

HUMBER

Dialogue

News and Events for Humber College Faculty and Staff

December 1983, Vol. 2 No. 4

Interview : Yes, Virginia . . .

DIALOGUE has featured interviews in its last few issues with prominent educators. We continue this practice this month with a person not usually thought of as an educator (although he regards himself as one) whose appearance was as much a surprise to us as it no doubt will be to you.

Matte: Who are you? Get out of my bedroom!!

Visitor: Relax. Stop screaming. Who do you think I am? Don't you recognize me?

Matte: How could I recognize you dressed up in that Santa Claus suit? Besides, I don't care who you are. Get out of my room!!!

Visitor: I am Santa Claus and I'm here in response to your expressed desire to do an exclusive interview with me for the Christmas issue of that paper you edit . . . what's it called?

Matte: DIALOGUE. Look, you can't be Santa Claus. He isn't real.

Visitor: Yes, I'm Santa Claus and I'm real. Of course there are different levels of reality but we won't go into that now. I really haven't much time you know, so start interviewing. I'll stay over here near the door to keep you calm.

Matte: This has to be a joke . . . but, o.k. I'll go along to humour you. Do you know anything about Humber College?

Visitor: Sure. Quite a lot in fact. I've been hanging around the place for a while now. In my invisible mode, as you educators might say. And a few years ago, I had a drink and long chat with **Gordon Wragg**.

Matte: Gotcha!!!! **Gordon Wragg** didn't drink.

Visitor: That's what he said. But after he warmed up to me he said that he wouldn't mind having a bit of spirit with a spirit. Ho! Ho! Ho!

Matte: That's awful. What do you think of Humber anyway?

Visitor: It reminds me of British Columbia. The lotus land of the community college system. All kidding aside though, there's no better college. But it does get weird at times.

Matte: Let's start with the good things.

Visitor: Well, I like your new boss. What's his name? **Squeegie Gordon**? Where'd he serve his apprenticeship . . . at a cleaners?

Matte: Can we avoid the bad jokes? Go on please.

Visitor: Sorry, schools, colleges and especially universities are places it's difficult not to joke about. Yes, I think Gordon hasn't done badly at all. He's got the place humming and hopping and his heart's in the right place. Doris approves of him too. Of course, I do have some doubt about his looking at Dallas as an intellectual oasis, and he's got a problem with some of his managers who have read Peter Drucker's dictum that if managers are spending more than five percent of their time at meetings, then their institution is badly run. That man loves committees doesn't he? Must have picked up the habit in Quebec which has largely been a big debating society for years.

Matte: What changes have you observed?



Photo courtesy of the Etobicoke Guardian. Graham Paine

Visitor: Some. There's a different style at the top, of course, but most of the players are still in the same positions carrying on as usual. You've had a few interesting additions though. The Quebec influx has added a bit of style and verve. Also, **Roy Giroux**, coming in from the minors, is an interesting case. With all those endorsements, many expected instant stardom, I guess. But he hasn't done badly in the big leagues in his first few months. Not as many home runs as you all hoped for, but lots of r.b.i.'s. I'd say he's batting a good solid average and should improve steadily if he has some luck against the big pitchers. Davison's happy that Roy's at Humber. Jim used to be the only guy in the place who wore shiny white summer shoes.

Matte: Don't you say a thing against **Jim Davison**! He's a nice man. man.

Visitor: And a favourite of mine. But he's like my wife. Every year, three months before Christmas, she announces that we're broke and that part of the holiday season has to be cancelled. And yet, we always muddle through. I've been hanging around Jim's office trying to find out where the next addition at the North Campus will be built. And what I learned is that next year they are going to bury the Music Department . . . literally.

They're going to excavate a three storey hollow under D block. A perfect place for a noisy necessity. Sound-proof and easy to heat and maintain. Jim's got imagination.

Matte: You're not being serious. Surely we've expanded our activities over the years.

Visitor: Expanded? You sure have! You've overtaken Seneca in the numbers game in Continuing Education. I guess the kid running that department is feeling pretty good about that. You know the one . . . what's his name?

Matte: You must mean **Stewart Hall**.

Visitor: Yes, that's him. I wonder how he got stuck in a large bureaucracy like Humber. He really ought to be in politics. You don't have to be organized there.

Where were we? Expanded activities wasn't it? Yes. I sense a developing global commitment at Humber. There's always been the Caribbean, but now there's Africa, and perhaps Pakistan, and China, and Dallas, and England. And they call these "community" colleges. Old McLuhan must be smiling up there in heaven. His global village realized through Humber College! But Norton knew this would happen. He predicted it years ago.

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.

DIALOGUE is a publication for staff and faculty at Humber College of Applied Arts and Technology in Toronto.

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Matte: Norton? I thought Squee and Roy had something to do with our recent international activities?

Visitor: And so they have... with the U.S. and England. But Norton has been cultivating third-world ventures for years. A damned good pitcher that Norton. Makes up in speed and cunning for what he lacks in control. Not many pitchers have a better earned run average.

Matte: Your sports jargon is beyond me. This interview has gone on long enough and I really don't think you're being serious enough with me. But I do have one last question. What are the people at Humber going to get for Christmas?

Visitor: I can't guarantee anything. Just my hopes and influence. I do have a little influence.

Matte: What are your hopes? What would you like to have happen?

Visitor: For **Gus King**, a new technology building. For **Penny Bell**, lots of students. For **Martha Casson**, as high an opinion of herself as her friends have of her. For **Rick Bendera**, next year, the Russians. For **Frank Willock**, patience, perseverance and serenity. One of Humber's few natural aristocrats. For **Doris Tallon**, a perfect Lancashire Christmas in her Brampton hideaway. For **Richard Hook**, the Lakeshore Psychiatric Hospital site. For **Ab Mellor**, patience with the pygmies. For **Stewart Hall**, a little Liberal discipline among the troops. For **Paul Halliday**, next year an Inroads in Humber colours. For **Squee Gordon**, A Committee for the Prevention of Future Committees. For **Tom Norton**, two female deans. For **Jim Davison**, relief from the high rollers. For **Roy Giroux**, the management training edition of "trivial pursuits". For **Gary Begg**, instead of 6 and 5, 10 and 12. For **Don Stevens**, ditto. For **Bob Cardinali**, an abacus. For **Gary Noseworthy**, the Ontario Squash Championship for Seniors. For **Graham Collins**, an introduction to Roy's tailor. For **Frank Franklin**, a bigger office. For **Bob Connors**, smoother sailing. For **Dorothy Strongitharm**, an award for job excellence. For **Linda Azzopardi**, a new boss who can fill the shoes of her old one. For **Ann Bender**, at least three people who know exactly what she means. For **John D'Amico**, a couple of weekends without the kids at his new cottage. For **Marek Pain**, the first degree granting program at an Ontario community college. For **Wayson Choy**, a happy adoption. For **Albert Venditello**, no rush jobs. For **John Mason**, truffles and a case of Courvoisier and for **Wilda Harrison, Chris Morton, and Sarah Thompson**, good health. I know all their friends are behind me with this one.

Matte: You've stopped. Is that all?

Visitor: Yes. I could go on forever you know. It's been fun, but I do have to leave now. Tell all the nice people at Humber to have a good holiday.

Matte: I don't believe this!... where'd he go?

President's Christmas Message



May I take this occasion to wish you all the very best for the Christmas and New Year season and to thank you most sincerely for the cooperative and productive output of the last seventeen months.

We are going through an incredible period of transition, both within the College and outside, and I can appreciate that at times the never-ending series of changes can have serious impact on personal and professional lives.

I would like to assure you that I am well aware of this and most appreciative of the response I have received during my time at Humber from virtually

all segments of our staff. At the same time, I will try to be sensitive to just how much individuals can handle during a difficult yet, I hope, challenging time for all of us.

I certainly look forward to developing a continuing and solid relationship as we struggle together to meet the demands of Humber's future. Above all, please enjoy the holiday season and have a restful time away from the normal rigours of the College.

by Dr. Robert A. Gordon

VIEWPOINT

Deck the halls with boughs of holly, tra-la-la, and a pox on those who carp that Christmas cash registers peal louder than church carillons. For ye! verily, collection plates tinkle more loudly when trade and commerce smiles, and the economic benefits widen; and though liquor store line-ups stretch forever, it's only the lusher who blot the Noelscape.

So what if the VISA doesn't get paid off until March! The household needs the new dishwasher anyway, and it looks more exciting when it arrives with a red bow. And then there are the tender gifts that make you gently stumble on a different notion of giving, and just briefly you sense a feeling of inner warmth. We probably see it best in the faces of children before their sense of innocence departs; before the 'stuff of life' is mirrored in their eyes.

Just think, it all started a millennium ago when we as pagans worshipped in a ritual timed about the winter solstice, lighting bonfires to

strengthen the weakened sun god, rejoicing that days of lengthening light would follow. It wasn't until 440 A.D. that Christian leaders decided to celebrate Christ's birthday officially around the same time, integrating the new with the old. Pope Gregory's missionaries went out with instructions to destroy the idols within pagan shrines but not the shrines themselves so that people "could celebrate a religious feast and worship God by their feasting, and thus, still keeping outward pleasures, they may more readily receive spiritual joys." So explained the Venerable Bede in his Ecclesiastical history. (Wily, that Gregory... hellishly smart, eh?)

Right from the start, then, the celebration had an emphasis on lights, and was both religious and merry. It's true that in 1644, the Puritans in England played Grinch, passing anti-carousing legislation aimed at restoring only religious observances, but the spirit of that third century bishop, St. Nicholas, who got such a kick out of distributing gifts,

hung in there to soon become our vision of Santa Claus.

So the message comes across that we can dash over the snow in a one-horse sleigh, jingling bells all the way, and come home to appreciate a rendition of Handel's Messiah with its glorious "Hallelujah Chorus;" that there's a time to adore, if we wish, and a time to wassail, if we wish. It's that kind of season.

Therefore, take heart! The grinches are all around us but they're not about to steal our ancient winter solstice customs. In good health, enjoy! enjoy! God's for everyone, so try a mantra. Invoke karma! Mazeltov and all that! What the heck! Joy! to the world. Joy to the entire carping, chaotic, nuclear-ridden, placard-carrying, peace-groping, desperate, magnificent, stupid darned world, and deck the halls with boughs of Holly... Merry Christmas, eh?

by M.T.

The Year in Review . . . Union Messages

As a new year approaches, it is customary to think back one year and also to comment on the upcoming twelve months. For the faculty, counsellors and librarians who comprise Local 562, it might be appropriate to note that you are teaching three hundred more students (North Campus) and two hundred and fifty more (Lakeshore) this year than last year. Complement has kept pace with the increase but the appearance of the Library (North, no seats any-time), the cafeteria, the corridors and yes, the classrooms leaves little doubt that overcrowding has been a fact of the past year.

