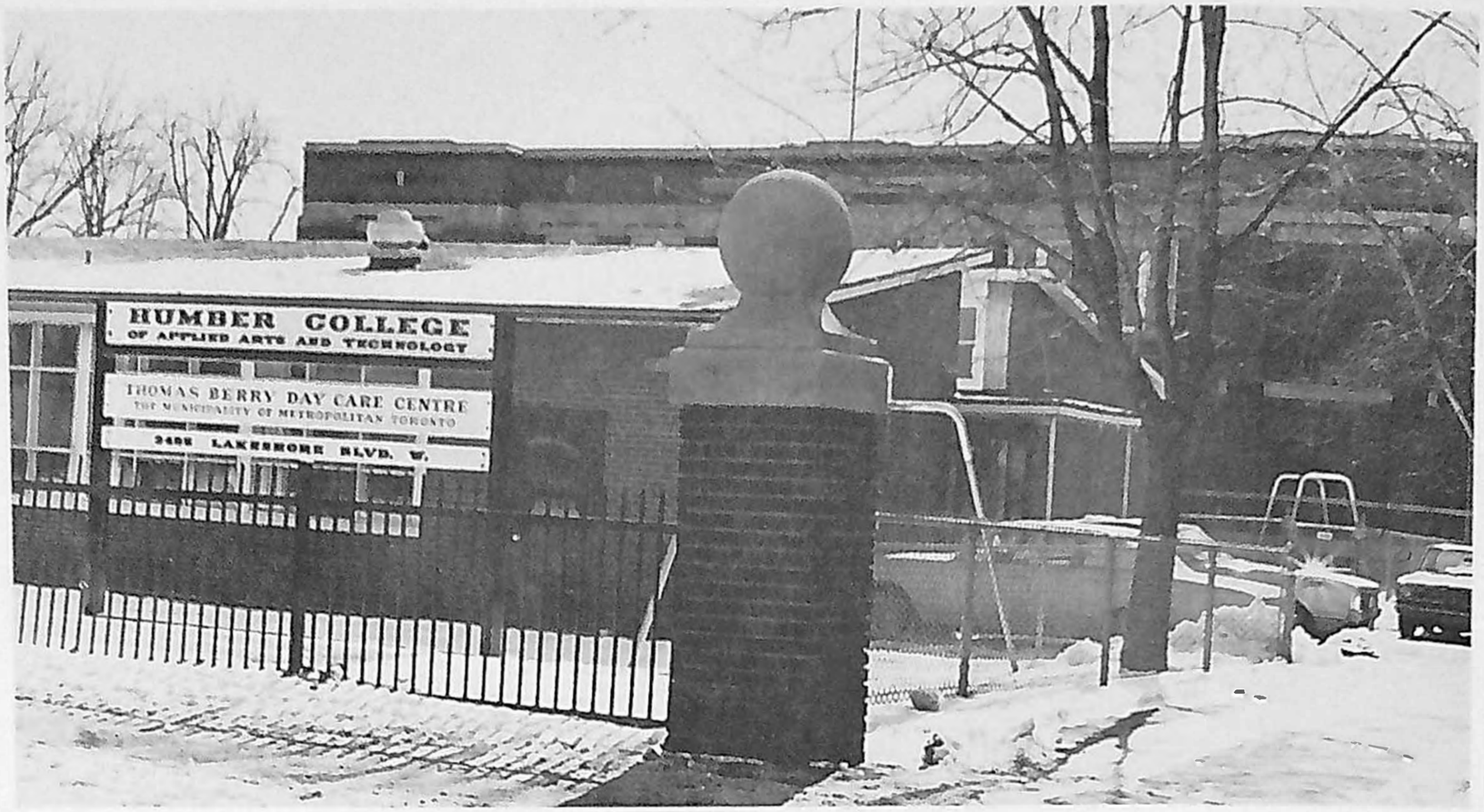
With all these demands made upon him, by the administration, the student, Pro Dev, industry and society, where was the latitude, the element of choice, that the word flexibility implied? True, there were limitations; the teacher was often responsible for and accountable to others, but in the classroom he enjoyed an autonomy. He was master of the classroom, left to deal with his subject in his own unique manner. Further, in the staffroom and at meetings, he could speak his mind without fear of redress or intimidation.

Gary Noseworthy put it this way: "This college is probably more liberal than most of the others I've had anything to do with. They have allowed, in fact they have encouraged people to be different. I can stand up and tell anyone in the college what I think about anything, and I don't feel my job is in jeopardy. There is a mature liberalism here, an openness to new ideas."

The College's standards were high; in terms of the quality and responsibility of its staff there could be no compromise; but those who met those standards enjoyed a degree of liberty that was rare in institutions of the size and complexity of Humber College.



CHAPTER SIX
JAMES S. BELL
Pouring New Colleges Into Old Buildings



SANDWICHED BETWEEN SHOUTS: in the latter half of the college's first year, it was announced that the north wing of the James S. Bell complex was to be invaded by pre-schoolers in a new day care centre. With the play-yard of a public school abutting the college to the east, crammed with pint-sized yowlers who seemed to be in a perpetual state of recess, it was not surprising that punsters referred to the "hollered howls of Humber".

In the winter and early spring of 1967, members of the board of governors of Humber College were cruising the streets of York and Etobicoke in their cars, frantically searching for an appropriate site for the new community college. The situation was becoming critical. The college was slated to open in the following September, but the opening would have to be delayed perhaps for a full year if temporary quarters were not settled on soon.

Lead after lead turned out disappointing. One prospect was an abandoned Jewish synagogue located in the Borough of York at St. Clair Avenue and Winona, but closer inspection revealed that the space was insufficient, and the location would allow for no expansion whatsoever. More promising was the old Weston Town Hall at 2000 Weston Road, a building made redundant after Weston had been absorbed into the Borough of York. A stumbling block was that the borough council was considering utilizing the town hall for staff offices, because of overcrowded conditions in the municipal building at Keele and Eglinton. Negotiations between the board of governors and the council became bogged down to the point where it was feared that further delay would not leave sufficient leeway to renovate the building in time for the scheduled college opening. Besides, estimates on the cost for renovations seemed exorbitant, and the board was compelled to break off negotiations and keep looking elsewhere.

Aware that Centennial College had started in October of 1966 housed in a remodelled warehouse in Scarborough, the board decided to explore half a dozen factory sites in Rexdale. The industrial plants available offered wide-open spaces, but little else.

Finally, the desperate quest came to an end at 3495 Lakeshore Boulevard West in Etobicoke. This scholastic Shangri-la turned out to be the old James S. Bell Elementary School, deserted after the public school had moved into a new building erected in 1965 at the rear of the original site.

Arrangements to rent the two-storey brick edifice were concluded by Interim Administrator Clare B. Routley in April of 1967. Renovations began almost immediately. Open stairways had to be repaired, firedoors had to be installed and exits had to be closed off to comply with fire department regulations. Floors that creaked under foot had to be waxed and polished, and dingy walls restored and painted bright green or canary yellow. Print reproductions of paintings were later hung in the hallway but kept disappearing, likely less the work of thieves than offended art lovers.

At best, the improvements were makeshift and cosmetic. No amount of paint nor polish could disguise the fact that this had originally been a school built to accommodate small children. The overall appearance of the renovated physical facilities reminded one of a little girl, smeared with rouge and lipstick and costumed in oversized adult garb, trying to affect the knowledgeable sophistication of a matron.

Perhaps most disconcerting was the fact that the washroom facilities were of Lilliputian proportions. Staff found themselves tempted to approach the fixtures on their knees, less out of homage than from sheer necessity. The girls' washroom, particularly, presented problems for students or staff with ample proportions. Looked at with hindsight, it's all very funny, but at the time, the ladies were *not* amused.

AUDREY MACLELLAN, librarian for Weston Board of Education since 1961, came to James S. Bell in 1967. She initiated the college's first library, equipped with one desk and a pair of scissors purchased at a nearby Woolworth store. A second librarian, Vihari Hivale, joined her in 1969.

RIGHT ▶

A LOCAL GIRL: after Betty Campbell answered an ad for a secretary, running in the Lakeshore Advertiser, she came to be interviewed in a building that she knew from "nook to cranny", since her son had attended the original James S. Bell public school from kindergarten on.

LEFT ◀

But one lady who observed these sanitary sorties with some amusement was Doris Tallon, then secretary to President Gordon Wragg. There was a toilet just outside the main general office, and whenever anyone opened the washroom door, it swung to hit her desk. "I didn't mind," she insisted. "It was a really good group, and we were kept busy from morning until night." So, presumably, was the washroom door.

Betty Campbell, secretary to Applied Arts Chairman Fred Manson, had an office with its own kind of inconvenience. It was nestled on a landing between the first and second storey, and measured 7 feet by 14 feet wide. She shared that space with the chairman, and initially there was not even a divider between them to allow for private interviews. Files had to be kept in boxes beneath her desk, because when a file cabinet was installed outside in the hall, the fire marshall ordered it removed as a fire hazard.

Classrooms, especially those in the basement, were not much more satisfactory. All the windows had been covered by wire screens, to protect them from errant hockey pucks. One classroom was a converted boiler room that featured pipes which clanged persistently. The teachers took it all in their stride, consoling themselves with the hope that the competition with the pipes was improving voice projection. Besides, despite maintenance chief Bill Forster's valiant efforts, the furnace had a habit of breaking down, and although that left the room either frigid or intolerably tropical, it at least provided a sublimity of silence.

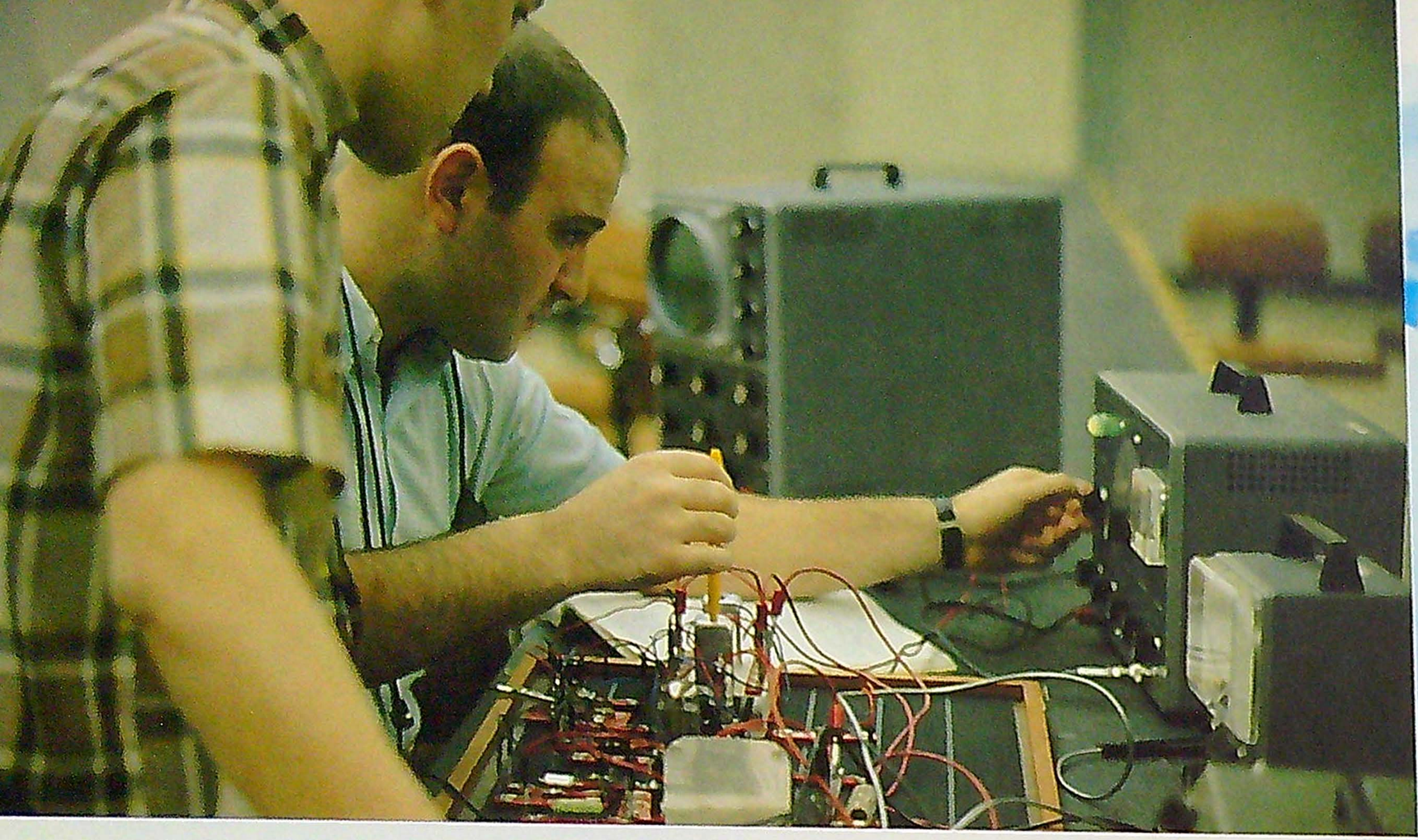
There were four classrooms in the basement, out of a total of twenty in the school: seven on the first floor, eleven on the second, and two portables. Most of the offices were on the first floor: the president's, interim administrator's, dean of faculty's and counsellor's. Also on the first floor was the library, relegated to the old kindergarten room. When the college opened on September 11, the only furniture the library could boast of was a table and four chairs, and until October, no books at all.

Audrey MacLellan was hired as librarian the preceding April, and she spent a hectic summer selecting books, operating with a budget of $80,000. The majority of those funds—about $60,000—was spent on a package of books called the "Basic Collection," chosen by Bill Ready, the chief librarian at McMaster University. "They were largely classics from England," reported MacLellan. "About 30 percent of the collection was assembled from the under-graduate collection in the University of Michigan, which was predecessor of the community college type of technical books. They came from Los Angeles from a distributor called Staceys, and the books were a variety of classics and technical."

An additional $10,000 was used to purchase more technical books, and the remaining $10,000 paid for a sampling of business and nursing texts.

When a shipment of 2,500 books arrived in December of 1967, they came packed in cardboard cartons resplendent with liquor labels. Watching the supply safari wending its way through the corridors to the library, a student keeping vigil for the campus newspaper could not, unfortunately, resist quipping that he was acquiring a "thirst for knowledge."

Notwithstanding the enticing Seagram's labels on the cartons, the library could not



THE PINK ONION: a hootenanny in the Yeller Cellar. Good music, and Wink selling for a nickel a can. Alcohol was taboo...officially.

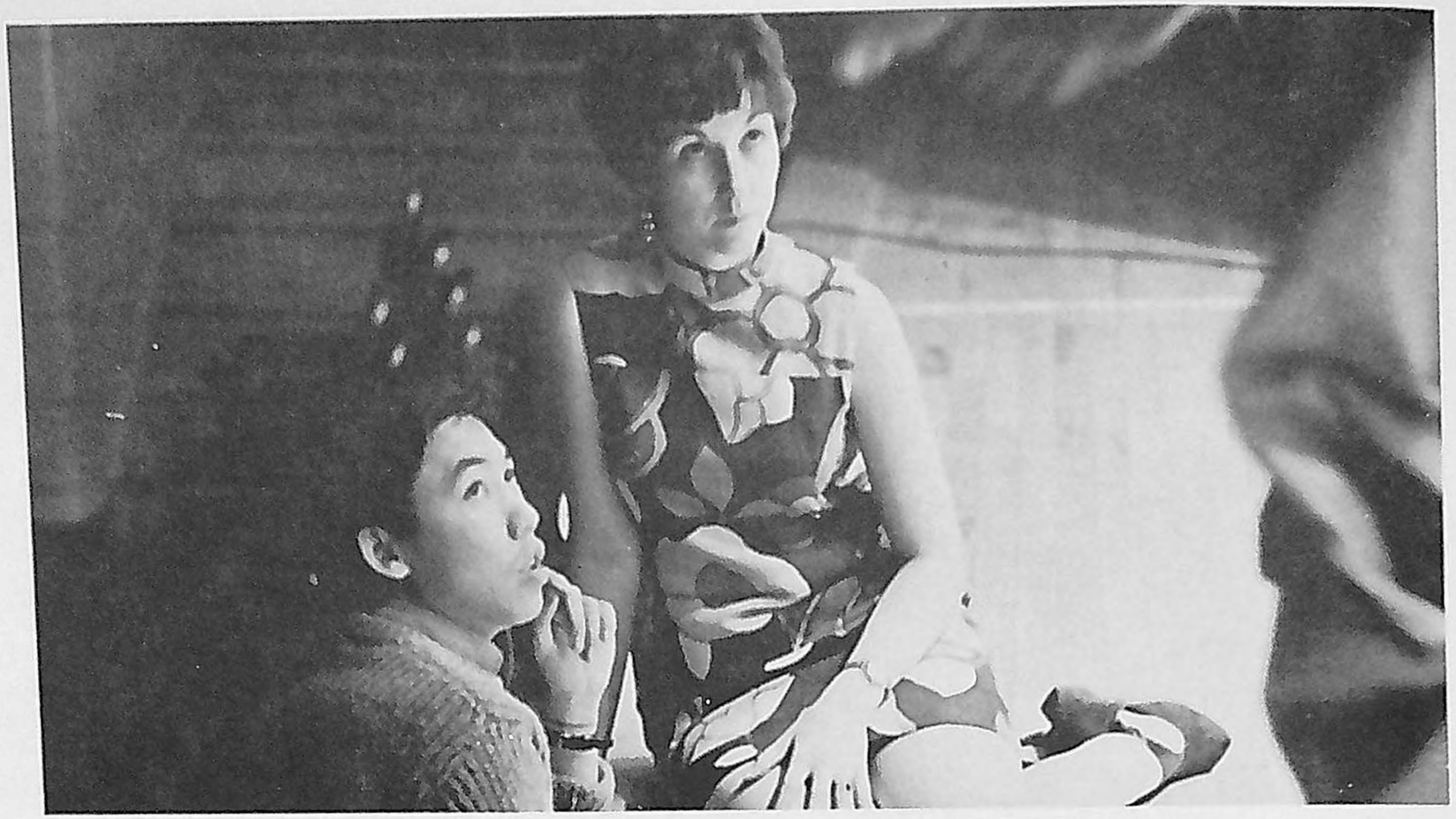
hope to have the same drawing power as the "Yeller Cellar"—the cafeteria, so-named by the students because of the eye-jolting colour of its walls. This former basement gymnasium, its cavernous atmosphere tamed with a crazy quilt of travel posters and blowups of current cult heroes, soon became the social hub of the campus, lending warmth and humanity to a room that might otherwise have been short on these qualities. Ordering lunch in the Yeller Cellar offered all the human interaction of mail-order shopping. Instead of steaming caldrons and tantalizing aromas, food was filed neatly in rotating stainless steel cabinets which obediently divulged a hot dog, sandwich or 50 other Saran-shrouded alternatives at the drop of a coin. The inert edible could then be brought to life in one of two radiant heat ovens. This efficient system catered by Canteen of Canada dispensed 250 such meals a day, under the supervision of Elsie Jones, who provided the much-needed human element. Watched by a poster-portrait gallery of such luminaries as Freud, Papa Hemingway, Allen Ginsberg and Steve McQueen (poised for his tire-screeching Great Escape), Elsie magically transformed bills into coins (about $100 worth on a heavy day) so that students could feed the machines in order to feed themselves. Roast beef sandwiches were two for a quarter, and salad plates a quarter each.

During good weather, students would sometimes avoid the crush and rush of the cafeteria and find a retreat outdoors. "At lunch break or during spare periods, we used to walk down to the lake or to Marie Curtis Park," reminisced student Sandy Lane. "I remember in that first year, that was what our General Arts class enjoyed doing most. There were 22 or 23 of us in a class, and we used to take off for an hour or two, and somebody would have a guitar. We used to buy bread and cheese and what not, bring along something to drink, then just sit around and listen to the guitar and talk. We really felt we were at the Sorbonne or the Left Bank."

On the occasional evening, some of these same students would bring the guitar and gather in the cafeteria, where the "Yeller Cellar" became "The Pink Onion," an improvised coffee house that would attract about 100 students to hear folk singing or to dance. "The atmosphere in there was incredible," exclaimed Sandy. "It was sort of anything goes. Anyone could get up and do whatever he or she wanted, and the entertainment was pretty good. I can remember our first school song was 'Roll Me Over.' One evening President Wragg and Dean Light and their wives unexpectedly came tripping in, bringing one of the board members. They were all dressed up, and obviously had been out somewhere but had dropped in to see what this Pink Onion was like.

"Well, the students were feeling no pain, following various trips for a drink to either the Lambton House or the Izzy House, or down the road or to the parking lot. And there were the administrators, sitting at the tables with the rest of us, singing 'Roll Me Over.' It may seem silly, but at the time it was really great."

Weighed on the scale of college norms, there was never much of a drinking problem at the James S. Bell Campus...with one notable exception, which threatened to trigger some unpleasant—or at least inconvenient—repercussions. The day after a Humber College



A DRAMATIC MOMENT: faculty advisors Wayson Choy and Sylvia Silber watch critically at rehearsals as the Drama Club prepared to make its premiere appearance with a mixed bill featuring a serious satire and a slapstick farce. Close to opening day, a high school threatened to cancel the use of its auditorium, but fortunately reversed its decision, to create a happy ending both on and off stage.

dance held at New Toronto Secondary School, the principal of that school was outraged over the damage caused by broken glass and discarded liquor bottles. There was some doubt as to whether Humberites were responsible for this, but the principal threatened to never again rent his school's facilities to students of Humber College.

That pronounced boycott confronted the members of the Humber College Drama Club with a desperate dilemma. The club was in its final rehearsals for the school's first theatre presentation, to be staged in the NTSS auditorium. A cancellation of the auditorium at that time would have made it impossible to find a substitute stage by the scheduled March 22 and 23 performances. Tickets for the productions of Edward Albee's "The American Dream" and John Murray's "I Love You, Mr. Klotz" had been printed and sold, and English instructors Wayson Choy and Sylvia Silber, who were faculty advisors for the productions, found themselves dealing with a satire, a comedy...and a potential real-life tragedy.

The tragedy was averted after some considerable entreaty and eleventh-hour negotiations, and the plays went on as planned, attracting an audience of more than 400. Starring in "The American Dream" were students Rhonda Kearns, Dave Murray, Vicky Bronowicki and Bob Cooper; in the limelight for "I Love You, Mr. Klotz" were Patti Kennedy, Sandy Simpson, Marna Mortlock, Paul McQuaid, Dan Nelson, John Baxter, John Baryluk and Bert Bachmann.

The close call over the drama cancellation prompted some in the student body to press for more stringent student policing of drinking at campus extra-curricular events. An editorial in Humber College's first student-run campus newspaper, *Ad Hoc*, observed disapprovingly that "so much juice is flowing around the Pink Onion that it might better be renamed the Pink Elephant." The Student Administrative Council was understandably loathe to become a punitive body. Rick Bell—who became Humber College's first Student Union president after defeating three other candidates in the election of December 1, 1967—particularly resisted the recommendation of the administration that a student-faculty board be founded to hear cases where students had been accused of an act demanding punitive measures. Heavy drinking at a Sheridan-Humber dance prompted *Ad Hoc* in an editorial of March 4, 1968 to warn, "Trouble, like Time, waits for no man...*Ad Hoc* strongly recommends that students prod Mr. Bell into action. Anyone who finds himself in trouble before summer would quickly learn it is best to be judged by a jury which contains at least some members of his peers."

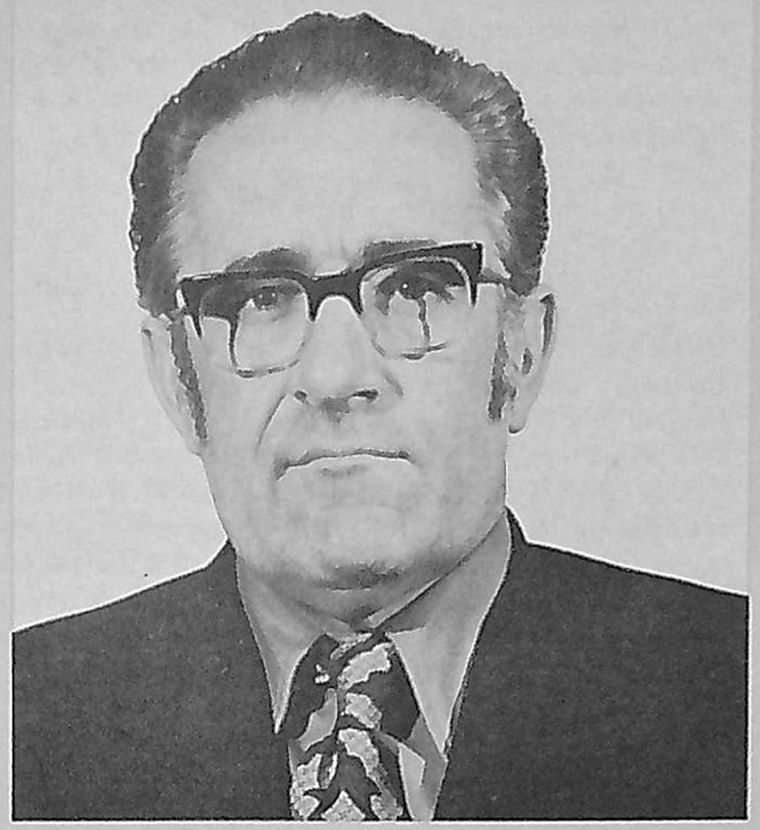
Drugs, rather than alcohol, were more frequently the cause for concern in those latter years of the sixties. Although the problem was generally well-controlled at Humber College, the smoking of marijuana, never sanctioned, was not always concealed. That unmistakable sweet whiff of "grass" sometimes wafted from the washrooms and perfumed the corridors with the fragrance of the times. Peter Muller, an English teacher who came to the James S. Bell Campus in the fall of 1969, recalled a "naughty corner" of the building that was almost certainly a favoured haunt for clandestine pot parties. "There was this notorious space," he divulged, "connected to the stairwell in the basement. The students

A FEAR OF HIPPIES: the drug problem at Humber was neither better nor worse than one might find in any institution of its size in the sixties, but Phil Karpetz, the first counsellor, recalled that a few novice teachers were in a state that verged on paranoia, dreading an inflow of pot-puffing, pill-pushing hippies.

