

Interview: The Poet in Society

The opening session of the 1983/84 Literary Reading Series featured IRVING LAYTON, renowned and often controversial, Canadian poet. Layton appeared before a "packed house" in the library at the Lakeshore Campus and afterwards kindly consented to be interviewed for DIALOGUE. Nina Butska, Teaching Master in the Human Studies Division, conducted the interview. The following is a transcript of their chat.

Nina: Looking back, what do you think has been your particular contribution to Canadian Literature?

Irving: I can put it in a neat sentence. I awakened the Canadian reading public, such as it was, to some of the necessary qualities of poetry like passion, anger, outspokenness, antigentility, antiphilistinism. I kicked open a lot of doors for a lot of young writers and readers. Poetry when I first started to write, was very scholarly, very polite. You didn't use any four letter words. Let's face it, the thing that I pointed out to Canadians is two very dangerous propositions—one of these was that sex was here to stay and the other was that sex was enjoyable.

Nina: You've said that the poet has a large size, terrifying demon inside of his psyche. Do you feel that this is true about you?

Irving: Definitely! It's very difficult to elaborate on demons, you know. They're all so very, very personal. You could call the demons obsessions, conflicts, all of these. The Greeks had a word for it—the irrationals. I think in all great poets, there is a very strong element of irrationality—madness.

Nina: Do you still think as you once did that the poet has to fight to survive in this country?

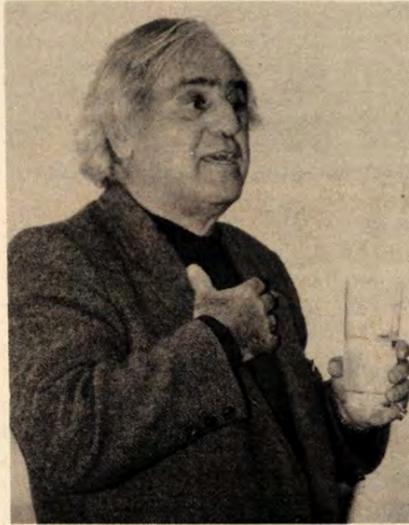
Irving: That was true in the past—economically. It still is true spiritually. The forces arrayed against the poet, against the creative artist, especially against the poet, are very formidable.

Nina: You've said that everybody perceives himself as a commodity?

Irving: Right, he develops what I call a market place mentality. He smiles, he grimaces, for the sake of selling himself. I would say almost everybody is engaged in selling himself in one way or another. People are selling themselves to an employer, selling themselves to their superiors and then they end up selling themselves to their mates, friends and so on.

Nina: You think of the poet as someone whose concern it is to change the world, to bear witness that another besides the "heartless, stupid and soul-destroying one that men have created" is possible. What is your vision of this now?

Irving: Same thing. I believe the poet, the true poet is a prophet; his is the vocation of the prophet and he has a religious vocation. He is concerned with the nature of mankind and of his future, the development of his potentialities, and when I find the kind of society or civilization which we have created—a very soul destroying civilization—I am indignant. When I see little children, for example, paralysed at birth, crippled by the kind of culture that they have to inhale, imbibe—I become very angry, and when I see little children mutilated physically, I can kill the



by John Davies

people who do that. When I read that people send in others as their agents to get children out of public school to become addicted to dope, I can kill them. I say this quite coolly and dispassionately. If anyone did that to my child, I know I would kill that person and I would like to see more people have that attitude, and not simply sit back quite placidly for the sake of money whether it's pornography or dope. I want to stop these people. Maybe censorship is not the proper way to do it, but if for now we can do it with censorship, I want to do it and think about other methods later on. But not to let these people go free to do the kinds of things that they do. They show the kinds of films that they are showing about women being raped, mutilated, gang raped, the whole bit, you know and say, "Well, we can't do anything about it because we believe in freedom." What kind of nonsense is this? Any kind of sane and sensible society will prevent this just as you prevent sewage from getting into your backyard.

Nina: Why has society gone that way?

Irving: For the sake of money, for the sake of material benefits and so on, people are prepared to sacrifice all of these things. They are prepared to see children crippled. They are prepared to see adolescents without jobs or a future. They don't care. The only thing they have concern for is vast selfishness and egotism. Let's face it—in our society the most important thing you can do is to go out and make a lot of money for yourself. In that way you'll get respect and esteem and whatnot. I find that foul, wrong and hideously wrong and wicked and I say there are other things that are far more important and if we're going to have a decent civilization we have to make a distinction and this is where the prophetic vocation comes in.

Nina: Let's take a specific situation where you have people in education—teachers and people who are involved with college libraries. They may in the name of freedom have a variety of pornographic magazines whereas they may not have a whole lot of Canadian literature. Why?

Irving: First of all, they want to be good people. They want to be considered liberal and progressive and they do not want to be considered bigots and narrowminded. In other words, they like the image of themselves. Far more important is the image of them of themselves as decent, progressive, liberal minded. They are far more concerned with their good, self opinion than they are with the good of their society. They are overlooking the fact that today pornography is a very big business—that millions of dollars are invested in pornography, that these are fat, bloated, hideous individuals who are making profits out of these things, out of polluting this atmosphere, the spiritual atmosphere in which human beings must live.

Nina: What did you mean by your statement that "the poet is intensely involved in the business of living and grapples with it as no one else can or dares to?"

Irving: For me the poet is somebody who is intensely alive to the issues of his time. You can never deny the fact that there are things like human dignity or reason or love or creativity and that an individual can grow up and exhibit these qualities for everyone's enjoyment, that anyone who wants to cripple this in a human being is the worst murderer ever. I would rather they killed a person physically than kill him spiritually, to take from him the light of reason, to take from him the possibility of being creative and compassionate.

To kill the human spirit for me is the greatest crime of all.

Nina: You say that other people cannot get as involved as the poet in the business of living and they dare not. What is that lack in others?

Irving: Others may feel as the poet does but not with the same degree of passion. Others don't feel death as painfully—the emptiness, the nothingness, that a poet does.

Nina: Does that not mean necessarily that they cannot feel as deeply?

Irving: The poet is someone who is distinguished by two qualities from other human beings—his passion and his imagination. These are two qualities which others may have but not to the same degree.

Nina: And yet at the same time you view the poet as an easy victim for those who have more practical things to do—"those who may hold down a job, amass a fortune, or get married and raise children."

Irving: Of course, a poet is more vulnerable than the others because the others are living in a very practical world.

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

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cont'd from page 1

Nina:
But you see him as a victim?

Irving:
As a potential victim—yes. Precisely because he's defenceless. He's vulnerable. He's pursuing other things than making money. He's not protecting his rear. He's looking at the stars. In the meantime, there's a ditch there. He falls into the ditch while looking at the stars.

Nina:
Your poetry often has anger and violence in it and sometimes it's directed towards women as in your poem, *Portrait of No Lady* where you say, "I could have whipped her with a safety razor." What is the effect that you want to create?

Irving:
One of great anger. This is a woman who has betrayed me, who has behaved very badly and I am expressing my emotion of anger, of indignation.

Nina:
Have you ever betrayed someone and has that person felt violence towards you?

Irving:
I'm sure I have done that. Betrayal is the name of the game.