Nineteen eighty-three was also the year under Bill 179, the (slightly) illegal Inflation Restraint Act which squelched Collective Bargaining. We are now heading in to a year of compensation guidelines and freer collective bargaining. How much freer remains to be seen. Our contract expires August 31, 1984, but other units of O.P.S.E.U. will look to new contracts from January 1, 1984. We shall watch closely the progress of these Public Service bargaining sessions.

At Humber, new space at the North Campus is coming into service, our programs continue to be popular and effective, and we hope that problems between the union and administration can be satisfactorily resolved this year. Outside Humber, maybe the recession is ending, though much more effort is needed to lower high unemployment.

Enjoy your holidays. We have earned them. Merry Christmas, and may the Ministry of Colleges and Universities bring us a 10% operating grant increase in 1984. Ho! Ho! Ho!

by Gary Begg
Human Studies

MERRY CHRISTMAS

It seems that regardless of how cute or different or clever a greeting, I keep returning to the old favourite that traditionally has been said by everyone — MERRY CHRISTMAS and of course HAPPY NEW YEAR.

Nineteen Hundred and Eighty-three has been a good year for most of the Humber Support Staff. We had a Valentine dance, shared in the barbeque in June, and enjoyed various other activities in and around the college.

As the new year approaches your local union is planning a party to break the January blahs. The date is still indefinite so watch for a fun night for you and your mate.

Your union is also planning various social events for 1984 and we need to have your suggestions and participation.

We also need more shop stewards, who represent you and your fellow workers to the executive of the union.

At this time we have no reps in Technology or Health Sciences, and limited representation in many areas. Ideally, we need a rep for every 10 to 15 members.

Elections for your executive will be held this Spring, probably in March or April. Only shop stewards are eligible to run or be elected to your executive. Elect or appoint a person who is a full-time, union member from your department.

A union training program will be held at King Campus early in the new year. This is an excellent way to develop confidence, and public speaking skills, that can be of use both in and out of union activities.

This year as you consider reclassification upgrading, take the time to consult with your Chief Shop Steward or Union President as to ways in which we can try to help.

Along with our Christmas wishes, may I extend my thanks to a hard-working Executive, Rhoda Sullivan, the Chief Shop Steward; Terry Anderson, Vice-President; Carla Tersigni, Vice-President; Dianne McArdle, Secretary; Sheila Keeping, Treasurer; and to all the shop stewards.

by Don Stevens
Applied and Creative Arts

Here and There

After spending one month here at Humber I have been asked to pull together some impressions I have formed both about the institution and Toronto. In order to do so, I have decided to try and compare and contrast it to two entities — Dallas and the Dallas County Community College District — which I know very well.

Because I have known for approximately 6 months that I would be spending the Fall Semester here, I have had the opportunity to prepare myself somewhat for both your city and your institution. The author, Pierre Berton, quickly became a familiar name to me as I "boned up" on the differences between our two countries. Bruce West's TORONTO, a history of this area, helped to orient me. Therefore, what I have discovered about Toronto has not been totally unexpected.

Like Dallas, Toronto is an exciting and vibrant place. While both are clean cities which appear to "work," Toronto, with its Canadian proclivity toward law and order, is much the safer of the two. Being approximately twice the size of Dallas, it offers twice the excitement. If you were to visit Dallas one of the first things you would notice would be all the current construction taking place; in fact, downtown looks like a city of cranes because of all the construction. Both cities have that interesting contradiction of liberalism mixed with an undergirding of conservatism. Interestingly enough, Dallas uses Toronto as a model in many ways, and it is not unusual to read in one of the Dallas papers of yet another Toronto urban planner visiting and working with our city. In effect, Dallas hopes to be able to keep its human-orientation, as Toronto has kept its through its buildings of mixed useage and greenspaces.

I have thoroughly enjoyed exploring your city from literally the top (C.N. Tower) to the bottom (the ravines of the Don River). The memories of Harborfront, the Islands, Roy Thompson Hall, St. Lawrence and Kensington Markets, O'Keefe Centre, your great

neighborhoods, and so many marvelous places will remain with me long after I physically leave here. And while I hear complaints about your TTC, I have also found myself amazed at what a truly great advantage it is to your city.

However, the most lasting memory of your city will be its many accents, dialects, and languages. It is pure joy to walk your streets and do nothing but listen. For, in effect, these strange sounds to my ears form a vibrancy which most cities simply do not possess. It reminds me that your country is truly a young and growing one, and that the infusion of these new Canadians brings with it much promise. Coupled with this memory is yet another reminder of your vibrancy: it seems that half the Canadians I have had the pleasure of meeting have been born outside Canada, and what a rich cultural advantage they give to Toronto!

Just as I had expected, I have found Humber to be a very different place than the Dallas County Community College District (DCCCD). Please note that "different" does not connote "better" or "worse," for both institutions have their definite strengths and weaknesses. Therefore, in order to put these remarks in context, it is necessary that I explain something about the DCCCD.

We are a county-based institution of seven colleges reporting through a central office. Each of these colleges is headed by a president with his/her staff. All of this is "topped off" by a central staff with a Chancellor who reports to an elected Board of Trustees. Each Board member represents a geographic area of the county. Within Dallas County, which provides a tax base for the District, there is one of our colleges within 20 minutes of every citizen. Approximately 52,000 credit students a semester and another 70,000 non-credit students per year are enrolled in our institution. The colleges range in size from approximately 2500 students to 15,000 students in the credit program. Each of these seven colleges has its own distinct character which, in part, reflects its service area.

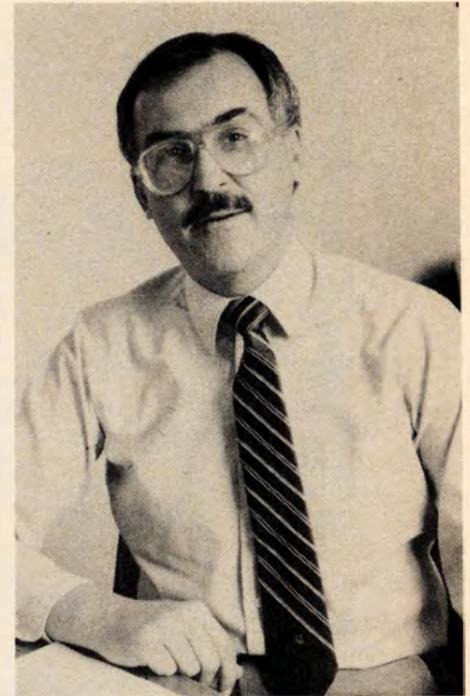
The DCCCD, which is one of over 40 community colleges in Texas, is mandated to provide three roles: (1) Like Humber, to offer quality technical and career programs (some 90 programs of 1 and 2 year duration are provided); (2) Unlike Humber, we also offer the first two years of the traditional four-year baccalaureate degree, and approximately one-half of our credit students are enrolled in these programs; (3) Also like Humber, but to a much greater degree, we offer non-credit courses of community interest which may range from flower arranging to "high tech" training.

The primary difference between our institutions is one of philosophy. Whereas Humber is truly an excellent college of applied arts and technology, the DCCCD is an excellent community college. The differences represented in these philosophies are subtle, but nonetheless real, and such differences manifest themselves in a variety of ways.

One of the most recognizable differences can be seen in our student bodies. My impression of Humber's study body is of gorgeous and healthy young adults. (As I am now 40, I find myself somewhat envious of such youth!). Also, the vast majority of your students are full-time. In comparison, our average age credit student is 27 years old, is more likely to be female than male, works at least 20 or more hours per week, and takes less than 9 hours a semester. While Humber and its services are geared to a younger, full-time student body, our services are geared toward an adult population. While at Humber I've been asked numerous about how many full-time students we have, and I am always surprised at the question and at a loss for the answer because it is a concept in which we simply do not deal. Because of this part-time, adult study body, the DCCCD has developed many support services which I have not found at Humber. Conversely, with its younger students, Humber has developed many approaches to student life which do not exist in the DCCCD.

Another difference in our institutions has to do with the communities which we each serve. While Humber has a special relationship with York and Etobicoke, it is truly a provincial institution serving all of Ontario, particularly southern Ontario. On the other hand, the DCCCD serves only Dallas County and cannot reach out beyond these geographic boundaries. While students may come to us from outside the county (and, indeed, our largest feeder secondary school lies just outside the county line) we cannot recruit or run programs beyond the county. While this appears to be restricting, it also focuses us in on the needs of the county and its citizens. We are constantly reminded of this mandate, and it influences many of our decisions. In the central office where I work, this county mandate is discussed in a variety of forms each and every day.

Still another major difference between us has to do with governmental influence and control. Although Canada geographically is massive, with only approximately 25,000,000 people, it is a small country. Because of this, Humber has many ties with the Ministry of Education and not a day goes by that I do not hear the name of Bette Stephenson, the Minister. Conversely I can go months without hearing the name of our State Commissioner for Higher Education. Therefore, I assume that we are more autonomous than your institution. On the other hand, the State of Texas has defined much of what we can and cannot do,



and while I find codification a difference between us, perhaps such clear cut delineation for us takes the place of your institution seeking ministerial advice and approval. (Incidentally, both approaches are customary and representative of our two countries: the U.S., in its need to define, is much more codified than your country where much may go as "understood.")

I could go on with the differences; however, there are also many similarities. Both are fortunate, on the whole, to have excellent facilities. The DCCCD is blessed with probably the best overall physical facilities of any community college district in the U.S. Each of our seven college campuses has won architectural awards, and each is both esthetically beautiful and functional in its own right. However, your instructional equipment, especially in your technical areas, far outstrips us, and it is with much trepidation that I will ask our faculty to come and visit with you.

Another similarity has to do with the quality of people who populate our institutions. I have yet to meet a person at Humber (faculty, support staff, or administrator) who is not truly excited about his/her work and the quality of student education. I am used to working with this same type of person, and it is always rewarding to find this same interest and concern elsewhere.

I also find a similarity of problems. I have sat in meeting after meeting, and if I should close my eyes and alter the accents slightly, I would think I was still in Dallas. Each of our institutions, in its own unique fashion, seeks to find solutions to these similar issues within the confines of differing philosophies.

It is my hope that being here will lead to a number of cooperative approaches by our institutions. I trust that some of you may find your way to Dallas through our proposed exchange programs, and that we will find other areas of common endeavors. Throughout these approaches, I trust that we will all learn not only about our institutions, but about one another as individuals. Beyond this, I trust that whatever we do on an institutional level will result in students being the true beneficiaries.

To those of you I have met, I thank you for your willingness to share and to allow me into your space, both professionally and personally. To those I have not yet met, "y'all take care, and let me hear from you, eh?"



Gingerbread Houses brightened the wards of local hospitals and nursing homes.

by Richard McCrary
 Director of Community and Student Programs
 Dallas County Community College District

Hands Across the Sea



Photo courtesy of Barry Fogarty

Hands across the sea— an interesting cross-cultural happening is taking place at Humber during the present academic year. Through the mutual efforts of the Association of Canadian Community Colleges (ACCC) and Canada World Youth, seven students from the Ramogi Institute of Advanced Technology in Kenya are presently attending Humber College in a variety of programs. These international students arrived in Canada on October 7 and will be with us until December 12. Early in the New Year, seven Humber students will be going to Kisumu, in Western Kenya for a nine week period.

