

2 major's
D.D.

Interview : The Trends

A Management Workshop, organized by the Professional Development Department under the guidance of Dr. Roy Giroux and the President's Operations Committee, was held in August at the Osler Campus. Approximately 80 participants mainly from the administrative and managerial ranks, attended the three-day series of seminars.

The highlight of the first day was a presentation by John Kettle, Consulting Futurist, on "The Emerging Shape of the Post-Industrial Economy and Society."

DIALOGUE editor, Madeleine Matte, spoke with John Kettle.

The following is a transcript of the interview she conducted.

Matte: As a Futurist, how do you personally view the immediate future? Are you basically optimistic about the various trends: economic, social and educational?

Kettle: I'm optimistic about the long term future. I think we have, in Canada and North America, a really golden future having just come out of the post-industrial economy.

In the short term, say within the next five to 15 years, I'm very pessimistic. In the immediate transition from an industrial economy, which we're in now and gradually moving out of, to a post-industrial economy, there are real problems.

We have had a recession in the last couple of years in which output dropped anywhere from five to ten percent but we had unemployment insurance which wasn't too bad. In the industrial part of the economy, we had an unemployment rate of 20 percent. That's as bad as the

1930's. A recession turned into a depression because our industrial sectors are very, very vulnerable. We are vulnerable to automation. We are vulnerable to importation. That is, the jobs we have not automated are being exported to Japan, or to Korea, or to Taiwan. So the future is very tricky.

People have been thrown off the assembly line at Ford or have been thrown out of work at Stelco. A lot of those people will not get those jobs back. This is a transitional problem. I think that if this had happened 30 years ago, we wouldn't have lost that many jobs and we would have recovered all of them by now and things would be fine. But because we're in the process of getting out of that industrial era, getting out of those industrial jobs, I forecast that we will lose half a million jobs over the next 15 years. We've lost them over the last 15 months.

That's the kind of thing I mean. We've become very vulnerable in the industrial goods producing sectors and very vulnerable in the transition.

However, in the long run and in the service sectors, especially the information sector, I'm very optimistic about what we can do.

Matte: Recent newspaper reports have stressed the fact that students will no longer be guaranteed a place in college or university. This is a contradiction of statements made just 10 or 15 years ago. What about the next 10 or 15 years? What does the future hold for the secondary school graduate and will we have to develop alternatives for those who "luck out?"

Kettle: I should think that there could be no better investment by Canada, by Ontario, for job creation for the future of the economy than education.

I would be very surprised if we maintain the position that we can't afford to educate people. My own view is that we can afford it, and should afford it. People should be able to get the education that they desire even if we think that to some extent it's inappropriate. I think there's a lot to be said for educating people as much as they want. Maybe there has to be some more userpay than there is now.

It's difficult for many young people to find the money for education since in most cases they've never had jobs. But there would be ways of doing this. You could create financing institutions from which you could take a mortgage on a bit of the future. The problem is that the population, as a whole, feels that it is over-taxed and since the principle cost of education comes out of the public, there must be limits somewhere. If we have to ask the student to pay more, we have to.

Also, I think that all kinds of alternatives should be created. However, the existing institutions should be expanded as much as is needed. It will make all the difference in people's lives in the future to be well-educated.

Matte: You mentioned a trend to higher education for women who have traditionally been the "worker-bees" in our society and in organizations. You also mentioned that we can't all be senior executives or members of the board. What about all those necessary tasks which are often called "menial?" Is there a danger that we're becoming overly ambitious, too ambitious for our own good, and doesn't this lead to acute frustration within a society?

Kettle: I don't think we're too ambitious. I think there's every reason to expect that women will graduate to many of the top positions that now seem to be reserved for men. You can see that pioneering women have made their way to the top: we see deputy-ministers, cabinet ministers, presidents of corporations. We see that pioneering women have done it and many have done it at some personal expense. Many of them have had to imitate men because the environment has been so masculine.

But already we're beginning to see a less masculine behavior from women who are moving up. The numbers involved are still small at the top, but at the bottom we're beginning to see some equality



of numbers. That is, an equality of numbers of younger men and women in junior positions. And that tells me that 30 years from now a great war will have been won.

Now, if today's young women can be patient enough to see that, for their own children or the children of their colleagues, the war will be over.

I think that by the year 2010, it won't be a question of equality. It just won't be discussed. It will seem irrelevant.

The frustration that is felt is felt by the women who don't have that long historical perspective and who say "I want it now and I want it all." My answer is that you can't have it without a revolution and you may not get what you want even then. Revolutions haven't always worked.

Matte: What advice, for the future, would you have for a young person just starting out, say in Grade 10? What direction would you advise that young person to take?

Kettle: It's very tempting for young people, seeing how fast computers are developing to think that they can take over that sphere; the sphere of electronics and so on.

My advice would be to be rather hesitant about betting all your money on that. For a couple of reasons. One is that we are on the eve of another generation and then of another generation of computers. People are talking of fifth generation computers before this really happens, but by the middle 1990's, there will be much less need for computer programmers. The computer will be a device like the telephone. That is, you don't have to understand how it works in order to use it. In other words, they will be user-friendly. The computer will be easily used by the person who is not educated as a computer operator. Therefore, the demand for computer operators will be less.

DIALOGUE welcomes Letters to the Editor. Please address same to the Public Relations Office, Room D146. 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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Humber
College

EDITOR
Madeleine Matte
ASSISTANT EDITOR
Judy Dunlop
EDITORIAL ASSISTANT
Evelyn Smith
LAYOUT
Sam Sham
TYPESETTING
Esther Fedele
PHOTOGRAPHY
Gary Gellert
CONTRIBUTORS
Claire Bickley
Catherine Boulanger
Kate Dorbyk
Paul Halliday
Dr. Ruth McLean
Diane McLeod
Peter Muller

Evolution of a Program

Interview continues from page 1.

So the advice I would give in the area; is, sure it's important to become computer literate now, but if you're thinking of the long term, the jobs that are developing are those requiring people-skills: the interviewer, the parole officer, the marriage counsellor, the financial adviser - people who talk to other people sympathetically. Someone who uses a computer in some kind of an administrative interface, but is not dependent on it. I don't want to be operated on by a computer for instance, but I don't mind a computer being used to help diagnose. I don't think I want to be judged in court by a computer. I don't want to be interrogated in a police cell by a computer. There are a whole lot of human interactions where we now want person to person rapport and where, in the future, we will still need it. I mean you could computerize the whole world and we would still need it - in questions of love, in questions of sympathy, in questions of compassion.

So, if you think in the long term about the kind of work you'd like to do, those things I've mentioned are not going to be automated, are not going to be imported. I think that eventually we'll see the computer as an intensely useable tool, but non-threatening, like the telephone or the library.

This Fall semester Humber College will have enrolled approximately 10,000 full-time day students and over 20,000 part-time students. This growth in the student population is a measure of the success of the college in developing new programs that meet the evolving needs of the community served by the college.

The challenge for the program developer is to ensure that new program ideas will be relevant in the workplace and enhance the students' abilities to fulfill their professional and personal potential. While some successful program ideas begin as flashes of inspiration, most emerge from detailed experience and knowledge in

the field, careful research into population profiles and needs, and formal and informal surveys of business and industry.

The development process itself must be flexible enough to allow a fast response to needs that appear or change quickly, and at the same time comprehensive enough to capture the most complicated training requirements. There is a prescribed set of techniques available to the program developer with which to carry an idea from conception to implementation. In the early stages, the validity of the market for a proposed program has to be established. This is done by a variety of methods that will often involve advisory groups or individual contacts in the field.

Identifying and confirming the need or interest for a particular program is only the beginning. What must follow are the design of the curriculum, the identification of instructors, the assembling of resources, and in some instances the formation of a permanent advisory body. At the same time, a promotional plan must be put together to attract the attention and participation of the potential students.