Nina:
No escape from that?

Irving:
Not entirely.

Nina:
Partially?

Irving:
Some of us, by realizing, by being aware that we have this very deep compulsion within ourselves to betray. Just as Adam and Eve betrayed God. Betrayal or sin is, in one aspect, an assertion of freedom. Betrayal has that other aspect of asserting your independence from law of constraint.

A time comes when you say, "I'm going to be completely egotistic. I am not going to let social convention rule my actions—and then you may betray someone. You may even betray love. Because that love is confining you, imprisoning you, making you do things that you do not want to do even though they're good things. Start off with the fact that it's a rebellion against goodness, a rebellion that gives you your sense of freedom and dignity and that's why it's very difficult to be a human being. Very difficult.

Nina:
And yet I could imagine you observing, for instance, two friends who were in a life/death situation and if one betrayed the other, your voice would be the loudest against the betrayer.

Irving:
Undoubtedly. But a part of me would understand. I regret to say that a part of me would understand.

Nina:
Your analysis of life is very different from that of other writers. Some see harmony and try to awaken people to that.

Irving:
Where they see harmony, I see disharmony. Where they see peace, I see violence. Where they see humanity, I see inhumanity. Disharmony is there. War is of the nature of the whole cosmos. This is my theology—God someplace realized that he had made a mistake—but he was conceited. Like many creators he thought he could do something. So he created man. That is why man was created last.

Through qualities of reason, love, forgiveness man would create the world that God originally had but fudged.

Nina:
And yet you take this man and relegate a very large proportion to "the stupid, the materialistic, the practical." And there seems to be a very small category of the Irving Laytons that are sensitive, that can comprehend. Why that disparity?

Irving:
It exists in nature, in the world. There are only a few people who are concerned; the saints and the artists are a very small minority.

Nina:
You make me remember Wilder Penfield who had a different vision—for instance, he saw the importance to society of nurturing strong relations between men and women and strong family life. He did not see that these needed to be destructive to the creative power of the individual.

Irving:
Nurturing between man and wife and with children is very important. But very often the creative individual cannot, for whatever reasons, because of demons within himself, find that kind of happiness in that kind of nurturing.

Writers, poets, artists are really the freaks of nature.

There are those who want to do things differently. To upset the scheme. It may be a different way of looking at marriage, or sex, or the human psyche, or anything.

Nina:
But surely a desire for novelty and difference could just lead to destruction.

Irving:
True. So just accept that. Unfortunately, it's a fact.

Nina:
In MYSTERY you wrote "How is it that I, a pilgrim, have acquired 3 wives and 3 children?" Is this still a mystery?



Irving:
I have no idea how it happened. I really do not know how it is that I married 4 times and have 4 children. The people that we meet and mate are really a matter of chance, propinquity, accident.

Nina:
How would you describe the world that you would like to help create?

Irving:
If I could describe that world I wouldn't want to live in it. I don't know that I would want it all that different from the world as it is. I would like to eliminate some of the unnecessary cruelty and pain but I like the variety, the colour. I even like some of the violence in it. First I would make it slightly less painful.

Nina:
What are your plans for the future?

Irving:
More of the same. I am going to write and teach and be as Messianic about both as I have been up until now.

VIEWPOINT

Journalism, to paraphrase dozens of other commentators, is the terribly inexact science of writing history on the run.

That does not mean, however, that we in the craft cannot be committed to accuracy, balance, good taste, and high principle. Indeed, we must be, just as we must always be aware of, or thinking about, the consequences of our coverage and our treatment of events, trends, and the human condition.

The press, or at least the serious-minded segment of the press, always has seen itself as a record-keeper. But we are more than that today. Our duties and our responsibilities transcend the relatively simple chronicling of events. We engage today in analysis, observation, interpretation, and, indeed, in forecasting.

That broad assignment, whether it is self-imposed or has come to be expected by the public, calls for editors and reporters and publishers who have wide interests and knowledge—people of vision who know, implicitly, that, like it or not, the way we present the news is very likely going to determine the ways in which a great many people, probably the majority, will look on their world.

There is no room in journalism, consequently, for charlatans or malice-mongers, nor for shallow

sensationalism which masquerades as reportage.

Yes, journalism, is better than when I entered it twenty some years ago. People are better educated and better paid and they generally have a greater sense of their public service role. But there is a great deal more to be done and a large part of the effort must start in the three dozen journalism schools now in place across Canada.

The Special Senate Committee on Mass Media, chaired by Keith Davey more than a decade ago, helped raise the consciousness in the industry, to borrow a term from the period which is seldom used today.

And, having been a part of it, I believe that Tom Kent's Royal Commission on Newspapers helped underline the need for a renewed commitment, vigorously applied, to the highest standards in journalism.

The public has a role to play, too. Don't let publishers and editors work in a vacuum, going along in the belief that what they're doing must be satisfactory because no one, or not often, is complaining. Write letters, use the telephone, use press councils, use ombudsmen where they exist. Make your presence felt.

Ultimately, news judgments are made by news professionals, as they should be. But with the public's con-

tributions, more thought may go into those judgments.

Certainly, I am not advocating coercion or intimidation by the news consumer; rather, I'd like to see constructive criticism, consistently given. Perhaps only then will we have a chance to nurture a more effective, a more helpful, a more relevant, and more credible press.

There are times, to be sure, when I despair of journalism, as much as I love it. Whenever I read or hear or see the superficial and the trendy served up instead of depth, I sigh. Or scream.

That's when I dig into the files I've been accumulating for so long. There I find articles, essays, letters, speeches, broadcasts, books, and quotations which remind me that the field of journalism was, and still is, inhabited by thoughtful, compassionate, and philosophical men and women.

These are people who, perhaps as much for their own intellectual benefit as for anyone else's, try to understand what it is they are about. Try, really, to define journalism and its place in society. Here's an example I especially like, from the late Nick Tomelin of the London Sunday Times:

"To say a journalist's job is to record the facts is like saying an architect's job is to lay bricks. The journalist's real function, at any rate

his required talent, is the creation of interest. A good journalist takes dull or specialist or esoteric situations and makes readers want to know about them. By doing so, he both sells newspapers and educates people."

Tomelin went on to say that the journalist must create interest while being truthful, "just as an architect must create pleasing shapes that don't let in the rain."

That's a pretty apt analogy. The thread that runs through any discussion of fairness and balance, of responsibility, of credibility, is, simply, truth in journalism. Without it, and without the trust that it inspires, we might as well close down the presses and the transmitters, because distortion, fabrication, and dishonesty have no place in journalism.

Because the press plays a central role in the lives of so many people, we all, journalist and news consumer alike, have an obligation to ensure that, of course, it remains independent and free of interference, and that it strives always to attain the high purpose in which it says it believes.

By Dick MacDonald, a faculty member in Humber's Journalism Program. The foregoing is a modified extract of a talk given recently at the Beth Tzedec Men's Club in Toronto.

Human Resource Development: An Overview



Dr. Roy Giroux



Dave Guptill



Frank Franklin



Dr. Ruth McLean



Bev Wright

The realization by management groups across North America that people in their organization are their most important asset has resulted in a heightened awareness of and greater emphasis on human resources development.