The students involved are:

Kenyan Student	Canadian Counterpart
Eric Nyarira— Electronics	Ron Cumber— Architecture
John Oyato— Electronics	Peter Leliveld— Marketing
Daniel Koros— Accounting	Enrico Visentin— Audio-Visual
Joyce Mungaro— Accounting	Barbara Kanabe— Chemical Engineering
Millicent Ayoki— Secretarial	Ingrid Rassow— Public Relations
David Mwakwe— Accounting	John Marccochio— Solar Engineering
Methwell Ojee— Carpentry	Barry Fogarty— Audio-Visual

Kisumu, the exchange location in Kenya, is a town with a population of 80,000 serving a large hinterland. All urban amenities are present but traditional village life is but a few minutes away. The Ramogi Institute itself is unique by Canadian standards. Referred to locally as a "harambee," a Swazhili word meaning "pull together," this Institute receives no government funding, and is supported entirely by the agricultural community it serves. At present, 300 students are enrolled.

Tom Norton, the Vice-President Academic, and Bill Trimble, a former Humber V.P., provided the impetus for this program. Graham Collins, the Dean of Human Studies did some of the initial groundwork this past summer. Benny Quay, who is with the Continuing Education and Development Department as a contract foreign student advisor, provides logistical support and day to day contact with the Kenyans.

All funding for this exchange, at an estimated cost of \$45,000 is being provided by Canada World Youth. This amount includes all transportation costs and room and board. The students will be responsible for personal expenses only while in their respective exchange countries.

The objectives underlying the program are as follows:

1. To enable Canadian and Kenyan students to live, study, and do volunteer work in Canada and Kenya, in order to promote cross-cultural learning and understanding.
2. To enable students to develop their intellectual, analytical, and cross-cultural skills through a combination of community integration, group discussions, classroom and cultural activities, and volunteer work.
3. To expose students to comparative social, educational, economic, and political systems.
4. Having gained some perspective, knowledge, and skills of the above, the students are expected to become actively involved in their community on a local, national, or global level.

The selection process for the Kenyans was at the discretion of their own institution. Interested Humber students responded to advertising concerning the exchange. All students submitted resumes together with an essay highlighting their expectations of an exchange program. For the successful short-list students, a day was set aside for interviews that proved highly original in content. Group dynamics, and reactions in group situations were scrutinized. Ultimate creativity was tested by the "Babal Game." The twelve finalists were divided into two groups and were all blindfolded. Their task was to develop a new language within their respective group. They were then matched with a student from the opposite segment and were required to communicate in two disparate languages. Luckily this session was not filmed or we would definitely be X-rated!

Another component affecting choice was the student's perception and reaction to sensitive situations actually experienced by CWY in the field. Individuals were judged on their problem-solving techniques under simulated conditions. A hypothetical scenario follows:

You are in a small village in an unnamed Third World Country. There is to be a military parade, to which you, as Canadians are invited. You disagree with the philosophy expressed by the military regime, in fact so much so, that you begin to encourage members of the local community to boycott the occasion. Is this behaviour appropriate?

Students who exhibited maturity, flexibility, and a give and take approach were favourably received.

In Canada, Kenyan students are billeted with families who indicated a strong interest in learning about another culture. This affords the students their best opportunity to participate in Canadian family activities, as well as to assimilate with the outside community.

In Kenya, our students will be in residence, with only a few housed outside.

Both groups of students will attend classes in the exchange country. The amount of time spent in the classroom will depend on individual requirements and the availability of courses. In the case of Humber students, this academic component will comprise a minimum of 12-15 hours per week. There is no attempt on either side to duplicate course content from the country of origin. In fact, students are encouraged to explore new interest areas, and at all times to exhibit flexibility, initiative, and commitment. In short, "formal educational needs will be secondary to the cross-cultural experience," according to Quay.

Volunteer work is a critical element of the overall program. It is hoped that students will become active participants with organizations that work within the community, and also those that have global connections such as Oxfam, the Salvation Army, and the Red Cross.

Each student has a counterpart and, while in Canada, it is the Canadian student's responsibility to help and to orient his Kenyan alter-ego. They are expected to socialize regularly, but not to the exclusion of others. The counterparts serve as a bridge to the larger college community.

The Kenyans meet twice a month with Quay to discuss their progress, impressions, and problems, if any. A recent session revealed the absence of violent cultural shock but many differences were expressed. The Kenyans are extremely softspoken, shy, and well-mannered. Impressions to date are generally positive although Canadians were described as a "bit cold." Our standard of living is seen as very high and there is complete astonishment that one family could own two, or possibly three cars. Superhighways, white men doing physical labour, and men in the kitchen are seen as cultural phenomena. Everyone agrees on the weather... "very cold," and in some cases home heating has been adjusted to 75 degrees, and additional clothing purchased.

Efforts are being made to fully involve the Kenyans in the Canadian lifestyle. So far, certain individuals have enjoyed family dinners, outings to appreciate the Fall colours, tours of Toronto, dining-out that runs the gamut from fast food to the restaurant atop the CN Tower, football and hockey games. A small group attended the International Disarmament Day protest. Open political dissention for them is a rarity, the climate in Kenya is more tenuous.

Evaluation of this exchange program will include the standardized question and answer forms to reflect attitudinal changes together with extensive debriefing sessions. These interviews will seek out what has been learned from a practical point of view, as well as what value systems have been reinforced, or shaken. It is hoped that such programming will encourage the elimination of preconceived prejudices, thereby making ethnocentricity an outdated concept.



Photo courtesy of Barry Fogarty

There is a Place

A late fall afternoon on a college campus. Bright sunlight, the last gentle breeze, leaves softly drifting down. Not here. Students stretched out on lawns discussing the latest reading assignment. Not here. All is peaceful, quiet, idyllic. Not here.

Humber's Queensway Campus is located in a busy industrial corner of Etobicoke. Machines perform a staccato rhythm, grind, whine, and produce countless entities that are an enigma to the untrained eye. This is clearly a place of practicality and action, where learning never stops.

The Queensway Campus is home to most of Humber's short term (40-48 week), Canada Employment and Immigration sponsored programs, the Apprenticeship programs, as well as a smattering of post-secondary studies.

The Apprenticeship programs include the following trades: construction and maintenance; general machinist; hairdressing; plumbing; sheet metal; steamfitting; and tool and die.

The Apprenticeship concept has its roots in medieval times yet is relatively innovative in today's educational system. Prospective apprenticeship students approach a counsellor at the Skills Development Branch of the Ministry of Colleges and Universities. They must be employed at the time of their application. The actual apprenticeship contract, providing a balance of employment and learning, is struck between the employer and student with the Ministry acting as an overseer.

Five intakes per year see approximately 150-175 students arrive for an eight week training cycle. The college is not involved in the selection process of the students. Curriculum development is the responsibility of provincial advisory committees which meet for 2-3 days per year at the request of the Ministry. The college provides the faculty and educational environment and is funded on a per diem basis, by the Ministry, for these services. Some apprenticeship programs can take several years to fully complete.

Approximately 600 Queensway students are enrolled in certificate programs sponsored by Canada Employment and Immigration Centres. (CEC's). Another 200 fee-paying students participate in the same program mix that includes:

Automatic Screw Machine Setter
Operator
Cabinet-making

Drafting
Drafting/Refresher
Electronics Certificate—
Digital Electronics
Mobile Radio Communications
Radio And Television Repair
Industrial Instrument Mechanic
Industrial Maintenance Mechanic
Machine Shop
Marine and Small Engine Repair
Technician
Numerical Control Machine Program
Operator Certificate
Precision Instrument Mechanic
(camera repair option)
Welder-Fitter

The CEC sponsored students form a vital majority of the Queensway community. Students are directed to these programs by their CEC counsellor, and must meet admission standards set by this referral agency.

Post-secondary programs at the Queensway run to 64 weeks and are as follows:

Electrical Control Engineering Technician
Industrial Instrumentation Engineering Technician
Precision Instrument Technician
Yachting Studies

Two of these programs are unique in that they are available on a continuous intake basis. Classes in Electrical Control Engineering Technician and Industrial Instrumentation Engineering Technician begin each Monday and are organized as individual learning programs (ILP's). Students apply, and after an interview and skills assessment, progress at their own rate. Bert White, Associate Dean of Technology, summarized the philosophy underlying ILP's by the following comments:

"The campus in general is dedicated to people's individual differences. ILP's recognize that inevitably people have varied levels of intelligence, diverging life experiences, and will therefore, proceed to learn at different rates. ILP's are a very humanistic approach to learning as they acknowledge and compensate for inequities."

The Queensway campus is home to 94 faculty and 34 support staff. Barry Hemmerling, the Associate Registrar, outlined its basic flavour. "Here there is an overwhelming spirit of co-operation. Department lines are often blurred as staff respond quickly to satisfy immediate demands. Flexibility is the password and greatest strength of this campus." Queensway personnel con-



"Two heads are definitely better than one" and those in the Apprenticeship Program in Hairdressing certainly agree!

stantly deal with both the federal and provincial levels of government. Lead-in time from these respective groups is sometimes minimal. In the case of the recent tuition free, technical upgrading courses, Introduction to Non-Traditional Occupations, and Industrial Orientation, valid programming was scripted very quickly. The dust and faculty generally settle two weeks later.

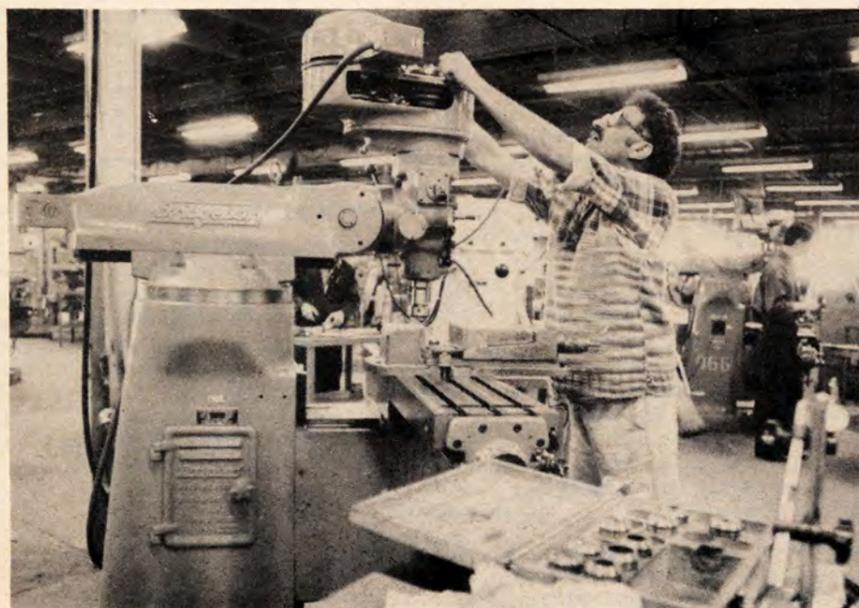
The campus is clearly utilitarian, shop-oriented, and industrial in character. Facilities are very cost-effective as areas such as the electronics lab, general machine shop, and computer area are accessed by a wide spectrum of programs. Four hundred part-time evening students also utilize this equipment.