RIGHT ▶

THE STUDENTS? Clean-cut and conventional! A few may have occasionally pasted a collage or two, or penned a poem, but it turned out there wasn't a single love-beaded or bearded, flower-freaked, hard-core hippie to be found on campus.

FAR RIGHT ▶



descended these stairs to the cafeteria at the back of the building, and as with all such staircases, when it reaches the bottom there's a hollow underneath...and underneath that stairwell was where the kids gathered to smoke their dope.

"It was a fairly pungent smell when you came down there and I shall always remember...(an administrator) commenting on the strange fragrance that was coming out of the basement. He seemed quite concerned about this alien smell. He hadn't the remotest idea what was going on down there. I never told him, I don't think anyone ever did. I think he would have been mortified if he had ever learned that his...students were down there smoking dope."

In later years, with the increased student population of the North Campus in Rexdale, there were to be isolated incidents more serious than a few anonymous students surreptitiously stealing a puff of marijuana in their selected private corner. The drug situation on the North Campus became serious enough—in some people's minds, at least—that in 1979/80 a rather radical measure was decided on. The upswing in the use of illicit drugs had become so evident, according to director of physical resources Ken Cohen, in charge of the college's security personnel, that security was receiving complaints from faculty, students and the public. Finally, with the permission of President Wragg and the college, Metro police were called in to investigate. An undercover policeman from the drug division was enrolled in the General Arts and Science program, and after four months of undercover work in the corridors and in the campus pub, Caps, a dawn raid on February 25 of 1980 resulted in the seizure of about $3,000 worth of drugs, including marijuana, hashish, LSD, Benzedrine and the prescription pain killer called Percodan. Seven Humber College students were charged, and the narc infiltrator disappeared from the campus...leaving behind very poor grades in his General Arts and Science transcript, incidentally.

The drug scene was nowhere near as much in evidence on the James S. Bell Campus in the college's early years, although the teachers who were nervously preparing to meet the students in classes for the first time in September of 1967 were expecting the very worst.

Fresh from industry or commerce, the neophyte instructors had no concept of what to expect. A few envisaged nothing short of a horde of pot-puffing hippies invading the campus, all barefoot and beaded, the media's stereotype of counter-culture youth. Phil Karpetz, then counsellor, witnessing this misconception, at a later point formulated a strategy to help allay this kind of fear. "One of my duties in the first three years of the college was to present two lectures to the incoming staff, one on 'What Are Young People of Our Day Like?', and the other 'How Do You Deal With the Youth of Today?'

"This was just about the middle of the 'hippieville' era, the time of the Yorkville scene, and there were actually some people who were damned frightened about the kind of students who were going to come to the college. What I wanted to do with my lectures was to get across the whole idea of how clothes can determine attitudes towards people.

"Now, I came into the college from the clergy. I was the executive secretary of the

ELSIE JONES managed to keep things in control in the cafeteria despite the crowded conditions. The main appeal of the converted gym was the fact that it was the only place in the building where smoking was permitted.
LEFT ◄

WORK AWARNESS: one of the founding Business Division faculty was Robert Bell. At James S. Bell Campus in 1967, the Business Division initiated its Work Awareness Program, a cooperative venture between Humber and the Canadian Industrial Management Association (CIMA), by which Business students were able to make regular field trips to plants and other premises across Metro, to meet executives and learn from experts in a work environment.
RIGHT ►

Council of Christian Education. So in 1969 I came to this lecture with my civilian chaplain's outfit: grey trousers, blue blazer, and clerical collar and bib. Without any introduction, I sat among the new teachers, and everybody looked at me.

"The person chairing the seminar got up and said, 'I'm going to introduce somebody who's going to talk to you about the youth of our day'. Everyone looked around until I finally stood up, and queer looks took place. I came up to the front and said, 'My name is Phil Karpetz, and I'm the counsellor at Humber College. I'm the student services officer, I'm with student loans, and I'm going to talk to you about how to meet young people, and about attitudes we have.

"I pointed out to them the kind of attitude that was present in that room because I was wearing a clerical collar and blue blazer. I took off my blazer, then I took off my rabbet and my clerical collar. I had a T-shirt that was up to date with a statement stencilled on it. I looked around, and could see that everybody was more relaxed.

"And I said, 'If you people are frightened of these students, then you're frightened because of *their* clothes, and *your* attitudes'."

In 1979, when he related that incident, Karpetz had just announced that he was retiring as associate registrar at Humber College to become executive secretary for the department of communications for the Baptist Convention of Ontario and Quebec. He leaned back on his chair, and reflected, "In those early years, the staff were very dependent on each other; they were soul-supporters. There was a fraternity, for we were the initiating group. Now I very seldom see many of them, and there are many staff around here who don't know who I am. They may think I'm an elder citizen here."

Who were the members of this fraternity? They came from varied backgrounds and diverse disciplines.

In the Applied Arts Division, there was Adrian Adamson, whose father was Anthony Adamson, architect, author, town planner, chairman of the Province of Ontario Council for the Arts, and former municipal councillor and reeve of Toronto Township (later Mississauga). Adrian was a graduate lawyer, but gave up that profession to go into teaching. He came to Humber College after acquiring his M. Ed. degree from OISE, and after teaching Geography and History in a high school in Scarborough and Literature and History in a high school in Sydney, Australia. With Adrian in Applied Arts was Wayson Choy, who came to the college from one of Canada's largest advertising agencies, who started writing and selling short stories at age 22, and whose work was included in *Best Short Stories of 1962*, along with pieces from such lesser known writers as Arthur Miller and John Updike. There was Judith Gum, and Margaret Hincks the latter who was the daughter of Dr. Clarence Hincks, founder of the Mental Health Association. Lloyd Lake came to teach Sociology, and in that first year he helped organize Humber College's first symposium, called "Sex and You," with sexologist Dr. Stephen Neiger as guest speaker. To grapple with illiteracy, there were English instructors Walt McDayter, Larry Richard, Sylvia Silber and Rex Sevenoaks, a well-known stage and television personality who had appeared in the British film "The Trap," starring Rita

FIRST NURSE: Jean Jones
LEFT ◄

TECHNOLOGY TEACHER, the late Rudie Jansen began the Underground Film Club in 1967, with special screenings every last Tuesday of the month. The film fare was advertised as "art movies designed to shock the audience into an awareness of social, moral and religious problems". That translated to mean that the club often showed porno flicks.

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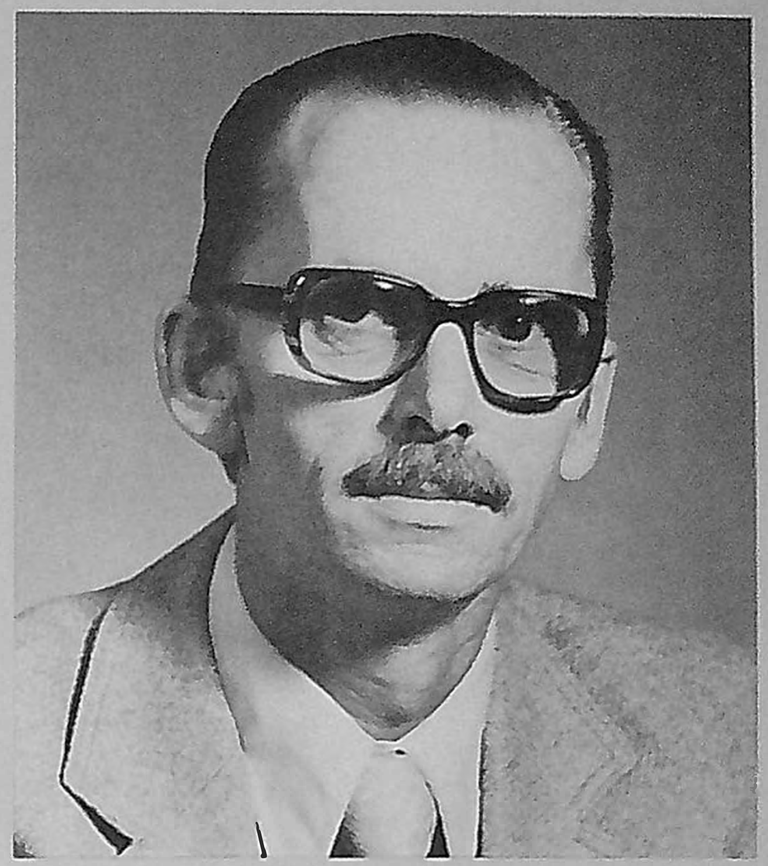


Tushingham. Completing the Applied Arts contingent were Georgette Dutheil, Ken Plotnik, Margaret Robinson, and Bill Wells, who had spent 18 years as an executive in the securities industry and who had been a trader on the stock exchange and later an account executive with a large brokerage house.

In the Business Division, there were Donald August, Bob Bell, and Jim Brodie, who had practised law in England, and who had later edited various legal publications in Canada. There were also Gil Little and Eric Mundinger, who in November of 1971 became that Division's first dean; there was Heather Nisbet teaching Secretarial Science, and there was David Pugsley, who became first director of Continuing Education. Contributing their teaching talents to produce a new generation of business types were Robert Robinson, Jerry Sukman, Elsie Swartz, Christopher Trunkfield and Jack Van Kessel.

In the third Division, Technology, there were John Bradbury, Daniel Clunis, Ed Dinsmore and Eugene Duret, who had been a physicist for Avro on mission planning with NASA at Cape Kennedy (he had witnessed John Glenn's first flight into space) and who had been engaged in space research at McGill University. Representing Technology, also, was Harry Edmunds, a Mathematics teacher who became the college's first registrar, and there was Rudie Jansen, a mathematician-biologist from Holland, whose passion for movies prompted him to organize Humber College's first Underground Film Club. Completing the list were Joe Muzsi, Art Penny, Bruce Peters, and Siem Vandenbroek.

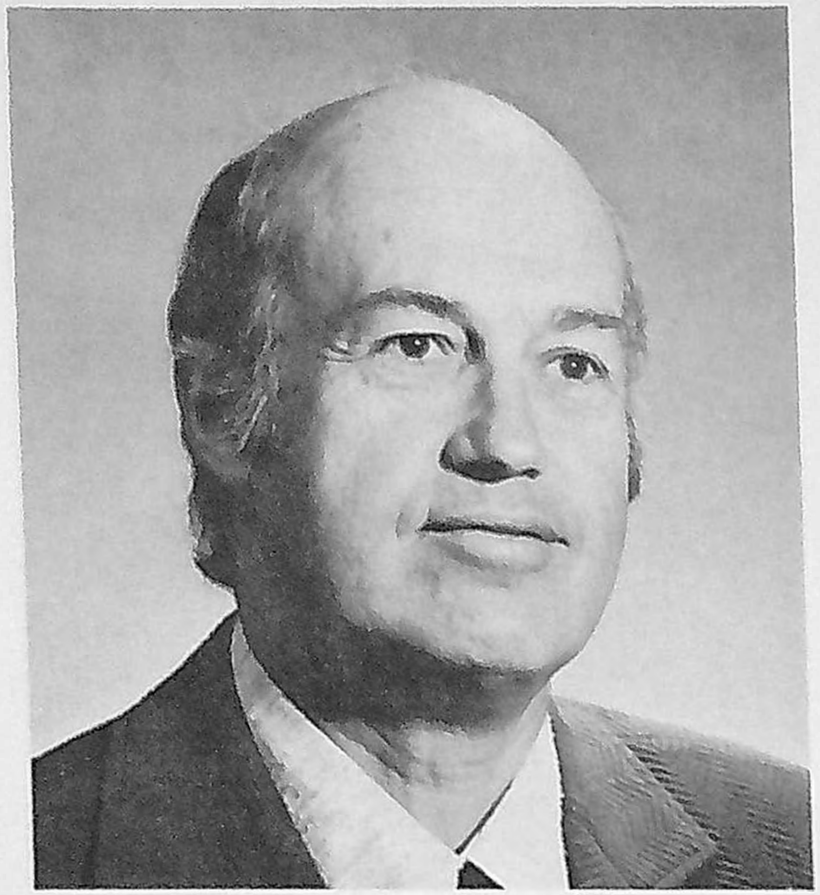
Ready to render service and support to faculty, administrators and students alike, and functioning like modern-day Ariadnes to guide fearful and frustrated students through the labyrinthine channels of bureaucracy were support staff Rose Bobechko, Betty Campbell, Helen Quirk, Dawn Sanderson, Ruth Shaw, June Sherriff and Doris Tallon. Also at James S. Bell were Administrator Clare B. Routley, Bursar Jack Thomson, Counsellor Phil Karpetz, Librarian Audrey MacLellan, Nurse Jean Jones, and Dean of Faculty Doug Light.

What the initiating faculty had most in common was a wealth of experience, a sense of mission, and—as September 11 approached inevitably closer—a serious case of pre-curtain jitters. There had been preparations and rehearsals, with each instructor presenting a lecture for video playback and diagnosis by colleagues, but the impending reality of the first classroom experience was producing unmistakable stagefright.

But then suddenly came the moment, the inaugural lecture. Theories of teaching, memorized and reviewed, had to be put into practice, as every instructor found himself standing emotionally and psychologically nude in front of a classroom, a virgin blackboard behind him, and an audience of educational voyeurs in front.

What were the students like? Well, first of all, there was hardly a hippie among them. They were for the most part clean-cut, dressed casually, and sporting not a solitary flower in their hair, nor dangling a single marijuana joint from their lips. Some were as nervous as the teachers, but curious, and chafing in their chairs, revving up rote and intellect to set in motion this new concept of post-secondary education.

An *esprit de corps* evolved almost



FIRSTBURSAR: Jack Thomson
LEFT ◄

FACES FROM THE PAST: Brenda Ballantyne, a student at Humber in the eighties, examines with curiosity the faces of her college counterparts from 1967. Brenda was time tripping with the photographs of faculty and students in The Collage, Humber's first yearbook. Joan Dodds was the yearbook's first editor.
RIGHT ►

instantly among the students. Sandy Lane attributed this to the fact that the students felt the bonds of a common goal: "Nobody knew what Humber was, and we were trying to find out, helping to create it and make it work. I think that first year had to be the best year of education I ever had. It wasn't mainly in the facts I learned, but in the experiences that taught me a lot about people, how to deal with new situations, and how to cope with adverse conditions.

"You know, another thing that united us was a feeling of defensiveness. All my friends at Richview were really down on me for going to a community college, which they considered real 'tacky.' They were all going to York or University of Toronto, and every time they came down to this dilapidated building at James S. Bell, they sort of put the college down, laughed at it as 'Mickey Mouse.'

"That soon changed. A lot of my friends were disappointed with university. They had been attracted by the facilities of the universities, and a particularly good friend of mine expected that enrolling at York was going to be the greatest thing since sliced bread. When she got there, she was bowled over. There were 400 kids in some of her classes. She never saw or spoke to her teachers, unless she virtually made an appointment. She wasn't allowed to use half of the facilities because she was a freshman, and they were reserved for graduates or whatever, and were off-limits. It was just one restriction after another.

"Meanwhile, our North Campus was under way, Humber was settling down and we were doing exciting things, like working on newspapers, writing for and announcing on radio, and producing television film. I began to sense some jealousy on their part. I'd show them a story I had written for a Scarborough newspaper, carrying my byline, and that was just too much. They couldn't show anything to match that, except the receipt for their registration, which was five times the cost of mine. It's interesting, they were especially jealous because I has having fun, and they figured if I *was* having fun, then I couldn't be learning anything or doing anything constructive in terms of education."

That "fun" in the first year involved a stiff timetable of 30 hours or more of classes per week (later mercifully reduced to about 24) in almost all programs. The 1967/68 year was organized on a "conventional year basis," with courses running for a full academic year, rather than ending after one semester. There were Christmas examinations that began on December 11, but the results would count for only about 25 percent of the student's final mark with the final exams held between May 13 and May 17, 1968, accounting for the remainder.

Even before Christmas, however, students whose academic performance was unacceptable received formal letters warning them that they had been placed on a four-week probationary period. After Christmas, about 10 students were told to leave the college because they had not heeded that warning, as demonstrated by their chronic absenteeism. They found themselves excluded from a college not yet officially opened.

The official opening, and the formal installation of Gordon Wragg as president, occurred on January 18, 1968. Wragg was installed with ceremonies at Lakeshore Teachers' College conducted by Dr. Murray

THE PLATFORM PARTY during the formal installation of Gordon Wragg as president on January 18, 1968: in his speech, Wragg underlined the statistical reality that only four out of every 100 students entering grade 9 go on to complete a university degree, "Yet it is this minority group...which has been glamorized and publicized. Education must not be the monopoly of an academic minority."
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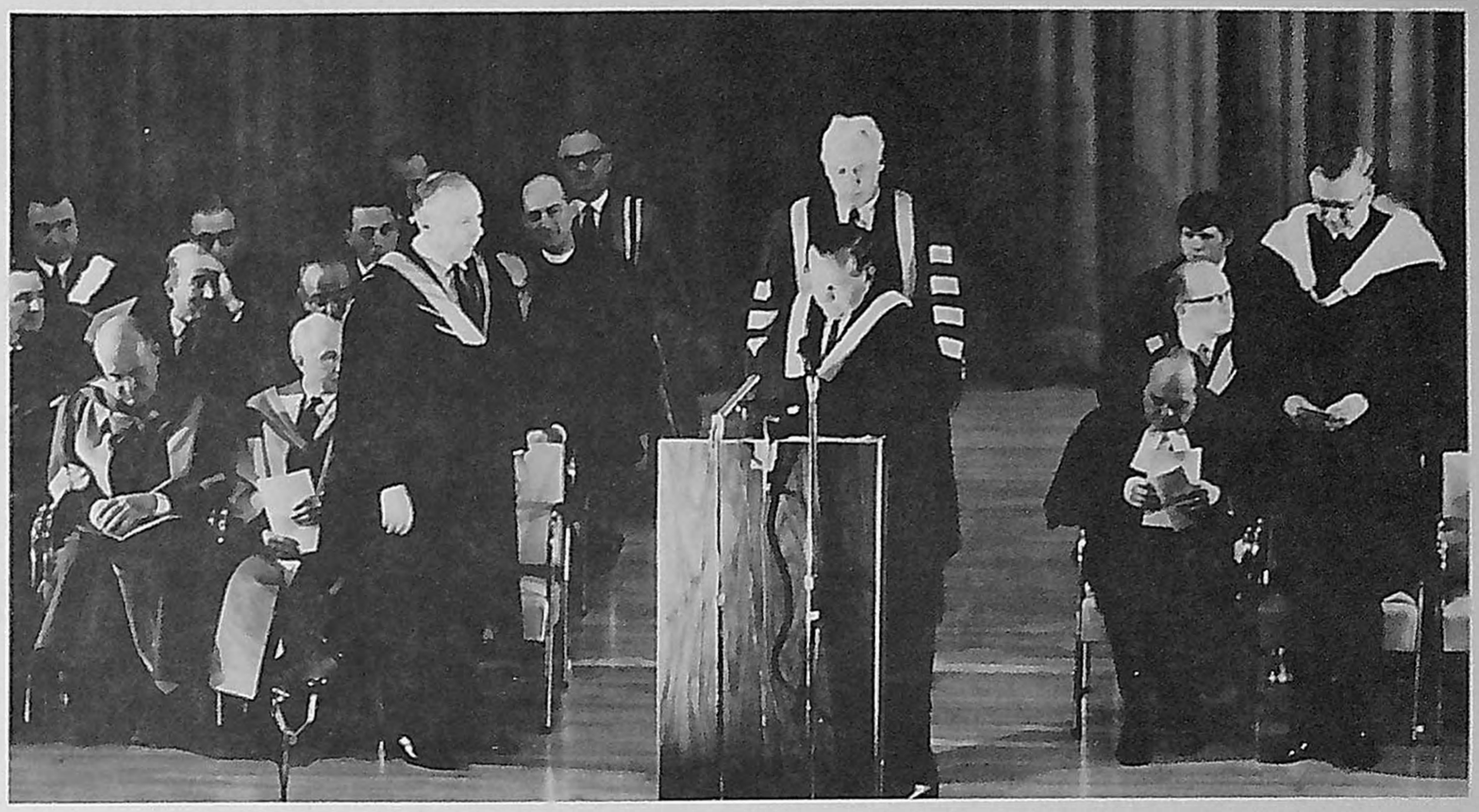


Ross, president of York University, and assisted by Ted Jarvis and Syd Britton, members of the Humber College board of governors. The Hon. Leslie Rowntree, Ontario's Minister of Financial and Commercial Affairs, cut the ribbon to officially open the temporary quarters at James S. Bell Elementary School.

An unofficial but more public opening of the college had occurred at an Open House, on November 23, 1967. More than 300 guests had filed through the college, to watch Secretarial students demonstrate their typing skills to a go-go record accompaniment, and to be dazzled by a Technology display featuring psychedelic fluttering lights, electronic eye devices, and itinerant golf balls that scaled the walls ostensibly by themselves.

Many of the visitors were parents of students studying at the college. They had taken advantage of the opportunity to consult with individual instructors regarding their offspring's progress. Instructors, often with some sense of uncertainty at that early stage of the academic year, tried to be positive and reassuring, and when pressed, the occasional teacher might have even gone out on a limb—unwisely—to predict whether a particular pupil would "make it" or not.

On May 25, 1968, a total of 60 students in one-year programs did make it, graduating at the first convocation ceremony in Humber College's history. Diplomas or certificates were presented by Dean of Faculty Doug Light to 15 students in the Legal Secretarial, 11 in the Special Commercial, and 34 in the College Preparatory programs. Dr. Norman Gunn, of the board of governors and also chairman of the scholarship committee, presented 26 scholarships. Legal Secretary Mary Warnett won the Alan Eagleson award, Lisa Hurley was awarded the first Dean's Pin for the highest overall standing.

Platform guests at the convocation ceremony, held in the Lakeshore Teachers' College auditorium, were the board of governors, administrators and faculty, Lieut. Gov. Keiller McKay, Mrs. McKay, Ontario NDP Leader Donald McDonald, Mayor Jack Mould of the Borough of York and David Lacey, controller of Etobicoke. The convocation address was by Dr. Alice E. Gray, director of the department of laboratories at Women's College Hospital, and the farewell address to the first fledglings, the class of '68, was delivered by Gordon Wragg.

Many of the students in the two and three-year programs, although not graduating in that spring of 1968, would not return to the James S. Bell Campus after the summer. Most of the Applied Arts Division—particulary the Community Service programs under Margaret Hincks—would temporarily continue to be located at the initial James S. Bell site along with Technology, but most of the Business Division and the newly-formed Creative Arts Division were to take up residence at the North Campus in Rexdale.

James S. Bell Elementary School, the cradle of Humber College, continued to serve and shelter its community college brood for six more years, in the latter stages providing classrooms for English as a Second Language and for academic upgrading programs. When, in 1973, it was announced that the 58-year-old building was to be demolished, to create a playground for the adjacent, newer James S. Bell Public School, President Wragg turned over the keys to Jack Baker, director of the

CAMPUS CLOSING: Etobicoke officials and members of the board of governors met on July 13, 1973 to ceremonially close down the James S. Bell Campus, Humber's first campus site.

Etobicoke Board of Education on July 13. About 30 faculty members who had taught in that creaky old edifice assembled quietly to watch the official closing, and to share in a sense of loss.

Although the James S. Bell school had been an inauspicious enough beginning to the adventure that was Humber College, and a new complex of glass and structural steel would nurture future generations of students, the *esprit de corps* that had germinated in those noisy, cramped and dingy corridors would not be crushed amid the rubble of demolition. To the students who were the first to dare the risks of a pioneering experiment in education, the names of James S. Bell Elementary School and Humber College would be forever synonymous.

CHAPTER SEVEN
THE QUEENSWAY
New Visions from an Old Site

QUEENSWAY 1 CAMPUS: as of April 1, 1968 Humber's physical presence in Etobicoke Borough expanded by 84,000 square feet of rented space, following the acquisition of the first Queensway Campus, located at 56 Queen Elizabeth Boulevard. The site became the centre for the college's Manpower and Apprenticeship programs.

In the early months of 1968, President Gordon Wragg entered a conference room with his board of governors, feeling nervous and apprehensive. Slated for discussion was the amalgamation of the Etobicoke Adult Education Training Centre with Humber College. The centre was one of many in the province that by government decree was to be transferred from a board of education into the Ontario community college system.

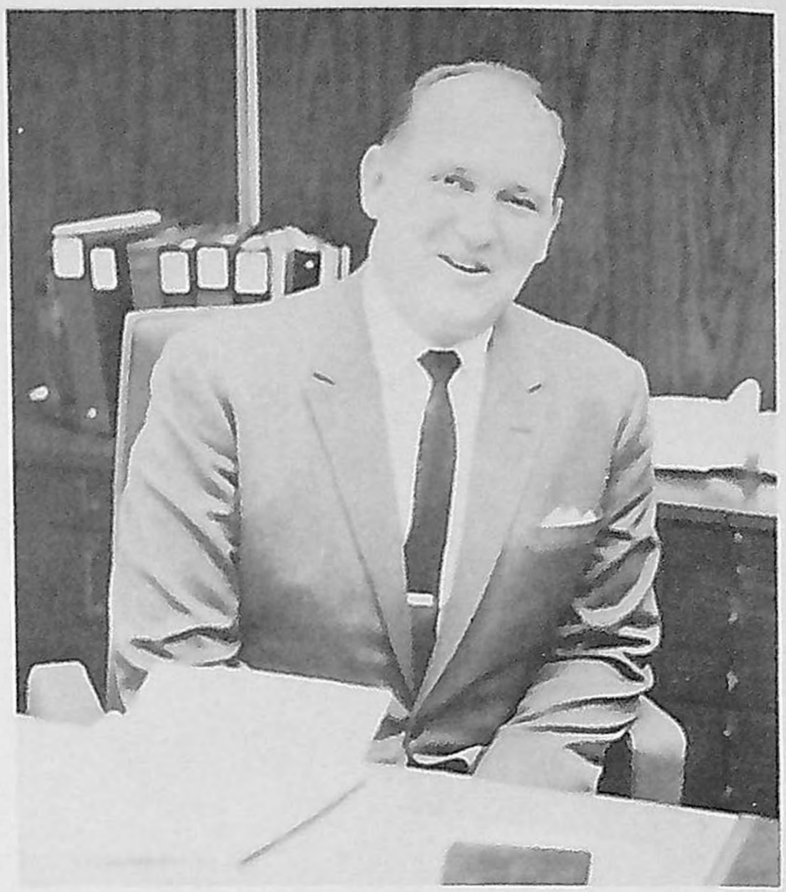
Growing-space and personnel were avidly being sought by all educational institutions in the boom days of the sixties, and suddenly 44 such centres had fallen into the laps of Ontario's community colleges. Humber College, one of the fortunate, had acquired without search or solicitation both a leased building and a package of established programs that more than doubled the school's enrolment. These 524 students, transferred from the adult training centre, awoke to find themselves Humber College hopefuls, and Gordon Wragg, like any new father of a multiple birth, while pleased and proud of his new brood, wondered anxiously if members of his already established family would welcome the new additions. He had even graver misgivings about how his board of governors, as unwitting god-parents, would view the amalgamation. In a word, he expected trouble.