Human resources development has always been part of Humber College, although it has been disguised under other names. The term human resources development will be heard more and more often as we begin coordinating many of the on-going activities and developing new directions.

At Humber, the faculty, staff, and the administrators work together to produce a quality educational experience for the students. As societal demands on the college change, so must the people of the college change by updating or learning new and different skills and knowledge. Human resources development attempts to support and encourage this change and development. A summary of the human resource development (staff development) philosophy at the college could be stated as follows:

1. Staff development takes many forms in the college and involves many groups of employees.
2. Staff development is the combined responsibility of the college and individual staff members.
3. Staff development should be a normal procedure in all areas of the college.
4. Staff development should support and enhance college/divisional/departmental goals.
5. The ultimate aim of staff development is student development.

HUMAN RESOURCES DEVELOPMENT PLANNING COMMITTEE

A central Human Resources Development College Planning Committee representing each sector of the college has been meeting over the last few months. The committee was developed to facilitate communication and coordination between varying groups in the college and their staff development programs. This committee will heighten the effectiveness and increase the utilization of college resources. The mandate of the committee is to provide the coordination, linkage and support for the on-going activities in all departments and divisions. The committee reports to the President. The committee membership is as follows:

Chairperson: Roy Giroux, delegate of the President
Members: David Guptill, delegate of the VP-Administration; Frank Franklin, delegate of the VP-Academic; Ruth McLean, delegate of the VP-Educational and Faculty Services; Doris Tallon, Affirmative Action, liaison, Board of Governors; Bev Wright, Chairman, Support Staff Advisory Committee

The following terms of reference will be used by the committee:

- develop policy (when appropriate) regarding staff development activities and staff development issues at Humber College;
- be a central college resource for information about staff development activities and resources;
- coordinate activities and resources for target groups within the college: administrators, faculty (full-time, part-time), support staff, Board of Governors;
- coordinate and produce calendars of events;
- coordinate and produce newsletter information for a college organ;
- develop advisory committees for all target groups to advise on and assist in development of staff development activities;
- monitor the development of the Human Resource Information System (HRIS) for the college;
- identify competencies needed within each target group and develop in-house trainers for these competencies;
- locate and develop a central resource bank of materials and modules related to identified competencies;
- to ensure the establishment of advisory committees.

REVIEW OF SOME ACTIVITIES

There were a large number of human resource development activities during the fall. These included activities for all groups in the college from the Board of Governors through to the students. The Board began the fall with a dinner and presentation by the futurist John Kettle. John followed this with a presentation to the senior administrators as part of their 3-day workshop in August. Faculty were involved in the orientation of probationary teachers, both as participants and as resource people. Several divisions have developed Pro-Dev faculty committees and

each of them was busy. The Nursing Department committee had several sessions, one of which was "moral and ethical issues". The Applied and Creative Arts Division presented a seminar on "stress". The Business Division committee has surveyed the division for educational needs. The Lakeshore Campus committee used Dr. Richard McCrary from Dallas to lead a session on the adult learner. Bev Wright in the Personnel Department developed a large number of noon hour seminars for the support staff. Richard Swanson, through Pro-Dev offered several cross-college workshops on computers and an introduction to standard computer packages such as word processing and visicalc. Vinnie Mitchell of the Counseling Department and Pro Dev worked jointly to offer training to the student peer tutors. The fall also saw the beginning of a new advisory committee to help develop a human resources development program for program coordinators and senior program coordinators. Their program will be announced shortly.

REACHING OUT OR NETWORKING

Within the college, there are a number of staff development or professional development committees. Some of these work within divisions or departments and others are cross-college. The Human Resources Development Committee is in contact with the various chairpeople of the committees, and reports of committee meetings are tabled at the central college meeting.

SUPPORT STAFF ADVISORY COMMITTEE

Chairman: Bev Wright
Members: Erin Hamilton, Professional & Management Development; Janice Schilling, Financial Services; Rita McNaughton, Payroll; Helen Ross, Capital Works; Cathey Burgess, Bookstore; Marilyn McCormack, A.C.A.; Linda Azzopardi, Y.E.C.; Heather Reid, Business; Sue McNulty, Technology; Doug Fox, Athletics; Joyce Hillier, Placement; Jill Cruickshank, Lakeshore; Barb O'Brien, Marketing; Anne Rayner, C.E.D.

Jane Dearing, Computer Services; Judy Dunlop, Public Relations

PC/SPC TRAINING ADVISORY COMMITTEE

Chairpersons: Frank Franklin; Ruth McLean
Members: Jeff Dixon, Technology; Sue Philip, Health Sciences; Nancy Epner, Business; Terry Joy, Lakeshore; Ron Geard, Keelesdale/Y.E.C.; Jim MacDonald, Human Studies; Penny Bell, Applied and Creative Arts; Jim Smith, Applied and Creative Arts; Dave Darker, Hospitality; Gary Begg, Human Studies; Jim Montgomery, Technology

DIVISIONAL PRO-DEV ADVISORY COMMITTEES

Applied and Creative Arts Division

Chairperson: Don Chase
Members: Dick MacDonald; Jim Bard; Betty Mitchell; Robin Howard; Clif Train; Bob Shapton

Business Division

Chairperson: Nancy Epner
Members: Grace Allen; Ross Richardson; June Teckert; Harvey Freedman; Stan Shaw; Steve Gromacki

Health Sciences Division

Chairperson: Norma de Castro
Members: Sheila Money; Barbara Black; Sue Olijynk

Lakeshore Campus

Chairperson: Barrie Saxton
Members: Harry Edmunds; Gary Willison

Human Studies Division

Chairperson: Earl Reidy
Francophone: Raymond Doucet

by Ruth McLean
 Professional Development

Workshops for the Workplace

You have an important presentation to make to Management Council. But as you are getting out of your car, you rip a nylon and look horribly tacky. You forgot to mail the mortgage cheque and need an emergency stamp. It's 4:15, there is a howling snow storm outside and your darling child calls to say he's in desperate need of a piece of bristol board, loose leaf refill, or liquid paper. But do you panic? No, the Bookstore is close at hand and you don't even have to go out into the cold.

The Bookstore is an area that impacts on every member of the Humber College community: students, faculty, administrative and support staff.

In September 1968, the Bookstore had its beginnings in one portable at the Lakeshore campus which served the needs of 1221 students and had sales of \$89,000.

Today there are Bookstores, or Bookstore Services, at all campus locations and their sales volume has soared close to 4 million dollars per year. The Humber student body has swelled to 11,000 full-time and 77,000 part-time students. The Bookstore mandate, however, remains the same, "to serve the students and college community in the most effective way possible," according to Gord Simmett, Director of Bookstore Services.

The Bookstore is an administrative area of the college, but is unique in that it receives no direct funding from the college. All staff salaries, renovations and new endeavours are paid for out of the operation. Their role is "an ancillary one to overall college operations," according to Manager, Blair Boulanger.

The retail role can be broken down into three major areas: one, to provide the books and supplies needed by the students in their individual programs; two, to stock merchandise that supplements the normal curriculum needs and three, to contribute to the quality of campus life by offering convenience items. (A shower is a lot nicer with soap and a fluffy towel!)