The students themselves are different. They are generally older than the typical secondary school graduate, their average age being about 25. They have been in the workforce for several years and are now experiencing the need for retraining. They are serious,

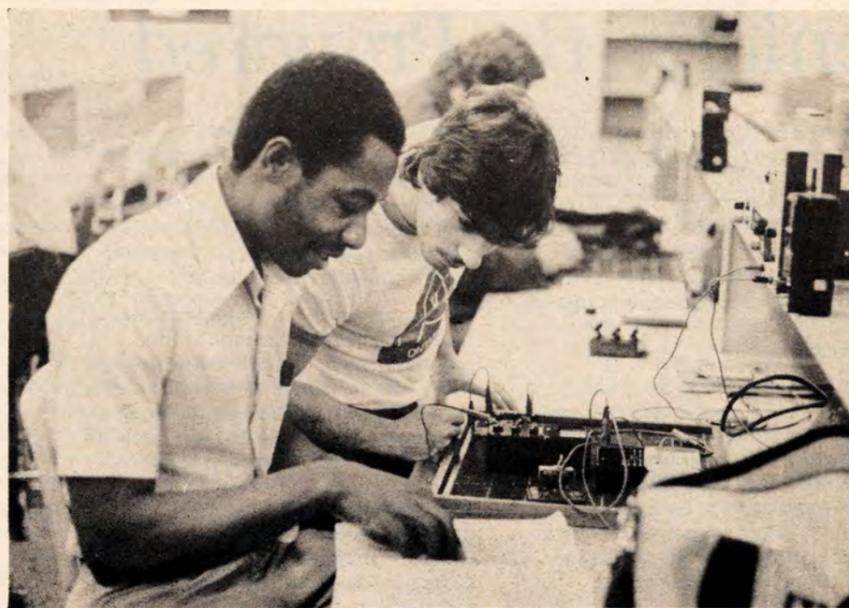
committed, and anxious to learn a new skill or trade. They also represent a wide cross-section of Canadian society. In this respect, they are ideally suited for individualized learning programs. For example, Cheryl King is young, has little background in technical subjects, and no related work experience. Amin Mohammed, by contrast, has had an extensive industrial background, and a strong mechanical aptitude. Both are registered in the Electrical Control Engineering Technician Program, developing at their own pace, successfully.

The Queensway Campus is fulfilling a definite and necessary role. Their ability to adjust quickly to changing technological and societal trends is critical. Perhaps as the supply of secondary school graduates abates, this campus will be setting precedents and alternatives for the college in the future.

by Judy Dunlop
Public Relations



The General Machine Shop at the Queensway Campus is always a hive of activity.



The Electronics lab is accessed by approximately 300 students from six full-time programs.

PROFILE: Marina Heidman

Marina Heidman, the new Associate Dean of Nursing in the Health Sciences Division, is the antithesis of the formality and reserve that the term "dean" used to embody. Talking casually, with the hazy July sunlight dappling the pine furniture of her dining room, the responsibilities and demands of her new position were a direct contrast to her "laid back," relaxed approach. It is very obvious that the lady is prepared to tackle anything, but with a minimum of hassle to herself and others.

Marina's career in nursing began in 1963 when she received her diploma from the Mack School of Nursing in St. Catharines. Her interest in cardiac nursing developed early in her career when she found herself, as a new graduate, employed in an intensive care unit. She quickly realized that she, and other nurses, required additional education to cope more knowledgeably and effectively with their daily routine. However, physicians and technicians were always too pressured and harassed themselves to take the time necessary to explain the electrocardiograph and heart rhythm disturbances.

Happily Marina's next position saw her in Kansas City, in an emergency room setting, in a hospital committed to staff development. This teaching hospital was one of thirteen regional centres in the United States sponsored by the President, to offer post-graduate courses in coronary care nursing. Marina was the first emergency room nurse at this hospital, to enrol in this program and, as a result, her career took on a whole new direction. During the late 60's and early 70's, she functioned as a staff and charge nurse in critical care units in Missouri, Michigan, and California.

On her return to Canada, what began initially as information sharing with colleagues, led to a position as an instructor in critical care nursing at the Oshawa General Hospital. She was subsequently appointed Assistant Coordinator of Staff Development. Marina summarized those early years of determining her career path as a combination of "good luck, hard work, and a keen desire to learn."

The good luck wasn't entirely one sided however, and in 1973 Marina joined the Faculty of the Health Sciences Division at Humber. From 1973-

1977 she established and taught coronary care nursing and in 1977, was appointed Senior Program Coordinator in charge of continuing education for nurses. Her responsibilities included the initiation, administration, and implementation of all programs, courses, and seminars, part or full-time, in the field of nursing continuing education.

Combining learning and career activities has always been a part of Marina's overall life style. In 1978 she earned a Certificate in Adult Education from the Ontario Institute for Studies in Education. This December she will complete a Master of Health Sciences Degree from McMaster University. As well, she is taking additional courses toward a Master of Science Degree in research design, measurement, and evaluation.

Marina gave a brief overview of the Master of Health Sciences Program at McMaster. It is an interdisciplinary program bringing together health care professionals such as nurses, physio, occupational, and speech therapists. Their combined objective is advanced preparation as clinicians. The teaching style focuses on small group, problem-solving tutorials, that encourage self-directed learning and critical thinking. Her studies have centered on hypertension management, health promotion, and the health care delivery system.

Fresh from her sabbatical leave, Marina will begin her new position in Health Sciences in January, 1984. She will be accountable for the academic quality, administration, and effective leadership of all nursing programs and courses. This overall responsibility includes 14 diploma and certificate programs, involving a full and part-time faculty of 100, and a student enrollment of 500 full, and 2500 part-time students.

Marina's first priority will be to get to know her staff, their needs and concerns, and then to assess and plan with them the future direction of nursing at Humber. Her objective is to "develop a stronger team" and believes that "they can be the best nursing faculty in the college system."

To achieve this overall goal, constant monitoring of external factors is essential. As holistic health and



expanded community care are relatively recent trends. Humber will be working "carefully and thoughtfully" to accommodate changing trends and directions. "Flexibility is a key factor in post-diploma programming and we must continue to be aware of the opportunities for part-time learners," she said.

By the year 2000, the goal of the nursing profession, is to shift nursing education to the university setting. "Humber has the talent to play a leadership role in the creative problem-solving that will be required by professionals, educational institutions, and governments in this transitional phase."

Also, alternative delivery modes of education could be further explored. At present the Humber nursing faculty is involved in satellite course offerings held province-wide. Future considerations may possibly feature the use of video-cassettes, closed circuit cable TV, and correspondence. Students may come to the college, only briefly, to consolidate the theory and skills that have been taught.

Our new "information society" is going to see ever increasing technological change. Rather than interpreting this as a threat, as nursing care will never be duplicated by automation,

Marina sees the computer as a valuable resource tool that can only enhance planning and decision-making in patient care.

Almost too numerous to mention, are Marina's professional activities which are diverse and ongoing. She is a member of the Board of Trustees of the Toronto General Hospital and is active on the Patient Care Committee. She was a founding member of the editorial board of the very popular *Critical Care Nurse Journal* and still continues this commitment. She has recently been involved in a task force examining issues of specialization and continuing education for the Registered Nurses Association of Ontario. In the past, Marina participated in a Ministry Task Force studying guidelines in occupational health & critical care nursing for Ontario community colleges.

At Humber, she served as the Chairperson for the "Women in Focus," Human Resources Committee, and was a member of the Evaluation Steering Committee.

Speaking engagements have taken her across Canada, to Florida, and Japan where she was one of five nursing speakers to address the Eighth World Congress of Cardiology.

Throughout this intense, highly demanding career span, Marina has lost none of her vitality, spontaneity, and quest for further learning. New opportunities have presented a challenge to be welcomed and the risks involved were more than offset by the growth and development she has experienced.

For relaxation (when does she find the time?), Marina, with her husband and 15 year old daughter Lisa, enjoys tennis and skiing. She is also a keen observer of the political scene.

Marina is a warm, outgoing woman whose enthusiasm is contagious and reflects her optimistic attitude. Her management style can be summarized by a quote from a recent reading of *In Search of Excellence* (Thomas J. Peters and Robert H. Waterman Jr., Harper & Row). She believes in "treating people decently, asking them to shine, and producing quality things that work." She will definitely apply this in her new position at Humber, which she describes unreservedly as "the best college in the system."

Seniors: Be Prepared

As the gap closes between today and the year 2001, futurists are informing the public with what they expect will exist when the turn of the next century arrives. Most of these forecasts do not predict a secure or good situation for the senior citizens in our society. The "golden days" of retirement may be more like the "worst of times" for senior citizens.

In Canada, in 1971, there were 1,744,400 people aged 65 years or over, or about 8.1 percent of the total population. The projection, for the year 2001, is 3,341,800 or about 11-12 percent of the total population in Canada. In Ontario, the total group aged 65 years and over is projected to be 1,315,800; about one-third of the total of the elderly in Canada.

This phenomenon has been referred to as "The Greying of North America," or as "the aging of our society." A decrease in the number of live births and an increase in the number of

people surviving in our society—without any basic changes in immigration—has created this situation. In the year 2031, it is estimated that there will be more than 6.1 million elderly people in Canada, or about one in six (16.1 percent) of the total population.

Compared with the 60-year period from 1920 to 1980, Canada's older population is far better off. Life expectancy was an average of only 50 years in the 1920's; while today, most Canadians can expect to live on into their 70's. Old Age Security allowances, paid since 1952, have also improved the quality of life for seniors. In 1973, the O.A.S. and C.P.P. payments were tied to the Consumer Price Index. Thus, in 1982, to those qualified with 10 years residence in Canada, monthly payments were \$227 for O.A.S. and \$307 for the maximum pension for C.P.P. In addition, if the total of these amounts did not meet a stated minimum annual

income, elderly people can apply for a guaranteed annual income supplement. This program, however, exists in only six provinces. In Ontario, this program is known as "GAINS."

There has been, however, an increased rate of inflation sweeping into the 1980's economy. Many senior citizens' pensions have dwindled and have been hard hit by the high costs for food, soaring energy bills and expensive health care services. It is only a small percentage (8%) of the seniors who can protect themselves from these economic problems by their personal savings and retirement funds.