For our full-time or part-time post secondary programs to remain vital, a continuing dialogue between the development team and the subject specialists will be important.

by Kate Dorbyk
Continuing Education and
Development

Fashion Show Supports EGH Fund Drive

Experts say that the economy is on an upswing. Maybe so for many companies but not so for fund raisers, many of whom still find themselves running into dead ends when it comes to raising money.

Humber has decided to get involved. On October 25, 1983, Humber's Fashion Modelling & Related Careers students, in conjunction with the Etobicoke General Hospital, will put on a fashion show. All money raised from the \$10.00 per person tickets will go towards the hospital's C.T. Scanner Fund, which eventually will help purchase a computerized X-ray machine that produces three dimensional views.

In previous years, the hospital has put on a fashion show of their own at private country clubs. Because of high fees, they soon found that the effort involved wasn't worth the small profit gained.

The hospital jumped at the chance to have Humber involved when Peg Eiler, Associate Dean of the Applied & Creative Arts Division, asked if Humber could help.

"I noticed they were trying to raise money", said Eiler, "so I called to see if we could help. It's a good community project and we have the facilities. We can make people aware of the C.T. Scanner Fund, as well as expose Humber's students and give them a chance to perfect their skills."

Having Humber put on the event takes a load off the hospital staff, who previously ran their own show. Humber's fashion modelling students are responsible for the entire show, including commentaries, models, clothes, music, etc. This will cut the hospital's costs, leaving them with a larger profit. Local publicity and ticket sales are the hospital's only respon-

sibilities. Tickets will be available at the college.

If the show is successful, there's a good chance it could continue. Kathy Hubbert, Fashion Modelling Coordinator, said, "If it goes well for the hospital and they feel it's worth it, it may become an annual event."

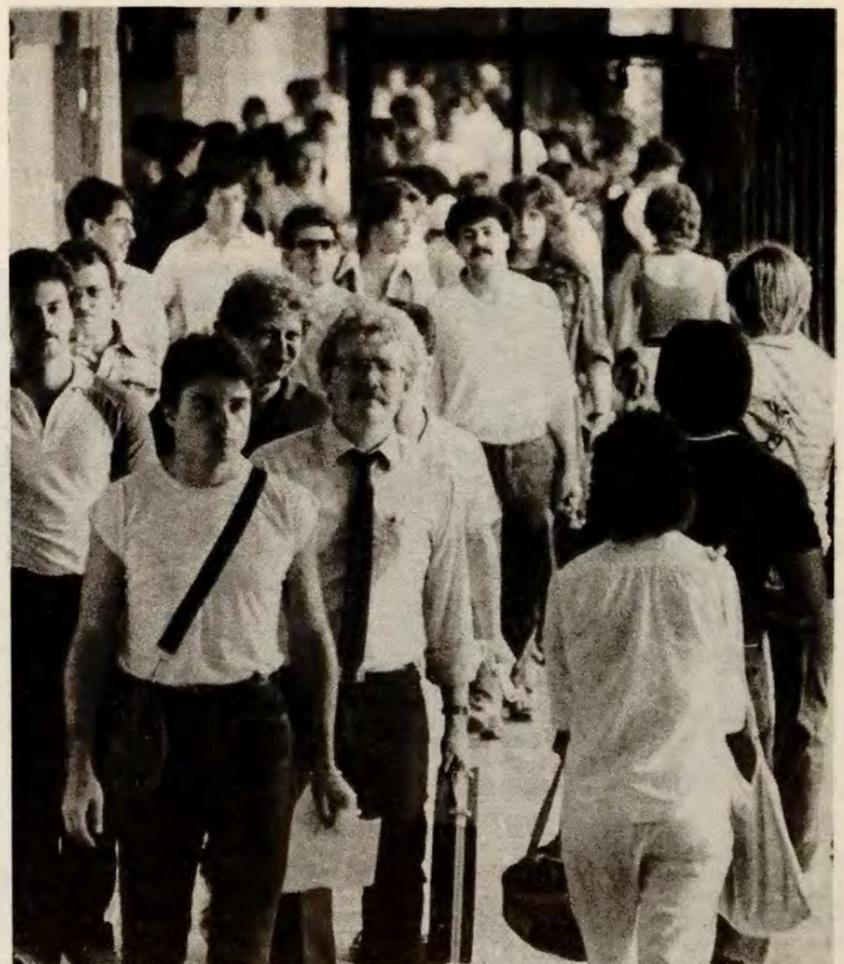
Hospital liaison, Margaret Short, said, "If Humber is willing to do it in future years, we'd be more than happy to comply."

The show will be a class project for the students and could open the doors to similar events for other community groups and charities, thereby giving more exposure and recognition to Humber's students and programs.

WELCOME BACK



Lisa Joslin and Karl Prelak, first year students chat with Dr. Robert A. Gordon on the first day of classes. Photo courtesy of The Etobicoke Guardian.



Hallways are crowded as the Fall Semester begins anew. Photo courtesy of The Etobicoke Guardian.

VIEWPOINT

Different programs hold orientations for new and returning students, the bookstore gets the first of many crowds, the halls slowly fill with voices and bodies. That's the start, the beginning of school.

And it all begins fairly early in the morning. Anyone travelling north on Highway 27 will know what I mean. Usually the first mutterings you hear in the halls have to do with the traffic crunch and the ensuing parking problems resulting from sticker and lot confusion.

Once inside the door, a student can easily learn to detest the first few days of school. The crowded halls and long line-ups are enough to drive even the calmest people crazy. Getting from point A to point B is often like running an obstacle course.

To date, I've not met a student who didn't have some complaint about the first day of school. Even eager, first-year students come up with complaints.

Brent, a first year Theatre Arts student, was visibly annoyed when questioned in the Registrar's Office saying, "I've been waiting 30 minutes and all I want is my student card, something that will only take a few seconds once I get up front." Brent felt he was wasting his time and commented that the entire process was disorganized and hectic. He was also annoyed about the fact that his card wasn't mailed to him in the first place. "I paid my fees on time. They should be organized enough to send me my card on time. It was the same with my orientation material, which I didn't ever receive."

First year CREATIVE CINEMATOGRAPHY student, Rob, had been waiting almost 20 minutes for his student card. He felt it was, "a small thing to wait this long for." He thought that having one person look after four or five programs was "ridiculous."

Louisa, a second year Accounting student, and Bernadette, a second year Computer Information Systems student, were two people I spoke with in the very long Financial Aids line-up.

Louisa thought the set up was "totally unorganized." While Bernadette, with impatience in her voice, said, "It's the same as last year. Once you pay your fees, I don't understand why you can't pick up your money instead of having to wait for your student card." Both students felt that additional staff was a definite requirement, especially at peak periods, saying that, "the more people you have handling the students, the faster the students get through, and the less confusion you create." For the record, many students in this line-up had been waiting for over an hour.

Divisional offices aren't exempt from the frustration of long line-ups. Take the Human Studies Division for instance. Every year students line up to cram into the small fourth floor office to resolve scheduling problems and elective changes. And every year the complaints are the same. "Why is my schedule messed up?" "Why can't this all be done earlier?" "Why doesn't each program look after its own electives?"

Business Division students are in a class of their own and it's some deal they get! Getting into some sections of the E and F sections of the building is almost impossible as students line up for different programs outside different classrooms. They line up, wall to wall, often wait for over an hour, walk into the room, pick up a schedule, and leave. A 60 minute wait for a two second pick up. That's some deal alright.