"The thing absolutely shattered me," he recalled. "I remembered in the interview before I was selected by the board that there was quite a grilling over what kind of direction the educational programs might take. I guess I reasonably satisfied them that I wasn't a tradesman and nothing more, but there I was, going to the board of governors wanting to get into Manpower training when the Etobicoke School Board was dying to get rid of its retraining centre. I thought to myself, 'They'll never buy this in a million years,' because you see Manpower officials placed far more priority on training than on any liberal arts education.

"At the time, the federal government didn't even believe in the necessity of providing a library or a counsellor for the students. The only concern was to get the student into a job. So it was one of the biggest shocks of my life when the board of governors went along with it, with no serious disagreement or objection at all. It was Ministry policy that the colleges would take over Manpower training, and the board merely said, 'Okay.' "

Ted Jarvis, then chairman of the board, explained the board's reaction: "We didn't like a lot of things about the adult training centre, and we knew that Etobicoke at that stage—and I say, advisedly, at *that* stage—wanted to be rid of it. They saw their role as belonging exclusively in elementary and secondary education, and they considered Manpower, since it was at an adult level, more compatible with post-secondary, and thus *our* responsibility.

"One difficulty in running the place was due to the fact that Manpower was funded by 'buying seats' for students. Buying a seat is the payment of the academic cost for one person. The government approves a number of candidates to take certain courses, then tells the college that it will pay for so many people to take these courses. The problem with the system has been that the government neglects to let the college know with enough time in advance how many students there will be in a course. Sometimes, one week before a course started, we would learn that there would be a



JAMES L. DAVISON, when he was director of the Manpower and Apprenticeship Division, seen in his Queensway Campus office, 1968.

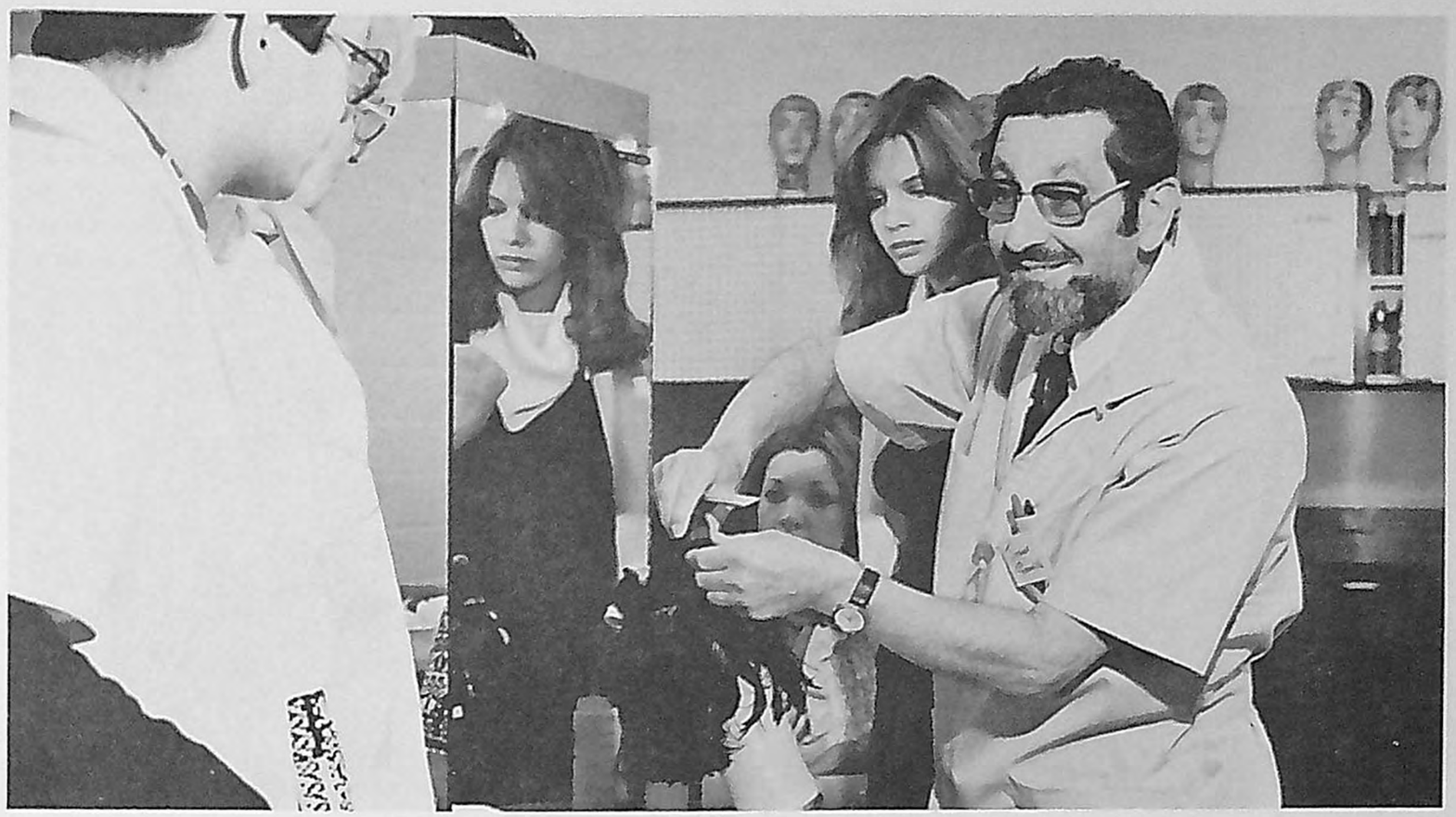
large number of students, while the next month we would discover that we had to scramble to make a course run at all, although all the staff had been appointed and the facilities were ready to go. That caused some headaches, but that was the way the government operated from day one, and it was going to continue operating that way after the colleges took over, even though it was not advantageous to them or to us. We have had our difficulties with Manpower in this business of buying seats, but...we realized it was a responsibility we had to take on."

On April 1, 1968, Humber College assumed that responsibility of administering the Ontario Manpower Retraining Program (OMRP) within the Boroughs of Etobicoke and York, together with other programs co-sponsored by the federal and provincial governments. Apprenticeship training, primarily for personnel of the construction industry, was one such program. First offered at the James S. Bell Campus in January of 1968, the Electrical Apprenticeship program was relocated to facilitate complementary curriculum design (Training in Business and Industry, TIBI, an educational innovation of the Ontario government, was to be added one year later). The programs in 1968 were divided into the following general categories: Apprenticeship, Basic Training for Skill Development (BTSD, an academic upgrading program offering the equivalent of grade 12 secondary school standing), English for New Canadians and a wide range of commercial and technical studies.

All of these programs were centred at the Queensway 1 Campus (later to be renamed Lakeshore 2), located at 56 Queen Elizabeth Boulevard, facing the north side of the Queen Elizabeth Highway. Jim Davison left his post as principal of the Nassau St. Campus of George Brown College to become director of the Manpower and Apprenticeship Division (subsequently renamed the Retraining and Apprenticeship Division or RANDA).

Legislative changes enacted one year earlier broadened significantly the scope of the OMRP and even more significantly removed the "emergency" status of retraining education as conferred by the preceding legislation under which the program operated between 1961 and 1967. As Davison explained, "The amalgamation of the OMRP with the colleges of applied arts and technology in 1968 reflected the recognition within the political strata that the retraining of the unemployed and the underemployed was a fact of Canadian life and not merely a temporary phenomenon which would quickly pass with the next boom in the business cycle. At long last these activities were to be given a legitimate place within the educational spectrum. Of equal importance, being a part of a developing system of colleges offered the promise of social acceptability: an element which had been missing throughout the previous decade.

"For those individuals fortunate enough to secure federal assistance, this promise had been fulfilled on a grand scale. However, many others who fully qualified for federal assistance were not so fortunate. Despite the enabling features of the revised legislation, the retraining of the unemployed, and in particular the underemployed, remained a relatively low priority among regional and local federal Manpower officials. With blatant subjectivity, many a qualified applicant was refused



MAKING WAVES: a few elitists at James S. Bell may have complained that programs at Queensway were not sufficiently academic for a "college", but no one would have denied that Hairdressing Apprenticeship required a lot of head work. Stylist supreme Jacques Granville, right, came to Queensway 1 to coordinate the program in 1968. He was joined that same year by Clint Hall, who proved to be creative with more than just coiffures: Hall had five books of poetry published.

admission to a training program and forced to accept marginal employment at a low salary regardless of his or her potential for development. For Manpower officials, the economic objective of our national employment service was to remain a higher priority than education. These ambiguities in the implementation of the federal legislation and the near futility of attempting to plan and staff an educational enterprise for retraining support belied the promise and the potential so long sought by the educational partners of this co-sponsored program."

It was clear to Davison from the start that not everyone at Humber College lauded the acquisition of the Queensway Campus, nor approved its mandate and mission. "There were people in the college at that time who had other ideas about the direction and development of a community college, ideas that did not include retraining and craftsman types of vocations," admitted Davison. Ironically, while students and faculty were struggling to win wider acceptance for the full-time diploma programs and indignantly deploring the public's snobbish bias in favour of university degrees, a small enclave of academic snobbery against the Queensway materialized on the James S. Bell Campus. One disgruntled student complained in the March 4, 1968 edition of *Ad Hoc*, the campus newspaper, that the merger with Manpower would cause businessmen to "look down their noses at our diplomas," and still another objected, "A diploma is worth only as much as the reputation of the college where it was earned. The reputation of the college depends on the caliber of the students who attend it, and Manpower will bring in a lower level of student, therefore lowering the worth of our diplomas."

Snubbed on occasion, geographically separated and usually older and more experienced than the students on the "academic" campuses, the students of the Queensway not surprisingly developed an insular attitude. "They didn't feel part of Humber College as a whole," assessed Tex Noble, who in August of 1968 joined the Queensway Campus as admissions officer, "but they sure felt part of the Queensway Campus. We used to have little gatherings in the cafeteria where we'd have a dance in the evening or we'd put on a show. On a couple of occasions we had the Theatre Arts students come down and put on plays...but I guess the spirit always centred around the Manpower Retraining program itself. It just happened ...because of the distances involved, and because there were individuals on the other campuses who felt that the Manpower Retraining and Apprenticeship students were a different type of people from the ones at the South and the North Campus."

According to Noble, the instructors as well as the students at the Queensway believed they were being given the cold shoulder from the North. "To be perfectly honest, certain members of the staff at Queensway felt that the instructors at the North Campus regarded them as different to themselves: not academics. The people at the Queensway Campus were bloody good instructors in the areas in which they specialized, but there was this *feeling*...Manpower Retraining deals with a much lower level of education than those who are dealing with academics. Now this wasn't necessarily true. Typing is typing, stenography is stenography,

ADMISSIONS OFFICER Robert H. (Tex) Noble: a main concern at Queensway was to treat the unemployed and under-employed as human beings, rather than as social misfits or economic failures. As stated in a Manpower report: "The re-education of such an individual...must be considered...in essentially human terms. Before we can train, we must educate; before we can educate, we must lend the sympathetic ear and all the professional skill at our disposal to orient our client toward the positive possibilities of life."

bookkeeping and accounting, and the basics of electronics are the same whether you are learning a T.V. and Radio Repair course at the Quensway or learning to be an Electronics Technician at the North. (But)...some of the people at the North and South thought they were slumming when they came to Queensway."

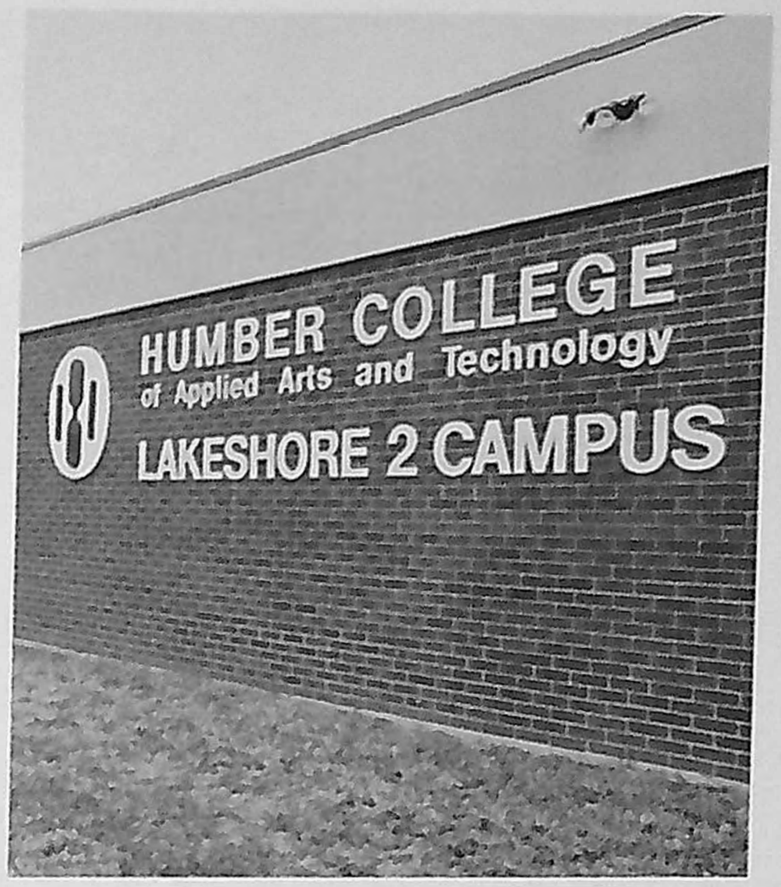
In the early years of some other community colleges of Ontario, adult education formed the nucleus of programming, and the provincial goal of merging all non-university adult education programs into the CAAT unit could be implemented smoothly. Undeniably at Humber College in that formative period, there were those of the faculty and student body belonging to the "old school" who eyed the arrival of Manpower and Apprenticeship with sibling rivalry, suspicion and distrust. Would this unexpected orphan adopted by compulsion from a municipal institution not disgrace and embarrass the older, more respectable members of the family? Some perceived this educational Heathcliff as somehow academically illegitimate, an unlearned and graceless interloper incompatible and incongruous with the college milieu and style. Thankfully, they conceded, the intruder could be kept tastefully apart in separate residence: a distant relative whose presence would not seriously disrupt the familiar and favoured pattern of the true family on the James S. Bell, and the later North campus.

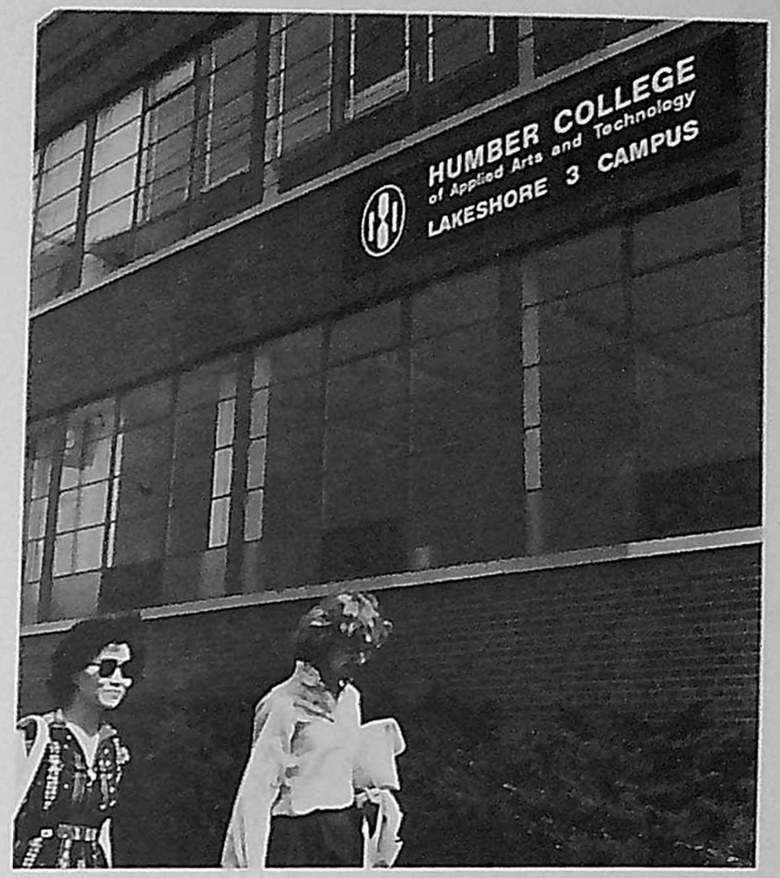
Setting aside the isolated wounded egos, the pride smarting from social segregation and the professional resentment of parochialism and elitism, this academic conceit was inexcusable and intolerable. The undercurrent of snobbery was petty in its manifestation and origin perhaps, but it was serious in its ramifications and consequences to a significant number of Queensway students. The adult education centres were made an integral part of the community colleges in large measure to increase the opportunity for vertical mobility among adults who were trying to cope in a labour market with education or skills that were economically obsolete or woefully inadequate. The Technical and Vocation Training Agreement (TVTA) of 1961 provided subsidies for unemployed adults to upgrade their education or learn new trade skills, with the federal government paying the cost and the provincial government providing the management.

By the Adult Occupational Training Act (AOT) of April 1, 1967, eligibility was extended to include not only the unemployed but also the under-employed and the low-income employed, with the federal government assuming full fiscal responsibility. When the administration of the adult education centres, operating under the Ontario Manpower Retraining Program, were amalgamated with the community colleges in 1968, a shift in emphasis occurred. Where previously academic upgrading programs at the Queensway were designed to parallel the five-year stream of high schools, terminating in the entry qualification for a university, under CAAT administration many courses were adjusted to meet the requirements for admission to a community college at Level 4, the four-year-stream level of a high school.

"And yet initially it was difficult to transfer students from the graduating levels of the academic upgrading program at

NEW SITE, NEW NAME: on September 1, 1969 the college leased the former Queensway Public School, a site initially called Queensway 2 Campus. Following the acquisition of the Lakeshore Teachers' College in 1975, Humber converted the name of Queensway 1 and 2 to Lakeshore 2 and 3 respectively. The objective was to consolidate the college's presence in the southern Etobicoke region into a network of campuses under a Lakeshore label.





Queensway directly into some post-secondary programs at Humber College," revealed Davison. "We were having relatively no difficulty getting our graduates into any of the universities in Southern Ontario. Indeed, a good many of our students did very well in university. One fellow was turned down by our Technology Division, but went into Engineering Physics at university and finished third out of 117 students.

"We asked the Technology Division to pick, at random, two or three graduates from our Electronics program, and to give them the final examination of the two-year Technician program. Mind you, our people after completing our one-year Electronics program were not trained to that level, at least not on paper. As it turned out, the students who were tested did very well. They certainly were able to demonstrate that they had completed more than the first year of the Technology program, and that's the thing that did it. From that day onward, the students from Queensway Campus were accepted a little more readily."

In the autumn of 1969, closer links between the Manpower Campus and the diploma-granting section of the college were established when parts of the Applied Arts and Business Divisions became temporarily quartered in the old Queensway Public School, at 829 Queensway, a site almost abutting the back lot of the Manpower and Retraining building. The new building, rented from the Etobicoke Board of Education, was known as Queensway 2 Campus during that interim period. The college preparatory and upgrading program, which would later be offered to fee-paying and Canada Manpower-sponsored students on this site, would bring this former public school yet another re-christening, to Lakeshore 3, but that still lay in the future.

"The Applied Arts and Business presence in that old Queensway Public School had little impact on our adult programming in Queensway I," stated Davison, "but there *was* a good relationship between Applied Arts and our Retraining Division. A good number of students successfully completing their academic requirements tended to be attracted to Applied Arts programs, and the students were readily accepted in that Division." Meanwhile, besides maintaining external relations, Davison had some internal patching up to do.

"When I started as admissions officer," recounted Noble, "Jim Davison had things pretty well reorganized, but the Queensway Campus was suffering from many of the problems inherited from the Etobicoke Adult Education Training Centre. There were some darn good people at the Queensway Campus working in the Apprenticeship and the Manpower Retraining program, but they were divided into two groups: one consisting of a very few people who seemed to be unhappy with the fact that Humber had taken over the old Etobicoke Retraining Centre, and the other the new people whom Davison had hired.

"When I took the job I was told to organize the admissions side of the campus and I was given responsibility over the function of the registrar's office. I had a small staff of clerks, several of whom had been with the organization under Etobicoke. They were very set in their ways, and thought their way of doing things was the best way. However, a very quick examination of the systems and procedures in use made it patently clear that

HUMBER INHERITED considerable teaching expertise from Etobicoke Borough in 1968, along with the Queensway site and the adult education programs. A. R. (Gus) King, for example, had been teaching retraining with Etobicoke since 1966, was a teacher at Dundalk from 1964-66, and a mine geologist prior to that. He became dean of Academic and Commercial Studies in 1975. In June, 1981, the college announced King was to become dean of Human Studies, effective October 1, 1981.

there was really no proper organization in the area of admissions, in the maintenance of individual students' files, or in the records essential to the operation of an efficient registrar's department.

"I remember in the very early days, a student would come up to the counter and ask for a transcript. Yolande King or I, or one of the clerks, would go to the files, and *if* we found a file, it usually contained the student's name, sometimes the course he or she was in, and very, very seldom any marks.

"Some of the students came as fee-payers, and were allowed to take courses at the Queensway Campus for approximately $2.00 per week. When we took over, we couldn't find any records on who had paid their fees, and who hadn't. We'd call students in and advise them that they hadn't paid their fees for six weeks or six months, and they'd reply that they had been told not to worry about it. Where it was clearly impossible for any of the students to make up their arrears, we just cancelled the debt and started over again."

In hiring for the registrar's office, Noble looked for a particular type of personnel: "We needed people who had friendly personalities, who knew how to smile and knew when to bite their tongue and not snap at a student. We were dealing with some very, very sensitive students in those days, people who had been out of school for some years and who were coming back to get the equivalent of grades 9, 10, 11 and 12. There were people coming out of various correctional institutions who were being sponsored to be retrained so that they could become part of the mainstream of Canadian life.

"There were some students who came with a lot of personality problems. I remember particularly one woman who was 19 years of age, who had been living with somebody since she was sixteen, who had two kids and was well on in pregnancy for the third time. Her common-law partner had walked out on her, and she was supporting her two kids on a very low Manpower and welfare allowance. But that woman was determined. She needed a lot of support, and she got it from the counsellors and from the staff of the college. She earned her equivalent of grade 12, then took a clerk-steno course...and made it! She got a darn good job in the Ontario government. And that's what Manpower retraining was all about."

Gus King, who later became the dean of academic and commercial programs at Lakeshore Campus had taught Math, Physics and Chemistry in the early years of the Queensway and he recalled yet another success story. In one particular class that graduated from academic upgrading in 1968, no fewer than five students went on to study at the Ontario College of Education, to become high school teachers.

King had taught in the commercial and upgrading programs while they were still under the jurisdiction of the Etobicoke borough, and while classes were still held at Mimico High School, on Mimico Avenue just off Royal York Road. He was with the Etobicoke Adult Education Training Centre in February/March of 1967 when the centre moved into the Queensway site. After the adult training centre amalgamated with Humber College in 1968, King was appointed "evening supervisor." Almost all programs at Queensway operated on two shifts: from 9:00 a.m. to 4:00 p.m., and from 4:30 p.m. to 10:30 p.m. King drew night

duty, and he recalled that there was a frantic hurry to complete a new wing on the north side of the existing Queensway building, so that it could house some new apprenticeship programs by the fall of 1968.

Students in the apprenticeship programs had their education subsidized by the government. Fees and living allowances for room and board were paid by the Ontario Department of Labour on behalf of the Federal Department of Manpower. The uncertainty and unpredictability of Manpower-sponsored enrolment, however, forced the administrators of the Queensway Campus that year to launch a P.T. Barnum blitz to draw in a stabilizing number of self-supporting, fee-paying students.

"In late November of 1968, I came up with an ad for the local newspapers that featured a horn of plenty," Noble related. "Pouring out of this cornucopia were little squares, and in each square was the name of a course and the fee. The squares tumbled in a stream to a golden door with a big dollar sign on it. The caption read, 'Courses Galore to Open the Door'."

Pure schmaltz, but it worked. The very next day there were 300 telephone enquiries, and in the following week there were 700 more. Some of the courses offered were swamped to over-subscription, although others still had openings. Noble struck again: "A week before Christmas I ran another ad, with a photograph of a student looking at a big box. On that box were the names of the courses that weren't filled up. The caption was, 'Give Yourself a Gift for Christmas. A Gift of Knowledge from Humber College.' That filled all the courses."

Noble shrugged, his smile almost apologetic. "That was okay in our infant days. We couldn't do that now. It was unadulterated raw razz-ma-tazz advertising, fine for the times, but just a little too razz-ma-tazz for an institution that has matured somewhat in the intervening years...but it sure pulled in the students when we needed them!"