Problems of social isolation may also dominate the lives of many senior citizens in our society. Women tend to outlive their spouses and in the 70 to 74 years-of-age group, there will be a ratio of three women to every two men. In the over 80 years-of-age group, women will outnumber men by nearly three to one. Unless visited by family and friends, many senior women would be forced to live alone, in isolation from

society. Family support then, both financial and emotional, will be needed to help the elderly to cope with any problem which they experience.

Government programs such as New Horizons and Meals-on-Wheels have reached out to aid seniors. Community organizations have provided entertainment and group activities for seniors. However, social awareness of the seniors' problems of alienation and economic despair is lacking in society. It is important to prepare our citizens through media campaigns and educational programs, so that the people of today's society can truly enjoy the "golden days" of retirement, in tomorrow's world.

by Jim Jackson
Human Studies

A Carol for Christmas Yet to Come

'Tis the season to be jolly—a time for old-fashioned conviviality, plum puddings and wassailing. A Dickens Christmas, perhaps. But if we think about Charles Dickens' *Christmas Carol*, we are more sobered than jolly.

Should we be swingingly, satirically modern and write a 1984 version of *Christmas Carol* for Humber? We might present the Spirits of Education Past, Present and Future; the Min of Ed could be Scrooge, and his waking from the nightmare could result in nourishing largesse for the educationally emaciated Tiny Tims of Ontario. All would live happily ever after in a richly endowed cultural world. (In Rexdale, no less?)

But even as I write such a cautionary fable I am aware that it misses the point, desirable though it might be to have, say, smaller classes and more time to talk. Dickens was advocating a spirit of generosity, of sharing with the less fortunate; our problems lend themselves less easily

to purely financial solutions. Money for more turkeys is only part of the answer for us.

Dickens himself was outraged about the social injustice of his times. He could see the masses exploited by the ruthless entrepreneurs in a drive for production and profit, regardless of human misery. His way of fighting such abuses was to denounce them passionately in his novels and magazine serials. Thus we meet Bob Cratchit, David Copperfield, Pip, Magwitch, and Artful Dodger, Mr. Micawber and Uriah Heep, each struggling in his own way to survive; and we see the harshness of the new industrial society through their eyes.

Another Victorian name comes up: that of William Morris. As he was born some twenty years after Dickens, his life spans the high Victorian period, a time of increasing demands for social reform. Where Dickens protested poverty and injustice, Morris fought the misery

inflicted by the alienating effects of mass-production; once-proud craftsmen had been reduced to being the slaves of the machines they tended. Morris spent his life simultaneously thundering against his dehumanization and designing the new world for the workers, with worthy products of their satisfying labour. His *Earthly Paradise* stressed the dignity and fulfillment of the workers in a just society: a version of what might be.

Let us now vault into the twentieth century, to a new stage of the Industrial Revolution. Whereas Dickens and Morris challenged the abuses of the new Machine Age, today many are reacting against the unquestioned rush into the Electronic Revolution.

The parallels between these two phases of the Industrial Revolution are intriguing, so much so that we ought surely to learn from past mistakes. Unfortunately, however, today there seems to be no Dickens, no

Morris, to remind us of human—and inhuman—consequences. We do hear many exhortations to become "computer literate", and constant references to the "bottom line", a culturally sanctioned version of the end justifying the means. But what if the means eliminates jobs and reduces the skilled worker to being a pusher of buttons or a tender of dials? Does an increased GNP really justify the demoralization of the work force?

What a grim vision of Christmas Yet to Come! Like Scrooge, we might ask if this nightmare future is inevitable; is the suggestion of our civilization's grave prophetic?

Fortunately, Dickens can point to a solution. Marley's Ghost guided Scrooge to self knowledge and an enlightened path for the future; I think that, similarly, there must be enlightened guides for our country's future. And who might be these guides, these prompters of the public conscience? I suggest that the educational system must fulfill that role; yes, the high schools, the colleges, the universities—in short, ourselves, dear friends!

Somehow, we must methodically expand our concept of work skills to include balancing today's demands for productivity with the need for work satisfaction. We might well study Sweden's example. How has the country maintained its high standard of living whilst enhancing the quality of life of many of its workers? What industrial re-organization can we advocate? What increased awareness can we stimulate?

A country's educational institutions have considerable power to mould national consciousness, even character. Certainly, if they limit themselves to supplying the trained workers necessary at any particular time, they become mere servants of expediency, and society must suffer.

Whereas Charles Dickens' cure for Cratchit's (and society's) ills was a higher standard of living, William Morris had a deeper insight: he saw the need for the quality of life. He wrote:

Nature will not be finally conquered till our work becomes a part of the pleasure of our lives. In short, the big question is: how can we in the colleges, undoubtedly closer to many aspects of industry than are the universities, balance the demands of industry with the demands of humanity?

In teaching, our work is certainly a part of the pleasure of our lives; what is the bottom line for the Tiny Tims we produce? What kind of carol are we composing for the Christmas Yet to Come?

God bless us every one!

by Peter Williamson
Human Studies

The Bottom Line

The overall 91% placement rate experienced by the 1983 graduating class of Humber College is very encouraging given the extremely difficult economic circumstances of the past year. This figure represents the

total percentage of students who were actively seeking employment, up 7% over last year's total. Those graduates who went on to further education, travel, or who were ineligible for employment due to citizenship status,

were not included in the final statistical analysis. A general summary of placement rates, by division, follows:

POST SEC. PROGRAM	No. Avail For Empl/mt	Related F/T	Unrel. F/T	EMPLOYMENT DATA				Still Seeking	% grads employed full-time in a related field	
				P/T Sk'g F/T	P/T not Sk'g F/T	Total Empl'd	Related		Overall	
Applied & Creative Arts	532	373	52	59	5	489	43	70% Related	92% Overall	
Business	513	376	44	38	7	465	48	73% Related	91% Overall	
Health Sciences	418	334	8	36	19	397	21	80% Related	95% Overall	
Hospitality Human Services	86	65	8	5	3	81	5	76% Related	94% Overall	
Technology	170	110	13	28	2	153	17	65% Related	90% Overall	
	210	150	19	10		179	31	71% Related	85% Overall	
	1929	1408	144	176	36	1764	165	73% Related	91% Overall	

"Some very encouraging trends surfaced this year," according to Martha Casson, the Director of Placement. She was "surprised and pleased by the number of Health Science graduates who were placed in part-time nursing positions, waiting to be taken on full-time. There was also a significant increase in the volume of freelance work being produced in the creative areas of film and television, journalism, music, and photography."

Various other programs share the spotlight for placement honours. The Marketing Program has shown a 23% placement increment as a result of a co-operative effort of the Placement Office and the Business Division. The employment figures of the Electronics Engineering Technology Program are a direct result of the college accurately assessing needs, and then acting expeditiously to meet technological change.

Other programs showing a remarkable 100% placement rate are as follows:

- Architectural Technology
- Arena Management
- Chemical Technology
- Early Childhood Education
- Furniture and Product Design
- Industrial Management
- Landscape Technology
- Refrigeration Air-Conditioning Technician
- Retail Floriculture
- Survey Technician
- Tool and Die
- Yachting Studies

A sprinkling of students found themselves in very high profile jobs with outstanding starting salaries. It should be stressed however, that the following examples are atypical, and not representative of the general graduate population. Nevertheless, here a few sample "success" stories.

One Business student was hired directly as a Vice-President of Marketing at \$25,000 per year, with a company car as an additional perk.

A Public Relations graduate is now the Manager of Volunteer Services for a Metro Hospital, at a starting salary of \$23,000 per year.

A Medical Secretary transferred her skills to an industrial setting for \$17,000 per year.

Our Placement Department is unique in the college system as Humber staff interact, on a one-to-one basis, with the students in their job search. Students are called daily in the summer and fall period, sometimes two or three times per day, if the appropriate job listings occur. This personal contact with the graduate has always been in existence at Humber, and its continuation was made possible this past year with the addition of another placement officer and placement assistant.

Strategies for the coming year include a career information day for business students and prospective employers; more creative resume workshops for students; and continued contact with advisory boards to ensure that our programming is indeed relevant and that, as a college, we are approaching the market place in the appropriate way.

These additional measures, hopefully combined with a partially recovered economy should predicate an even greater success rate for the class of 1984.

The Sum Total

The final enrollment report for the Fall 1983 semester, effective as of November 1, was submitted to the Ministry prior to the November 15 deadline. This report included Full-time Post Secondary programs and Part-time Continuous Learning programs. The short programs, Canada Employment & Immigration sponsored, Fee Paying and Apprentice, are reported separately on routine month-end reports. This enrollment summary will provide an overview of all areas of study. The results of the audit were presented to Humber College's Board of Governors on Monday, November 14 and indicate:

POST-SECONDARY

The flow of applications continues to increase across the College system. Our numbers are significantly greater than the year before, i.e.

	1982	1983
First Choice	12,602	14,509
Second Choice	4,087	4,986
Third Choice	2,633	3,395
	19,322	22,890

A brief comparison of enrollment statistics as compared to last year's figures indicate:

	1982	1983	
Overall Enrollment (Excluding Part-time Day)	8,642	9,526	(+ 884)
Freshman Students	4,773	5,034	(+ 261)
Returning Students	3,538	3,942	(+ 404)
Part-time	311	550	(+ 219)

Increase overall of 884 students = 10.2%

Increase, (excluding part-time) of 665 students = 8%

This is the figure that will be reported to the Ministry.

Increase (excluding part-time and non-semestered sponsored students) of 436 = 5 1/4% which may be measured against a projected growth of 4%.

CONTINUOUS LEARNING PROGRAMS

Enrollments in Part-time Studies are reported on a basis of accumulated course registrations within three four month periods during the year. This reporting period (1 July, 1983- 31 October, 1983) compares to the same period of a year ago as shown:

	1982	1983
Post-Secondary Credit	9,762	9,261
General Interest	6,868	7,023
Short Programs	625	670
Career Oriented	4,061	6,087
Training in Business & Industry (Including Management Development)	2,192	2,638
Total	23,508	25,679

The overall increase in course registrations of 2,171 = 9.2%

SHORT PROGRAMS (MANPOWER SPONSORED, FEE PAYING AND APPRENTICE)

Short programs are reported month by month in student days on a fiscal year basis. A brief comparative summary of accumulated days by major program

areas April to October 1982 and April to October 1983 is shown below:

	Sponsored/ Fee Paying	Sponsored/ Fee Paying
Academic Upgrading English	19,369/48,654	12,485/44,215
2nd Language	46,791/ 4,668	39,670/ 4,841
Commercial	29,470/ 9,261	26,312/12,006
Technical	47,397/29,635	68,163/29,184
Sub Total	143,027/92,218	146,630/90,246
TOTAL	235,245	236,876
Apprentice	17,735	15,808
TOTALS	252,980	252,684

Activity over the seven month period is almost identical to the same period of a year ago. The most significant develop-

ment has been the increase in the sponsored technical area. This is due to purchases in the Post-secondary programs.