Another problem area from the student's point of view is the Bookstore. If you haven't stocked up on supplies before the first day of school, forget it for about three weeks. With approximately 9000 students enrolled at the college, the Bookstore is by far the most hectic place to be. First of all, it's too small. Students wanting books and supplies have to battle those wanting stamps and those trying to arrange parking and locker space. And the parcel drop-off is an insult. Like kindergarten children, students are expected to leave belongings at the entrance of the store in pell-mell fashion and are forced to

"dig" for them when they're ready to leave. Why shouldn't they be upset? Who is willing to leave a briefcase and binders, often full of important receipts, schedules, etc., unattended?

Another major concern, and one that causes a great deal of confusion and frustration, is the physical division of the Bookstore. There are two sections; one for supplies and the other for books ... with separate check-out lines for each section. The problem, many students have told me, is that this information is not passed on to the student. One student said he waited 30 minutes in one line-up only to have the cashier tell him that he had to go to the other section of the store to pay for his goods. That resulted in another 30 minute wait, and by the time the student made it to the Registrar's Office to face yet another queue, he was, in his words, "fit to be tied."

At this point, I wonder if Humber employees are doing their best to run things smoothly. Often students are blamed for their "attitudes," for not being as highly motivated as they should be. But with so many students having such strong negative reactions to the whole first week experience, there has to be more to it than students' poor attitudes. Many students get the impression that Humber employees regard them as nuisances, as a bothersome lot. I wonder how many Humber employees realize that without the students they wouldn't have a job. That their job, in fact, is to serve the students to the best of their abilities.

Let's face it. There are things that can be done to facilitate the entire registration/orientation process for everyone. First of all, timetables should be mailed out in advance allowing students with problems to sort things out before the first week. Booklists should also be mailed out early and the Bookstore should be stocked and ready to go by the first week in August. Consideration should also be given to the possibility of having the Bookstore open on the last two Saturdays in August giving out-of-

towners the opportunity to organize their supplies.

Parking is another item that can be cleared up early. Students should be sent an insert with their timetables and booklists informing them that if they've paid for parking and haven't received their stickers by a certain date, they should contact the college.

Furthermore, it's possible that a system allowing students to deal with financial matters earlier than the week before school could be developed. And there's also Rob's suggestion that the Registrar's Office organize a procedure for people who just want their student cards. Bernadette's and Louisa's suggestion of increasing the Financial Aids staff is also clearly justified.

The 4:30 p.m. mark on that first Tuesday afternoon doesn't really signify the end of confusion. The first day of school may be over, but the madness continues. It will continue for another two weeks as students run around trying to get parking stickers they'd paid for weeks before, trying to sort out the locker situation, trying to come to terms with the electives they've been assigned, and trying in desperation to find books that are no longer in stock.

In all fairness, it should be mentioned that not all students face problems. There are a lucky few who don't. Even so, I can't stop thinking about Brent's comment, "It doesn't seem to be very efficiently run. After all these years, you'd think that they'd be able to organize things a little better." Indeed.

by Diane McLeod
Public Relations student
(Third Year)

Ed. Note: Diane worked as an Assistant in the Public Relations Office during the summer months. Her Viewpoint is in response to a request for comments on registration from the editorial staff of DIALOGUE.

Manpower at Humber



An important part of our high technology programming at Humber is our participation in the Canada Employment and Immigration (Manpower) sponsored programs. Officially designated as "non-semestered diploma programs," they span a 64 week period.

At the present time, 156 students are involved in programs at the North Campus, with another 60 studying at the Queensway Campus. They are enrolled in the following areas:

- Computer Programming
- Electronics Engineering Technician/Technology
- Electro-mechanical Engineering Technology
- Mechanical (numerical control) Engineering Technician
- Industrial Instrumentation Technician

In September, Manpower will be purchasing an additional 110 seats. The selection process for these students is as follows: students can approach the Canada Employment Centre directly and ask for retraining; or they can be recruited by the centre itself, if they are actively registered and considered suitable for this type of programming. The minimum requirement is Grade 12 education with emphasis on mathematics and the sciences. Two years related work experience will enhance a candidate's chance of acceptance. Some academic testing is re-

quired if a student's transcript is not readily available. While studying, students receive UIC benefits, if eligible, and if not, they receive an education retraining allowance. All fees, books, and supplies are paid for by the Canada Employment Centre. The centre is totally responsible for the selection of students. The college is aware of the number of seats allocated to Manpower, but the official class list arrives with a day's lead-in time.

The college is funded by the federal government for additional equipment and personnel, at rates that vary from \$40-\$70 per day, depending on the program in question.

Hilary Meadows is one of the two liaison officers assigned to Humber. She spends three days per week at the North Campus, dividing the rest between Keele and York-Eglinton. Mr. Mike Beaumont is the representative at the Queensway. They are responsible for monitoring the students' progress. If problems occur, they work closely with the divisions to rectify the situation, or to provide alternative career selection. This is seldom the case. Jim Hardy, an instructor in the Technology Division, describing these students says they are "serious, committed, and in general, raise the standards of education. They are mature, have held responsible jobs, and know what they want." Quite a recommendation.

Profile: Margaret Antonides



Competent, composed, and caring. Three qualities essential to a placement officer, and those who know her agree, Margaret Antonides has them all.

After graduation from a Humber College Secretarial Science Program, Margaret joined the support staff in August, 1971. Her first assignment in the college was with the former Training in Business and Industry (TIBI) Department. She quickly advanced to a position as Administrative Secretary to Mr. Tex Noble, the Chairperson of the Department at that time.

Margaret was part of the evolution that saw the creation of a new Development Department at Humber. Her personal responsibilities increased to that of Administrative Assistant to Mr. Noble. Together they were primarily accountable for the fundraising component of Complex 5, which later emerged with modifications, as the Gordon Wragg Centre. (Roughly translated that meant no pool!!). Margaret relished those early days of working in a totally new area. As there were no precedents, the opportunities for creating and organizing were limitless.

In 1976, she was again Mr. Noble's assistant in the Continuous Learning Centre at a time of explosive expansion. She functioned as the coordinator between the Dean and a faculty of over 200.

In 1978, another new area and challenge; this time, the Planning Department. Part II of the Multi-Year Plan with its myriad of statistics was Margaret's responsibility. Her general job description contained the words "responsible for staff and student data collection." In reality this expanded to "contact and cooperation with all college areas. It was a vital learning experience."

In September of 1980 Margaret became a college placement officer. Originally she was assigned to the North Campus, but with an increase in the staff complement of that department, Margaret transferred to the Lakeshore Campus in March of 1982. As she now covers the Queensway campus three mornings per week, Margaret is one of the more knowledgeable college employees in relation to most campus activities.

Margaret's primary responsibility is to prepare graduates for the job search. Throughout the year she visits classrooms giving general information sessions on the current climate of the job market, and interview tips on conduct and dress. She also meets with students on a one-to-one basis for resume counselling and special coaching, if required. Then begins the constant monitoring of the student until his/her employment goal is met. Over 1900 students were seen at the south campuses last year. The hours are long as students can sometimes only be reached in the evenings. But, as is typical of this department's overall attitude, their response is uncomplicated. This longer workday is seen as a natural extension of the job and accounts, in part, for its excellent placement rate.

According to Margaret, Placement provides a very enriched work environment. Contact with the students is

rewarding and feedback from employers generally positive and encouraging. "Our students are our best advertisement."

Margaret has shown steady progression in her career path since joining Humber. She notes secretarial skills as an invaluable entry to the system, and is an adamant advocate of on-the-job training. She also serves as one of its best examples. She considers herself lucky as well, for the help she received in her professional growth, the result of mentoring. Tex Noble and Martha Casson are cited as excellent examples of this gracious discipline.