To entice even more students, in the winter of 1969 administration began mapping out an ambitious promotional campaign for an Open House to be held in the following April. Besides assisting in the recruiting, this event was designed to provide the faculty and students of Queensway Campus with the opportunity to "strut their stuff" before the citizens of the York and Etobicoke communities and permit the politicians, as well as teachers and students of high schools and vocational schools, to see for themselves what precisely was being offered on that campus. Car bumper stickers, counter cards and window posters were designed by John Adams of the Advertising and Graphics Design program on the North Campus, and as the gala day approached, these were plastered in banks, stores and libraries across the municipalities. Advertisements were placed in newspapers, invitations mailed to high schools, and announcements written and delivered so that the word of the Open House could be spread from the pulpits of churches or in the synagogues. Missing no bet and utilizing all space available, the zealous promoters even arranged with Etobicoke Hydro to sling huge streamers between poles across Queensway Avenue.

The response was overwhelming. Optimistically, the administrators estimated

A LITTLE SHORT AT THE TILL: at this simulated supermarket on the Queensway Campus, students were taught to be courteous cashiers...but along with customer relations, they also acquired some basic survival skills, such as the knack of knowing how to react to shoplifting, bad cheques or bogus bills.

that they might draw 700 or 800 people. By 7:00 p.m. on the day of Open House, more than 3,200 people had pressed into the building, and there would have been even more had the fire marshall not ordered the doors closed because of the danger from over-crowded conditions.

The upshot of this feverish promotional activity—assisted in part by swelling unemployment in Canada's labour market—was that enrolment in the Manpower and Apprenticeship Division at the Queensway Campus jumped from 900 in 1969 to 1,300 students in 1970 (it would eventually top 1700).

In 1970, there were five programs offered at no cost to apprentices who were sponsored by their employers and registered with the Industrial Training Branch of the Department of Labour: Electrical Construction, Hairdressing, Plumbing, Steamfitting and Sheet Metal. For fee-paying students, there was Drafting, Electronics, Instrumentation Machinist, Welder Fitter, Nurses' Aide, BTSD (College Preparatory), English as a Second Language, Commercial Accountancy, Commercial Clerical, Clerk Typist, Commercial Stenographic, Commercial Refresher, Supermarket Checking, and Floor Covering.

The last two programs illustrated the Queensway Campus's early start as a trendsetter in innovative programming. Responding to industry projections that 20,000 supermarket checkers were required to man (or woman) the supermarket checkout counters of the nation each year, Humber College in November, 1968, became the first education institution to offer a program that would teach supermarket personnel the fundamental skills of bagging, price marking, sales promotion and customer relations. The classroom was a replica of a supermarket, fully equipped with shelves stacked with produce. Behind the cash registers of the checkout counters, students learned more than mere addition: they were trained how to react to a customer passing a bad check, how to recognize counterfeit money, and how to deal with shoplifting.

The Floor Covering or Carpeting Installation program, overseen by instructors Sid White and the late Ben Chapman, was the only one of its kind in Canada, and only one of four existing in all of North America. The core of the program was four months of training in the application of modern carpets and smooth materials, and an additional two months on hard-floor covering. In many ways, this program began as a trade refresher course for veterans of the field. The majority of the graduates in April, 1970 had come to the Queensway Campus with more than 10 years experience in floor covering, and one—he was certainly not your average school youngster—took his seat in the Queensway Campus classroom with 25 years of carpeting background behind him.

Humber's Floor Covering Installation certificate program was later to be moved from Queensway to the Business Division on the North Campus, where it remained as "the only full-time program training installers for both carpet and resilient floor coverings under the Apprenticeship or Manpower programs in Ontario." The program combined in-school and on-the-job training and was designed for students from vocational high schools, as well

COVERING NEW AREAS: just one of many career pathways that Queensway Campus pioneered was the Floor Covering program, the only one of its kind in Canada. Demonstrating the techniques of the trade for students was, left, (the late) Ben Chapman. Floor Covering Installation became part of the Business Division on the North Campus, but was cancelled as a program in the summer of 1981.
LEFT ◄

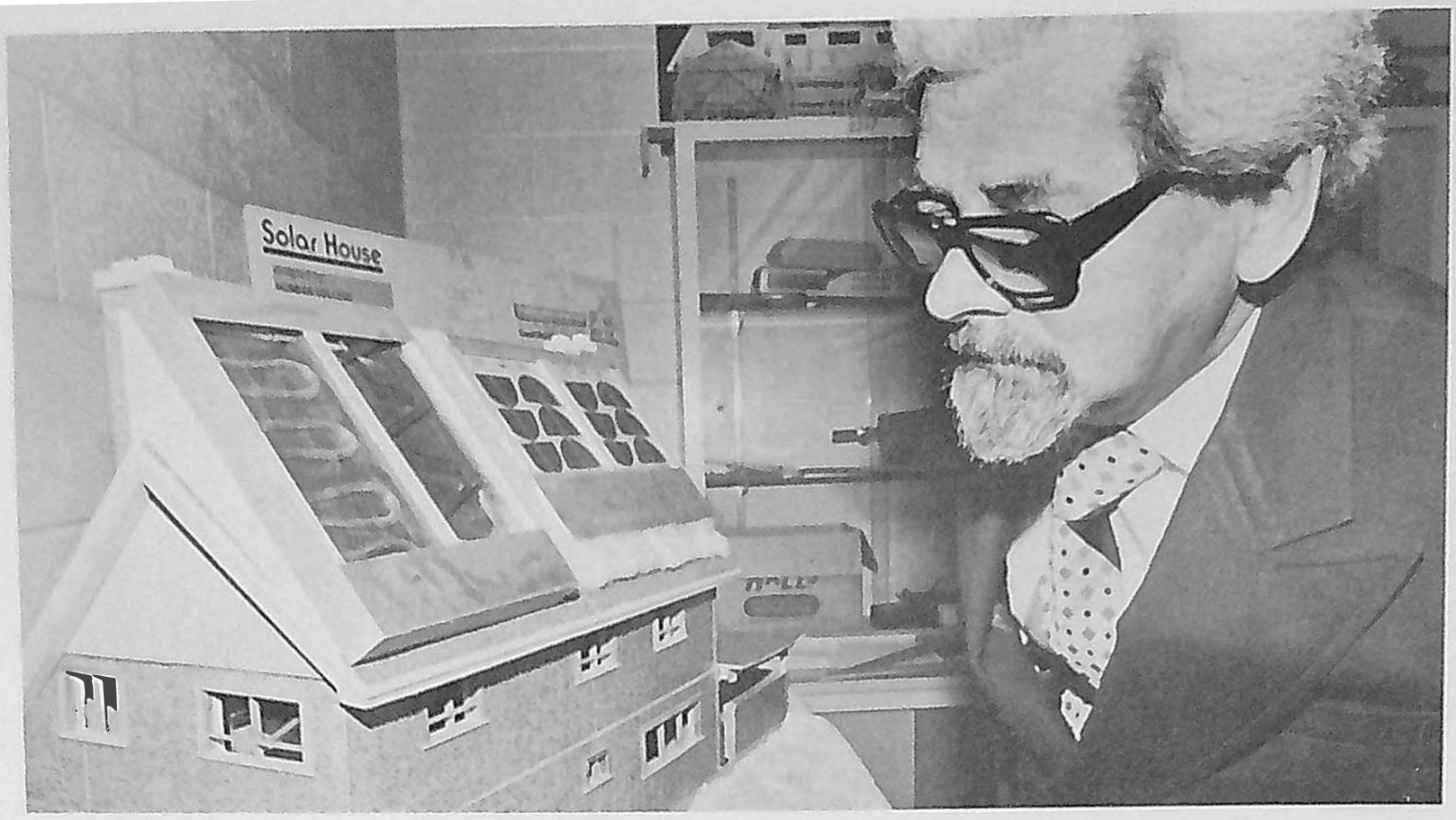
as those from other secondary schools. Mature students were also admitted, although the entrance requirement was grade 10 or equivalent, with the added warning that candidates should possess "good manual dexterity and be free from any physical defects (no back or knee injuries)."

Meanwhile, back in the early years of the Queensway as the carpetlayers were being thoroughly grounded in their training area with their surface problems, students in another Queensway classroom were engaged in far graver matters. It's unlikely that any course introduced at Humber College ever caused as much controversy and reaction—or was as prone to puns—as the Funeral Services program, undertaken at the Queensway Campus in the 1968/69 academic year. An *Ad Hoc* journalist commented, "Coupled with the little mothers in Early Childhood Education" the Funeral Services course now provided students at Humber College with a wide variety of programs "embracing life from cradle to grave." Although Funeral Services was born in the Manpower and Apprenticeship Division, it was not destined to be long-lived on the Queensway site, but would soon be uprooted and transplanted at the North Campus where it would thrive as part of the newly-created Health Sciences Division.

Still, notwithstanding the disinterment of Funeral Services, the Queensway Campus was not left short of programs capable of wrinkling the high foreheads of orthodox educators and conservative newsmen. For example, the year 1970 saw the introduction of a unique course for upgrading grooms, hot-walkers and other personnel employed on the raceway backstretch. The six-week course was organized by Paul Goddard—well-respected as a trainer in the Ontario circuit—and sponsored by The Jockey Club Ltd., and Horsemen's Benevolent and Protective Association. Not everyone, nonetheless, agreed with the propriety of or need for stableroom studies. A Canadian Press reporter disparaged the program as a farmyard frivolity: "In the good old days, you raced home from school and did the chores with milk pail and pitchfork. Now you go to school to learn to use a pitchfork." It was also observed of this program that attendance was conspicuously high on Mondays and Tuesdays—when there was no racing at Woodbine.

From 1973 to 1978, the Lakeshore 2 Campus continued to be very active in program development. Cabinet Making, Marine Mechanics, and Canada's only Camera Repair/Precision Instrument program were just a few of the new programs. As well, the federal and provincial governments contracted with the Lakeshore to develop, for other colleges in the CAAT system, curricula in many areas utilizing the new self-paced formula developed by Al Picard as dean, working with Vice President Tom Norton. Lakeshore 2, the adopted designation for the original Queensway Campus, was becoming known province-wide as one of Ontario's most innovative technical training locations.

Another program that attracted considerable media attention, although certainly of less controversial and critical nature than Funeral Services, was Solar Energy Technology, launched at Lakeshore 2 in the autumn of 1978. This first solar energy course offered in Canada would provide specialized training in architectural and mechanical



AL PICARD: a program to harness the sun. (Photo courtesy of the Etobicoke Gazette).

design, as well as instrumentation. Graduates from the three-year program would seek jobs with consulting firms or in companies and institutions involved in researching the utilization of the sun's energy for heating or the generation of electric power.

It took Al Picard, dean of Apprenticeship and Technical Studies at Lakeshore 2 at that time, two years to establish the program after the outline was given preliminary approval by the Ministry in 1976. Helping to lay the groundwork was a project undertaken by two Lakeshore 2 instructors—Imre Toth and Al Lang—who designed a solar home for Barny Withers, a Sarnia resident who had become interested in giving solar heating a practical test after attending a conference on the subject at the college. Six students from the Drafting program spent four months completing the working drawings, and soon after a model was constructed for the $100,000-plus four-bedroom house (later estimates went as high as $170,000). On March 24, 1978 Withers moved into a house that could draw 80 percent of its heating and cooling requirements from the sun, derived from the 700 square feet of solar collectors on a southern slope of the building. Huge, ribbed fibreglass slabs were fixed on a 58-degree slant, on an axis 10 degrees west of south to maximize the heat emanating from the winter sun. A 920-cubic-foot concrete container filled with 20 tons of river pebbles provided heat storage in the basement. Although enough heat to warm the house for a week could be drawn from a full day of winter sunshine, electricity was also installed as a backup system to compensate for long periods of cloudy overcast. It is this latter problem that has been often voiced by critics as the most serious limitation to solar heating in Canada. With the existing technological know-how, solar energy seemed to be practical only in hot and dry geographical regions, where the rays of the sun are rarely obscured by cloud. Homes in such areas rarely require central heating.

Even so, with the world facing dwindling fossil fuel supplies and public fear mounting on the dangers of nuclear power, a technological breakthrough to accommodate Canadian conditions may not be long in coming. Graduates of Humber College's Solar Energy Technology hoped to find themselves in the forefront of a vital, expanding industry. Certainly the Solar Energy students were innovative and eager to tackle the challenges of change. Following their move to Lakeshore I, in 1979 the students in this program announced that they were seeking approval to launch a project to build a $128,000 agrodome, which would involve enclosing a huge tract of ground under a greenhouse-like dome, so that they could experiment with the growth of seasonal vegetables year-round. The vegetables harvested, such as crops of tomatoes, would quickly pay for the venture, the students claimed. As an additional project, they expressed interest in raising funds to purchase a methane digester which would compress methane gas from decomposed manure into fuel. To raise funds for equipment, the students organized a paper-collection drive.

Perhaps the initiation of the Solar Energy Technology program represented a small risk. Perhaps, as some observers had warned, there was not yet enough work being done in this specialized area to absorb the graduates over a sustained period. However, as Vice President

INDUSTRIAL RESOURCE CENTRE: described as a "facility where the college, the industrial community and the Ministry of Colleges and Universities could experiment with innovative technical training."

Academic Tom Norton pointed out, the advantage of the relatively small sizes of all the Lakeshore Campuses made them an invaluable asset precisely because risks could be taken there, "where you would not dare take a risk in a 6,000-person unit like the North Campus." Where enrolments and facilities were smaller, experimentation was less frightening, since any failure would register a correspondingly smaller impact.

But failure was not something that nagged at Norton's mind, and particularly not with regard to the newly-established experimental program called the industrial resource centre. It was a totally new concept in industrial training, associated with Lakeshore 2, but situated in a nearby, leased warehouse that was previously occupied by Beaver Engineering. What made the IRC different from anything ever attempted at Humber College was the degree of direct input from individual industries in the community. "It is not the arm of the college in industry," explained Norton, "but the arm of industry in the learning environment. Industry controls it, *we* do not control it. Industry decides where the resources will go, what will be taught, what the environment will look like physically. We are strictly there as a vehicle for industry...and by industry, note we don't necessarily mean management. It's a cooperative venture of management and union in different industries.

"It's a way of de-institutionalizing education. The unions have been traditionally suspicious of institutions. Many unions would feel that institutions are totally management organizations, that they're dominated by their business schools, and one of the chief functions of business schools is to learn how to outmanoeuver labour. I'm not saying that, but many senior union people maintain that, and so if you're looking for something that is a cooperative venture between union and management, you have to project an image of total independence. And the IRC must be independent. Most of the staff will be industrial people who will be rotated every three months. The person running it, the manager of the industrial resource centre, will report to an Industrial Advisory Council."

A section of the IRC building, about 40,000 square feet, was renovated to simulate, as closely as possible, a factory environment and in keeping with the production setting, training was scheduled on an 8:00 a.m. to 5:00 p.m. shift, with a short lunch hour and coffee breaks every 50 minutes. "The one thing we cannot duplicate is the sense of 'time' or urgency an industry has," said Norton.

Another part of the resource centre could be adapted to serve as an industrial display area, where equipment could be laid out, and students taught how to operate and service the machinery. Manufacturers of new welding machines or outboard marine motors, for example, could utilize this space as factory schools for dealers. Some of the equipment and hardware was purchased by the resource centre, while in some cases—as in packaging machinery, where inplant maintenance was taught—the equipment might have been supplied entirely by the industry itself. The acquisition of equipment from industry was not new to the Queensway. It was estimated that between 1973 and 1978 alone, for example, about $350,000 worth of equipment was donated to the Industrial Maintenance Mechanic program by such companies as

WITH AN EYE to the needs of industry was Frank Franklin, right, manager of the industrial resource centre. Franklin started at Lakeshore 2 as a teacher in the Automatic Screw Machine program in 1972.

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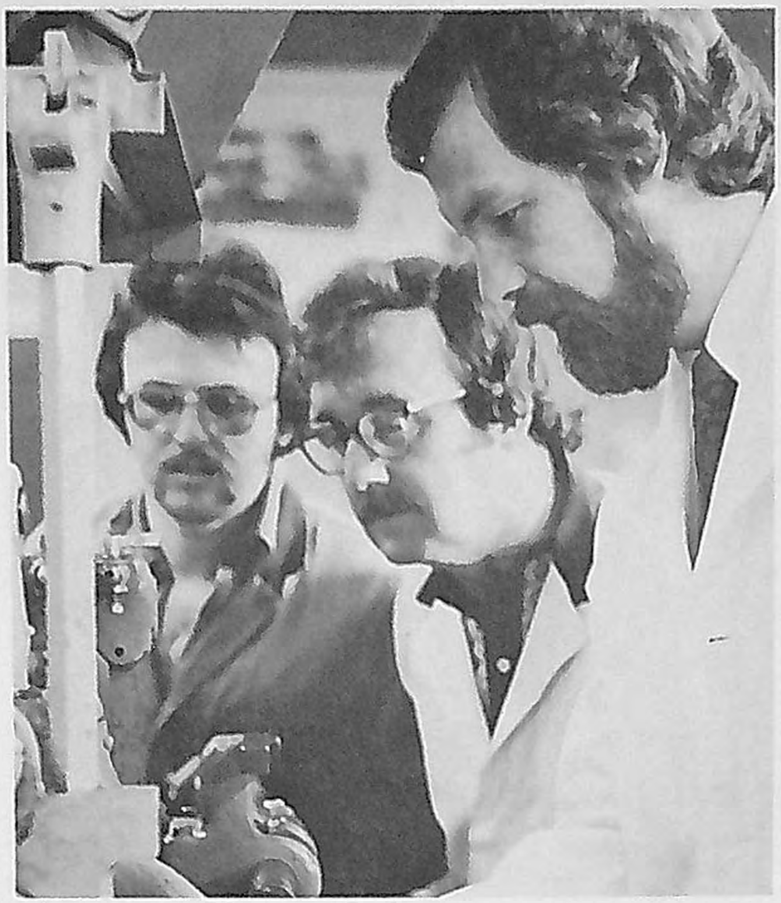

Industrial Maintenance Mechanic program.

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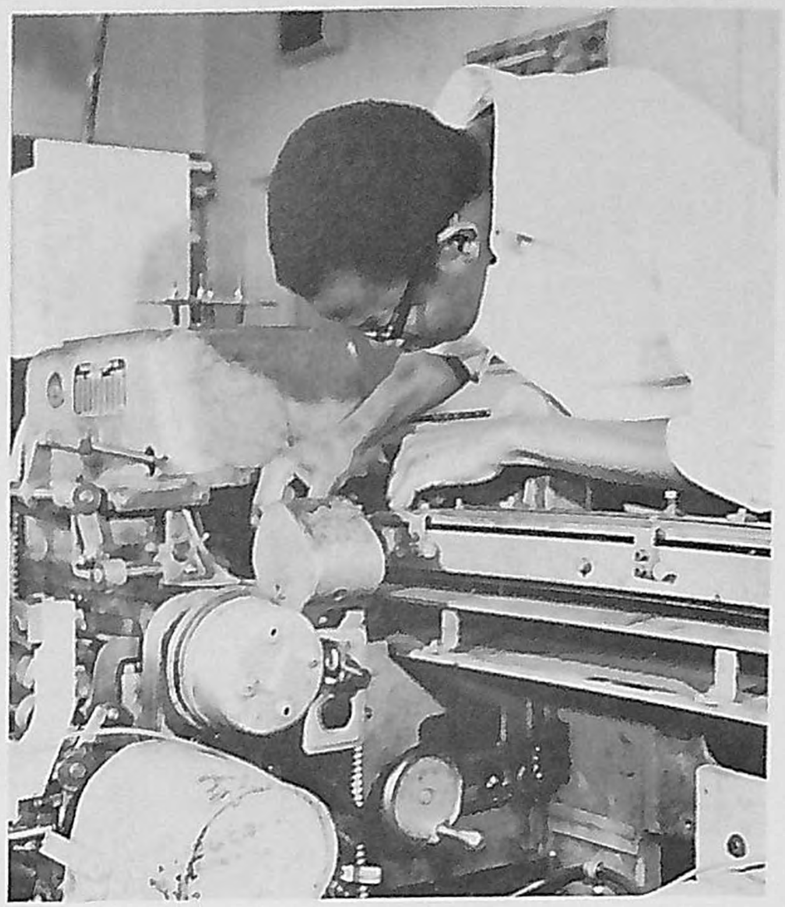


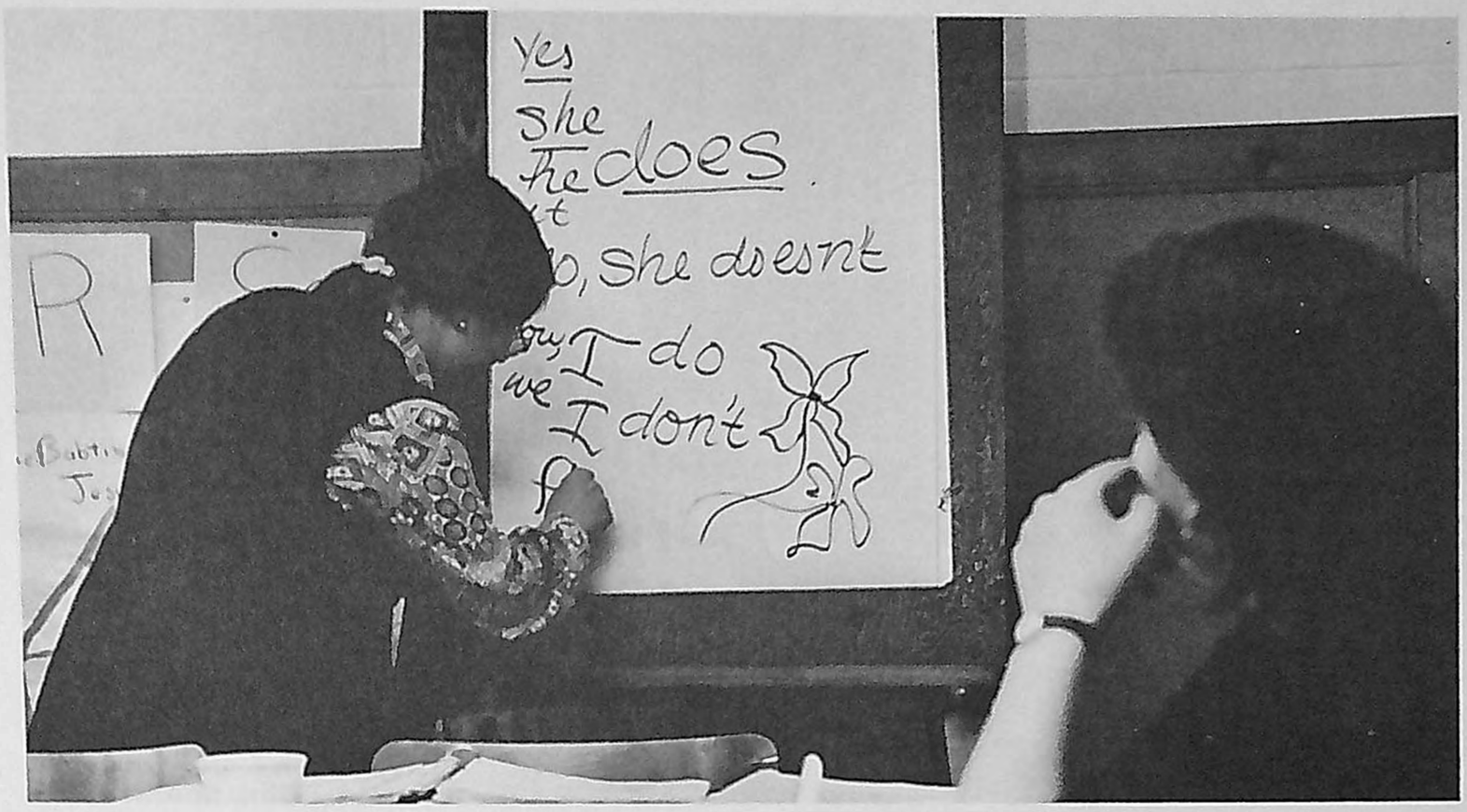
Kellogg's, Dare Foods and Seagram Distilleries. A $150,000 machine that packaged insulin was supplied by Connaught Laboratories. Claimed as tax deductions, the donated machines aided the industry by making it possible to update packaging training for students who would soon be employed in the field.

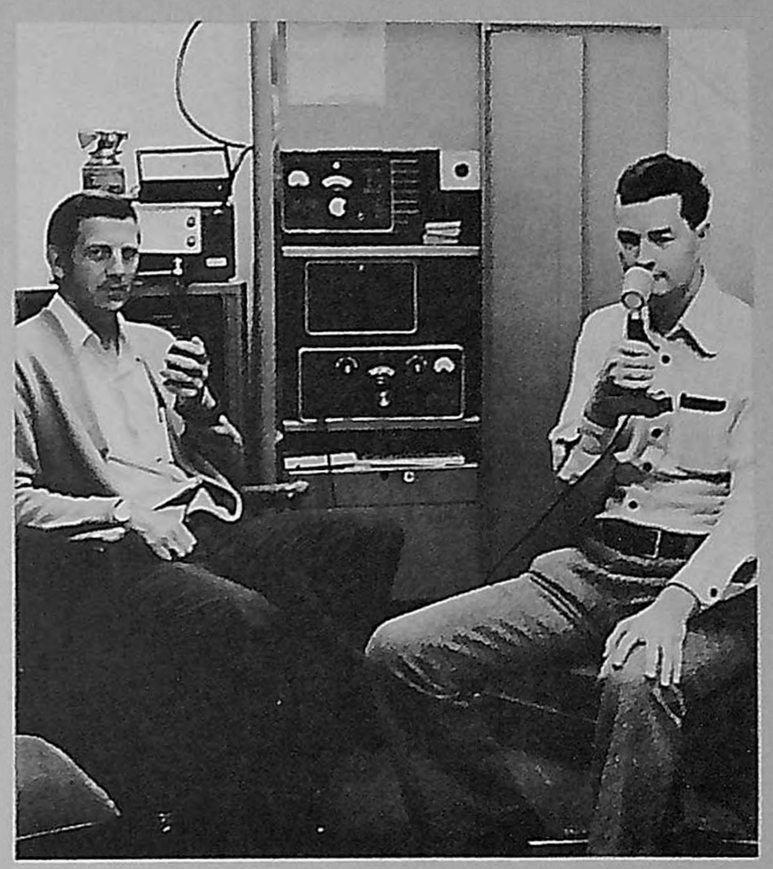
The resource centre project was sponsored jointly by the provincial and federal governments, with the goal of providing a type of labour-training facility and programming not otherwise available in the community colleges or elsewhere. "If this concept proves viable," projected Vice President of Administration Davison, "the industrial resource centre could be established as an independent, non-profit, non-share capital corporation, operated by a community board of business people representing the industries, and the money to operate it could flow directly from the province to the community board."