CAMPUS POPULATIONS

The current day student population by campus is shown below:

CAMPUS	POST SECONDARY		SHORT PROGRAMS		APPRENTICE		TOTAL	
	1982	1983	1982	1983	1982	1983	1982	1983
North	7551	7970	96	0	27	0	7674	7970
Lakeshore 1	757	1115	460	362			1217	1477
Queensway	95	163	549	465	153	121	797	749
Keeleisdale			322	292			322	292
Osler	239	278					239	278
York Eglinton			205	144			205	144
	8642	9526	1632	1263	180	121	10454	10910

The current C.C.L. registration by campus location is as follows:

FALL CAMPUS	FALL 1982	1983
North	12,244	11,750
Lakeshore 1	1,957	1,933
Queensway	164	96
York Eglinton and N.L.C.'s	2,188	1,789
Keeleisdale	26	141
Osler	897	1,020
Humber Assisted	306	475
Clubs	300	230
	18,082	17,434

by Fred Embree
Registrar

Off the Presses

Dick MacDonald joined the Faculty of Humber's Journalism Department in August, 1982 and brought with him an extensive background of writing and editorial experience. From general and feature reporting, to corporate publications, to the Royal Commission on Newspapers, Dick MacDonald has sampled it all.

Dick has recently completed two books which reflect his unwavering commitment to excellence and integrity in the field of journalism. The first, *The News Inside the Canadian Media* is an anthology culled from Content magazine over a ten year period. This book is divided into seven key areas which explore: Questions of Ethics; a Brief History of Canadian Journalism—Great People, Great Moments; Journalism and the Law; From Davey to Kent, a Blue Print for a Better Press; Facing the Fourth Estate; the Computerized Word; and the Uneasy Joys of Freelancing. The articles chosen for the collection were selected first for merit, and second for their longevity and relevance to today's journalistic milieu. When asked if this volume was to serve as the "conscience" of aspiring young journalists Dick stated that "there are no formal ten commandments or thou shall/shall nots, but this book should remind journalists of their responsibility to the public to present information that is accurate, fair, thoughtful, comprehensive, and competently written." This text is in use in 36 schools of journalism across Canada.

Dick then expressed some general thoughts on journalism and communication today. He believes the most essential characteristic of a journalist is a sense of curiosity of the world around him. Other desirable traits are integrity, honesty, compassion, a concern for the individual, and a sense of fair play. However, unless basic inquisitiveness is inherent, all the other qualities and mechanical techniques of writing that have been learned will be lacking a vital spark plug. Included in the newsman's mix should be a slight touch of "healthy anger" and social discontent. Dick feels the radicals of the 60's with their "social missionary sense" are being replaced by a generation who, although they are serious, thoughtful and committed to a career seem a bit more conservative and dedicated to the preservation of the status quo than is ideal.

"The greatest impediment to effective communication today is our slavish devotion to rhetoric and jargon," according to Dick. All written material should be easily understood by all who might read it, not just those of a particular group for whom it was written. Good writing should clarify, not cloud.

Dick is generally optimistic about the career opportunities for graduates today. He stresses that journalists are not restricted to the print media; their expertise at disseminating information should translate readily to the electronic media.

Dick has recently completed a second manuscript that is due for publication by the School of Journalism of the University of Western Ontario early in the New Year. His subject, *Borden Spears, Reporter, Editor, Critic* embodies the ideal qualities of a journalist.

Excerpts from the promotional brochure describe Borden Spears: "as senior editor and ombudsman for the Toronto Star—among several positions he held with the country's largest daily newspaper—or as innovative editor of Maclean's magazine, as consultant to Keith Davey's Special Senate Committee on Mass Media, or as a member of Tom Kent's Royal Commission on Newspapers a decade later, Borden Spears was always advocating higher standards in journalism, and just as often urging the public to demand better performance by the news media." This book is designed in part, as a tribute to a man that Dick admired and came to know through professional associations. Completing this posthumous profile are 100 carefully selected columns written by Spears for the Star, and extracts from speeches delivered in the wake of the Royal Commission on Newspapers. This book will appeal to "people in journalism, those aspiring to it, and those in the public who care deeply about the role and responsibilities of Canada's press. They will come, through this book, to appreciate the enormous contributions Borden Spears made to his craft. He looked on journalism as a noble calling and he was among the noblest practitioners of all." Nothing more can be said.



O.C.A.P. Funds Exhausted

HOW WELL DO YOU KNOW HUMBER?

QUESTION #1

What program at Humber

- has no prerequisites?
- gives practical, on-the-job training in almost any field?
- pays the learner during the 12 week program?
- has 68% of its participants hired immediately?

If you answered the Ontario Career Action Program (OCAP) you're right! In fact someone you're working with right now may have got his/her start with OCAP like Erin Hamilton, in Professional and Management Development, and Mary Casselman, in Professional Services, and Alamo Wocker, in Registration, to name just three successful former OCAPERS at Humber.

QUESTION #2

What program at Humber

- has 80 employers wanting to train unemployed, inexperienced young people and many 16-24 year olds waiting for training but cannot get them together because the program has been so much in demand that the training dollars allocated by MCU for this fiscal year are already spent?

If you answered OCAP, you're right again!

QUESTION #3

What program at Humber

- is anxiously awaiting word as to when more training dollars will be allocated so the essential business of on-the-job training for young people can continue? (You know, don't you?)

QUESTION #4

Why is a program that is immensely successful, extremely cost efficient, and so badly needed in Ontario right now

not receiving more funding? If you know, please try to explain it to me because I certainly cannot understand it.

QUESTION #5

What happens to young people who cannot get accepted to post-secondary educational institutions; cannot get training; cannot get jobs? West Germany is finding out now. This frustrated group who is feeling alienated and resentful of government is forming Neo-Nazi groups. Racism and violence are reaching frightening proportions. Our young people are our greatest resource. They must have education and training and jobs to become useful, happy contributing members of our society. OCAP is one way to provide training and jobs for our young people. It must get more support from government.

QUESTION #6

How do we get more government support for OCAP?

- Phone you local MPP and let him/her know that you support more training dollars being allocated quickly to OCAP.
- Let your friends, relatives, neighbours know about OCAP. Many people who could and would offer training for a job and many young people who are looking for training and employment have never heard of OCAP. Be an OCAP BOOSTER!
- Let me know if you have any good ideas to make OCAP better known and help get those training dollars working for our young people.

by Ruth Einarson
O.C.A.P.



College Development Committee: Update

The College Development Committee was established last February to enhance and supplement the ongoing program development activities being done in the divisions.

The general focus of the committee is to streamline a vehicle and procedures for the creation of new programming and innovative delivery systems.

Stewart Hall is Chairman of the Committee whose members were appointed by the President, and represent a cross-section of all campuses, divisions, and administrative areas.

The first priority of the committee was to define their parameters and to distinguish their program development role, in contrast to the faculty development aspects of the Human Resources Development Committee. Much of the first few months was a growing process as committee members sought to "establish a framework for working together creatively and effectively," according to Stewart.

In order to do this, the following guidelines were established by the committee for the evaluation of prospective projects. As outlined in an earlier College Communique, all proposals under review must meet the following criteria:

1. They must be consistent with the global mission of the college as outlined by the multi-year plan, the Planning Advisory Council, and the Board of Governors.
2. They must represent innovative programming or previously underdeveloped areas of study. Full-time, part-time, credit or non-credit initiatives will all be considered.
3. Proposals could constitute multi-course activity leading to recognition on the certificate of participation, certificate of achievement, or diploma levels.
4. Multi-divisional programming will also be reviewed.
5. The committee will consider requests for funding to augment money obtained from other sources.
6. Proposals should show documented viability in terms of:
 - a. positive market indications for both intake and placement.
 - b. acquisition of equipment.
 - c. access to appropriate facilities.
 - d. cost recovery through tuition fees or grant supplements.
7. Projects could also constitute a new delivery system that will increase the efficiency and accessibility to the college.

This Fall, 29 submissions were presented to the committee for consideration. "Of these nine met the selection criteria and were funded for a total of \$50,000," according to Stewart.

The successful projects were outlined briefly by Rick Embree, the Director of Development, and are as follows:

1. The Applied and Creative Arts Division has been awarded \$7940 to develop a plan to use computer assisted design, and computer graphics in relation to their furniture, interior, and package design cluster. Curriculum, hardware, and lab requirements of such programming will be investigated.
2. An additional \$584 will be applied in researching a training program for full and part-time instructors to teach in this area of study.
3. The Technology Division has received \$7000 to develop two, post-diploma programs in the Occupational Safety, and Occupational Hygiene disciplines. The primary thrust of these programs will be on-site training in industry.
4. \$3000 has been allotted to the Business Division to examine the feasibility of developing a videocassette program in Telecommunications Management.
5. \$6400 has been channelled to the Pharmacy Assistant area of Health Sciences to produce training manuals and audio-visual material in Aseptic Techniques. Workshops will be conducted in hospital settings for individuals who were not trained in the community college.
6. Health Sciences has been funded \$4000 to research and develop a post-diploma program in renal nursing.
7. Professional Services will be sending two faculty members to Phoenix Arizona to qualify as Motorola Certified Instructors on 16 and 32 bit chips. Cost of this training program will be \$7800. On their return, these instructors will establish a similar program for the Technology Division.
8. Marketing has been allocated \$5000 to research the effectiveness of college publications as they relate to the part-time student.
9. The Applied and Creative Arts Division will be examining the feasibility of nature interpretation programs as they relate to conservation areas. Concerns to be addressed include the need and interest in such programming, as well as the potential placement rate. Total grant for these purposes is \$7000.
10. \$1500 has been awarded to E.S.L. to research the potential for training possibilities in conjunction with industry.

Now that the committee has established a firm foundation, and a good sense of direction, Stewart sees them pursuing a more pro-active role in the future. The competition better look out!

The Pot and the Kettle

Many times over the last 17 years I have taken it upon myself to warn all at Humber of some approaching economic disaster. Humber and the world seem to be managing in spite of everything, which brings up the question "How much faith should be put in economic forecasters?" The answer is, exactly the same as you should put in investment advisors.

For many years I have wondered why investment advisors are not luxuriating on their yachts in the Greek Isles rather than grubbing about advising clients where to put their surplus cash. It always seemed to me that the simple answer was they didn't have that choice.

So it was with great interest and some trepidation that I listened to the dean of investment advisors, Louis Rukeyser, giving an interview on ABC's TODAY show in which he was called upon to explain some frequently used economic terms and comment on economic forecasts for next year.

The first term was INFLATION which he described as "prices keep going up." Next came "THE FED" which can be loosely defined as equivalent to our Bank of Canada. He explained that the role of the FED is to control the supply of money in the country. More money means lower interest rates and vice versa.

He said that from 1979 to 1982 the FED reduced the money supply erratically and that this reduced INFLATION and Interest Rates, but that the politicians who promised the American people to reduce INFLATION, never explained the pain that this would produce. When asked if pain always had to go along with solving INFLATION, his simple answer was "YES."