In addition to their retail role the Bookstore undertakes many services for the convenience of the college community. The sub-post office, T.T.C. tickets, parking sales and all allocations for the parking committee, are prime examples.

How many people handle this myriad of duties? Normally, in addition to seven staff in the Bookstore offices, there are 2 buyers and 21 other support staff who manage to prepare for 3 full-time semester openings per year together with all the part-time evening intakes, and the continuous learning cycles of the south campuses. During the brief time between semester openings all preparations, book ordering, receiving and shelving must be made for the next session, as well as handling an average of 5000 customers per day. And that's the slow time.

In peak periods, up to 25 additional part-time personnel are brought in to handle the 18,000 persons per day who jam the stores.



Dr. Roy Giroux addresses the Bookstore Staff on interpersonal relations.



At the conclusion of the seminar, Dr. Gordon presents certificates to the participants.

People cannot exist in a pressure environment 100% of the time. If they do, problems arise. The Bookstore is very open and honest in acknowledging that they have problems. They are not all of their own making. The space constraints imposed upon them are ridiculous considering that the average college store operating under their volume capacity would have an average of 30,000 square feet of merchandising space. Our Bookstores, in contrast, have 8,800 square feet of total space spread over all campuses.

One of the major complaints of students arise when books are out of stock. Inexcusable you say. Fine. Imagine yourself as one of two people controlling over 80,000 books for the September semester, plus 10,000 other sundry items without the aid of computerized inventories. These problems have no easy or fast solutions; the remedies require money.

There are other concerns in the Bookstore however, including the quality of customer relations, interpersonal staff relations, and information flow. These areas are more easily immediately addressed and, with these priorities in mind, Gord and

Blair approached the Personnel Relations Centre and asked Bev Wright and Dennis Stapinski to design a two-day seminar, specifically pertaining to the interests and concerns of the Bookstore staff.

It took 3 months for Gord, Blair, Dennis and Bev, to tailor-design a program that effectively met the following formal objectives:

To provide insight into the goals of the Bookstore operation in concurrence with those of the college.

To increase productivity by instructing staff in proper merchandising, customer service and product knowledge techniques.

To reinforce the "team building" approach in the Bookstore operation.

To open the lines of communication to allow staff input to management on how the Bookstore can be more effective in dealing with the public.

To create a better image of the Bookstore by its users through staff awareness to customer requirements.

For two days in mid-December the unthinkable happened. An essential service was shut down, manned by only a skeleton part-time staff while full-time staff took part in professional development.

The course content included the following relevant topics such as the historical background of the Bookstore, present conditions, future directions, how to work together for effective customer relations, merchandising and display techniques for an effective presentation and how to control shop-lifting.

One of the most effective sessions discussed "Who is Who and Who Does What in the Bookstore."

This presentation of overall organization contributed greatly to staff awareness of what the other persons responsibilities are and how the actions of one individual can affect, or afflict another's duties. It reinforced once again the principle that no one works in a vacuum.

As well as morale-building, very concrete and insightful suggestions were presented by support staff members to management as to the handling of rush periods, how to create better internal communication, and handle problems. "Some suggestions have been implemented and all others will be actioned as soon as is feasible," according to Gord. Sub-committees were organized immediately after the seminar and staff members now are working actively to resolve problems and organize for a smoother operation in the future. To quote another successful group "we try harder."

A two-day investment in staff development is a small price to pay for the quality of practical information-sharing and self-actualization that evolves from sessions like these. The Personnel Relations Centre is available for consultation regarding seminars geared to individual department's requirements. Gord and Blair took a chance and won, should you?

Quote of the Month

Bob Cardinali on the new Humber Phone System

"There is a problem with only 2 % of the total number of lines coming into Humber College. The difficulties of the continual ringing and busy signals on external calls is originating at the central switching station in Etobicoke. At the present time top engineers from Bell and Northern Telecom are investigating. This is the best phone service in the college system. If anyone has any problems, it's because you are all congenital idiots."

Special Needs, Special Programs

How much we take for granted. Our effortless mobility, our intellect that allows us to grasp new ideas and abstractions with relative ease, our sense of being in total control of our lives. For one segment of society, these concepts are unattainable luxuries.

Five per cent of our total population is in some way physically, or developmentally handicapped. It is to this group that the newly formed Community Integrated Cooperative Education Committee, at the Lakeshore Campus, is addressing itself. They are examining two proposals that will provide a learning environment that is conducive and supportive of special needs individuals.

There is a precedent for this type of proposed programming. This past summer, 16 students were brought into the college through the normal registration channels. These post-secondary students, however, were self-identified or referred through sponsoring agencies as requiring special assistance. Their liaison contact was Renate Stein, a Workshop Rehabilitation student, acting as a special needs technician on a Ministry of Labor grant. Her work is now being carried on by Helen Novakowski, also a Rehabilitation Worker student.

"When a physically disabled person seeks admission to the college, he/she is counselled as to the appro-

priateness of their program choice in three potential problem areas, according to Richard Hook, the Dean of the Lakeshore Campus. The following questions must be considered:

1. Does their program choice relate realistically to their individual abilities, as well as to their interests?
2. Are the career opportunities at the end of their training period commensurate with their physical capabilities?
3. Is there adequate funding available, either personally, or via a sponsoring agency to meet the student's extra expenses, outside of the college's area of accountability?

The college assumes responsibility for all curriculum accommodation, that is, all special texts, audio/visual materials, overheads etc. Outside agencies, or the individual, must furnish special aids, devices, or unique support systems. For example, in the case of a deaf student, a sponsoring agency would provide either a phonic ear, or an interpreter to sign the instructor's thoughts.

The total number of disabled students has grown dramatically since the initial intake of 16. To date, there are 34 agency-sponsored students, and 11 others, enrolled at the Lakeshore Campus. They cover a wide range of handicaps: visually-impaired, hearing-impaired, print-handicapped (learning disability),

and mobility-impaired. "Their success rate, judged by the hard criteria of being in good standing at mid-terms and finals, stands at 75%," according to Didi Radcliffe, the Coordinator of the Workshop Rehabilitation Program. She indicated that the remaining 25% are in difficulty for several reasons.

Adequate accommodation, in terms of available learning material, has presented a problem for the visually-impaired. Tapes, braille texts, and large print material were slow in coming from the W. Ross MacDonald School in Brampton. Hopefully, now that the start-up difficulties have been resolved, conditions will improve.

A second group of students was passed through the secondary school system despite large gaps while they were undergoing extensive medical treatment. They have now been placed in academic upgrading to improve their functional literacy skills.

A third group obtained the necessary academic credentials prior to the onset of their disability. "They are victims of 'overachievers syndrome' and have not yet come to terms with a realistic understanding of their disability. They do not recognize what they need for survival in a competitive college environment," says Didi.

A few were victims of over-protective families, who if the disabil-

ity was not visible, did not acknowledge it. In these cases, extensive counselling was done with the parents, so that they could finally discuss the issue openly with the affected child.

A 75% success rate is quite a firm foundation on which to build and grow; now for the future. Lakeshore Faculty members Didi Radcliffe and Mike Kehoe, together with representatives from the Etobicoke Community Services, the Metro Toronto and Ontario Associations for the Mentally Retarded, as well as the Etobicoke School Board, have formed an advisory committee chaired by Art Knowles, Program Manager, Continuing Education & Development. They are presently examining two initiatives for individuals who are either physically, or developmentally handicapped, and who are not eligible for post-secondary training.