It was always stressed that the activity in the industrial resource centre would be designed to be of equal benefit to both employers and labour. Unfortunately, there can be abuses in almost anything, as was proved with the Ontario Career Action Program (OCAP), a student employment assistance program launched by the Ontario government and administered through the CAATs. The intent of the OCAP program—with its Humber College operations headquartered in the industrial resource centre—was to provide participants with 16 weeks of on-the-job training, their $100-a-week salaries paid by the provincial government. Few would deny that the program was a success. However, it was discovered in the fall of 1980 that a few companies—a total of only six out of the 250 companies that had participated in the program in more than three years—were exploiting the system. Trainees were placed with companies on the condition that there would be a good chance of employment after completing the training period, but half a dozen companies were using the program to acquire cheap labour. The offending companies were cut off from any further involvement with OCAP, and in the meantime, spokesmen insisted that the government continued to "strongly believe in the program."

There were the disbelievers, too, of course. Some people were critical of what they believed to be a fault and a fatal flaw in the industrial resource centre concept in general: too much emphasis on employers' rather than students' needs.

Bill Thompson, before he left the professional development department, confessed that the whole industrial resource centre concept "scares hell out of me. We're saying that industry's short-term needs are more important than people. In the early days of Manpower retraining, there was a specific rule in the Act stating that training should not be so narrow that it tied a student to the needs of one employer. That respected the dignity of the trainee. It didn't tie him to one employer, but gave him some job choices. Now the Act has been changed, and with this industrial resource centre thing, we're making our vocational programs custom-made, tailor-made to this or that industry. That we should prepare our students for work is eminently sane, but we shouldn't make them the mindless lackeys of a bunch of people who might want to use them





for not altogether good reasons."

Was the fear well founded? Could the industrial resource centre set a dangerous precedent, and coupled with the pressures of a depressed economy, cause a shift in college programming that could eventually create students so narrowly trained for individual industry or company needs, that they could become over-dependent on their employers? Opinions varied, but the question underlined a lesson Humber College learned early in its history: whenever an educational institution dared to stray from the conventional pathway there were always voices on both sides of the uncharted route issuing dire warnings of dangers inherent in either reaching the proposed destination, or failing to...and the most perplexing thing was that both sides of the argument always sounded so equally convincing.

CHAIRMAN IN CHARGE of academic operations for the Technology Division at Lakeshore 2/IRC Campus was Bert White, appointed to that post in 1981. On mike with him is Electronics colleague Don Matthews.
ABOVE ▲

ACADEMIC UPGRADING: offered at varying levels, including English as a Second Language for New Canadians.
FAR LEFT ◄

CHAPTER EIGHT
THE REXDALE CAMPUS
Roughing It up North

The great trek north from the James S. Bell Campus on Lakeshore Boulevard to the new Main Campus in Rexdale began in the summer of 1968. Construction of the two-storey, Phase I building had begun the previous March, and although the interior work was far from completed, it was finished enough by the summer months to permit the more zealous and hardy of faculty and administrators to start moving into their new quarters. The solitary structure stood on a 240-acre tract of farmland and field, looking very much like a white, stucco oasis in a desert of brackish muck and mire. There was not yet paving for parking, so arriving in their cars laden with boxes of books and files, staff wove warily around the pot-holes and puddles surrounding the building, jockeying for the few available patches of dry earth or trodden grass. With a heavy rain, the mud became so thick and the puddles so deep that the more prudent of staff took to sporting hip-waders for the journey from car to college.

Conditions inside were not much better. Before the tiles and carpeting could be laid by students in the floor-laying course, the concrete floors when walked on threw up a fine, white dust that mingled intoxicatingly with the sharp smell of wet paint everywhere. "But the worst thing," Ruth Shaw, then administrative assistant to Doug Light, remembered, "was that there was no running water in the building. The water system hadn't yet passed inspection by the Etobicoke Borough, so there was no drinking water, nor even water for the toilets. For several weeks we had to drive back and forth from the Ascot Hotel on Rexdale Boulevard to use their facilities. When the North Campus water system was finally inspected and approved, some construction workers accidentally broke a water-main...so the regular trips to the Ascot started all over again."

By the time Phase I was officially opened by Mayor E. A. Horton of Etobicoke and Mayor Jack Mould of York in November of 1968, the environment was somewhat more habitable; the paint had dried, the water was running, and the pathway to the Ascot was traversed out of social choice rather than biological need. However, for the 600 full-time students in the Business, Creative Arts and Applied Arts Division attending classes on the North Campus

CRASH CORNER: the entranceway to Phase I of the North Campus in 1968 was a bumpy road intersecting Highway 27. Without traffic lights, left turns were particularly hazardous. In 1971, after 19 motor accidents (two personal injuries, but fortunately no fatalities), students cynically erected a sign that read: "Two must die before lights are installed."

(Technology and much of Applied Arts remained temporarily on the James S. Bell Campus), there was a longterm inconvenience intrinsic to the new site that could not be easily remedied: its remoteness. The campus was almost inaccessible by public transportation, and its surroundings lacked the amenities provided by a developed residential and commercial area. With the consequence of such shortcomings in mind, D. McCormack Smyth, former dean of Atkinson College and a member of the Council of Regents, in the New Toronto *Advertiser* in July of 1970 predicted that Humber College would become one of the largest educational institutions of its type in Ontario, but warned that the remote location of the North Campus would always be its major handicap. He criticized the Etobicoke Borough in particular for failing to cooperate in providing a more suitable location:

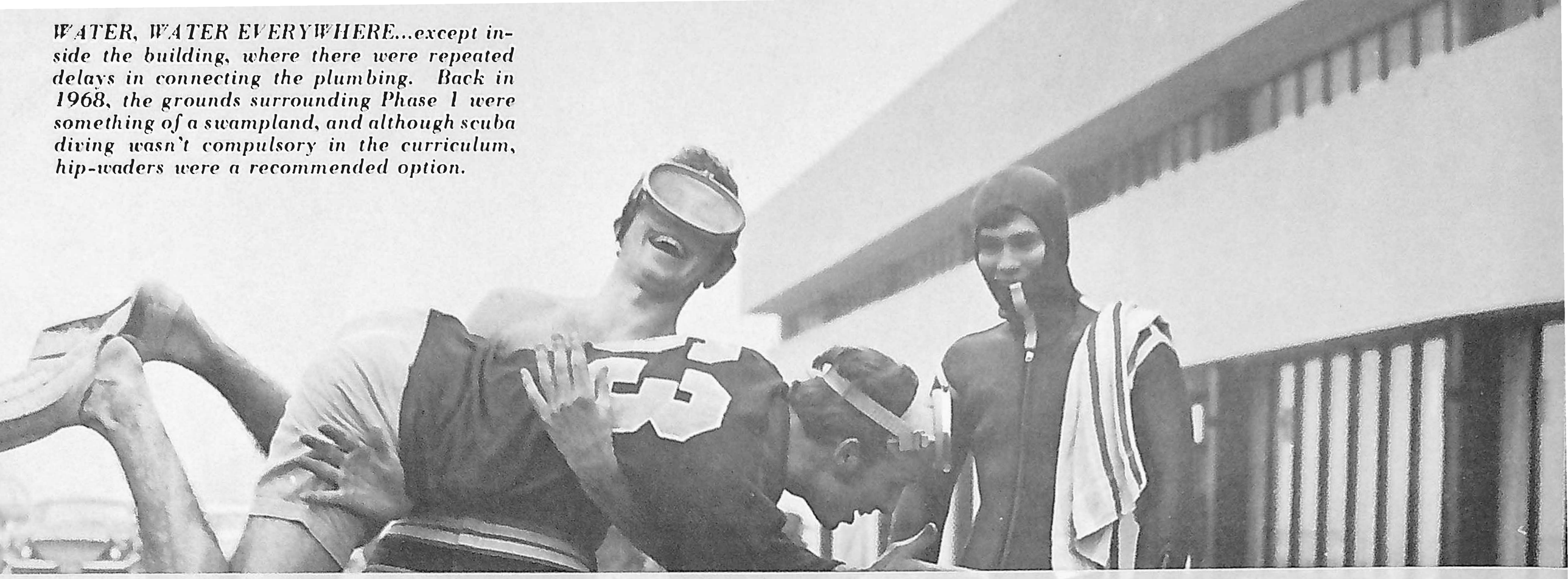
"The municipality could have given assistance with a site," he charged. "The proposed site on Richview Sideroad, a very central part today, was unfortunately overruled.

"In terms of the college's beginning, this northern site made things very difficult. History will determine whether the mayor and his aldermen were right or wrong."

By the eighties, what *had* history proved? Admittedly, the isolation of the North Campus had not deterred students from seeking to enter the college. For the fall semester of 1980/81, for example, there were 12,320 first-choice applications for the 4,464 places that were filled in the first weeks of September. The high enrolment record notwithstanding, the phenomenal growth of the college had occurred in spite of, rather than because of, the location of the North Campus. Although the surrounding community had developed to a great extent residentially and industrially, students had since the beginning been plagued by inadequate public transportation access, chronically overcrowded parking conditions, and by critically insufficient housing accommodation. A more central location such as at Richview Sideroad would surely have made it possible for students to better utilize mass transit, would have alleviated the ever-expanding parking need, and would have made less expensive student housing available closer at hand to the college.

"The Richview Sideroad site was a piece of property that ran from Islington and over to Royal York Road, that we wanted to get, but the Mayor (of Etobicoke) was very definitely against it," elaborated Ted Jarvis. "We even went to Bill Davis, then Education Minister, and talked to him about it but Bill said, 'I'll be very frank with you. If your municipality is with you, I'll be with you. If the municipality *isn't* with you...'.

"And so we looked at farmland. I remember one piece in particular, south of the (Toronto International) airport and to the west, near Rathburn Road. I went to look at it in the afternoon, and while I was there, 15 planes must have flown over. However, some of the men on the board thought it was a beautiful piece of property, so I told the whole board to meet me there at 3:00 p.m. one afternoon, and I declared that if we were going to decide on that site, we would make the decision right there. Every member of the board turned out, and while we were standing on the roadway the planes kept coming over. It was on the north-south runway. There was a school nearby,



WATER, WATER EVERYWHERE...except inside the building, where there were repeated delays in connecting the plumbing. Back in 1968, the grounds surrounding Phase 1 were something of a swampland, and although scuba diving wasn't compulsory in the curriculum, hip-waders were a recommended option.

where they had put baffles on the roof, installed sound-proofing, but it hadn't done any good. It would have cost us plenty. The decision was made: this site was absolutely impossible."

Finally, the board of governors learned of a block of land available from the Department of Highways, and it was love at first sight. "It was beautiful," declared Jarvis. "It had everything, with the valley and so on...and enough room to expand. We had plans for putting up a stadium and a track, and a golf course in the valley. We had all kinds of plans to be put into effect when we would have the money."

But there was a snag. A section of land north of the Humber River lacked an access to Highway 27, and the man who owned that right-of-way refused to sell. It took two years of negotiating, chiefly by Jarvis and Finance Committee chairman Cliff Muir, and there was even a threat of expropriation, but ultimately a price was settled on and the deal closed.

As enamoured as they were with the potential of the North Campus site, the board members were not blind to its transportation drawbacks. "However, we visited community colleges in the States—Flint College in Michigan, the College of Technology in Rochester, and a couple of others—and found that in their experience, every second student had a car, and students came to the community college by car. There was very little public transportation to any of the American campuses."

A poll conducted at the James S. Bell Campus in 1967 seemed to bear out the findings of the board's American study: of 331 students questioned, 184 students travelled to the South Campus by car, even though 215 of the total polled lived in Etobicoke, and 55 in York, with public transportation available to them in the form of the Toronto Transit Commission, and the provincially-operated GO train available as an alternate service.

There would be no such open option for the students travelling to the isolated North Campus in the initial years. There was only limited access by public transit, although service to the campus was certain to be extended with the completion of the Bloor/Danforth subway to Islington Ave., and

A SAFE SERVICE: the transportation staff at Humber over the years distinguished itself by its care, competence and safety. In 1978, full-time driver Bill Obelnicki and supervisor Terry McCarthy won Ontario Safety League awards for 25 and 20 years of professional safe driving. Humber's Joe Rupniak became the first Canadian named Outstanding Truck Mechanic of the Year in North America, for 1977. At centre, that's Rupniak in overalls, accepting the handshake.

with subsequent feeder bus lines from the terminus bound to follow as the areas developed and the demand increased. In time, the TTC buses came, the service was improved and by 1981 there was even talk of *express* buses running from the subway to the college. The subway itself had been extended to Kipling Ave., and for Malton commuters Mississauga Transit had in December 1980 introduced Route 22, running from Westwood Mall to the campus.

Back in 1968, meanwhile, students in programs allocated for relocation to the new site on the West Branch of the Humber River expressed concern that they were being shipped "up the creek" without a bus stop. To accommodate students who did not own automobiles, the college in its second year was compelled to initiate its own bus service on a small scale. In August of 1968, a used coach was purchased from the TTC, with a successful bid of $1,551.90. Len Wallace was made transportation manager, and Joe Miceli, formerly a caretaker, became the first bus driver. In the following year, the sole bus became part of a fleet, with two 1955 coaches purchased in September and an additional three acquired in May. By 1980/81, under supervisor of transportation Terry McCarthy, the fleet of buses had grown to 15 (all purchased brand new), and the transportation staff had grown to 16 full-time and 3 part-time student drivers. The coaches with their distinctive black and white exterior—designed by Hero Kielman, first chairman of the Creative Arts Division—rolled along the streets and highways daily like travelling billboards, constant reminders of Humber College's presence in the community.

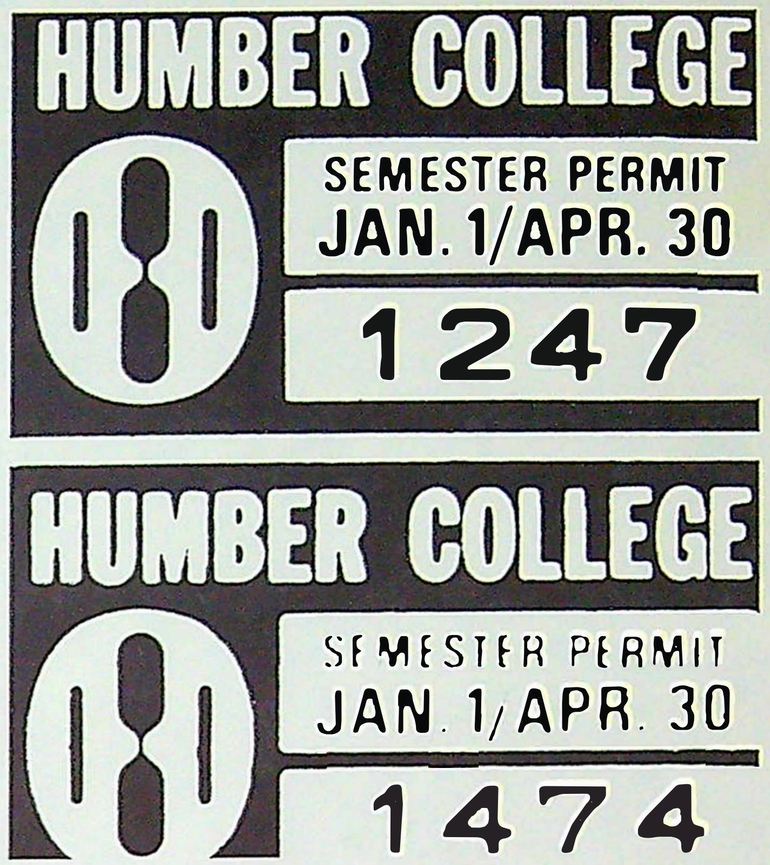
The bus shuttle system, linking the North Campus to public transit terminals with pickup at designated TTC stops along the way, was from the outset subsidized by the Student Union, and in the beginning there was no direct payment required of passengers. Accelerating fuel and maintenance costs, the purchase of new buses to replace high-mileage old ones and extended services eliminated the free ride. In July of 1971, under the auspices of the Student Affairs Committee headed by Doug Scott, the Humber College Transportation Club was formed, a body composed of staff and students to administer the student bus service. The following year the Transportation Club decided that direct payment from passengers and purchased semester passes would supplement the financing from student activity fees. For the academic year 1972/1973, passengers shelled out 25 cents for an individual-ride ticket, or $20 for a semester pass. It was not long before this climbed to 45 cents a ticket, and $40 per pass. Students resenting the high cost of travel in the early stages adopted a "buddy system" to defray costs: one student would buy a pass, and once inside the bus, he'd surreptitiously slip it out the window to a friend.

Someone in October of 1975 discovered an even less expensive way to utilize a Humber College bus. He, she or they boarded a coach parked at the Lakeshore Campus, hot-wired the ignition, and took off for a joy ride. The bus, deserted in a Cookstown parking lot, was discovered three days later by the Ontario Provincial Police. A 44-seater, $18,000 coach similarly disappeared on an unauthorized field trip in September of 1977, but was recovered in Mississauga.

PAY PARKING began on August 15, 1976.
RIGHT ▶

PARKING PERMITS: which is counterfeit?

FAR RIGHT ▶



By 1976, although not recommended in the student survival handbook, stealing a bus was about the only hope of a free ride open to Humberites. Effective August 15, 1976, free parking became fee parking on all five campuses of Humber College. The move, resisted as long as possible, was necessitated by growing costs of maintenance and staff, pavement improvement and expansion, and snow removal. In 1975 there were 2,300 regular parking spaces, excluding reserved and visitor parking lots, and the shortage was so critical that student cars overspilled onto nearby private property, making them liable to ticketing or towing. Administrators estimated that more than $164,000 would be needed for capital construction of new parking lots in the next two years. Someone had to pay this cost, and it wasn't going to be the provincial government. Recent budget freezes on capital spending were structured in such a way as to discourage or disallow funds for improvement or extension of external college facilities. Directives from the Ministry were bluntly clear: encourage the use of the public transportation system or seek alternate funding for expansion and upkeep of existing parking space and arterial roadways. Understandably, the financing of college parking lots was not a fiscal priority for a government struggling to maintain the quality of social services and public facilities for its citizens despite monetary erosion from soaring inflation.

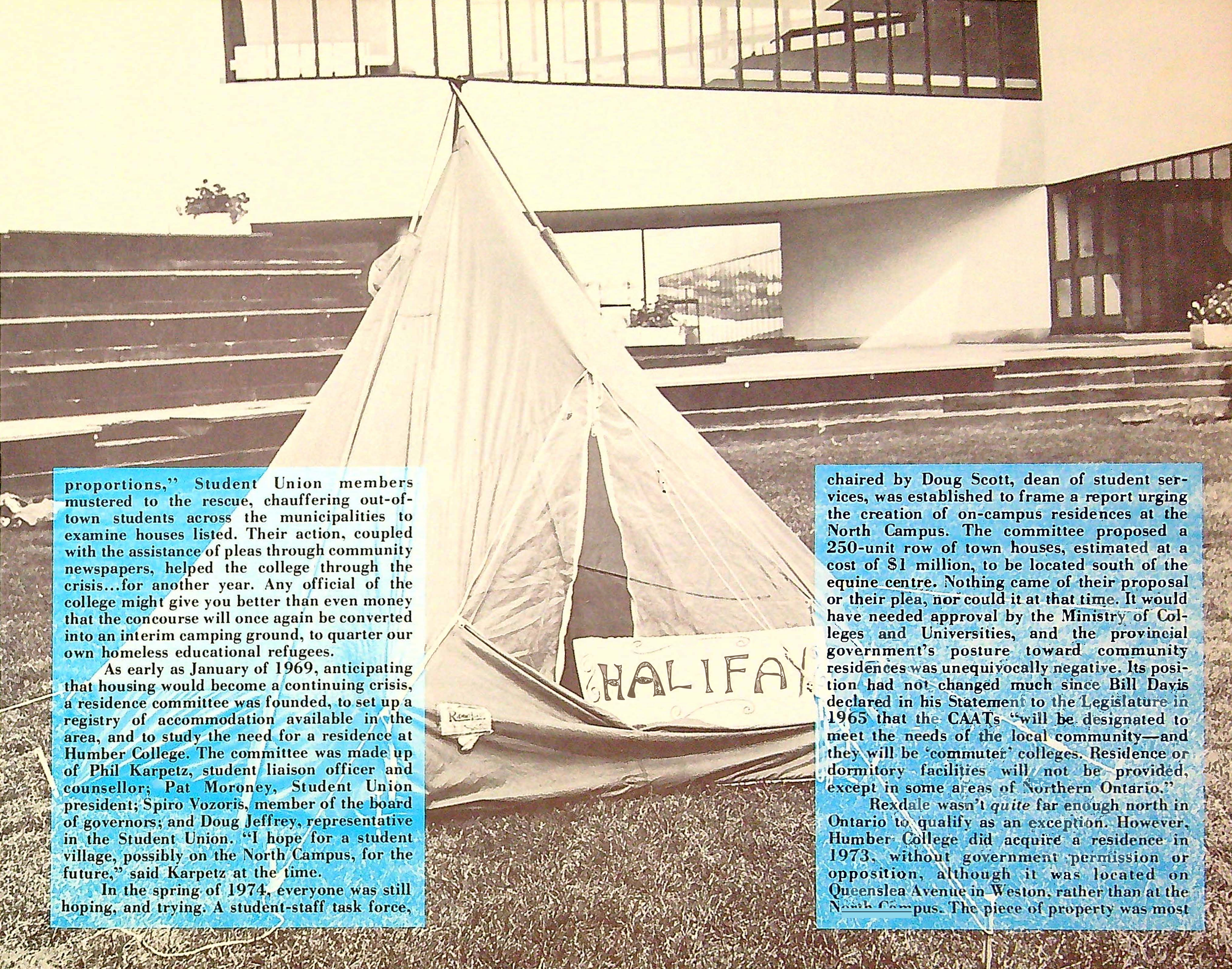
President Gordon Wragg was confronted with his own dilemma: "We can say that parking isn't an obligation of the college, but at the same time we know we either provide parking or we have a lot of people leave Humber College to go somewhere else where it is available. Parking *must* have a relatively high priority here."

Although well aware of opposition from the student body, staff and faculty, the board of governors had no alternative but to approve the introduction of parking fees. The rate was $100 annually for staff or faculty desiring a reserved space, and $60 for non-reserved; students paid $40 per year for a reserved space, or $20 per semester for non-reserved. Parking for visitors was 50 cents a day, paid at entry; 25 cents for an evening. Revenue from the parking fees would not be adequate to keep up with maintenance or parking space expansion to meet future demand—by 1981, for example, fees for a one-semester unreserved lot decal had to be raised to $28, a two-semester decal was $55 and a full-year one was $83, while reserved parking fees had to be hiked to $138 annually. In the meantime, however, back in 1976 some students were infuriated that a price tag should suddenly be attached to something that had always been provided free. In September of 1976, a protest rally was organized, centring around the complaint that the decision for a parking fee was made during the summer months in order to avoid consultation—or confrontation—with the student body. The 'mass rally' drew so few people to the student lounge that the protest fizzled.

A few students decided to put their trust in personal, but somewhat misdirected, initiative rather than on collective action to "beat the system." In February of 1978, two students were caught using counterfeit key cards to engage the gate mechanisms of the parking lots. About 50 other students were discovered with forged parking lot permit stickers stuck to their windshields. In

fact, the crowding was so acute that a few students apparently came to the strange conclusion that what could not be obtained by buying, begging or borrowing was readily available by burglaring. Bookstore manager Gordon Simnett received protests from 14 disgruntled and displaced people that their parking permits had been ripped off—two of them from instructors' desks! Fortunately, however, only a misguided minority considered theft or counterfeiting as appropriate solutions to their parking problems. A more long-term and more socially acceptable solution was seen to be possible in the establishment of student residences on the North Campus. Indeed, as soaring gas prices threatened to make automobiles even costlier to drive than they are to park, strategically-located student residences might enable students to dispense with their mechanical menagerie of Mustangs, Rabbits, Cougars and Foxes before OPEC sorcery transformed them into a herd of impractical White Elephants.

The chronic housing shortage facing out-of-town students has plagued Humber College since the early days of the North Campus. In September of 1974, one of these students became so frustrated at his inability to find a room or apartment that he pitched his tent on the lawn of Humber College. The situation became even worse the next year. Of 7,000 students in full-time studies, 60 percent of these came from outside Etobicoke or York, and housing officer Yvonne Holland had to urge students from such outlying regions as Barrie, Hamilton and Oshawa to commute to the college until accommodation could be found for them. In 1976 the pattern repeated itself: more than 1,500 students from out of town required accommodation, but only a few hundred rooms and apartments were listed in the college housing registry. By Orientation Week, close to 600 students had not yet found a place to settle in. Some landlords were demanding $160 a month rent for a one-bedroom apartment, and prohibiting more than one student per bedroom. The next year, 1977, the Student Union initiated a handbook that provided information on rental fees, tenant rights and lease agreements. After the Student Union vice president declared the housing shortage that year to be of "epidemic



proportions," Student Union members mustered to the rescue, chauffering out-of-town students across the municipalities to examine houses listed. Their action, coupled with the assistance of pleas through community newspapers, helped the college through the crisis...for another year. Any official of the college might give you better than even money that the concourse will once again be converted into an interim camping ground, to quarter our own homeless educational refugees.

As early as January of 1969, anticipating that housing would become a continuing crisis, a residence committee was founded, to set up a registry of accommodation available in the area, and to study the need for a residence at Humber College. The committee was made up of Phil Karpetz, student liaison officer and counsellor; Pat Moroney, Student Union president; Spiro Vozoris, member of the board of governors; and Doug Jeffrey, representative in the Student Union. "I hope for a student village, possibly on the North Campus, for the future," said Karpetz at the time.