DEFICIT SPENDING was explained as "spending more than you take in" but that when this relates to government they either:

- A. Issue more bonds to borrow the money to cover the deficit which increases interest rates or
- B. Print more money to cover the deficit which reduces the value of money and creates INFLATION.

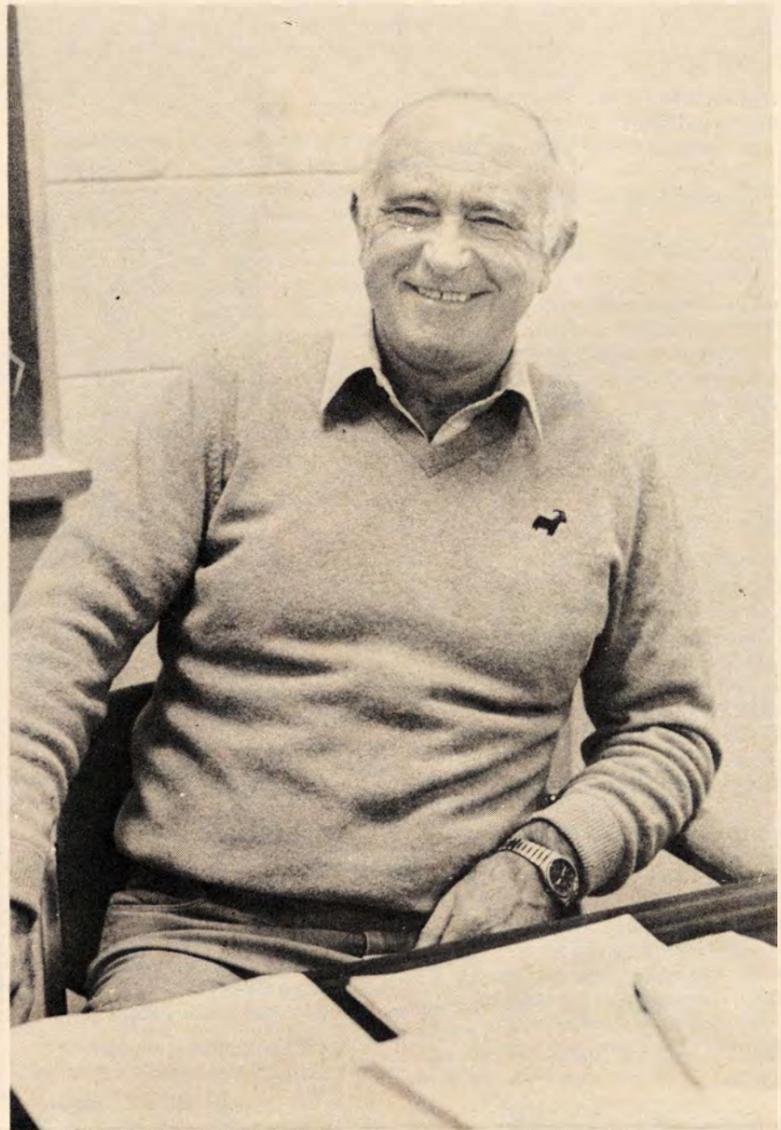
Too bad there isn't a C. If there was it would be for government to reduce spending.

On the \$64 question (now that tells you we are living in inflationary times) namely what will the economy be like in 1984, he really got down to business and said that Reagan had had the classic economic cycle for his Presidential term. The recession came in the middle of his term and that by election time things would be on the upswing.

Regarding forecasts by government economists of the deficit in 1984 being reasonably constant at \$190 billion he really showed his understanding of the system. First he said "nothing is constant," second "government economists have to get up to the level of the average racetrack tout before we listen to them" and that "anyway, politicians hire the economist who is going to tell them what they want to hear." It's just as well because they wouldn't pay any attention to the economist with the other point of view.

If the foregoing makes you think that Louis Rukeyser is possibly a realist and just might be worth following, you can catch this philosopher/investment advisor every Friday night at 8:30 p.m. on Public Broadcasting System, CH 17 out of Buffalo. I can assure you it is a good investment in time.

by Bill Wells
Human Studies



Computers and the Humanities Part III

How can the studies of communication, the arts, and the humanities incorporate computer technology into their enterprise? In the previous DIALOGUE article on this subject of computers and the humanities I suggested roughly three ways. First, using the computer directly as, for example, a kind of electronic research assistant to search through text data bases, or as an intelligent typewriter-cum-notebook. Nor should we leave out the fundamental mathematical capability of the computer that allows it to serve as a super-smart calculator. It is these very applications that point to two other areas of interest for the humanities, namely, teaching with computers and teaching about computers.

The second area, teaching with computers, is variously labelled C.A.L. (computer-assisted learning), C.A.I. (computer-assisted instruction), C.M.I. (computer-managed instruction), C.B.T. (computer-based training). Other acronyms crop up, but these are the most common. The first two, CAL and CAI, are essentially the same except for the philosophical distinction between education as learning and education as instruction. My own preference is for CAL. CMI and CBT describe rather different activities so let's return to these after having a closer look at CAL—or CAI if you prefer.

- At its simplest CAL assumes that learning involves three activities:
1. acquiring information by reading or by experience
 2. responding to other information by performing a task or by answering a question and
 3. branching to new information as a result of the response.

It is then a matter of the CAL author providing the information and subsequent questions for the computer to present, anticipating the various responses that the learner will give and providing appropriate branching based on the responses. It all sounds quite simple to do, but in practice it is a formidable task. Nevertheless, some good examples of CAL software do exist and these are bound to increase in time.

CMI indicates the use of the computer to test students and then direct them to traditional information sources for further study. And finally, CBT—this term describes the use of the computer to delivery specific skill instruction most commonly in a military environment. CFB Trenton, for example, delivers CBT for aircraft maintenance by merging computer-based materials with a computer controlled slide display. Another project, one at OISE, uses optical video disc under computer control to provide motion sequences rather than still slides in a CBT setting.

The general point here is that any subject whether it relies mainly on text or illustration can be delivered by computer. And as computer programs become more sophisticated, complete models and simulations will be available to provide more experiential means of acquiring information. Taking this a step further, we can visualize the entire CAL process of information acquisition, response and branching being incorporated into complex simulations using text and interactive video sequences. Some of the more sophisticated computer games are good examples of the potential here. For the time being this idea remains fond speculation.

It is, however, such speculations as these that suggest the third area of interest for the humanities: teaching about computers.

Over twelve years ago the literary critic, George Steiner, wrote, "we are less on the shore of the unbounded that awed Newton than amid tidal changes for which there is not even a theoretical model." Clearly, there is no easy answer, no set formula for choosing the computerized future. What then are the personal, social and cultural implications of this technology? Where are the sign posts and who are the guides to the microelectronic millennium? Given the historical role of the humanities and the arts to examine contexts and implications and to articulate human continuity in the flow of events, those disciplines are best equipped to provide an understanding and an interpretation of this powerful new technology.

by Peter Muller
Continuing Education and Development

Telecommunications: Sold Out!

On Monday November 21, the line-up outside the Registrar's Office was reminiscent of the ghosts of openings of semester past. These however, were a dedicated group of managers and administrators working in a variety of industrial, commercial, institutional, and government settings. One gentleman arrived at midnight and was joined by nine others before 5:30 am to register for the unique, newly developed Certificate Program in Telecommunications Management.

Microchip technology has greatly increased the range of telecommunication equipment and services that are available to a variety of users. Also, the potential for interface, that is the compatibility of one piece of equipment to interact with another has broadened the choices available for equipment acquisition. In these days of tightly controlled budgets more and more organizations are seeking professionals with up-to-date, specialized skills to assist in telecommunications planning and management.

In response to this need, Dr. Joan Girvan of the Business Division approached Mr. Ian Angus, President of ICA Telemanagement Inc. and asked for assistance in the development of this specialized program.

After many consultations with an advisory board committee whose members represent a wide range of Canadian business and telecommunications expertise, the Certificate Program in Telecommunication Management was

finalized. This program consists of six, 14 week, four credit courses, available in the evening or on weekends. Two courses, Business Telecommunications I and Data Communications for the Office Manager have no entrance requirements. The others have those previously mentioned as pre-requisites, as the curricula is sequential in content.

The initial course, Business Telecommunications I is designed to give an introduction to the field of telecommunication management. It begins with a capsulized history, then moves on rapidly to basic definitions that include: central office; wire centre; rate centre; description of Canadian carriers and their regulator bodies; types of switching centres. (Lost already, you're not alone!)

Students will then progress to a more detailed analysis that will highlight switching matrices; control; user terminals; trunks; features (attendant, system, station), and digital versus analogue technology.

As guest lecturers, representatives from Bell Canada, CNCP, Teleglobe, and Teleset will make presentations on behalf of their respective organizations.

The more generalized management functions will then follow. Topics to be discussed include: inventories, long distance control and cost allocation, training, staffing, long-term planning and an introduction to traffic theory. Ultimately, office automation and planning for the office of the future will round out the course.

As part of this ongoing program these courses will be available:

Business Telecommunications II provides an in-depth analysis of PBX technology, the current marketplace, and the major PBXs available in Canada.

Data Communication for the Office Manager provides a thorough introduction to the concept of computerized communication and gives the non-data processing person a general understanding of concepts and issues.

Introduction to Network Services deals with the design, implementation, and management of intercity voice communication networks, emphasizing current tariffs and the fundamentals of traffic theory. Management Skills for Telecommunications Professionals deals with key areas such as staffing, training, cost control, and efficient use of costly facilities.

Data Communications II is an advanced course examining specific applications in computer communications including office automation, local area networks, and private data networks.

120 students have enrolled in this program for January 1984. The May sessions, accommodating 60 more students are also fully subscribed, with a further 100 on a waiting list.

Joan Girvan happily notes that "the enrollment figures reflect the keen initial enquiries about this program. There

was no fall-off of interest between the early promotion period and the actual registration date."

In addition, Humber received many verbal bouquets on registration procedures. Continuous Learning staff, Bill Pitman, Julie Klinger, and Marg Hicks were available from 7 am to organize the distribution of pre-numbered registration forms. Course content information was provided by Joan Girvan. Coffee was provided and registrants were invited to walk around the college as their pre-numbered forms assured their position in line. Registration was complete by 10:15 am. One weathered gentleman noted that he had been registering for courses at various institutions for more time than he cared to remember, and that he had never seen one run so effectively and professionally. Quite a recommendation!

Ed. Note: As an example of how well the new Telecommunications Program is being received, CNCP recently announced a \$500 scholarship to be awarded to a student in this field of study. The selection criteria will be determined by the college, at a later date.

An Educational Safari

The Republic of Malawi (formerly Nyasaland) is a country of great beauty, with towering mountains, high plateaux, large plains and the inland sea of Lake Malawi with its sandy beaches, tideless, sparkling waters and lakeside resorts.