The first proposal being examined has a vocational orientation. Humber Campus facilities would be used as a training station for the developmentally handicapped. For example, students would be placed in the Arboretum or Food Services area, on a long term basis, in an effort to match their expectations and abilities. This would provide an interim stage in their career development, bridging the gap between the vocational school, or sheltered workshop, and the "real world", and would form a part of the hardening process.

The second proposal relates to a life skills course centering on self-awareness and advocacy for the physically handicapped and a more basic life skills program for the developmentally handicapped.

Physically handicapped students share the same need-for-survival techniques that face mature students who have been out of the school system for a number of years. They are insecure and experience discomfort in their new environment, which is far removed from protective hospital and home settings. They must also cope with the problems of attitudinal bias, and, unbelievable as it may seem, mocking by the other students. They need guidance in time management and study techniques if they are to advance to the post-secondary level. They also require more personalized learning. A blind person, for example, would need mobility training before being able to make his/her way.

Another goal of this program would be to teach these students to express themselves and their needs in an assertive manner, thereby decreasing dependency on others.

The developmentally handicapped component of this life skills course would highlight these skills on a more basic level. It would teach individuals how to work with others and how to accept discipline.

It is obvious that in this type of programming, cooperation in the delivery of services must be evident at all levels of government and sponsoring agencies. As the current trend of transferring individuals from institutions to group homes and community settings continues, Humber could play a vital role in this transition period and beyond.

by Judy Dunlop
Public Relations

We Also Serve

SERVING PHYSICALLY DISABLED PEOPLE — THE HUMBER COLLEGE LIBRARY

Early in the New Year the Humber College Library will provide additional services enabling print-handicapped students to more fully access Library facilities by appointing a full-time "Special Needs Learning Materials Technician".

Mr. George Hrabar has been appointed to this position, funded by the Vocational Rehabilitation Association, to act for the print-handicapped and students with other special needs attending the North Campus. His job will be to facilitate the provision of day to day educational materials, such as textbooks, class handouts, examinations, and short reference articles, which will be transcribed into braille, large print, or tape.

The first practical problem to be overcome is to find out actual names of disabled people utilizing the Humber College facilities without violation of privacy. To help overcome this problem instructors and especially students can be very helpful in making the Humber college staff aware of individual cases. Mr. Hrabar

recommends that anyone with a disability attending the North Campus, make their needs known to him well in advance of registration, in order that specific course material can be transcribed and made available before the college semester begins.

This approach will preserve the students' privacy and also indicates the willingness of the faculty and staff members to provide assistance. It is the obligation of the college to attempt to make facilities available if there is a disabled student who can benefit from the NEW SPECIAL LIBRARY SERVICES.

The Honourable Bette Stephenson, M.D., Minister of Colleges and Universities announced in the Legislature on April 21, 1983, that "The W. Ross Macdonald School, in Brantford (A Provincial Resource Centre for the Visually-Handicapped) will receive requests from post-secondary institutions on behalf of print-handicapped students and will search sources for previously transcribed materials, and

will arrange for transcription as required. . . ."

Mr. Hrabar will be working directly with The W. Ross Macdonald School as the contact person for the North Campus Library. The W. Ross Macdonald School will be working in cooperation with agencies which include the audio library service at Trent University, the National Library at the Canadian Institute for the Blind, PAL reading services incorporated in Toronto, and the braille centre at the University of Western Ontario.

The benefits of warm and informed interaction between librarians and disabled users of their libraries are likely to be reciprocal. Therefore, Mr. Hrabar welcomes constructive criticism from parents, staff and students.

by George Hrabar
Special Needs Technician,
Library, North

The Lakeshore Shuffle

As a result of the resignation of Jack Ross as the Dean of the York Campuses, and Bill Holmes' subsequent appointment as an interim replacement, certain organizational changes were necessitated at the Lakeshore.

John Riccio, as acting chairman, will assume overall responsibility for the Business Department. Reporting

to him will be Harry Edmunds and the new micro coordinator.

Pat Ferbyack, as acting chairman, will oversee all the post-secondary Human Studies Programs. Barrie Saxton, Didi Radcliffe, John Huot, Grace Nostbakken, and Mac Davis will report to Pat. Grace will act as the Child Care Worker Coordinator for the duration of Pat's assignment.

During this time, Ethel Milkovits and Harry Matsugu will report to Bob Davidson, as will Cindy Niemi and Hero Kielman.

It is hoped that this interim structure will minimize the disruption of college operations between now and June, when the system will stabilize.

Humber Hosts Prominent Educators

On Tuesday, January 10th, Humber hosted the Dean of The Harvard University Graduate School of Education, Dr. Patricia Graham at a dinner and reception held in the Humber Room.

Dr. Graham's background is an impressive one. She has been a lecturer and assistant professor at the Indiana University School of Education, a visiting professor at Northern Michigan University, and a professor of history and education at Teachers College, Columbia University. She joined the faculty of the Harvard Graduate School of Education in 1974. This was followed, in 1977, by her appointment as Director of the National Institute of Education by President Jimmy Carter.

Author of three books: *Progressive Education: From Arcady to Academe* (1967), *Community and Class in American Education* (1974), and *Women in Higher Education* (1974), Dr. Graham has also published an extensive number of



academic articles. In addition, she is an active board member for such groups and organizations as The

Josiah Macy, Jr., Foundation, The Northwestern Mutual Life Insurance Company, and the Spencer Foundation.

Dr. Graham holds a Bachelor's Degree from Purdue University and a Ph.D. from Columbia University. She has received honorary degrees from Beloit College, Manhattanville College, Indiana University, St. Norbert College and Emmanuel College, to name just a few.

According to Robert A. Gordon, President of Humber College, it was his hope that "a network could be created to facilitate ways in which prospective candidates could attend Harvard and return to Ontario to benefit the system... this in no way is a reflection on our own institutions, but, on the contrary, can create a wonderful complement to some of the things already offered here."

The audience was made up of some sixty university deans, college presidents and administrators, and school board directors.

OHIP Offshore

You have been assigned the onerous duty of setting up a course curriculum in Pago Pago; you cut your foot on a seashell and infection sets in. Who pays?

Nothing restricts the college from assigning a full-time regular employee to a work station anywhere in the world (perhaps even Sky Lab!) on Humber College business. The critical factor for benefit coverage is the duration of the period outside Ontario.

If we notify OHIP in writing and provide proof of Ontario residency, our employee will be covered for fifteen (15) months and the same goes for Sun Life. We have one precedent for coverage up to two (2) years, but this seems to be the maximum.

Sun Life, while expressing some concern over the increase in the number of employees employed by the colleges in places outside Canada, has recognized that as long as we notify them of the situation, they are contractually bound to honour all legitimate claims.

In order to provide our people with appropriate protection, we should endeavour to ensure that anyone we send on Humber College business overseas is a full-time regular employee, perhaps on a special contract, but our employee nonetheless; even if full funding is provided by another agency.