In the spring of 1974, everyone was still hoping, and trying. A student-staff task force, chaired by Doug Scott, dean of student services, was established to frame a report urging the creation of on-campus residences at the North Campus. The committee proposed a 250-unit row of town houses, estimated at a cost of $1 million, to be located south of the equine centre. Nothing came of their proposal or their plea, nor could it at that time. It would have needed approval by the Ministry of Colleges and Universities, and the provincial government's posture toward community residences was unequivocally negative. Its position had not changed much since Bill Davis declared in his Statement to the Legislature in 1965 that the CAATs "will be designated to meet the needs of the local community—and they will be 'commuter' colleges. Residence or dormitory facilities will not be provided, except in some areas of Northern Ontario."

Rexdale wasn't *quite* far enough north in Ontario to qualify as an exception. However, Humber College did acquire a residence in 1973, without government permission or opposition, although it was located on Queenslea Avenue in Weston, rather than at the North Campus. The piece of property was most

GIRLS IN RESIDENCE: inevitable line-ups.

impressive: a ten-storey residential tower, providing single room accommodation for 299 occupants. There were television lounges, kitchenettes, laundry rooms and washrooms on all floors; there was broadloom throughout, and even enclosed outside courts where students could sun themselves in the summer. The building was part of the Osler School of Nursing, integrated along with the Quo Vadis School of Nursing into Humber's Health Sciences Division in September of 1973.

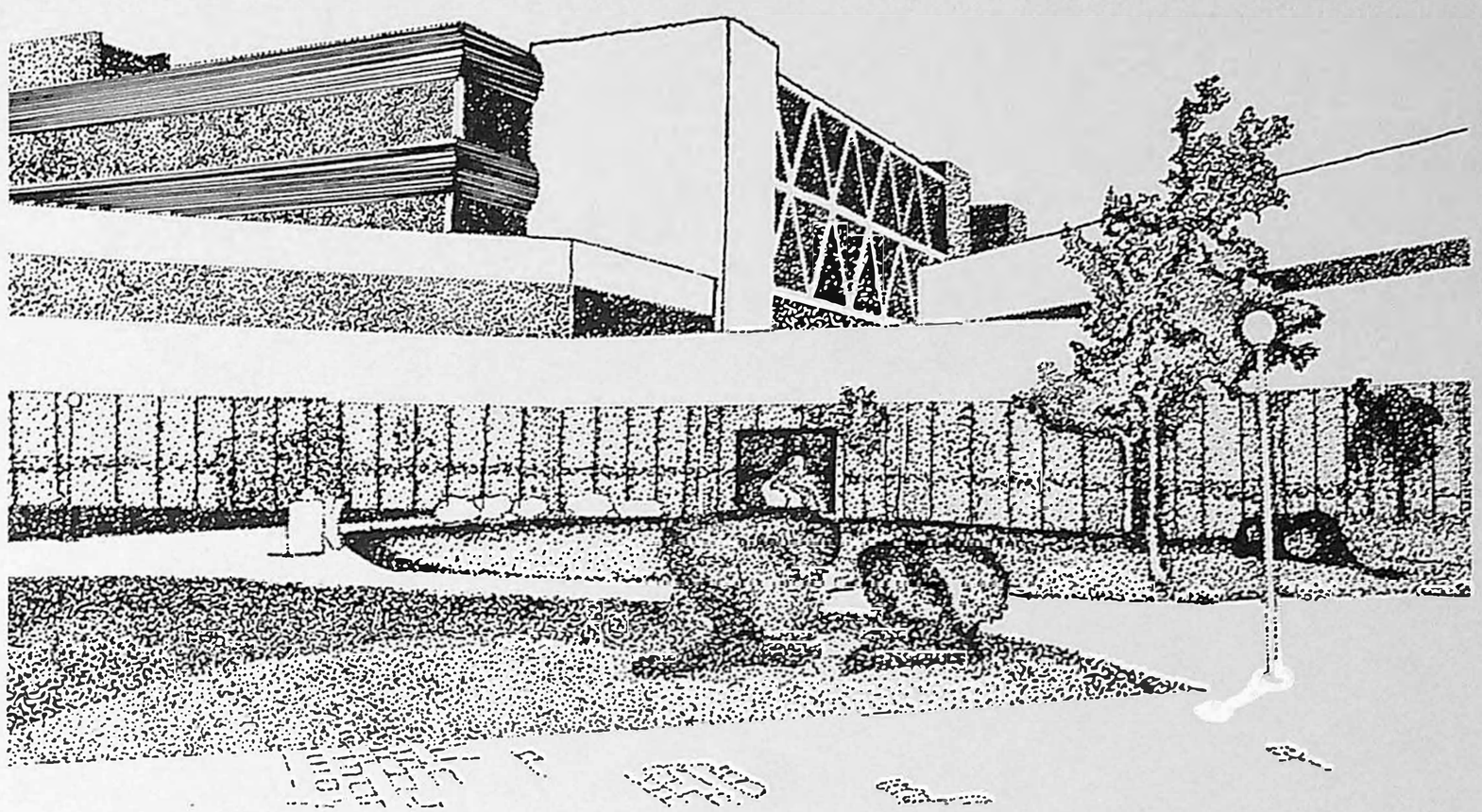
After the amalgamation of Osler with Humber College, student nurses were asked to choose whether they wished to live in residence or elsewhere. Since many chose not to—because residence for nurses no longer came free—only about one-third of the residential tower was occupied by nursing students, and the remaining rooms were snatched up by students in other programs...females only. A first-year male nursing student in 1977 took exception to the fact that the residence was restricted to women. Charging that he was being discriminated against, he threatened to take his case to the Human Rights Commission, but his cause never gained momentum, and he had to go house-hunting like the rest of the boys.

The Osler Campus residence clearly could not meet all the needs of the college. Notwithstanding government policy that attempted to dictate that all students attending a community college must live close enough to commute to school daily from their homes, in practice that pattern was obstinately failing to materialize. It was estimated in 1978 that only 25 percent of the college's population came from the boroughs of Etobicoke and York, 35 percent lived in Toronto proper or Scarborough, and 40 percent came from Mississauga or from areas at least 35 miles outside of Toronto. In 1979, 27.9 percent of the students came from Etobicoke and York, 28.6 percent came from Metro Toronto, 38.2 percent from elsewhere in Ontario, and 5.3 percent from elsewhere in Canada or outside Canada. Thus, 43.5 percent of the full-time post-secondary enrolment came from outside Metropolitan Toronto. Despite the statistics and the need, however, no residential tower was permitted to rise on the horizon of the North Campus site. With the squeeze on capital spending, Humber College at the start of the eighties was experiencing difficulty in keeping up with classroom and office space needs, let alone finding additional funds to finance student housing.

In fact, the way things were in the economy, it would be some time before Humber College could even afford to finally acquire a front door. The existing entranceway was never intended to be the main door. Indeed, Phase I, the building that housed the administrative offices, was initially meant to be converted into an athletic field house that would be the back, rather than the front, of the North Campus complex. In time, Phase 1 was supposed to have housed three gymnasiums and two workout rooms. To this day, deep below the floors beneath the Continuous Learning Division offices there sits the cavity for a 25-metre pool that will never see chlorinated water.

In the original planning, there was to be a module constructed, designated on the drawings as phase 4B. It was to have been situated on the southeast corner of the campus, with its main entrance facing south and east toward Highway 27. The front door would

BACK DOORS posing as a front entrance.



have opened to a nearby presidential office and boardroom and beyond these would be a mall, housing an information desk, a registrar's area for day and evening students, an instructional materials centre, kiosks and stores, a bank and library, cafeteria and art gallery. Facilities most often used by students and citizens of the community would all have been clustered near the entrance. "It would have been a really well-planned layout," reflected Wragg. "It was anticipated that the college would develop in phases, and the assumption was that there would be enough funding so that the North Campus would include 4B. It was well planned, and now it's all fouled up because there's no more capital spending money. As it is, anyone who comes in here and doesn't know the history of the place would think somebody had to be out of his mind to plan a building like this. But as the construction of 4B moves further and further into the future, we have to make the best of what we have."

Besides a back door functioning as a main entrance, the college was also forced to "make the best of" the moveable wall concept. The idea in original planning was to enclose classrooms with folding steel walls to enable the teaching units to be expanded or contracted, depending on the number of students needed to be accommodated in any individual classroom. By sliding away side and rear walls, lectures to large groups would be possible, or alternately, by restoring the walls, classes with fewer students could be contained in smaller units. The adjustable wall feature was built in at considerable additional expense, but Vice President Administration Davison acknowledged that "we haven't too many of those left that are in functional use. The accordion walls are still being used at the end of buildings, where we have a flexibility from 30 to 90-student classroom size, and they will be used more fully in the lecture theatre because of our space limitations, but by and large, the cost for the flexibility of de-mountable walls has been largely wasted."

The drawback proved to be a particularly annoying sound over-spill from room to room. The noise of class discussions and debates, the soundtrack of movies and video tapes tended to penetrate from room to room as though the thin walls did not exist at all. "We tended to buy fairly expensive accordion walls," divulged Davison, "but the decibel rating of a wall has to be pretty high to turn back more than 35 decibels, which is normal room noise. To improve upon that would involve an extremely high cost, and there aren't many walls available that would give you that kind of sound-proofing protection. Besides, there's a four-foot cavity above the ceiling, so you could have an excellent wall, but some noise would continue to spill over the top."

All in all, most people conceded that the overall design of the college was functional and aesthetically pleasing. Particularly practical was the "controlled environment" concept, designed by architects Allward and Gouinlock to provide an all-weather campus in which students even in winter could move comfortably through enclosed hallways from building to building (a few buildings excluded). The corridor provided a funnel for social mixing of students, avoiding the segregation of students into isolated, divisional buildings. It physically integrated the interior of the campus, while the exterior was unified visually by the white stucco surfacing that

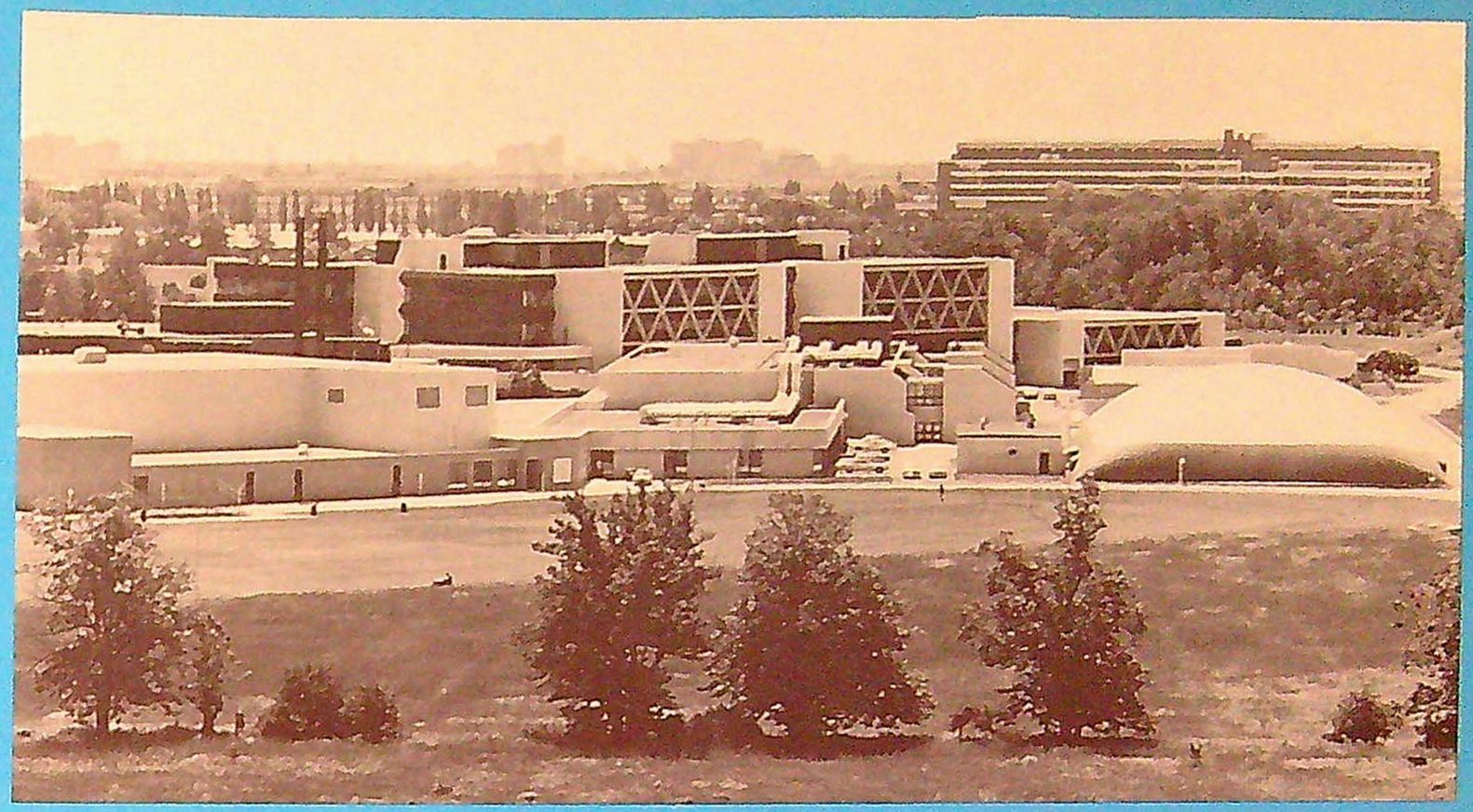
melded the complex into a gleaming, modular whole. The sugarloaf-veneer motif was established by Phase 1, the "athletic field house" erected in 1968, and was followed up in Phase 2 E, a four-storey addition for the Applied Arts and Business Divisions which was scheduled to be completed by August 15, 1969, but was delayed until October 6 by a spate of ten construction union strikes. The 150,000-square-foot structure—providing classroom facilities for about 1,500 students and containing a 400-seat auditorium, the computer centre, a student concourse and the main library—offered some architectural contrast to the low-slung, horizontal stress of Phase 1. This was achieved by the vertical accent of criss-cross steel trusses girding the upper floors (not merely decorative, these trusses eliminated the need for interior columns in the classroom areas inside, thus making the moveable walls possible.

A still starker contrast appeared with Phase 3 C, a two-storey Technology building, officially opened on October 31 of 1971 with an event called Techics '71. Connected to Phase 1 and 2 with a walkway, the Technology building, constructed of rust-brown brick, dissociated itself visually from its two architectural predecessors. Although far from "academic gothic" in style, its lines made a statement that was conspicuously more traditional that the ultra-contemporary structures it was linked to. The subsequent four-storey Applied Arts building (called H building) reverted to the basic architectural mode established in Phase 1.

By 1980, the North Campus had become an octopus of modules, its tentacles of stucco, steel and glass sprawled every which way. Inside, confounded visitors tried to weave their way through an architectural alphabet soup: there was D building, with the registration and administrative offices on the ground floor; E building, primarily for the Business Division, but with Health Sciences offices occupying the penthouse suites of the fourth floor; F was a two-storey appendage to Phase 2; G was for Landscape Technology and its two greenhouses used for horticultural and floricultural studies; I was the central plant computerized for energy conservation; J enclosed the labs and classrooms to train technologists and technicians; H housed Applied Arts, as well as Human Studies, somewhere in the rarefied heights; O was a bus garage; C a one-storey administration building; K contained the cafeterias as well as offices; L sheltered most of the Creative and Communication Arts Division (the noise-making musicians and radio broadcasters having been segregated, and only barely sound-proofed, on the second floor of D); and Z was totally detached, off by Highway 27, at the stomping grounds for the horsey set of the equine centre. Also braving it alone, whipped by the winds to the northwest of the complex, was an athletic Bubble, possessing in 1978 a very weakened and sensitive skin, and facing a most uncertain future.

When the Bubble was inflated in November of 1971, its promoters were quite understandably puffed up with pride. Covering an area of 124 feet by 154 feet, this building represented the largest application of the bubble concept in Canada to that date.

It became a study site for people from across Canada who were cautiously considering adapting this type of construction for low-cost arenas, warehouses and greenhouses. The



INFLATION FIGHTER: the bubble, installed in 1971, did prove to be economical and serviceable enough for the short-term, but by the eighties the athletic department was advocating a permanent combined indoor tennis and lawn bowling facility as a replacement.

advantage was chiefly economic: since no walls or roofing were required, it could be erected at about one-fifth the cost of a solid-frame building. The price tag on Humber's Bubble was $138,000—or $5 per square foot, compared to the $25 to $30 per square foot that a conventional field house would cost.

The disadvantage, of course, was that the shell of polyvinyl chloride, inflated by two fans operating from an electric-run generator, was not permanent. Although a small puncture would not cause a collapse, and although there was a propane-propelled generator standing by as a back-up in case of a power failure, in some people's minds there remained a persistent skepticism and wariness; despite reassurance, it wasn't totally poof-proof, and entering it felt too much like descending into the bowels of the ill-fated Hindenberg.

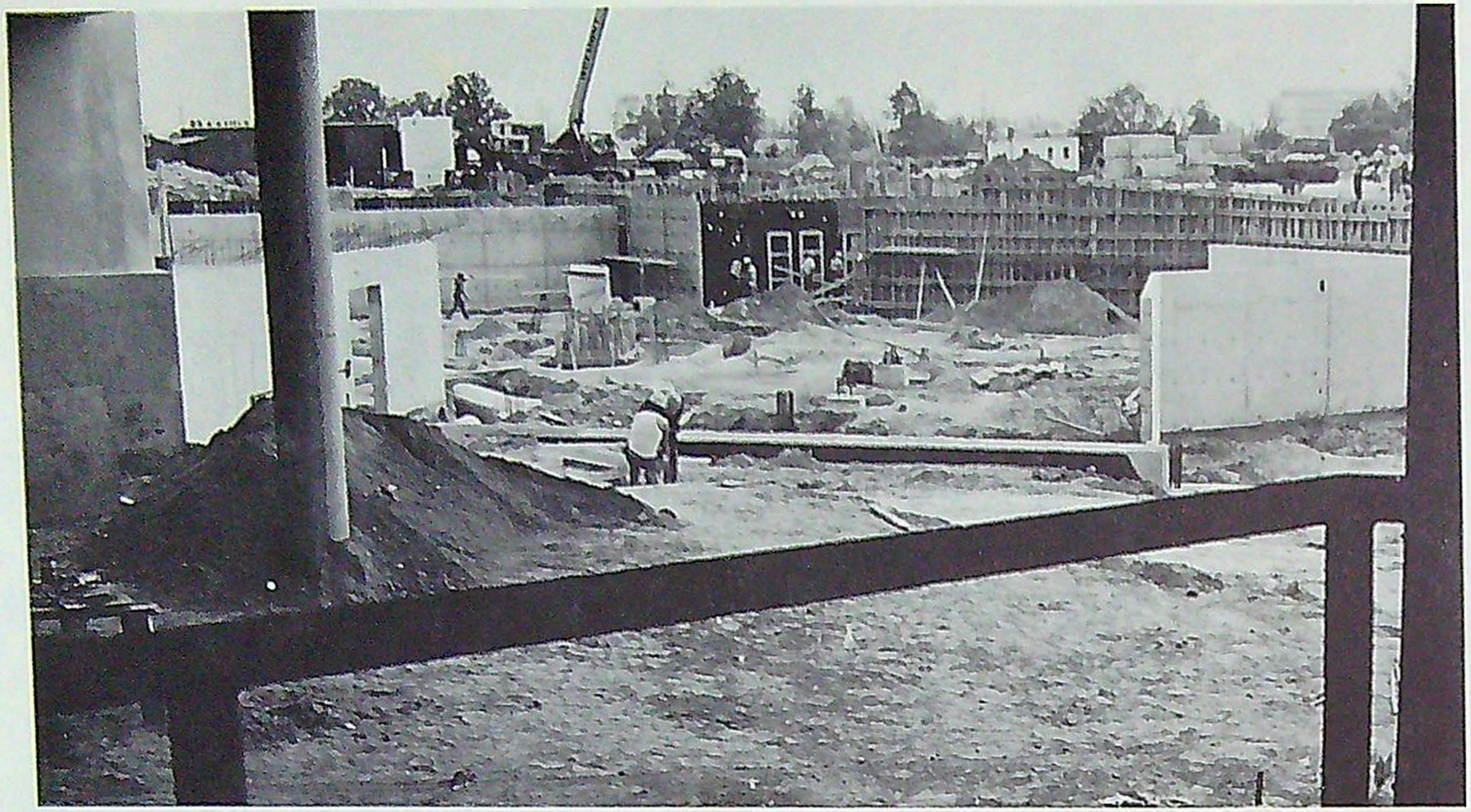
In time, the Bubble happily proved itself a boon, and no bust. As an interim athletic centre, within limitations it adequately provided facilities for intramural programs, for tennis and badminton, basketball and volleyball, gymnastics and weight training, judo and even track and field. Fencing was permitted, but archery received a thumbs-down.

In January of 1977, the athletic office opened two indoor tennis courts to the community for use on Sundays. One-hour slots were rented at $84, including the use of locker room and shower facilities, for 12-week periods. That same year, extensive repairs were made to the playing surface, and improvements made in the lighting. In addition, air leakage was corrected with an improved anchoring system.

By 1980, however, the fate of the Bubble was up in the air, for three reasons. First, renovation cost estimates for the Big Bulge in 1979 had swollen to an awesome $120,000, and those kinds of funds were simply not available from the college's drying financial well. Secondly, the collapse of the inflatable green dome on December 20, 1979 as a result of two tears and of a build-up of snow on its side did not portend well for its longevity, even with repairs. And thirdly, much of its function had been made redundant with the March 16, 1979 opening of the $2 million Gordon Wragg Student Centre, which included three gymnasiums and three squash courts within its walls.

The Student Union/Athletic Centre was the salvageable offshoot of a far more ambitious project called Complex Five, an appropriate name in light of the five components of its objective. These were: a residential leadership and management development centre, which would offer visiting executives classrooms and meeting rooms, a resource centre, as well as bedroom, dining and recreational facilities for up to 200 people; a physical fitness centre; a sports field for baseball, hockey, and football, to be situated in the valley just northwest of the college; an ice rink; and a 50-metre swimming pool.

Justification and reasons for this project were outlined in general terms in a brochure, which stated, "In response to the demand from employers in business, the professions, government and community organizations, we wish to further develop our Leadership and Management Development Program which attracts participants from Metro Toronto, Ontario and most other provinces in Canada. In particular, we wish to provide longer courses of



COMPLEX CALCULATIONS: as the vice president of development, Robert H. (Tex) Noble established his fund-raising target for Complex Five at $11 million.

from one to six weeks duration. And, to adequately accommodate participants in these courses, residential facilities are required.

"These inadequacies, in terms of facilities, under which we labour are directly attributable to our efforts to ensure that available capital monies were spent on teaching facilities required for our full-time programs."

Planning for Complex Five began in March of 1974, and an outline plan was approved by the board of governors on May 27, 1974. Tex Noble, as vice president development, was to assume responsibility for planning, financing and publicizing. Assisting him would be Ken Williams, director of special projects, and David Grossman, director of college relations. Donald MacDonald—whose experience in fund-raising included Carnival Toronto and the Toronto to New Orleans Jazz Festival—was appointed director of special funding for Humber College, and part of his duties included working with Noble to elicit from the community and the campuses, from industry and commerce, a donations total that was initially targeted at a staggering $11 million.

"We didn't go for $11 million in one swoop," said Noble. "We priorized our goal, setting out to get $3.8 million first of all for the management centre, and $3.7 for the physical fitness centre. I discovered early in the campaign that there was quite a bit of interest in the management centre, but far less in the physical fitness gymnasium building. I found that two banks were prepared to give us one percent of the management cost of $3.8 million—which was $38,000—but they would not give anything for the physical fitness centre. Two of the smaller banks said they donated half of one percent for projects of this type, so we received $19,000 from them.

"Then an oil company came along and gave us $30,000, and said we could do whatever we liked with it. Another oil company gave us $20,000. One insurance company gave us $15,000, and another $10,000. I hopped a plane to Montreal, and in a period of about three months, we collected $100,000 from companies with head offices in Montreal that had operations in Ontario, mainly in Toronto."

The initial success of the donation drive was particularly remarkable in that the

AT THE GROUND BREAKING ceremony for the Gordon Wragg Student Centre on March 16, 1978 were, from left: Jack Ross, then executive dean, Creative and Communication Arts; R. H. (Tex) Noble, vice-president, planning and development; Tony Huggins, 1977/78 Student Union president; Don Francis, 1978/79 Student Union president; Nancy Turner, Wintario representative; Gordon Wragg, president; Florence Gell, former chairman, board of governors; Rick Bendera, coordinator of Athletics; and Jack Buchanan, then director, Educational and Student Services.

Canadian economy was being diagnosed as an ailing one, crying for a cure. Symptoms of stagflation appeared everywhere, and one of the government's prescribed cures created critical side-effects on the Humber College campaign. "We had received well over $½ million when the anti-inflation restrictions came in," Noble recounted. "One of the restraints said that no organization could increase its donations budget over the previous year except where there was a similar increase in sales or income. Several organizations, I'm sad to say, used that as a reason for not giving us any money. If they donated to us, they would have to bump someone else off their list. That became a universal statement. We started to receive $1,000 to $3,000 donations where we had expected to get four or five times that amount from particular organizations."