Margaret spends many of her off-duty hours in volunteer work at the Queen Elizabeth Chronic Care Hospital in Toronto. Perceiving a critical need for volunteer staffing in this area, Margaret decided to "share her time on a regular basis" several years ago. A minimum of two evenings per week is spent at the hospital, either transporting patients to various outside activities or organizing social events at the two hospital locations. This is a very fulfilling second career for Margaret. She particularly enjoys the close contact with the patients and, over the years, firm friendships are formed. Last year Margaret was President of the Hospital's Volunteer Association and sat as their representative on the Board of Governors.

For pure relaxation Margaret enjoys live theatre, the ballet, and the Toronto Symphony.

Margaret was born in Holland and returns to Europe on a regular basis. She has travelled extensively throughout Europe and has also visited Mexico, Guatemala, and Israel.

Margaret shares a home with friends in the Bloor-Prince Edward Drive area of the city and enjoys brief sojourns into domesticity and gardening. She treasures her privacy and freedom, and her lifestyle can best be summarized by two words: Independence and Dedication.

by Judy Dunlop
Public Relations

Terry Fox Symposium

The Symposium on Communications and Culture. What a mouthful! When I saw the application on the journalism bulletin board I thought it sounded like an educational, but dry, way to spend two weeks of the summer.

I didn't know then that the Ottawa symposium would be one of the most memorable and rewarding experiences of my life.

With reference letters from my teachers and my resume in hand, I took my application to Martha Casson, Director of Humber's Placement Services.

The college's selection committee chose my application and contributed \$195. towards the symposium's cost. The Ministry of Culture and Communications paid the \$650. balance.

The first week of June, I received an early birthday present — notice in the mail that my application had been selected.

August 7th I arrived at the Terry Fox Canadian Youth Centre in Ottawa along with 80 other participants from all across Canada.

It was an incredibly diverse group — male, female; rural, urban; French and English. The ages ranged from 17 to 32. High schools, colleges and universities were represented as well as various professions.

The two weeks of the conference covered subjects ranging from the CRTC's broadcasting policies, to acid rain, to arts and culture in Canada. In every case we were provided with in-depth resource material and highly knowledgeable speakers.

Young people studying to be nuclear technologists worked alongside budding journalists, engineering students, social workers, a registered nurse and a representative from Greenpeace. The conference was entirely bilingual, providing everyone with an opportunity to participate in the language of their choice.

The most important part of the conference was its role in bringing young people from all over Canada together to share their experiences and ideas. Barriers of language and race were broken down. Regional stereotypes were shattered.

My bunk-mate for the two weeks was Marise, a girl from a tiny village in northern Quebec. Although she spoke no English and I speak no French, we somehow managed to communicate. That was the key - communication - to the whole experience.

My advice to anyone taking part in this type of student conference is simple: Get involved!!! Participate in everything that is offered, whether it is in your field of expertise or not. You get back exactly what you contribute.

On the last morning of the conference, amid the good-byes and tears, I realized I would never forget the friends I'd made and the insights we'd shared.

Thanks Humber, for the opportunity to take part.

by Claire Bickley
Journalism Student
Second Year

Letter to the Editor

Relaxing this Labour Day weekend at my parents' home north of Toronto, I took the opportunity to reflect upon the past summer. Watching a solitary leaf flutter to the ground from a stately old maple tree in the front yard, reminded me that fall is here and winter will be approaching all too quickly.

The leaf making its descent from the ample branches of the tree conjured up another, more disturbing image in my mind. It made me think of all the unfortunate students, who, for one reason or another, decide to leave the ranks of Humber during those first few crucial weeks of school.

The high rate of attrition in all post secondary institutions is a statistic that I find very worrisome. No one likes to see students drop out, for this indicates failure. Failure on the part of the student, yes; but it is indicative of failure on the part of the system, and the people who make the system work.

During the first six weeks of this semester, we can expect to see around 6 per cent of Humber's students, or roughly 250 people, drop out of the program in which they were enrolled. The reasons are as varied as the students themselves. Some leave in favour of employment opportunities.

Others are forced to withdraw due to personal problems or financial difficulties. More still quickly become disillusioned with their program, with the college, or perhaps cannot adapt to the enormous change caused by leaving friends and family in a small town to try and make it at a large imposing school in what can seem to be an unfriendly and indifferent city.

High attrition rates hurt everyone. Economically, it costs the student, the college, and indeed the entire post-secondary system. Emotionally, to the student affected, the costs can be much greater. The students who feel compelled to withdraw from a program of study can feel lost, confused, and may have little sense of self-worth. The student may feel misguided, cheated, and very much a victim of a system that often fails to take account of the needs and feelings of individuals. Furthermore, when a student leaves Humber under these conditions, they are likely to have little positive to say for our school - not exactly the type of ambassador our marketing and public relations departments need.

Starting now - this year, this very instant, we all must be cognitive of this problem and do our very best to help solve it. What can you do?

As instructors, support staff, and administrators, you can be sensitive to the feelings and needs of your students. Keep in the forefront of your mind that each body you see in those congested hallways is an individual with emotions, desires, and feelings.

When you are asked a question, take the time to give a helpful answer, or guide the person to someone who can help. When a student approaches for help or advice, lend a constructive ear. Having someone listen can go a long way. What I am really saying is take time to look beyond the crowd, to see the people. If we all do this, then those first few difficult weeks at Humber might just be a little more pleasant, and we just might have fewer "October grads."

Sincerely,

Steve Robinson
SAC President

International Education: China

China in recent years has given high priority to modernizing its industrial activities. Chinese students have been sent to western countries for advanced technical education. Western experts have been invited into China to share their expertise and in some cases establish industries. A limited amount of free enterprise is being encouraged in agriculture. The world's most populous country has moved pragmatically in an attempt to catch up with the advanced industrial nations.

What does this have to do with Humber?

Plenty.

Four Management Training Centres are being established in China to provide training in modern management techniques. Canada, through C.I.D.A. (Canadian International Development Agency) has been asked to organize, administer and act as a consultant to one of these centres.

To accomplish this, C.I.D.A. has chosen to work with Canadian colleges through A.C.C.C. (Association of Canadian Community Colleges). Humber, which has had a close relationship with the A.C.C.C. and a good deal of successful experience in international education was asked to participate. John Liphardt, the Dean of Business, agreed to head up Humber's team, and received solid support from faculty members in the Business Division. He hopes some of these faculty members will have an opportunity to teach at the Canadian Centre in China.

The project got underway last Christmas and has progressed smoothly. In January course outlines for a modern management program were forwarded to China. Liphardt thought that would be the limit of Humber's involvement but Canadian and Chinese officials asked for additional consultation. They wanted further input from Humber and other colleges on course content. They also wanted Canadian advice on the choosing of Chinese faculty and interpreters for the centre.

In March, Liphardt was invited to be part of a four-man Canadian delegation that was to tour China for almost four weeks. While in China the delegation visited Peking, Chengdu (the site of the Canadian Centre) and Dalian, where a U.S. Centre is currently operating.

According to Liphardt, "The trip was very successful and we made a good beginning at deciding on the Chinese faculty for the centre." The delegation was taken to six major Chinese companies where the need and importance of the training centres were acknowledged. As Liphardt explained, "Their industry is fully operational, but is following the outmoded processes of the fifties. They have limited computerization and only one or two companies have word processors."

After much planning and discussion, the twelve courses that will be offered at the centre in China include: Principles of Management, Introduction to Marketing, Quality Control Management, Human Resource Management, International Marketing, Materials Management, Operations Planning, Economic Principles, Cost Accounting, Management Accounting, Management of Productivity, and Finance and Banking.

The Canadian Centre in China is scheduled to open in July, 1984. Canadian personnel will administer the centre until the Chinese are ready to take over. The heaviest Canadian involvement will occur in 1984 and 1985 when the facilities open and the program implemented. The Chinese faculty members will study in Canadian community colleges, and when their training is complete, will return to China to assume control of operations.