The chances of a large life insurance or disability claim may be low, but the consequences of even one claim could be very serious and the mechanism to avoid risk is easy, in place and inexpensive.

Of course, some of the problems from the employee's point of view centre on processing of claims and reimbursement of costs incurred. With our experience to date, we have identified several means of overcoming delays, namely, by ensuring:

- 1) that the employee takes a supply of appropriate forms;
- 2) that the employee completes the forms correctly, attaching all required receipts with a note of translation and/or currency exchange rates, if necessary;
- 3) that the employee maintains regular contact with a college official and the Personnel Relations Centre;
- 4) that the employee maintains an Ontario residence and a contact person known to the college in case of an emergency.

Probably the most serious problem is the potential for the employee to go off to another country assuming that he/she has a certain coverage which they do not have. The only way this can be avoided is to have the employee visit Mrs. Wooldridge in our office early in the planning stages to review their complete benefit coverage. To date we have found this practice to be very beneficial.

All in all, there should be few, if any, problems involved in benefit coverage for out of country assignments so long as our department is kept in the picture from day one onwards. We will notify all carriers or agencies and arrange to counsel the employee.

by David Guptill
Personnel Relations Centre

Recent Appointment to B.O.G.

Kathryn Evelyn O'Neill is the most recent appointment to Humber's Board of Governors. Karyn, as she prefers to be called, is currently the Assistant Director of Personnel and Public Relations for the Borough of York. She was formerly the Assistant Director, Ontario Region, for the Institute of Canadian Bankers, and prior to that was the Assistant Supervisor of Personnel for the Bank of Nova Scotia.

Karyn graduated with a B.A. Honours degree from the University of Toronto in 1975, followed by an MBA from York University in 1977. Her undergraduate years were punctuated by student exchanges with Laval University in Quebec and Smith College in Northampton, Massachusetts.

Her official appointment to the Board, for a three year term, was effective as of January 1, 1984.

Karyn's community and profes-

sional associations include the York Administrative Alumnae Association, the Institute of Canadian Bankers, and the May Court Club of Toronto.

Her initial interest in the Board position was sparked by a meeting with Dr. Gordon. It was not her first involvement with Humber, however. As well as enjoying our sailing program, Karyn taught General Business courses to evening students at the Lakeshore Campus. Her particular interest still remains with the part-time student and this, perhaps, is where she will focus her attention.

Karen enjoys sports and visibly radiates energy. She plays squash and raquetball weekly, and also attends dancercise classes. Skiing is a weekend priority as well as singing with Our Lady of Sorrow's Choir.

As a native Etobian, and present employee of the Borough of York, Karyn represents a natural choice for the Board of Governors.



The Lakeshore Campus Planning Committee

The Etobicoke Lakeshore Psychiatric Site Study, which encompassed recommendations for Humber's Lakeshore Campus and Colonel Sam Smith Park, has now been approved by Etobicoke Council. The study establishes planning guidelines, recommends some interesting development opportunities and proposes that the college be represented in a tripartite planning group including Municipal and Ministry of Government Services officials. Although senior M.G.S. staff do not anticipate any immediate decision on the sixty-four acre hospital site, Colonel Sam Smith Park is already under construction.

In order to integrate long-range college planning with development opportunities in the Lakeshore area, the Lakeshore Campus Planning Committee has been established. The role

of the committee is to synthesize a variety of proposals into a coherent corporate plan for the Lakeshore Campus. This will involve coordinating and facilitating communications within the college and with a variety of agencies and interest groups outside the institution. The committee will make its recommendations to the President. Those recommendations will be presented to the Planning Advisory Council before being submitted by the President, to the Board of Governors.

The members of the committee are listed as follows:

- K. Cohen, Director—Physical Resources
- J. Davison, Vice-President—Administration
- R. Giroux, Vice-President—Education and Faculty Services

- S. Hall, Dean—Continuous Learning and Development
- R. Hook, Committee Chairman
- J. Metcalfe, S.P.C.—Technology
- T. Norton, Vice-President—Academic
- B. Saxton, S.P.C.—Lakeshore Campus
- L. Sherman—I.B.I. Consultant

A copy of the Etobicoke Lakeshore Psychiatric Hospital Site Study is being added to each campus library. Members of the college community are invited to forward any questions or suggestions to Rick Hook at the Lakeshore Campus.

by Richard Hook
Dean, Lakeshore Campus

Profile: June Teckert



"I am a Gemini with Mercury, the winged messenger in my house of communication." How appropriate for a teacher. June Teckert joined the faculty of the Business Division in 1971 to teach her specialties of office procedures, typing, shorthand, and later, word processing.

Growing up in Peterborough, June's high school years were happy and productive. She participated in the school choir, the United Nations Club, and was very involved in YM/YWCA activities. Both these latter associations emphasized an awareness of Third World countries, their

economic, educational, and philosophical needs, and how these requirements are being met by Canada's foreign aid program. As a result of her keen interest and enthusiasm June was chosen to attend a weekend seminar at Queen's University on behalf of the U.N. Club. She was also one of the Canadian representatives at a YMCA-sponsored international symposium, held in Holland to examine the role of the "Y".

After graduation June attended teachers' college and taught the primary grades for two years.

At that point, young minds drove her to return to the University of Western Ontario where she majored in English Literature to obtain her Bachelor of Arts degree.

June then moved to the secretarial field for several years where she acquired the practical expertise she teaches today.

On a chance, in September 1969, June accepted a part-time contract to teach typing to night students at George Brown College. This led to a full-time position the following year. In September, 1971, June transferred to Humber. "Teaching is an ideal occupation for me. I am very people-oriented and enjoy relating to others on this objective level. The secretarial area, although the course content is repetitive, is gratifying in that our graduates are always placed. I feel there will always be a need for competent women, trained in all aspects of office management, who see the

microcomputer, or word processor as a multi-function work station, and themselves as more than mere extensions of a typewriter."

Among her professional associations June lists Professional Secretaries International where, as a guest lecturer, she has given two presentations; the first on stress, and the second on the human continuum based on two works, Gail Sheeny's *Passages* and Levinson's *Seasons of a Man's Life*. Recently she was appointed as Chairperson of a fund-raising committee for an international secretarial convention to be held in July. June also belongs to the Association of Records Managers.

June is a wonderful advertisement for the continuous learning cycle. During her early years at Humber she pursued her Master Of Education Degree at OISE. Her area of specialization was in theories of management and group dynamics. She completed her degree in 1978, and then, with the advent of word processors, took several computer-related courses at Humber.

June also studied French in Paris, Trois Rivières, and on the islands of Ste. Pierre and Miquelon. When asked if she was now fully bilingual, June grimaced and said, "I get by." Her eight-year old daughter Patricia, will get a much earlier start however, as June has enrolled her in a French-immersion school.

As she seems to be a perennial course junkie June admitted: "I tend

to lean toward the academic so, for me, taking courses is a relaxing form of leisure."

On an athletic note, June skis and travels regularly to the Georgian Bay area and Quebec.

She has continued her musical interest with Music/Theatre Etobicoke. She was a member of the chorus of *Anything Goes* and is now looking forward to the spring production of *Camelot*, which will be presented at West Humber C.I.