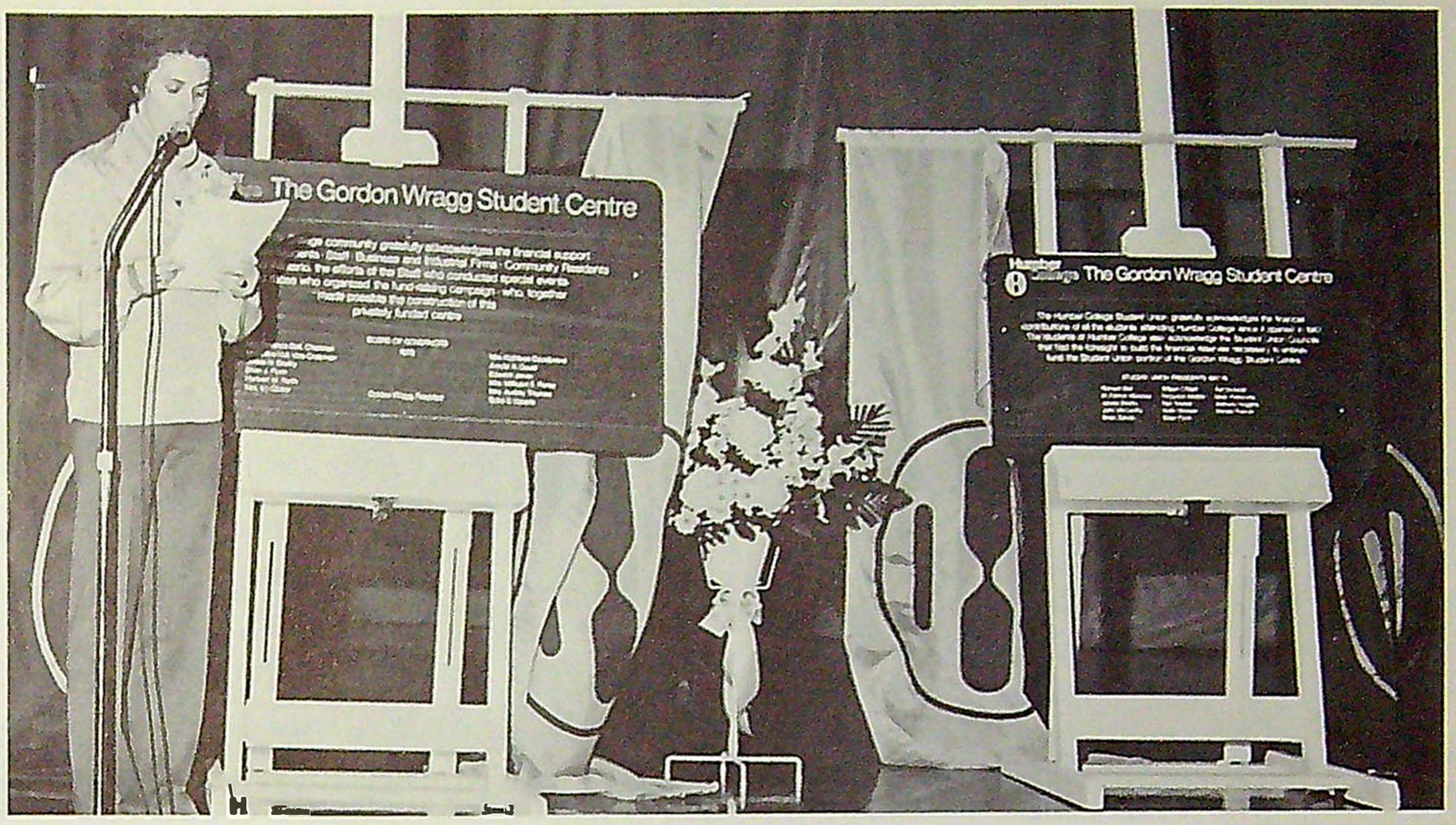
A more serious setback still was experienced when the provincial government announced that financial constraints had made it impossible for the Ministry to pump the $2 million into the project that the planners had counted on all along (although it had never been guaranteed firmly, and hints of hesitancy had emanated often from the Ministry offices.) Without government backing, the prospect of continued donations of substantial amounts became bleak.

The college in the fall of 1976 took another tack. "I started to contact the big developers in Canada, like Cadillac-Fairview, and asked them whether they would be prepared to build Complex Five for us—the managment centre and the physical fitness centre—and lease it back to us for 20 to 25 years, with ownership reverting to us at the end of that time," explained Noble. "I received three definite assurances from companies that they would do it at a very, very reasonable rate. With one proviso: that in the event that Humber College defaulted on any annual payment, the government of Ontario would give them what is known as a 'deficiency payment guarantee.' The government had agreed to do this for Hydro and for others, but when we put this proposal forward, we got a flat turn-down from the Council of Regents, from the chairman of the Council himself, and the refusal was confirmed in a letter from the Minister. Even a Swiss company, which had backed a centre in Denmark and another in Canada, was willing to discuss a financial arrangement, but the moment it learned that the Ontario government would not back us with a deficiency payment guarantee, the company, too, quite naturally dropped out. We were stymied."

"The failure of the residential leadership centre to materialize was the biggest disappointment and greatest frustration in all my years at Humber College," confessed Wragg. "I think we could have carried the mortgage and paid it off, but the Council of Regents wouldn't take the risk. In our minds it was not an undue risk. I was angered and disappointed—a bit of both—especially when, subsequently, Seneca College pulled $1 million out of their operating funds and received a go-ahead to build a residential centre. They had some surplus money, but I don't know how, politically, they managed to get it approved."

Notwithstanding the fact that the Council of Regents' financial withdrawal was the final, fatal blow to the Complex Five project as a whole, it would be unreasonable to lay the blame for its failure solely, or even chiefly, on

OFFICIAL OPENING of the Gordon Wragg Student Centre, March 16, 1979...almost five years after planning for Complex Five had officially begun. Although plans for a residential leadership and management development centre had been abandoned, the college could nonetheless boast of a new 14,000-square-foot triangular shaped Student Union area and a 34,000-square-foot sports centre.



the Council. There were other factors that equally spelled its doom, not least of which was the fact that the economic climate of the time created a mood that was not conducive psychologically to sustain support for a monumental building project, regardless of its educational benefit or merit.

Perhaps, too, as some people have observed, the campaign would have been more successful headed by a person of prominence, whose rank and reputation would have added weight and prestige to the campaign, and whose name alone could have charmed the elite commercial community to open its gilded coffers.

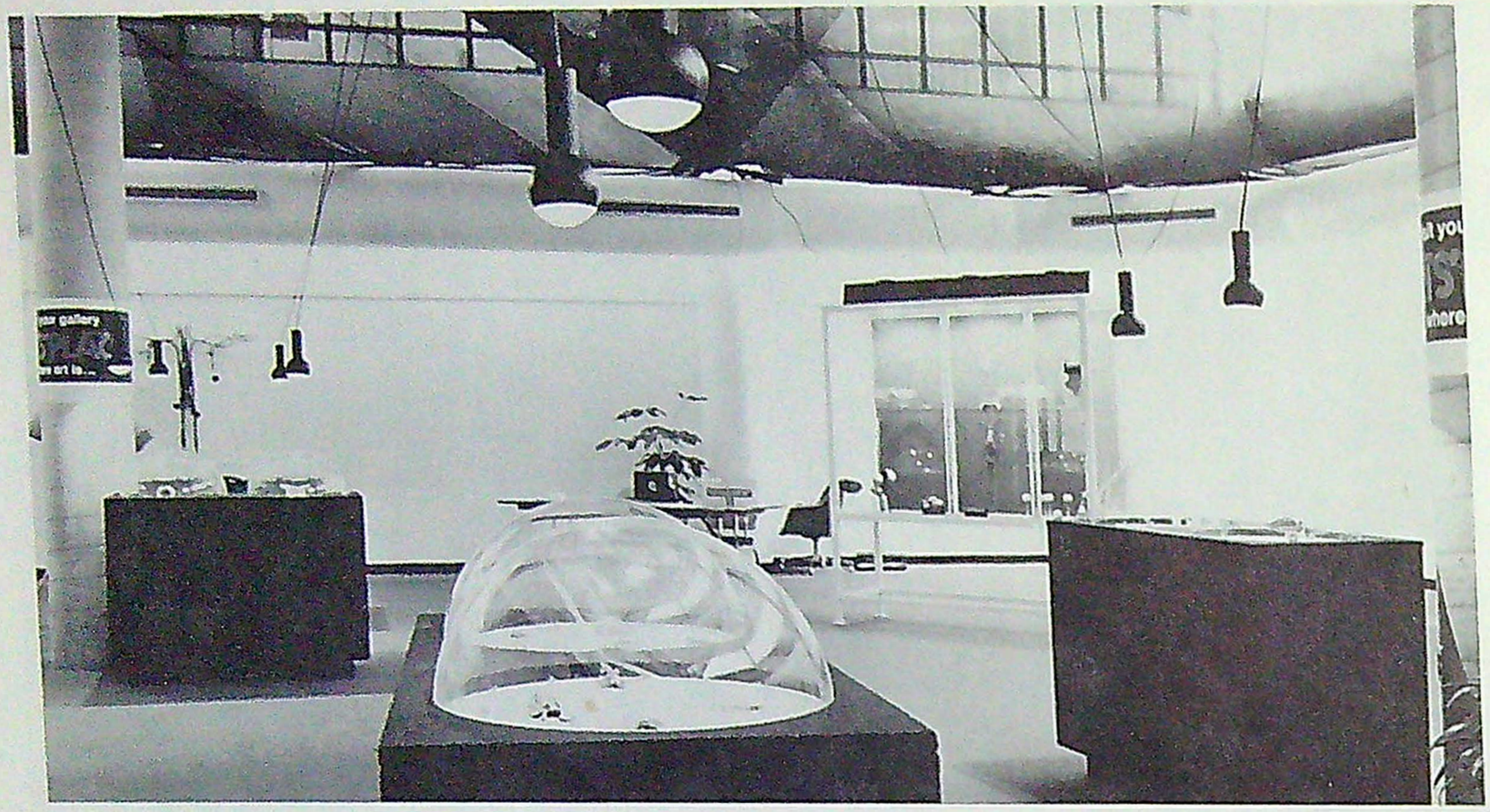
Yet another consideration was the fact that some people were confused by and wary of the ostensibly disconnected multi-objectives of Complex Five. "I knew Gordon Wragg was enthusiastic about it, and my first reaction was that if the college wanted it, then by all means, just tell me what you expect of me, and I would automatically sign," recalled Eugene Duret, an instructor in the Technology Division. "We began to get folders canvassing the faculty for donations and giving details on what it was about, but the more I found out about it, the less I understood it. I couldn't help but notice the negative reaction in the whole Division, and I suppose everyone was as puzzled about it as I was.

"I still expected in the end that I would contribute, until a general meeting was called where questions were to be asked, and answers given. We never got any answers, and I remember thinking as I left that it wasn't going to go very well, and I couldn't bring myself to contribute then. No matter how I probed, it all began to look like public relations, and I could never find out exactly what good it would do the school."

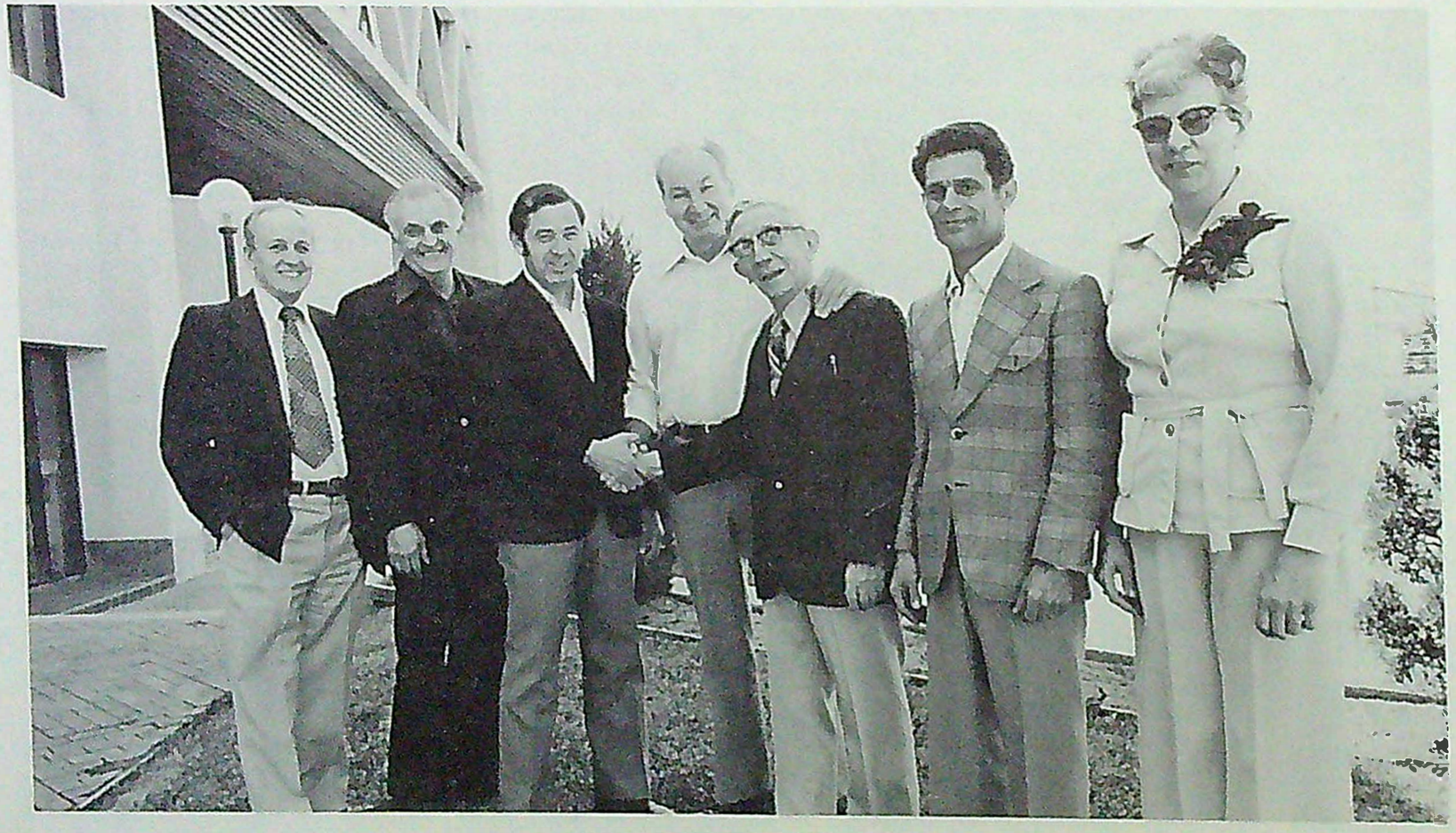
"The one thing specific that became clear was that we were going to build a place where IBM managers and such could hold meetings and seminars. That I couldn't support. There are enough private hotels in the area renting conference rooms as part of their business, and I didn't think we should be competing with them."

If in Noble's experience the chief support of banks and other institutions was for the residential leadership centre to the exclusion of the physical fitness centre, the converse seemed to be true with many of the faculty and staff who were being solicited for donations. "Where did the residential leadership centre fit into college priorities in any way, shape or form?" challenged Bill Thompson. "Why were we running around trying to supply services to the one group in society—management—which has already indicated it can take care of itself. The Lakeshore Campus was begging for essentials; if we wanted to serve people with obvious needs, we should have been out canvassing, trying to raise money privately to build our own Lakeshore Campus. The staff didn't support Complex Five because they didn't see it as being part of Humber's mandate...they just saw it as the last gasp of those with a 'development complex' around here."

The proposed management centre drew as little enthusiasm from the student body as it did from some of the staff and faculty. An open Student Union meeting in February of 1975, hosted by SU President Brian Flynn, was called to provide information on a possible student donation to Complex Five, but only 22 students



McGUIRE GALLERY, named after founding board of governor Rev. David McGuire, served as a display room on the North Campus for art from both the college and the community. It was closed, 1976, to provide room for the Photography program.



CUSTODIAL staff gather to bid farewell to co-worker George Geddes, who in 1978 was going into retirement. From left: Custodial Manager Jack Jones, Jim Walmsley, John D'Amico, Jack Kendall, George Geddes, Frank Pendone and Edith Johnston. In 1981, there was a total of 71 custodians and caretakers working on all college campuses.

A $2 MILLION ADDITION: built entirely without the aid of provincial capital grants, construction of the Gordon Wragg Student Centre was financed by a $500,000 Wintario grant, private and business donations, and contributions from faculty, staff and students.

turned out. The student body seemed to be ready to endorse a sports centre, but was worried that the residential leadership and management centre was being given the highest profile by planners. A considerable furor was caused when it was learned that a portion of a $5 increase in student incidental fees was being allocated to Complex Five. Flynn had to reassure the angry opponents that any SU contribution would be dependent on the construction of a gymnasium, and would not be siphoned off into the leadership and management centre.

Hugh Morrison, former coordinator of the Public Relations program of the Creative Arts Division, whose wealth of experience included 20 years as PR director of the United Way and a partnership in his own agency in New York, offered this summary of the problem: "Combining the two components of the management leadership centre and the athletic centre was marrying apples and oranges. The priority was placed on the management leadership centre, despite evidence that students and faculty were indifferent to it. Even the business community was perplexed by the management centre, wondering whether it would compete with existing privately-owned facilities."

Well, if the college lost the apples, at least it retrieved the oranges. With almost $1 million in the Humber College kitty, the Complex Five project represented far from a total disaster, even with the demise of the residential leadership and management development centre. In May of 1977 the college approached donors and requested permission to rechannel all funds received into a scaled-down physical fitness centre, combined with a Student Union centre. Some contributors chose to withdraw their pledges, but the majority agreed to let their donations stand.

The amalgam of Student Union and sport centres traced its origin to the academic year 1976/77, when a student-administration capital project steering committee was created, headed by SU President Molly Pellechia and Jack Buchanan, then director of educational and student services. After permission was obtained from the Ministry of Colleges and Universities, the board of governors in November of 1977 gave the nod to the $1.9 million project. It was to be jointly funded: $1 million from donations by the college, $500,000 from a Wintario grant, and $400,000 from the Student Union. The SU had $300,000 in reserve, collected over ten years from activity fee surpluses and fund-raising activities. The $100,000 still required was borrowed by the SU from the college, to be repaid in yearly installments.

The Student Union section was to contain the SU offices; a conference room; a quiet room, or lounge; a "hawk-shop," selling confections and athletic supplies, and operated by the book store; a games room with pinball machines, as well as ping-pong and billiard tables; and a large student activity room that could seat from 400 to 500 students.

"That's a room that you call either the pub or the student lounge, depending on whom you're talking to," explained former SU President Donald Francis. "If you're talking to the board of governors, it's the student lounge; if you're talking to students, it's the pub."

The athletic centre could not include a swimming pool or artificial ice rink, as initially hoped, but it did provide three gymnasiums,

A PLACE FOR PEOPLE: Art Coles, director of the arboretum, envisaged the valleylands below Claireville Dam as more than a conservation and flood control area, more than a site to show off trees. The arboretum was for people: wildlife and waterfowl lovers; hikers, bikers and horticulturalists; toddlers on the crawl and senior citizens out for a stroll.

squash courts, a weighlifting room and a fitness area.

On January 30, 1978 the board of governors decided to call the addition "The Gordon Wragg Student Centre" because "this facility represents the fulfilment of a dream, for which there could be no more tangible form, and clearly depicts the dedication the college president has demonstrated over the years toward the personal growth and development of every student attending Humber College and...to express...deep appreciation to our president in a meaningful way and in consideration of his devotion to the building of our great multicampus complex..."

A sod-turning ceremony took place at the site on March 16, 1978. At that moment, elsewhere on the North Campus grounds, a great deal of other digging was going on, with less celebration and fanfare but with equal importance to Humber College's expansion. The bustle of outside activity dated back to 1975, when the college agreed to a joint venture with the Borough of Etobicoke, the Metropolitan Toronto and Regional Conservation Authority, and Metropolitan Toronto Parks Department to construct a 300-acre outdoor environmental laboratory and recreational playground. This valleyland project, to be situation on the west branch of the Humber River and to stretch from the Clareville Dam to Highway 27, was the brainchild of the four-member Humber Arboretum Management Committee, chaired by Richard Hook, dean of the Applied Arts Division.

The Humber Arboretum would provide an environmental study site for naturalists and horticulturalists, and would also serve as a vast outdoor classroom to teach botany, plant identification, entomology, ecology, geography and conservation. Free to the public, the Humber Arboretum was to become a kind of horticultural "zoo," putting on display the trees, shrubs and other forms of vegetation of at least four continents. Portions of the grounds would be retained in their natural state, to permit wildlife such as foxes, muskrat and waterfowl to survive in their normal habitat.

About one-third of the 300 acres—110 acres, lying in the valley at the back of the North Campus—to be developed over a ten-year period, was transferred from college ownership to The Metropolitan and Toronto Conservation Authority. "We have retained some recall rights on some of the valleylands for possible future development of recreation areas," said Davison. "We might, in the future, want to put up a football field, baseball diamond or putting greens and maybe a driving area for golf instruction. The paddock area adjacent to our equine centre on the flood plain and the base of the ski hill are grounds that are maintained by Etobicoke, but not all of the land itself has been transferred out of our hands. It's part of the arboretum development, but we still retain ownership of certain parcels of land for recreation."

The cost of maintenance of the arboretum was to be borne by the Borough of Etobicoke and the MTRCA, while the cost of development was to be jointly shared (assisted by a Wintario grant). Humber College's ongoing responsibility was to provide public programming for the arboretum facilities, and to meet this obligation, Art Coles was hired as director of the Humber Arboretum, to organize

RAZING THE OLD: while new construction was continually going on at the North Campus since 1968, Humber was forced in 1979 to demolish a 100-year-old farmhouse on its campus grounds. There was one hope to save the historic building by utilizing it as a detox centre, but Etobicoke General Hospital withdrew its offer, when restoration estimates proved the project to be too costly.

public walking tours, co-ordinate advertising, receive and assist visitors, and manage the *vita parcours*, opened to the public in December of 1976.

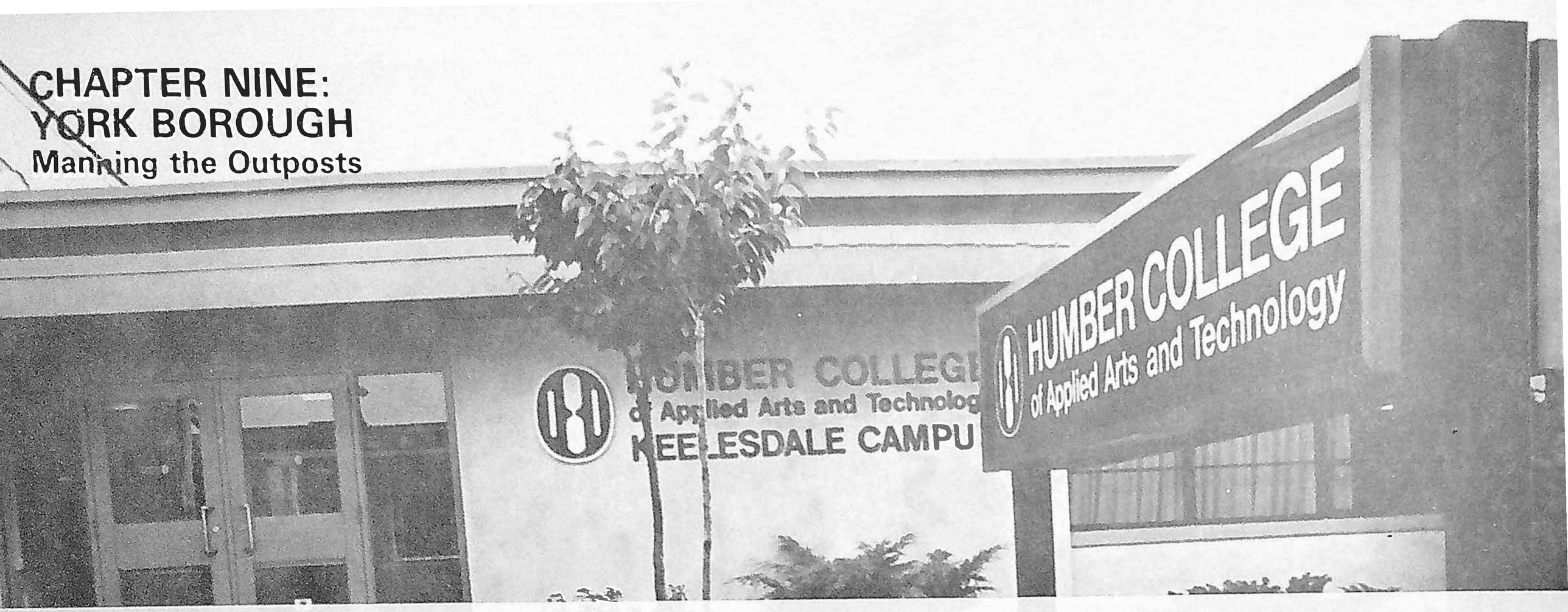
A *vita parcours*, a Swiss concept of jogging and walking trails, features stations along the way where participants can pause, not to rest, but to engage in different forms of exercise, such as chin-ups or bar-vaulting. The Humber Arboretum jogging track was 1½ miles long, topped with wood chips for better foothold, and its route divided by 20 exercise stations, guaranteed to keep survivors hale and hearty...although individuals over 30 years old were advised to seek clearance from a doctor before taking a run at this grueling gauntlet.

In May of 1979, the director of the Humber Arboretum proved, with imaginative thinking and initiative, that the potential for exciting and unique programs was as limitless as the great outdoors. Assisted by a $13,000 Young Canada Works Program federal grant, Coles initiated a 17-week grounds maintenance training program for mentally handicapped students between the ages of 18 and 25. Ten students, overseen by five supervisors, were taught in this classroom-without-walls to "maintain parks and properties on hospital grounds and rehabilitation centres."

The woodland, of course, is no substitute for a classroom or lab, and so long as enrolments keep climbing, the justifiable criticism over claustrophobic conditions and the agonizing search for more building space is bound to continue. For example, despite the government's partial freeze on capital building projects, in October of 1980 the Board of Governors Property Committee persisted in requesting funds for continued physical expansion of North Campus. The committee reached into the master-plan chest to pull out of mothballs such oldies but goodies as a new sound-blocked music and radio broadcasting building and a 100,000-square-foot "M" building, to house the Continuous Learning area, the registrar's office, the library, the board room, and the conference and seminar rooms. Appendaged to that 1980/81 dream list was a request for new Technology quarters to replace the leased Lakeshore 2 (the first Queensway) building. That there was a real need for these increased facilities few people at Humber College would deny, but even while the proposals for funds were being put forward, Director of Physical Resources Ken Cohen was admitting that "chances are slim the college will get the funds" for that total package of construction projects. Notwithstanding the odds against success, the process was more than mere ritual: it was unavoidable and necessary, to provide a review of the college's master plans, and to restate to the Ministry the institution's perceived priorities.