Chengdu, the site of the Canadian Centre, is in Sichuan Province, the largest province in China with a population of 100 million people.

Chinese officials are hoping that the training centres will help them improve their efficiency so that they can become more enterprising and competitive in international markets. They want to see an increase in their volume of consumer products, with the profits being reinvested in their economy. This, they feel, will increase their research capability, development, technology, and eventually their lifestyle.

For Liphardt, the project peaked when a Chinese delegation visited Humber while on a cross-country tour

of educational facilities. The delegation was impressed with the Canadian community college system and expressed the desire to have the system serve as a role model for the Chinese centres. Humber's facilities, program offerings, administrative structure, course design and evaluation methods, program development, and hardware applications were of special interest. They met with Liphardt, business faculty members, and college administrators to discuss the centre, its organization and the role of Human Resource Development, an almost non-existent concept in the Chinese business community.

Liphardt feels that his involvement in the project has run its course. He was asked to help stimulate the project, to provide an opportunity for

Humber faculty to teach in China, and to keep the A.C.C.C. informed of developments. That he's done. However, he does not wish to divest himself completely from the project, but as he explains, "I think I've made my contribution. Now they need someone to take over full time, to carry on with the hiring of Canadian faculty, the operation of the centre etc."

There's no doubt in anyone's mind that the centre will be a success and will benefit the Chinese. The Canadians involved will gain valuable international experience and a fascinating exposure to the world's oldest and largest civilization.

by Diane McLeod
Public Relations Student
Third Year



It wasn't an ideal world; I remember we did our share of time-serving, back-biting, or just plain vegetating. But I never knew an instructor to flunk a student, or a dean to expel him for his opinions. Here was the nearest thing to a truly open and free arena most of us have ever known. After that, we had our careers - and our amateur standing was gone forever.

We come back, I think, to get a look at this again to renew the dream of naive anticipation which we have never quite given over, to remind ourselves what conversation is, to re-capture, in a small way, the sense of personal scope which in our grimly specialized lives we tend to lose, to savour that carefree, yet carefully serious, atmosphere once more.

We are reminded again of the incomplete vision we once had and how slowly our dream can dribble away in a frivolity that satisfies no one.

A college reunion, however, should do more than reunite. It should renew, remind, reinvigorate, recharge, and most significantly, it should rededicate. An alumni reunion should do this in a way different from that which any other heartwarming gathering can do.

Case Studies: ed. V.L. Carter.

Alumni: Our Future Investment

What a wealth of potential we have here, at Humber, in our graduate population. Whether we realize it, or not, all of us at Humber College (support, faculty and administration alike) have an opportunity to effectively and directly influence future alumni on a daily basis.

We interface with the students always and everywhere. They are why we are here. The viability of the Humber College Alumni Association depends as much on its active and executive members as it does on the sense of affiliation and loyalty that Humber employees nurture in their students from day to day, year to year.

Cultivating alumni is really an indirect responsibility of all who make up the Humber community. If students are, indeed, the lifeline of any institution's future, then alumni is the key to assuring their continued and successful recruitment. I think it is safe to say that today both educators and their critics agree that there is a general crisis of public support and faith in post-secondary education. The immediate question which arises from this acknowledgement is, "What can we do about it?", and next, "What alumni do about it?"

The two major functions that alumni can and should perform in the next few decades are of vital concern to their colleges. At one level, our association should serve Humber as a "distant early warning system" monitoring changes and shifts in public values and opinions. It would be much more efficient to combat potential financial problems by resorting to advertising and other marketing practices if we had a dedicated alumni to identify public issues before they reach the crisis stage.

Secondly, alumni associations perform wonderfully as mediators. Many voluntary organizations (of which alumni associations are a part) exert political influence, in the best sense of the word. These organizations include chambers of commerce, labour unions, farm organizations and many others. We must rely on our alumni to represent our college among these groups. College presidents can only be in one place at one time. Alumni are everywhere, all the time, and serve well as mediators and communicators.

We cannot afford, at any time, to underestimate the social value at the base of any alumni association. It is from the college reunion that springs that sense of rededication. "There still lingers the myth that alumni associations are made up of rich old grads who come back to college reunions for a brief fling of boozy sentimentality and who put their alma mater in their wills." This is not so. Alumni associations are made up of people who work hard for fund-raising efforts, they recruit able students, they talk with legislators to urge support of educational institutions, they serve tirelessly on boards of trustees and numerous support committees.

A student enrolls in Humber for life and really, for better or for worse, is an integral part of the institution. Relations between the alumnus and his/her college can be beneficial to both. The mutual assistance provided by the alumni association and by the institution should only be limited by Humber's scope of, and powers for, service. So here's to Humber Alumni; we're in it together!

by Catherine Boulanger
Student Affairs

The Book Review

INNS OF NEW ENGLAND AND THE MARITIMES by Peter Andrews
Vol. I of Classic Country Inns of America

Co-published by The Knapp Press - Los Angeles and Holt Rinehart & Winston - New York, 1978

GUIDE TO THE RECOMMENDED COUNTRY INNS OF NEW ENGLAND, 8th Edition

by Elizabeth Squier
The Globe Pequot Press, Connecticut, 1983

Over the past few years New England in general, and Vermont in particular, has been the darling of all right-thinking persons (like penny loafers, single-malt scotch, Gant shirts, Colli Albani, Volvos, and Jack Daniels - especially Jack Daniels).

And particularly in fall, New England beckons. Perhaps it's the beautiful scenery, the rural tranquility and serenity, the Yankee self confidence, the historical continuity, or the quintessential preppiness which charms and attracts; New England in fall feeds the soul in ways Fort Lauderdale or Club Med does not.

I'm an annual pilgrim. This year, in deference to my age and station in life, we decided to forego the camping, hiking, cold shower approach to seeing Vermont up close, and to opt instead for a country inn.

Almost by definition New England inns are old (Holiday Inns don't count). They're often converted to the

purpose from large, private homes, although quite a number have served as inns for over 200 years. They have become so popular that dozens of guides and catalogues have been published, of which the two in question are only samples. They represent two very different approaches.

INNS OF NEW ENGLAND AND THE MARITIMES is primarily a picture book, large format, giving a very strong pictorial treatment to each of 20 inns. Each is photographed and displayed on six to eight pages, showing exterior setting, as well as interior and exterior detail. Pictures are captioned, and there is some descriptive text. One thing you'll notice are the romantic names: The Inn at Sawmill Farm, Hovey Manor, Publick House, Jared Coffin House, and the Inn at Castle Hill. This last one you'll recognize as the major setting for the movie GARP. All pictures are superb, as befits a book put out by the publishers of Architectural Digest, and yet, while stunning, it's somehow unsatisfying.

To begin with, only 20 inns are selected out of the hundreds that exist. Secondly, those displayed tend to be the most chi chi and expensive ones. Thirdly, both pictures and text tend to take a coldly objective, descriptive, almost museum approach. This last point is perhaps the key to understanding this book. Think of it as a pictorial celebration of expensive New England inns, rather than a scenic travel guide. Gorgeous!

THE GUIDE TO THE RECOMMENDED COUNTRY INNS OF NEW ENGLAND takes a completely different approach; it focuses on the homey, the historical, the unusual, the personality of the innkeeper, and the food. Several unattributed quotations on the front cover convey the essential mood:

"When the stars are lost and rain seeps coldly upon the ground, how wonderful to find a lighted inn."

"I often wonder if a war could start if the heads of confronting nations spent an evening at a proper tavern."

"The traumas of a long tired day on the road become nothing in the warmth of a real inn."

"Cats can make an inn, but only if they are as inoffensive as the fire tongs."