June's other hobby is astrology and she attends monthly sessions of the Canadian Federation of Astrologers. "It is fascinating and I am constantly amazed by the accuracy of some of the predictions."

June's taste in music runs the gamut of Bach to rock, with the Culture Club a current favorite. Her entertainment priorities include dining-out, theatre, and dancing. For quieter times June curls up with a fashion magazine or a Ross Mac-Donald, or Agatha Christie thriller.

Travelling, when "times were good" saw June on a cross-country tour of Canada, in England, and France, Spain, Portugal, Germany, Austria, Jamaica, and the Bahamas. The highlight of her wanderings was a six week stay in Australia.

June laughs and summarizes her life as a "struggle to maintain optimism against all odds." Quite a fitting description of a woman who is as bright and breezy as the month whose name she shares.

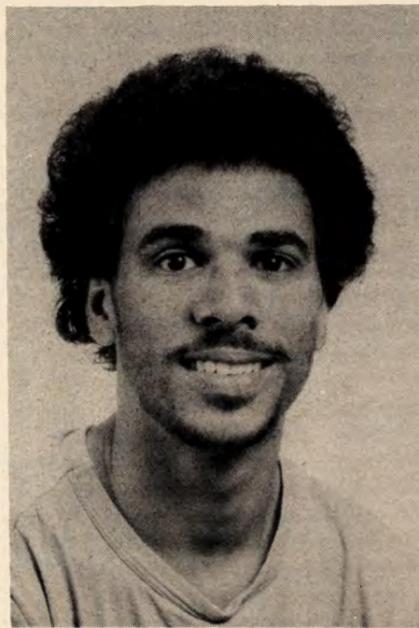
Profile: Alamo Wocker

Alamo Wocker, the newest staff member to join the busy Continuous Learning Centre, typifies the struggle that many young people face as they seek employment today. Alamo has found his solution; so hopefully, will they.

Alamo was born in Capetown, South Africa, where he lived briefly before his family moved to Birmingham, England. His impressions of England are still vivid; the heavy industrial atmosphere, his early home, the factory at the end of the block, his parents working on the buses, the chilling fog, and the less than fond memories of gray flannel uniforms.

Alamo moved to Toronto when he was seven and attended local public schools and West Humber Collegiate. He then took academic upgrading at George Brown College before undertaking a mechanics course at Centennial College.

Early in his job search, a Manpower counsellor recommended that Alamo apply to the OCAP program at Humber. (Alamo was obviously saving the best to last.) He did, and was placed in the Receiving Department



where he worked for only two months before being hired on a full-time basis. He then quickly moved to transportation. His first job was driving the children to the Developmental Centre in mini-vans. Later he advanced to the larger buses, had a

regular morning and evening route with deliveries sandwiched in-between. The highlight of that particular job for Alamo was out-of-town trips with Humber teams as well as field trips with various student groups. Humber's system of assigning overnight trips is very equitable. Instead of awarding them on a seniority basis, all employee names are listed alphabetically and when your name and a trip coincide on the top of the list, you're off. Raymond Doucet taught Alamo to ski on one such excursion to Quebec. "I really didn't have a choice, I found myself on top of the hill with only one way to come down!" Quite a side benefit.

Alamo now resides in the Continuous Learning Centre, a contrast to his former all-male environments. His area of responsibility includes Human Studies, Labour Studies, and Hospitality Management. He handles general information calls and registers evening students on-line. He sees this transition as a "move up" for himself and a "wonderful learning opportunity." He feels a "bit isolated" at times but has worked through an easy-going relationship with all the

"token females" in his department. He jokes readily with them, tells them quite regularly that they "owe him for 400 years of slavery," to which they reply, "at least your ancestors got a boat trip out of it."

Alamo hopes to enrol in computer-related courses in the fall with an eye to the future. His goals in life are common to us all—security and a home.

Alamo has three children, a boy 9, and two girls ages 4 and 16 months. In addition to his family responsibilities, Alamo is an avid basketball player. He has played for the Humber intermural team as well as for two outside men's leagues. He maintains his strong contact with the Athletic Department and students and can always be found in the Gordon Wragg Centre.

Alamo is personable, easy going, and relaxed. He enjoys parties, movies, and the occasional quiet time. His favorite music includes rhythm and blues and jazz. He describes himself as a "good listener who always has time for his friends." These qualities make him an ideal addition to the CCL area.

New Location, New Initiatives

The Centre for Labour Studies was established in 1975 as a joint project of the Labour Council of Metropolitan Toronto and Humber College. The purpose of the Centre is to develop educational training programs, designed to meet the specific learning needs of organized workers in the Metro Toronto area. Individuals earn academic credits by learning important trade union skills.

To further facilitate this mandate, and in response to the initiatives of Wally Majesky, the President of the

Labour Council, and Mike Lyons, the Executive Secretary, Humber's Centre for Labour Studies officially relocated to 15 Gervais Drive, Don Mills, as of December 22, 1983.

Joe Grogan, Brenda Wall and support staff member Erna Koch are now in the new location, a large office complex which houses the Labour Council itself as well as numerous union administrative offices.

The Labour Centre's representative on-campus is Chris Schenk who divides his time between the Gervais

Drive Centre, the North Campus, and Highway 401.

According to Chris, "The Labour Studies Program now has a greater growth potential located more centrally to prospective client groups."

Stewart Hall, when discussing the rationale behind the transfer noted that "right now is a very difficult time for the labour movement, and the economy in general, so it makes sense to develop closer ties with the Labour Council as they are very involved with social service ini-

tiatives."

In addition to these social concerns, new areas are being developed. Currently the Centre, in conjunction with the Canada Ontario Development Program, is assessing the needs of immigrants in the workplace and is designing English courses to be offered in the industrial or local school setting. To date, 14 courses are in place with more under negotiation. Hopefully, for the Centre for Labour Studies, expansion will be the key word of the 80's.

To B.E. or Not To B.E.

To "Buy Electronic" or not, that is the question which has haunted me for six months. You see I have to do something about my old '73 Peugeot which is rusting away in a peculiarly French manner. So I have been looking around for a suitable replacement. And I find that although everyone seems to feel that "sticker shock" is the thing this season, for me it turns out to be "electronic shock."

It's just that after thirty odd years of an up and down, but overall eminently suitable relationship with that mixture of electrical and mechanical adversity known as a car, it is difficult to admit that it finally has me beat. Nevertheless it is true! For whatever reason, I cannot get along with the new electronic doo daas somewhat euphemistically called "The Leading Edge of Technology."

Look as I might, I cannot find a non-electronic car, unless one is willing to consider a la-di-da. And, after reading *Darkness At Noon* and *Gulag Archipelago*, it does tend to make even caviar a little less tasteful.

Is it me? Am I simply a 19th Century mechanic, happy with things which make noises and can be seen to

work? Or is it that I know, as do many mechanics both shade tree and professional, that you cannot take a computer, subject it to temperatures ranging from 40° below zero Fahrenheit to 200° Fahrenheit, while vibrating it like crazy and expect it to perform as though it was your good old reliable TV set.

But let's suppose it does, after all it is solid state isn't it? Then how about all those sensors that transmit all the information to the little black box? Some of them sit in the exhaust system sniffing those hot toxic gases all day long. If you have ever looked at a tailpipe after a few years you have some idea of what happens under those conditions.