In any case, the success of Humber College—or any educational institution—will not be measured by its expanding volume or square-footage of stucco and steel. Ultimately, the future development of the North Campus must depend on the human ingenuity and on the resourcefulness of coordinators in utilizing every facility open to them, on or off campus. In the cold, cruel world of economic realities, faculty and administrators at Humber College could not help but realize that adaptability would be the key to survival in the North.

CHAPTER NINE:
YORK BOROUGH
Manning the Outposts

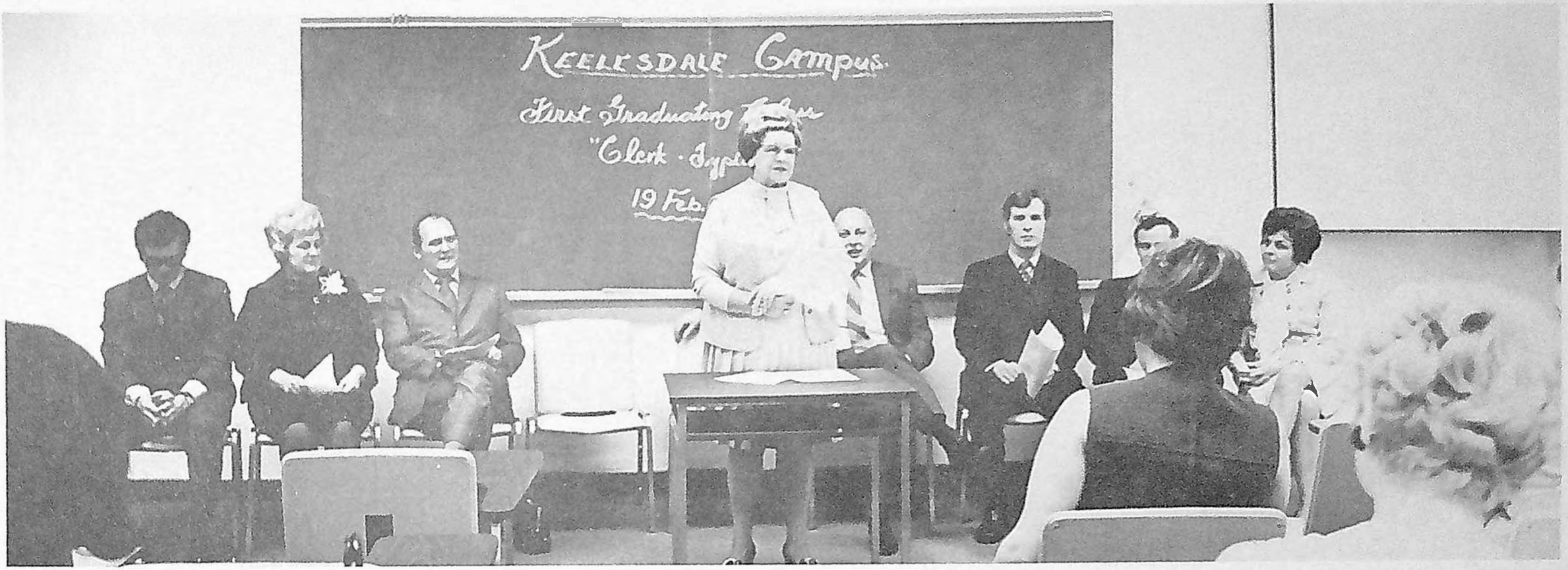


KEELESDALE: Humber's initial presence in the Borough of York was a converted factory, officially opened as a college campus in November of 1970. It was to serve as a Manpower and vocational rehabilitation centre. The college owned the site.

It was not until the fourth year of its operation that Humber College was able to establish a campus in the Borough of York. The delay was neither a snub nor an oversight on the part of the college, but was directly attributable to the shortage of suitable sites available in that municipality. The location settled on—the Keelesdale Campus—proved to be anything but ideal.

The Keelesdale Campus was situated on 88 Industry Street in Weston, isolated in the heart of a factory area, as its address suggested. "It's located a long way from any TTC route, and it's about half a mile to the closest bus stop," disclosed Paul Hughes, the coordinator of Commercial Studies, who was billeted year-round at this educational outpost. "Our parking lot has room for only 42 cars, and the Humber College bus stopped here at eight o'clock in the morning—an hour before classes started—so only about half a dozen students used it. The location is fine, I suppose, in the summer and in the daytime, but I wouldn't like to see female students walking to and from evening classes through this area. At night everything is dark and deserted. After everyone has gone home from the factories, there's very little pedestrian traffic around us."

In the summer of 1979, about 47 percent of the student population at Keelesdale was female, although none of them ran the risk of a night-time mugging since, very wisely, evening courses were no longer offered on this campus. Activities here were restricted to three kinds of daytime adult education programs: commercial studies, with about 100 students; academic upgrading (through levels 2, 3 and 4), with 80 students; and English as a Second Language, with about 42 students. Many of the ESL students in the summer of 1979 were Vietnamese, some of whom had arrived in Canada barely a month before attending their first class. They were sponsored by Manpower, as were 60 to 70 percent of all students enrolled at Keelesdale. The average age of Keelesdale students was 25, although one woman that summer was seeking retraining at age 62. Unlike the North Campus, where the majority of the student population was made up of young, unattached adults, at Keelesdale the major proportion comprised men and women with children to support, and a

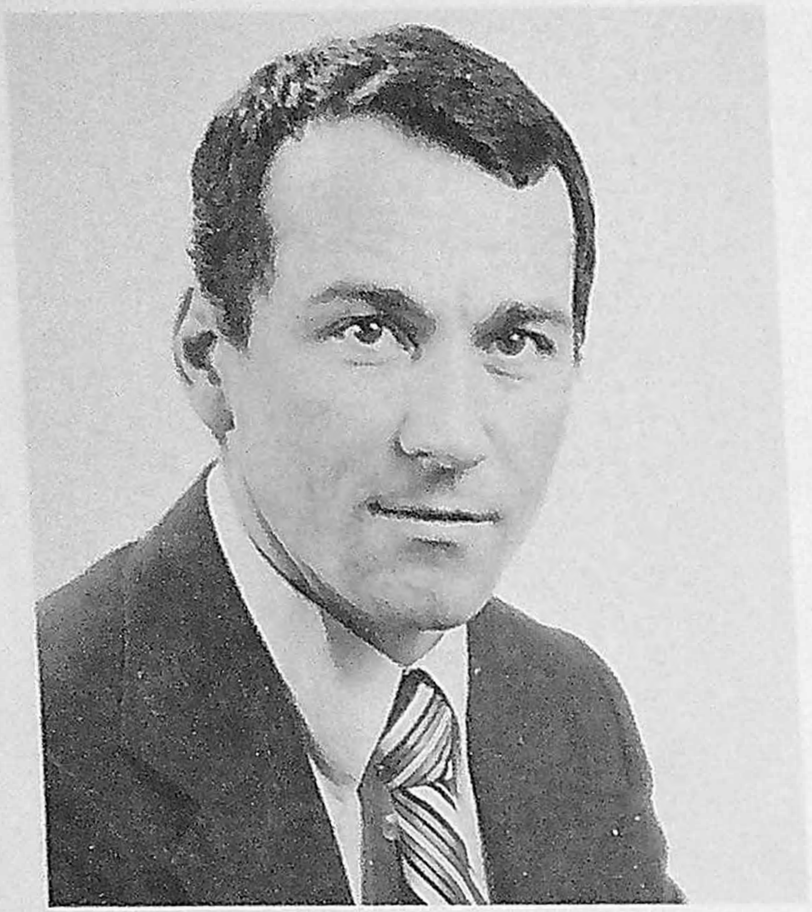


considerable number of these were sole supporters, trying to subsist on Manpower subsidies. Since many students had children waiting for them at home, there was less emphasis on campus social activities at Keelesdale than elsewhere, which was just as well, since the 23,000-square-foot former Bell & Howell building possessed neither auditorium, gymnasium nor student lounge. "There used to be a room with a billiard table and a ping-pong table, but those disappeared after the post-secondary programs were moved to the North Campus," reported Hughes.

When the one-storey, stucco-covered Keelesdale building was first opened for classes in September of 1970, a two-year General Business and a one-year General Secretary post-secondary program were offered within it, along with another in Engineering Technology. These were terminated on this campus in the summer of 1972, because as Vice President of Administration Jim Davison put it, "You just can't offer viable post-secondary opportunities in such a confined area. The attempt to meet the post-secondary needs of York Borough with facilities so severely limited as they were at Keelesdale just proved to be folly."

Davison said, in 1979, that he'd welcome "the assistance of the Borough in locating a campus site on a main artery in York, but it doesn't appear to be possible in the foreseeable future. Unless the politicians of the borough really wish to have a community college within their municipality, I doubt that anything is going to happen, since it might involve expropriation of considerable property. This could change, for example, if the boundaries were ever expanded, in accordance with the Robarts Commission Report. That would double the population of York Borough, and I believe then that the politicians would want a community college in their midst. True, it needn't necessarily be us; it could be another community college."

In April of 1980, prospects for York began to look a little more promising, when the college's board of governors approved a $20,000 research study into the educational needs of the borough. The study was conducted jointly by Humber College and the Ontario Institute for Studies in Education (OISE), and—significantly—with a York Board of Education researcher/planning consultant sitting on the committee as a representative of the Borough of York. Humber's Marketing Services Director Ross Richardson, also a member of the committee, stated the study's objective succinctly: "What can we be doing better in York in terms of meeting its educational needs?" Questions had to be answered: How adequately was the college serving York students in Canada Manpower training, language and recreational courses; were employers located in York satisfied with the education and training their employees were receiving in the area; was the college's limited physical presence at Keelesdale and York-Eglinton sufficient to serve the borough of 140,000 people? If a new and larger Humber College campus was shown to be needed, and if the Ministry of Colleges and Universities approved the funding to build, buy or rent it, where in the high-building-density borough could it be located? Four possible locations were discussed: the Olympia York site on Dufferin Street; a new York Borough Civic Centre; the top of West Side Mall on Eglinton



TIBI REORGANIZATION: in April, 1981, the college announced that the Training in Business and Industry Division had been regrouped and renamed Professional Services, and would include three departments: Conference & Seminar Services, Business and Executive Development, and Technology and Skills Training. Appointed executive director of Professional Services was Moe Wanamaker.

FRED LAPHEN.

Avenue; and an existing York Board of Education building.

In the meantime, the Keelesdale Campus, despite its drawbacks had fulfilled an important role as an adult retraining centre. The site was also the early headquarters of the government-funded Training for Business and Industry program. Although TIBI's origin could be traced back to the Queensway I and James S. Bell Campuses, TIBI was centralized on the Keelesdale Campus after the two branches of its activities—management and skills—in April of 1970 amalgamated under the chairmanship of Tex Noble, who was to serve simultaneously as head of TIBI and administrator of Keelesdale.

One of the earliest of the government-sponsored TIBI projects was the Etobicoke New Toronto Employee Retraining (ENTER) program, which was launched in September of 1969. ENTER was designed for employees of several participating local industries, and offered a 20-week upgrading course to broaden employee skills in English, mathematics and science. Besides skills and academic upgrading courses for rank-and-file employees, Humber College also made available educational facilities for supervisors and managers, in the fee-financed Management Development Program. This area was initially overseen by Bob Higgins, who was to become chairman (and later dean) of the Technology Division. Altogether, the TIBI offerings were fluid and flexible: the courses could be predesigned and prepackaged, or tailored to the specific needs of a small firm or a giant corporation. The curriculum could be built to meet the requirements of presidents of companies or junior clerks, senior management or apprentices, automotive transport workers or dry cleaners. The courses could vary in duration from a few hours to days or weeks, and could be taught at the college, on company premises, or even in a hotel or motel.

The formula for increasing employability and improving work performance couldn't miss. From a modest beginning of 70 to 100 students, TIBI expanded phenomenally under the supervision of Noble, assisted by Moe Wanamaker and the late Fred Laphen. By March of 1971, TIBI had accommodated 9,600 students in the skills program and an additional 1,500 in the management area; in 1972 these figures rose to 19,000 in skills and 2,200 in management; in 1973 there were 24,000 in skills and 3,000 in management; and in 1974 the total participation exceeded 30,000. The Humber College TIBI program had in a few short years become the largest of its kind in Canada. And Humber College continued to lead the province in this type of client service. In 1979/80, for example, more than 100 courses were conducted for specific clients involving management and supervisory personnel, and accommodating about 1,500 registrations. In that same year, the college processed more than 300 projects in the TIBI program, accommodating more than 18,000 registrations...although new limitations in the guidelines were clearly beginning to impose a ceiling on the volume.

Yet another service provided by Humber was the Ontario Career Action Program, described in the 1979/80 annual report as follows: "The Ontario Career Action Program (OCAP) is designed to assist young people who are looking for their first jobs after leaving the educational system. OCAP provides young

people with up to sixteen weeks of on-the-job training. This work experience will help them compete more effectively in the labour market. Our staff finds employers, designs training plans and monitors the activities while encouraging the employer to hire the trainee at the earliest opportunity." In 1979/80, the college placed 325 trainees for a total of 2,848 weeks of training.

From the very start, the success of this kind of programming for employees and employers from business, industrial, commercial and professional organizations created a space squeeze. Certainly the early TIBI headquarters at Keelesdale quickly proved inadequate.

After more than a year on that campus, the TIBI offices were moved to occupy two half-floors in a building on Dundas Street West, at Six Points. Then in 1974, the operation was relocated at the North Campus when TIBI and the Continuing Education Division were amalgamated to form the Centre for Continuous Learning, with Ken MacKeracher as dean. Tex Noble turned his talents to the Complex Five fund-raising campaign; Moe Wanamaker became chairman of TIBI; Fred Laphen was to be the director of Management Development Services; and Bill Holmes, chairman of upgrading, had succeeded Noble as administrator of Keelesdale Campus.

By that date, the Keelesdale Campus was no longer Humber College's sole physical site within the boundaries of York Borough. On November 1 of 1972, the college began the operation of the Humber-York Centre, a storefront campus with Gloria Quinlan acting as its first coordinator, under the direction of the Continuing Education Division. The storefront "school" was equipped to provide ethnic and social groups with facilities to discuss political and cultural issues, to help initiate action programs, and to offer programs that would help fully develop the leadership capabilities of interested York Borough citizens. Located at 1721 Eglinton Avenue West on a main transportation artery, it could attract and accommodate a steadier stream of students than could the industrially walled-in Keelesdale site.

Much of the emphasis in programming at the Humber-York Centre was created with the multicultural characteristics of the surrounding area in mind. In particular, the area bounded north and south by Lawrence and St. Clair Avenues, and east and west by Jane and Bathurst Streets, was heavily populated by Italian and West Indian immigrant families, and so special programs were prepared to assist immigrants to adjust more smoothly into the Metro community. Groups such as the Multicultural Development Centre and the Italian-based Dante Society were from the start attracted to the services made available by the Humber-York Centre.

A wide range of activities designed for the various ethnic groups of the York community continued to be offered when the storefront operation was phased out and transplanted in October of 1977 by the York-Eglinton Centre, at 1669 Eglinton Avenue West. Occupying 10,000 square feet within a former women's physical fitness building that had to be gutted and renovated, the York-Eglinton Centre became the focal point of college operations in York Borough. Besides cultural programming, part-time courses for daytime, evenings and weekends were offered in such things as

YORK STUDY: members of an OISE research team in May of 1981 met with Humber's board of governors to review findings of a study attempting to identify the future longterm post-secondary requirements for York Borough.

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YORK EGLINTON CENTRE: the ribbon-cutting ceremony, in 1977, officially opening the two-storey York-Eglinton Centre in Toronto's Dufferin-Eglinton area.

bookkeeping, art history, carpentry, and ballet. Short-term courses for businessmen on changing tax laws and management methods were also developed. There were learning programs for housewives, and even seminars for singles, to help them map out a strategy for survival in a world geared for couples.

After York-Eglinton became the centre for English as a Second Language (ESL) studies offered in York, a sudden influx of Vietnamese refugees in 1980 and 1981 led to complaints about overcrowded and inadequate facilities. York-Eglinton, accommodating about 250 full-time students plus staff, lacked any large lounge for relaxation breaks, and was equipped with only four washrooms, each containing one sink and a toilet. Questioned about complaints, Derwyn Shea, who administered York-Eglinton, in November of 1980 told a reporter: "The influx of refugees created an unexpected demand, and we responded creatively to human need. When it came down to the raw choice of worrying about space or helping those people, the college chose to help."

The recurring dilemma: Humber College believed it had much to offer York residents, but the college was continually frustrated by the meager facilities in which the services had to be offered. The Neighbourhood Learning Centre program (also under the chairmanship of Derwyn Shea, reporting to Angus King, dean of Academic and Commercial Studies), was launched in an attempt to relieve some of the space shortage and to make the college's presence more visible in the York community.

The Neighbourhood Learning Centres began in September of 1973 as a cooperative venture between Humber College, the York Board of Education, and the Borough of York Parks and Recreation Department. This alliance in part-time education permitted the three participating bodies to expand their offerings to a wider market through space-sharing, to trim advertising costs by merging their campaigns, and to avoid the waste of duplicated services.

Some of the courses offered through the NLC were creditable toward Humber College certificate or diploma programs, while others belonged to the recreational or general interest category, offering tips on anything from needlepoint to magic or gardening. Some carried elements of counselling, on such subjects as coping with stress or creative divorce; some had a vocational application such as Introduction to Air Traffic Control or Elements of Accounting; some were more traditionally academic, such as Psychology or Ancient Egyptian Civilization; while others were clearly intended to produce a better-informed citizenry, as was the aim of "You and the Law," a mini-conference held at the Runnymede Neighbourhood Learning Centre. Offered in February of 1976, it explored the legal pitfalls involved in such things as writing a will, signing a mortgage, or settling property rights.

A month later, beginning on March 22 of 1976, law was again the topic of a series of seminars at Runnymede. Humber College had received a grant of $3,000 from the Law Reform Commission of Canada to fund, through the Neighbourhood Learning Centres, a thorough public discussion and debate on questions of the divorce law, imprisonment and release. The commission was seeking input from average individuals on the subject of law

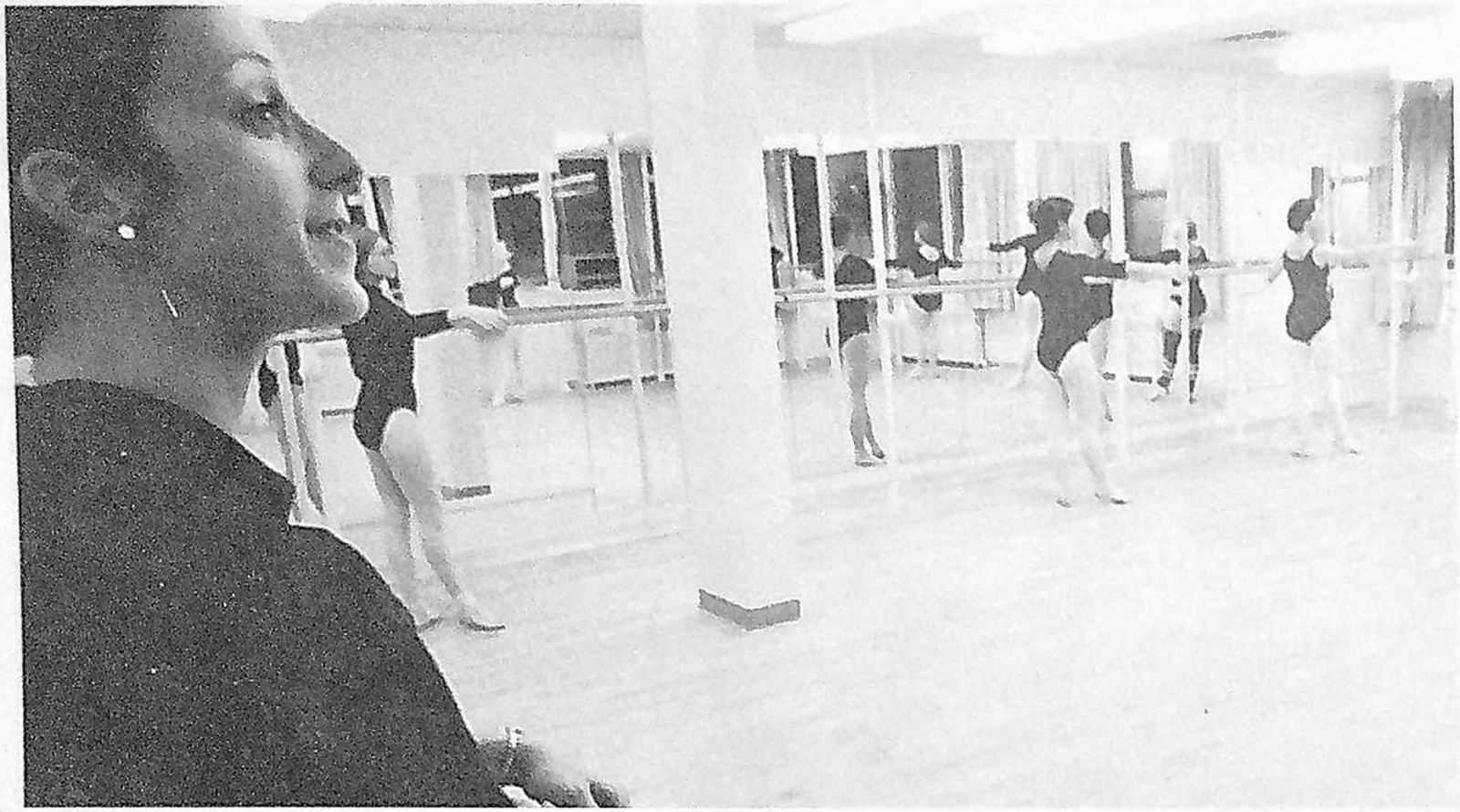
ACROSS THE MAP: director of Neighbourhood Learning Centres Derwyn Shea checks out the strategic locations of existing community facilities in York where adult education courses, conferences and workshops, for credit, general interest or recreation, were offered jointly by York Board of Education, the Parks and Recreation Department, and Humber College.

reform, before proposed changes were drafted by the commission and presented for legislative consideration. About 80 Metro residents participated in the four sessions, and they concluded in a public report that capital punishment should be abolished, prison terms should be limited to a maximum of 20 years, and that reasonable ignorance of the law should be a valid defence in the courtroom. On the question of divorce, the report recommended that the court should refrain from trying to determine guilt or fault on the part of husband or wife; that no one should be obligated to pay alimony to a spouse who is capable of being self-supporting; and that the court should avoid discriminating on the basis of sex in custody matters.

Not all activities at the NLC were as solemn or as serious as the study of Canada's divorce laws or penal code. Some courses were far out—as far out as the twilight zones of outer space. Likely one of the most unusual of NLC offerings was a one-night session called "The Extraterrestrial Connection," which dealt with such intriguing phenomena as Unidentified Flying Objects and the mysterious Bermuda Triangle. Guest lecturer was Eckehard Volker, an Etobicoke consulting engineer and teacher who, on the basis of eyewitness reports, had created a composite sketch of what a creature from another planet might look like. The aliens from foreign galaxies, it would seem, are five feet tall, topped by heads with a wide cranium to accommodate an IQ of about 240, possess little or no jawbones, communicate through mouths that open like a slit, and view our world through large, round or slightly slanted eyes.

For those who preferred spending their evenings dancing the night away rather than scanning the sky for UFOs, the NLC at Weston, Vaughan and Runnymede offered 10-week disco dancing courses that attracted swingers from age 16 to 60. Most popular, it was reported, were the lessons in the waltz, tango, cha-cha and two-step, as well as the Hustle and the Bus Stop.

Of special interest to beauty-conscious women in the West Indian segment of the York Borough population was a mini-conference on makeup for Black women, held at Vaughan NLC in January of 1978. Gloria Shreve, an



TO BOLSTER the technology and technical component in the Professional Services organization, in April, 1981 the college named John Parsonage director of the Technology and Skills Training department. Included in his portfolio were the Canada Manpower Training Program, High Technology Programs, Ontario Career Action Program, Technical Client Contract Projects, and TIBI. Parsonage had taught in the electronics area since 1968.

expert in Black beauty makeup, offered tips on proper skin care, grooming and wardrobe planning.

Like the session on Black makeup, courses in language study offered through the NLC were similarly aimed at specific segments in the community. The wide range of choices—including Arabic, French, German, Greek, Italian, Maltese, Mandarin and Spanish—reflected the multi-racial composition of the Borough of York, and it also underlined the determination of Humber College to reach and serve as many people with as many diverse educational needs within the community as possible. With no major campus in the borough, that objective was not easy to achieve in York.

The York-Eglinton Centre, the NLC program and the TIBI project were all responses to a challenge. Education had moved into the community, had established outposts of learning that could be easily reached by the population. Accessibility was the keyword in the Borough of York. Through the facilities of the NLC, citizens and businessmen alike were guaranteed the availability of college-level programs at locations relatively near to them, regardless of where they lived or worked. Indeed, groups who did not wish to enter a "school" at all could arrange for courses "on a home-delivery" basis: study sessions and training seminars, conferences and counselling could be offered in the recreation rooms of apartment and condominium complexes, in church halls and libraries, in manufacturing plants or company offices. The extent to which Humber College was determined to serve and satisfy knew no boundary. The Conference and Seminar Services department, for example, offered to provide business, industry, amateur or professional groups with facilities not only in York or Etobicoke, but in locations anywhere in Canada. Examples of some seminars sponsored by the department in 1980 were "The Assertive Manager," with management consultant Jim Morrison, in Calgary and Toronto; "The Effective Executive Secretary," with human resources consultant Helen Angus, in Toronto, Calgary, Edmonton, Halifax and Vancouver; "Understanding Data Processing," with computer expert Peter Dillon, in Calgary and Toronto; and