The book reviews almost 200 inns throughout New England. Each is given two pages and the format is unvarying with line drawing, name and address of the inn, telephone number, name of innkeeper, number of rooms, rates, and other facilities. Codes are used to denote services (e.g. EP-European Plan or AP-American Plan), or lack of services (e.g. B.Y.O.B.).

Thereafter follows a short description of the inn, the area, or any other remarkable feature. The author has visited each inn and her enthusiasm, her obvious joy and her aforementioned eye for homey or unusual features establishes a sense of intimacy. You feel you know these people.

Take, for example, The Country Inn at Harwichport, Massachusetts. Now owned by David and Kathleen Van Gelder, this was once the guest house on the estate of one of the founders of the Jordan Marsh Company. It has only seven overnight rooms. We're told that the inn is "a lovely Cape home on six acres, covered with rambling roses." The small dining room serves delicious homemade cranberry, lemon and pumpkin breads and the dinner specialties include fresh haddock, escalloped oysters, and chicken with cranberry-spice glaze. The innkeeper, we're told, has recently acquired a boat and his captain's license and for a modest fee he'll take guests on day trips to Monomoy for birdwatching, picnicking and swimming - he'll supply the picnic lunch.

Or how about The Red Shutters Inn in Wilmington, Vermont. The innkeeper there has a cat named Puss Nips and a Doberman named Raspberry Sundae. But these two have nothing on Mr. Finnegan, a cat at The Shrewsbury Inn in Cuttingsville, Vermont, who has his own needlepoint sign on the front door telling whether or not he is in.

Such is the fascinating detail in this Guide and the source of my only criticism: there is not one note of criticism or doubt and I cannot believe that every inn is such a perfect oasis of old world charm and serenity.

Nevertheless, this is fascinating reading, and I recommend it heartily.

by Paul Halliday
Marketing

DOBIS/LIBIS ?



\$12,000 per year, according to Audrey MacLellan, the Chief Librarian at Humber.

This is how it works. The current data base contains more than 2 million cataloguing records arranged in a remote and native file. The "remote file" holds approximately 1.5 million Library of Congress and CAN/MARC (Canadian machine readable catalogue) records, and grows by 4000 new and updated entries per week. The "native" file contains more than 600,000 records representing the more than 3 million books and other materials held by member colleges. The system is capable of instant record transfers from the remote to the native file. Each of the records is unique as opposed to some cataloguing utilities that may offer 6-7 different entries for the same book.

Let's examine some of the capabilities of DOBIS/LIBIS. If the user wants to locate a book, the searching mode offers a variety of options: author, subject, title, ISBN (International Standard Book Number), publisher, library of Congress card number, and perhaps an in-house number assigned by the individual institution. This system also has a key word access for those of us who tend to forget all the other variables! "I know one of the words in the title is sex"..... These are fairly standard operations performed during most searches of an on-line data base. However, with an integrated system, the process does not stop there. If the book belongs to the library's own collection, by keying in a few simple commands, the terminal switches to the on-line circulation mode to determine whether the book is out on loan.

This circulation element has 19 different functions, the most important being the tracking of the books on loan during a specified time period. It con-

trols fines, allows library staff to hold requests, indicates where a book is shelved, and provides other essential housekeeping duties. At the same time, this sophisticated record-keeping allows library administrators to assess which subject areas are most heavily used, an invaluable tool when budgeting for new acquisitions.

The acquisition component performs nine different functions that track the book ordering process. It features a vendor's file, order status report, fund accounting (what's left in the budget), automated purchase orders, and allows individual libraries to trace the progress of a book from the date of order to its arrival on the shelf. At the bibliocentre on-line orders from member colleges are integrated with manual orders from non-automated colleges, and these are consolidated on a single purchase order. They are printed out in sealed addressed envelopes and are then forwarded "untouched by human hands." The system automatically sends out reminders to publishers after a certain period to follow up on unfilled orders.

Audrey MacLellan expresses a great sense of satisfaction at having finally acquired this system. She joined Humber in the beginning, and indicates that it took 17 years to evolve to this point of automation. She reminisces laughingly about early attempts at mechanization. At one point, an overworked and overheated computer produced an order for 17,000 copies of the same book. The error was caught at the warehouse, when they called to say they were sorry but didn't have 17,000 copies! When asked if the present system was capable of such an atrocity Audrey said, "Today things are working well."

DOBIS/LIBIS, definitely not the latest punk rock group, but an acronym for a totally integrated on-line library system using a centralized data base.

In 1966 when the Ontario Government passed legislation to establish the community college system, planners realized that duplication of the core collections would result, and that substantial immediate and future savings could be realized by streamlining the book acquisition, cataloguing, and processing operation.

To achieve this goal, William Ready of McMaster University undertook a massive project to order and catalogue the initial collections and to deliver them, ready for the shelf, to the new colleges.

The "McMaster Project" eventually evolved into the College Bibliocentre which, after many changes in location, and management, became an operating division of Centennial College in Scarboro. The final result, DOBIS/LIBIS, is an enhanced version of the DOBIS cataloguing system that originated in Dortmund Germany. This unique system is capable of offering centralized buying, cataloguing, and processing services to the consortium of Ontario's 22 community colleges and Ryerson. At the present time, colleges accessing this centralized service include Centennial, Humber, Seneca, and Ryerson. This relatively low participation rate is more a reflection of high communication costs than a limitation of the system. Rental fees based on number of volumes, run to

The Rites of Fall

At 8:30 a.m. on a rainy Monday August 22, 46 slightly uneasy individuals converged on Room H334 to partake in a Humber tradition - faculty orientation. Amongst the 46 were a few friends or acquaintances. For the most part they were strangers to each other. They represented every division and campus of the college. They had come to Humber from business, industry, government and other colleges to begin a new stage in their careers.

By the end of the week, each had gained new insights into the learning process, developed more confidence in her/his teaching ability, learned about the organization and philosophy of Humber, made friends throughout the college and was even more excited about teaching students at Humber College. By the end of the week Humber had also gained a dedicated group of enthusiastic teachers.

The format of the orientation was developed in the early years of the college by Bill Trimble, former Dean of Professional Development. Over the years, the orientation has gone through some modifications (thanks to participant evaluations) but the core remains the same. This core revolves around the teaching sessions led by each participant. These sessions constantly receive high praise on the evaluation.

The Orientation is a week in length. Three days are spent in a residential setting during which the focus is on the teaching learning process. The two days spent at the college help orient the faculty to the physical environment, resources that are available, college organization and topics related to teaching.

During the week, the new faculty are exposed to the philosophy of teaching at Humber. That is; there are many ways of teaching - each teacher will develop a personal style that is influenced by the subject, the students, the teacher. Regardless of the teaching style or method, sound learning principles should be incorporated. Teaching is learned by doing and by feedback. The feedback should come from the students, other teachers, professional educators and oneself.

Frank Willock, Professional Development Consultant was responsible for the 1983 orientation. Planning began a year ago when room bookings were made at Geneva Park. More detailed planning began in March when the first estimates of the number of participants became available. During the year, the college had hired a number of new faculty for classes that are funded under the National Training Act. Anticipated program expansion

and faculty turn-over was shared by the deans and the vice-president academic.

The actual program was developed in May using the evaluations from the previous two years. Staffing was finalized in June. This involved finding resource people for all the sessions.

Three faculty: Starr Olsen, Human Studies; Barrie Saxton, Law and Security; and Leo Smits, Community Worker Program agreed to be group leaders with Frank at Geneva Park. This meant that each would be responsible for a group of 12 new faculty for three days. Each person in the groups would teach his/her subject to the group for 30 minutes. Following this she/he would receive feedback on the lesson - strengths, weaknesses, impact on learning, student feelings and suggestions for alternate methods of presenting the material. It is important that the group leaders be able to interpret, expand upon, relate theory to and reinforce the feedback. The resource people spend a lot of time out of sessions talking on an individual basis to the participants. They are also used as role models. Each of them presented seminars to the group: Starr - "The Pygmalion Effect;" Leo - "Classroom Discipline;" Barrie - "Body Language"

and Frank - "Learning and Teaching Styles."