The final blow came just the other day. I had started looking at diesels after finding out that the 2 black boxes on an XJS Jaguar cost \$675 for the E.C.U. and \$625 for the F.I.C. and that's in the U.S.A.

My handy little calculator tells me that with our dollar currently under 80 cents U.S. that is \$843.75 and \$781.25 respectively. So I checked on diesels because they do give good mileage and are not sup-

posed to need tuning up all the time.

I found that the big problem was corrosion of the two very expensive parts, the injectors and the injector pump, if water contacted them. The price of an injector pump, was stated as being up to \$1000, but this didn't seem out of line after the sticker shock of the Jag's computers. I also shrugged off all the footnotes saying, "only to be done by experienced diesel mechanics with appropriate factory special tools," after all, that's good old 19th century stuff. What slowed me down to a crawl was a little statement saying that diesel fuel was hydrophilic. When I looked this up, I found it meant that it naturally attracts water. When injectors and injector pumps cost what they do and are certainly not attracted to water, it goes against the grain to use a fuel that is! At least it does with me.

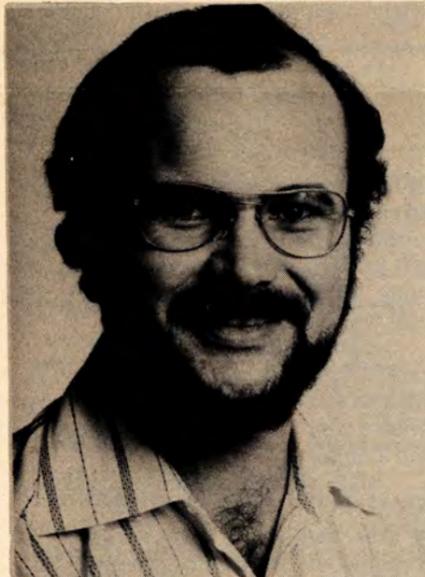
So I thought, let's give it one more try and went back and studied electronic feedback closed loop carburetors. After all, why not? It's probably a better system than those old fashioned variable venturi S.U. jobs we used in the '50's. They only had one moving part and were only 95%

efficient. You wouldn't believe what turned up! The sensor in the tailpipe tells the computer to add more gas or less, as the case may be. It does this by signalling a solenoid (that's an electro-magnetic valve) to open or close the fuel feed to the carburetor. Sounds simple and I was all set to go along with it until I found out that the computer signals the solenoid ten times a second! Well that's all right for the computer, but the poor old solenoid is sure taking a licking. Just imagine the electrical connection, well insulated at the factory, after being subjected to 200° heat for a year or three. Then imagine 6000 electrical impulses a minute going right where the gasoline connection to the carburetor is, it's enough to give anyone palpitations.

What to do? Well in the early 1900's there were many people who were considered old fashioned because they could not accept the new fangled motor car. Their motto however, seems to have come full circle; it was "get a horse," well, maybe a 1931 Model A.

by Bill Wells
Human Studies

For the Love of Children



children in the younger ages at home throughout Canada. In Ontario, for example, there was a significant decrease in the number of children at home from the last provincial census. There were 3,118,005 children at home in 1976 and only 3,040,850 children at home in 1981. A decrease of 77,155 (2.5) children at home.

This trend of family separation has also caused the average number of persons per household to decline to 2.9 persons in 1981 from 3.1 persons per household in 1976. This statistic could partly be caused by an increase in the number of senior citizens to form their own household, but most of the decrease in average number of persons per household is largely due to the increase in family divorces. This fact seems more meaningful in terms of the amount of people now living in social isolation and who may endure emotional alienation.

At the national level, husband-wife families represented the vast majority of total families, at 88.7% in 1981. However, lone-parent families increased from 9.8%, in 1976, to 11.3% in 1981. In Ontario, there were well over 250,000 lone-parent families documented in the 1981 census. This statistic indicates that at least a quarter of a million, one-parent families faced day to day responsibilities alone without the aid of a loving partner.

One of the many suggestions for trying to stem the flux of these marital break-ups has been marriage or parent education courses in various communities in Ontario. Such courses are viewed as helping to prevent marital break-up by allowing couples to examine expectations and roles prior to marriage.

Such courses seem to be needed for prospective brides and grooms, and the local college or school could well be the place to find these pre-parent courses. Some churches already offer a short program on planning a marriage. The program may often include such topics as com-

munication and sexuality, financial planning, family planning and human relationships.

In the future, it may be best if more schools offered parent education courses to reduce the statistics of divorce. The programs could prepare the young men and women of today's society to endure tomorrow's world

problems. Self enrichment, improved relationships and secure homes for all, seem to be some of the products of the pre-parent courses recently offered by various churches in our society.

by Jim Jackson,
Human Studies

The statistics of divorce in Canada have increased dramatically over the past few years. For example, since 1968, there has been a five hundred percent increase in the divorce rate. Now up to forty percent of Canadian marriages end in divorce! Such marriages have lasted an average of only nine years while ten years ago, they lasted an average of thirteen and a half years.

These statistics seem more startling when it is realized that over half a million children have been involved in a family break-up. Many more children may also be enduring conditions which lead up to an almost inevitable family breakdown or separation.

In 1981, there were 8,666,685 children in census families in private households within Canada, a decrease of 220,060 (2.5%) from 1976 levels. In all provinces except Alberta, British Columbia and the Northwest Territories, the number of children at home declined in both absolute and relative terms, reflecting the continued downward spiral of fertility and family formation in Canada.

This event has also caused a steep decline in the number of

Dateline : Divisions

PEER TUTORING, under the able direction of Vinnie Mitchell and assistants Mary Vesia, and Anna Cerulli continues to grow in popularity. Final figures for the Fall 83 semester indicate that 295 students applied for this academic service, which was provided by 43 of their peers. This represents a 100 per cent increase over last winter's figures, with a similar increment predicted for this term.

The **COMMITTEE FOR THE AWARD FOR TEACHING EXCELLENCE** has finalized its report that identifies the guidelines to recognizing the Teacher of the Year Award. The committee was comprised of 20 members representing all divisions, and was chaired by Ruth McLean.

On February 6, an Office Information System Program, conducted entirely in French will begin at the Lakeshore Campus. The course content will duplicate the program developed by the Business Division, with minor variations in the report-writing to reflect cultural differences. The instructor will be **PIERRETTE MARCILE-FINNERTY**, formerly of Dawson College.

DICK MACDONALD has recently compiled and edited a book on **BORDEN SPEARS: REPORTER, EDITOR, CRITIC**. This tribute to Spears is told through a lengthy posthumous profile, much of it in Spear's own words expressed in 100 carefully selected columns, as well as through extracts of important speeches given in the wake of Tom Kent's Royal Commission on Newspapers. This book is written in part to honour his memory, but primarily to preserve and pass on his observations on the state of Canada's press. The book is a combined publishing effort of the School of Journalism of the University of Western Ontario, and Fitzhenry and Whiteside.

Enrollment figures for the January semester indicate that 11,761 part-time evening students are now making learning a part of their winter lifestyle. This represents an increase from the previous year's figures of 10,427.