For the time at the college Frank arranged seminars on lesson planning, Professional Ethics lead by Jack Buckley, Dean of Health Science; Student Characteristics led by Steve Robinson, President of SAC; a tour of the college with Penny Anderson VP SAC and a lunch with the senior administrators after which President Gordon officially welcomed the faculty and talked about education at Humber.

Perhaps the best way of summing up the week is to quote from the participants themselves:

"suggested improvements helpful"
 "open exchange of constructive criticism"
 "helped to relax among fellow teachers"
 "program was too short"
 "very beneficial to teach in front of peers"
 "it provided an excellent opportunity to know other staff"

by Dr. Ruth McLean
 Professional Development

Here We Grow Again!

Here we grow again! No, this is not a slogan for McDonalds but the philosophy expressed is equally applicable. Our newest wing, located behind D Block is a response to the critical shortage of classroom space at the North Campus.

When completed, the new facilities will consist of 8,500 square feet of floor space covering two levels.

Building costs, the result of a tender, are \$384,700 according to Ken Cohen, the Director of Physical Resources. The construction firm is Mollenhauer Limited of Toronto.

Expenditures for the new addition are coming from the Board of Governors' Building Fund.

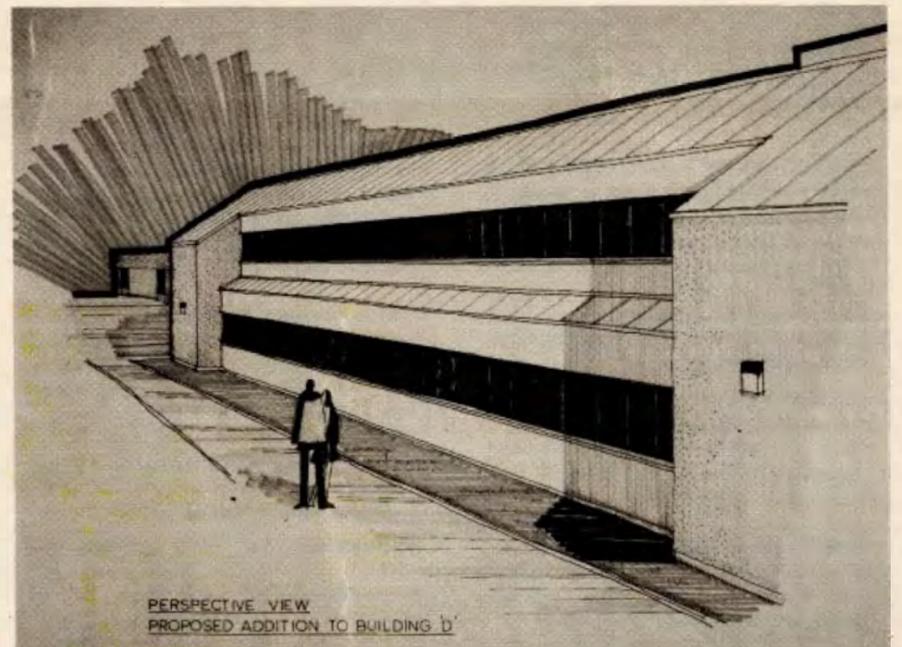
Housed in the new area, lower level, will be: Marketing, Physical Resources, and Public Relations. The new addition will favour the open concept with one-third of the space allocated to Physical Resources and the

remainder to the Marketing, Public Relations component.

The second floor will be devoted to classroom space including the recently vacated Graphics area. The renovated area is now ready for the opening of semester, September 6, 1983.

Bill Barber, the Capital Planning and Construction Manager of the college, indicates that things are going "very smoothly, we are right on schedule and should have no difficulty in meeting the November 1 target date for completion."

Hopefully growing pains will be a regular symptom at Humber College. According to Barber, a plan pending Ministry approval, will see a tremendous expansion of the Technology wing to three times its present size. This proposed expansion will house high technology programs at an estimated cost of six to eight million dollars.



Great Expectations

The Human Resource Development Advisory Committee (Support Staff) met for the first time on September 22, 1983. The meeting was chaired by Bev Wright, the Manager of Staff Training.

This committee has been struck as a part of the college's increased commitment to Human Resource Development. It's mandate is to assist in the design and future planning of college training and development activities. It will also serve as a vital communication link between support staff and the "umbrella" College Human Resource Development Planning Committee.

Dr. Roy Giroux, Vice-President of Educational & Faculty Services, and David Guptill, Director of Personnel, addressed this initial meeting and outlined the basic philosophy and rationale underlying the committee's formation.

Dr. Roy Giroux emphasised the importance of the development of all

college personnel. In the past, staff renewal was primarily directed at the administrative and faculty component of the college community. This is no longer seen as enough. Support personnel who are, in most cases, the primary contact with the student and prospective student, need courses directed to their special needs, skills, and working conditions. Enrichment for support staff is often more vital than for the other sectors of the college community. With an enormous percentage of the college's budget allocated to human resources (approximately 80%), it makes sense from an economic point of view alone to develop this potential fully without even acknowledging the equally important social responsibility.

This meeting represented innovation on two levels: Bev Wright, in his introductory remarks noted that the composition and reporting relationship of this group was unique in the history

of Humber College. For most committee members, it afforded them their first opportunity to give direct feedback to senior college and administrative personnel.

Membership of the committee is as follows:

Linda Azzopardi	763-5141
Cathey Burgess	555
Jill Clunie	8-225
Jane Dearing	275
Judy Dunlop	324
Doug Fox	217
Erin Hamilton	367
Joyce Hillier	528
Isabel Maksymjuk	242
Marilyn McCormack	512
Rita McNaughton	330
Sue McNulty	475
Barb O'Brien	362
Anne Rayner	265
Heather Reid	442
Helen Ross	578

Janice Schilling	222
Doug Willford	262
Bev Wright	225

These committee members were recommended by administrative and supervisory personnel in their respective areas and represent a cross-section of departmental and campus interests. Their term of office will be for a minimum of one year. This initial selection process was to expedite committee formation only. One of the committee's responsibilities this year will be to recommend selection procedures for future groups. Membership on the committee is voluntary and the only requirement is commitment.

This undertaking represents an unparalleled opportunity and challenge for support staff.

Computer Graphics: Chapter III

The computer is a human tool in quite the same way that the automobile, or the bow and arrow, or the hammer are tools. And it has often been pointed out that all tools are devised to enhance or extend some human capability. What capability does the computer extend? — that of the brain and the nervous system. In this the computer is not entirely new, for the earlier technologies of print and writing were devised to enhance the ability of the brain to remember and to extend its power through time and distance. However, these technologies are static records. Only with the dynamic participation of the human body does the written word begin to move. The hand turns the page, the eye reads the text and then, chunk by chunk, the information enters the brain there to be thought about, to be processed. What is new about the computer is that it, like our own nervous system, is dynamic. It operates on the flow of electrical current encoded as information bits.

A dramatic example will illustrate how, in quite a direct way, this dynamic nature of computers can be used. A few days ago I attended a conference on computer technology for the visually impaired, an event sponsored by the C.N.I.B. Among the presenters was a young man who described how he had used a computer-based braille machine to conduct a two and one half hour real-time telephone conversation

with a friend. The friend, also blind, has the additional impairment of being deaf. The technical details are relatively complex, the point is simple: impaired nerve-based biological systems that receive and send information can be supported and enhanced by computers.

Now of course, in terms of human ideas and ambitions, we are all severely impaired. Think of the generations of humans who have gazed at the moon, longed to go there and lamented their limited capabilities. In time it is our various technologies that have extended the capabilities of humans and allowed us to overcome the impediments to our ambitions. The impending question is what ambitions can be fulfilled by a technology that extends the brain and nervous system. Clearly, space travel, and ultimately all travel, is one of these. The phenomenal charting and control functions required to navigate space would require the working intelligence of a small city of human brains. And the human brain is (a) relatively slow, operating at about twenty bits per second, and (b) requires a lot of extraneous organs, appendages, protections and nutrients.

A microelectronic device, on the other hand, is (a) fast, operating at up to billions of bits per second and (b) requires little more than ambient energy. So accomplishments previously only imaginable are now practicable.

But what of the inner space, the infinite human hunger for knowledge and wisdom? Can these moons of the mind be approached by computer technology? Indeed they can in ways that are quite direct. Computers store vast amounts of information and retrieve any tiny part at electronic speed. And, if bulk storage and fast access were all, we would have reason enough to be impressed. Hours and even days have been cut from routine information searches. However, more is possible than dynamic access to static information; dynamic access to dynamic information is possible. Here we cross an important conceptual bridge and begin to think about computers that can model aspects of our own thought process. At first encounter this computer research in the area known as Artificial Intelligence can be unsettling, as unsettling as people of the 16th century found the printing press and people of the 19th found the steam engine.

Be that as it may, to understand the computer as a thinking tool is to grasp its meaning. The growth and development of the technology in the future will be in the direction of smarter machines. Much of the current research & hardware and software is aimed at producing machines that more and more closely emulate the thinking process of the human being. In all this it should be clear that we have moved the discussion beyond



the computer as a piece of number crunching hardware. The numerical and hardware features of the computer are ultimately of no greater significance than the fact that a Shakespeare play is stored as marks on the pages of a book or your David Bowie recording is a series of analogue grooves: what matters is the play and the music. What mattered to the two blind friends was not the technology but the conversation.

As the computer becomes even more an extension of the brain it will be seen to fit more precisely into the tradition of our cultural software rather than our industrial hardware. How the humanities are beginning to absorb the new thinking tools will be the subject of Part II.

by Peter Muller
Continuing Education and Development

Dateline: Divisions

THE CHILDREN'S ACTIVITY CENTRE will be available for short term day care services again this Fall. Care is available for children between the ages of 16 months and 7 years, on a part-time basis, not to exceed 24 hours per week. Nutritious snacks are provided both morning and afternoon. Parents must provide a lunch.

Location: D119
Hours: 7:45 am to 6 pm
Fee: \$2.00 per hour, paid daily
Phone: 675-3111 ext. 430
Capacity: 15 children

MARY LOU KING (Moddison) has been granted a mini-sabbatical to study at the Montreal Neurological Institute. She is enrolled in the Post-Basic Program in Neurological and Neurosurgical Nursing and will return to Humber in February.

DOUG LEONARD has been reappointed as Chairperson of the heads of Ambulance and Emergency Care Programs in Ontario for the academic year 1983/84.

ARDETH KARIOTIS has just completed a year's leave of absence during which she successfully completed post-diploma courses in Obstetrical Nursing at Humber College and Ryerson.

JIM HANNA, a part-time instructor in our A.E.C. Program has been recently appointed associate editor of *Life Support*, a Canadian emergency care journal.

JACK BUCKLEY was elected Chairperson of the Ontario Heads of Health Science 1983/84, at their annual meeting in London, Ontario.

JUDY DAVEY, a graduate of both the ECE and ECEDH Program at Humber, will be taking on additional responsibilities this Fall. In addition to her work at the Developmental Centre, Judy will be teaching Developmental Activities part-time in the evenings.

With the Fall semester at hand, a full roster of intermural and intercollegiate events are planned. Detailed schedules are available in ATHLETICS or by calling ext. 217.

Office workers concerned about the effects of increasing computerization of their jobs may be interested in attending workshops to discuss the issues: employment, health, organizational changes, careers, and training. Sponsored by CONTINUING EDUCATION, a series of two workshops will be offered for three different starting dates:

Runnymede	Oct. 24 & Oct. 26
NLC	7:30 to 9:30 p.m.
York-Eglinton	Nov. 5 & Nov. 12
Centre	1:30 to 3:30 p.m.
Runnymede	Nov. 14 & Nov. 17
NLC	7:30 to 9:30 p.m.

The \$7.00 fee will include a copy of the booklet being developed by the Office Workers' Handbook project at York-Eglinton Centre. For information phone 763-5141, ext. 57.

In cooperation with the ETOBICOKE BOARD OF EDUCATION, HUMBER COLLEGE is participating in a one day Colloquium to identify issues of mutual concern, and to propose procedures for future joint action.

Humber's representatives include administrative personnel and faculty from the full range of the college's programming areas. The session will take place on Tuesday, October 4, 1983 at the Board of Education offices in the Civic Centre.

ETHEL A. MILKOVITS, the SPC of Communications at the Lakeshore Campus has just completed her doctoral dissertation in Contemporary English at McMaster University in Hamilton and the University of Budapest in Hungary. Her thesis entailed a survey of changes in the English Language within the last four decades.

ROBERT BOCKING, the Coordinator of the Cinematography Program has just completed work on a series of four educational films commissioned by the National Geographic Society in Washington D.C. Entitled *The Four Seasons*, the films are specifically for primary school use in North American schools and will be distributed by the society. Documentation of all production stages will be invaluable for teaching purposes in the Cinematography Program and, as an added bonus, the videotape of each film *Bob* produced will be shown to children visiting the Arboretum.

DAVID GUPTILL, Director of Personnel has been appointed Chairperson of the United Way campaign here at the college.

Humber's FASHION MODELLING and RELATED CAREERS students are organizing a fashion show in conjunction with the Etobicoke General Hospital. The show will take place on October 25, 1983 in the Lecture Theatre of the North Campus at 8:00 p.m. All proceeds will go towards the purchase of a C.T. Scanner. Tickets are \$10.00 per person.

The chip revolution brings with it many exciting opportunities but also potentially disastrous ramifications for women in the workforce. Will you be replaced by a word processor? What are your alternatives? These issues will be addressed by **HEATHER MENZIES** noted author and journalist at an evening Affirmative Action session scheduled for Tuesday, October 27 at 5 p.m. in the Seventh Semester.

The HUMBER ROOM opens for your dining pleasure on Monday, September 19. Luncheon will be served from 11:30 a.m. to 1:00 p.m. Friday will feature a buffet. The cost is \$5.50. International cuisine will be highlighted Tuesday and Thursday evenings, with the latter being a buffet. Cost of the evening meals is \$8.95. Reservations are recommended. Please call 675-3111 ext. 220.

PETER MULLER, of the Community Education and Development Department has been elected President of the Ontario Committee of Teachers of English.

Thanks to the generous assistance of the Canada Council, HUMBER COLLEGE will again be hosting a series of literary readings during the coming academic year. **IRVING LAYTON**, the first Canadian poet to be nominated for the Nobel Prize for Literature, will open the series on Wednesday, October 5, 1983. The reading will take place at the Lakeshore Campus at 2 p.m. in the library.

The CENTRE FOR LABOUR STUDIES is offering an introductory course for trade unionists and other interested personnel on the role and functions of multi-national corporations in Canada. The course is to be held at the North Campus, beginning Tuesday, October 4, 1983, and continuing for ten consecutive weeks. For further information please contact Chris Shenk at ext. 544.

A full program of Human Resource Development seminars has been arranged by the PERSONNEL RELATIONS CENTRE. A wide cross-section of career oriented, and general interest topics has been scheduled. For complete details and registration forms please contact the Personnel Centre.