Surrounded by Tanzania, Zambia and Mozambique, Malawi is a three hour flight south of Nairobi, Kenya. Lake Malawi constitutes 25 percent of the total area of the 94,080 sq. km. country.

Malawians are a friendly, colourful people and, in August 1983, were excellent hosts for an exciting co-operative educational leadership workshop. Polytechnic principals and heads of departments from thirteen African countries flew to Blantyre, the country's main commercial, industrial and communications centre.

These countries are members of an innovative co-operative educational association called CAPA, the Commonwealth Association of Polytechnics in Africa.

Inaugurated in September 1978, since 1980 CAPA has sponsored eight workshops for educational leaders in Africa.

This educational association includes a diverse group of Commonwealth African countries ranging from very large Nigeria with over 120 million people to a number of smaller countries including Lesotho, Sierra Leone, The Gambia, Swaziland and Botswana. Other countries represented include Zimbabwe, Mauritius and, in central Africa, Kenya, Tanzania and Uganda.

The educational workshops represent a unique co-operative educational endeavour because two country-wide



Graham Collins and friends.

associations are involved. The International Bureau of the Association of Canadian Community Colleges (ACCC) played a key role with CAPA in planning and implementing the staff development workshops. ACCC's involvement and the generous assistance of the Canadian International Development Agency were very important to the success of the workshops.

The Management Development Institute

During the first week of August, an African/Canadian team of seven workshop facilitators presented two workshops for department heads and principals titled the Management Development Institute. The five day department heads' workshop focused on developing management skills, departmental leadership, curriculum and staff development while the three day principals' workshop emphasized the management of change and strategic planning.

Members of the facilitation team from Canada were: Michael Burns, Director, Program Development and Standards Branch, Saskatchewan; Graham Collins, Dean, Human Studies Division, Humber College; Dr. Fred Woolley, Dean, Instructional and Student Services, Sheridan College; and Dr. Terry R. Morrison, Assistant Deputy Minister, Department of Education, Manitoba.

Through the cooperation of CAPA, a team of African resource people were selected. This group included: Joseph Banda, Head, Mechanical Engineering Department, Northern Technical College, Ndola, Zambia; Dr. Samuel Chukwu, Director, School of Business and Administration, Institute of Management and Technology, Enugu, Anambra State, Nigeria; and Odera Ongudu, Registrar, Kenya Polytechnic, Nairobi, Kenya.

The workshops were ably coordinated by Mr. Tony Berezowecki, Red River Community College, Winnipeg and Dr. Anaket Phiri, Malawi Polytechnic who worried about logistics, developed a workshop planning/training program in Canada for the workshop facilitators, and ensured that everyone arrived in Malawi.

On arriving in Malawi, the travel weary workshop team was provided with excellent accommodation at the Mount Soche Hotel, and, after a few hours recuperation from jet lag, visited the Malawi Polytechnic facilities. The next three days were spent finalizing workshop arrangements and greeting arriving delegates.

The workshops started on a warm, sunny Monday and, throughout the week, much was accomplished. Given the diverse backgrounds of the participants, conversation was often lively with a range of views being presented; both participants and presenters worked hard and an effervescent sense of humour was evident throughout.

Participants and presenters alike learned a lot, enjoyed many opportunities to mix socially and made many new friends.

On Saturday, August 6th the participants started to leave Blantyre and it was only then that those attending began to realize how rapidly time had passed. Following a quick trip to Lake Malawi, the resource team departed on their long journey home—immeasurably enriched by the unforgettable sights and sounds of Africa.

by Graham Collins
Dean, Human Studies

Big Brother Really is Watching

Computer piracy, two words that several years ago would have seemed mutually exclusive. Not so today. Computer piracy, according to Paul Petsch, the Director of Computing Services, is "the unauthorized use of hardware facilities to gain access to programming, or confidential data on a main-frame system. Individuals who attempt this type of activity generally see the computer as an adversary, so they engage in a competitive, ego-boosting attempt to beat the system."

Fortunately, those participating in this type of challenge at Humber represent a very small proportion of the student community. "Out of 1000 students utilizing the computer facilities, only a fraction present a problem," says Paul.

Every Humber student accessing the computer area has an individual account number and password that allows him/her to enter the system for a set time schedule each week, for learning purposes. Problems arise when students obtain the account numbers and passwords of faculty or staff and can therefore, gain access to the system for an unlimited number of hours per week. This gives these students an unfair and undeserved advantage over their peers. Instructors and staff should be very conscious of computer security and not verbalize entry data in areas

where they can be overheard. If certain passwords are habitually abused, they will be invalidated and new ones issued. This should be a last resort though as "a strong sense of ethics should be the most important lesson taught to students," stressed Paul.

On a more original tack, one student recently used his terminal to convey obscene messages to another person. He however, forgot several elementary facts. All computer terminals have their own identification numbers and their activity level is logged in great detail. When a message is passed from one terminal to another, included in the message itself is the place of origin, date, and time of the transaction. In addition, the person initiating the communication has to sign on the terminal with a personalized entry code and sign off at the termination of activity. This offending individual signed on 12 seconds before the message arrived on the recipient's screen and then disappeared 3 seconds later. He was identified immediately, and barred from the system for one week. While it may not be nice to fool Mother Nature, in the case of the Computer Centre, it's impossible.

What do YOU want for Christmas

Madeleine said to keep it clean, so I have nothing to say. (P.S. Santa, you may bring me a new car.)

Joyce Hillier
Placement Office

A gift certificate for good health and happiness for my family.

Barb O'Brien
Marketing

Good health, love, laughter, and a note from David Guptill declaring all job descriptions redundant.

Carl Eriksen, Dean
Applied and Creative Arts

The most important things won't be in the stocking or under the tree but rather in front of the tree—my family. On the other hand the keys to a new Ferrari wouldn't be bad either.

Tom Norton
Vice-President, Academic

A fifty hour day.

Roy Giroux
Vice-President
Educational and Faculty Services

A user-friendly computer program to solve all our problems!

Mike Sava
Technology Division

I hope to spend Christmas with my sons in Edmonton, Alberta. I would like to find under the tree an air plane ticket—return from Edmonton to Toronto.

Helga Forstreuter
Parking and Security

In keeping with the spirit of Christmas, if peace, happiness and good will toward my fellow man were tangible items, I would like to find them in my Christmas stocking. Now for the materialistic side of Christmas—since "diamonds (and furs) are a girl's best friend," and should my stocking be bigger than a bread box, a diamond ring and a mink coat would also be welcomed items.

Delores Di Stefano
Financial Services

I would like to find an Apple IIe computer in my stocking. However, reality dictates that something smaller, like a good set of detective books might be more in line.

David Spencer
Applied and Creative Arts

I want my Australian bush hat back.

Gary Noseworthy
Human Studies

BOOKS IN REVIEW

For your pleasure, three books to enjoy over the holiday season.

Christmas Pudding (Hamlyn Paperbacks) a novel by Nancy Mitford, amusingly conveys the life of the Bright Young Things in Mayfair during the Twenties and Thirties. Full of spice and humour, *Christmas Pudding* is especially fun reading when reserved for unwinding in front of the fireplace. The characters are delightful, often wicked, and always charming. . . even Lady Bobbin, the intimidating chatelaine of Compton Bobbin who has assembled an oddly assorted Yuletide gathering. Her beautiful, but aloof and brooding daughter, Philadelphia is torn between two suitors: Lord Lewis, young and eligible, but dull; and Paul Fotheringay, penniless

author of a would-be serious novel that has been hailed as the funniest book of the year. In his determination to be taken seriously, Paul arrives at Compton Bobbin to write a biography of the eminent Victorian poetess, Lady Maria Bobbin. Posing as a family tutor, Paul manages to set off a series of events that provide the reader with much entertainment and great escape.

The second recommendation, *A Christmas Treasury* (Viking Press) edited by Jack Newcombe, is an assortment of stories, poems, and excerpts from a glittering array of writers spanning the last four centuries. Some are the well-known favourites: Dickens, Dylan Thomas, O. Henry, and Clement C. Moore. But the interesting thing is that the

reader finds Christmas passages from some unexpected sources too: Dostoevsky, Queen Victoria, Henry James, Truman Capote, Christopher Morley, Ling Lardner, and Katherine Anne Porter, to mention just a few. The tone of the collection ranges from reverence, to merriment, to disillusionment. However, evident in each piece is the sense that Christmas is a very special time and one that draws people together.

Last but not least, John Clancy's *Christmas Cookbook* (Hearst Books). For those of us who, of necessity, do some cooking or entertaining during the holiday season, this fool-proof guide is a must. In addition to a wide variety of recipes and menus, John Clancy offers advice on how to plan, organize, and successfully prepare

everything from "soup to nuts" for any type of gathering. Some of the offerings include: Scotch Black Bun, Lebkuchen, King's cake, Wassail, Cranberry Mousse, Baked Ham with Bourbon Peaches, and Coach House Plum Pudding. A beautiful book, featuring wonderful coloured photographs, Clancy's *Christmas Cookbook* is as marvellous to look at as it is easy to follow.

Three books hoarded up for holiday reading. Unless, of course, like the famous dancer, Pavlova, you love Christmas so much you celebrate it in July too!

by Madeleine Matte
Director, Public Relations

Dateline : Divisions

Santa is alive, well, and breakfasting at the North Campus on Saturday, December 17, 1983! All Humber staff with their children are invited to a PAN-CAKE FEAST to be held in the Pipe from 9-11am. There will be a Santa gift bag for each child, special draws and door prizes. Tickets are \$1 per person, and are available in all Divisional Offices, Bookstores, and the Athletic Department.

Congratulations to DEBBIE GOLDEN of Health Sciences who was selected as the first support staff employee to participate in an overseas exchange. Debbie was one of 17 people who inquired about this posting, which was advertised through Affirmative Action. All candidates submitted letters outlining their hopes for this exchange. When the detailed job description arrived from Nelson and Colne College in England, candidates were screened to obtain the best match. Let's hope this is the beginning of even more opportunities.

EXPOTECH 84 will give high school students and teachers the opportunity of seeing the technology of tomorrow through projects created by the students of today. This year's exhibits will be on display at the North Campus from May 10-11, 1984.

At the October 17, 1983 Octoberfest educational meeting of the Toronto Branch of the Food Service Executive Association, President Glo McNeill presented IGOR SOKUR, Senior Coordinator of the Hospitality Division, with the Certified Food Award. This award is in recognition of educational achievements, professional experience and dedication to both the hospitality industry and the public. Igor, also known as "Mr. Hospitality," is the eighth food executive in Canada to receive this award.

SUNDAY'S CHILDREN

by Gerlind Reinshagen
Translated from the German by Hans Werner

Directed by Brian Rintoul
Designed by Judith Lee
Lighting by Paul Moran

Seen through the eyes of the children who grew up in Nazi Germany during the years 1939-45, this powerful drama shows how the horrors of war reach into the lives of ordinary people who had eagerly anticipated war as a solution to their economic problems. Touches on raw nerve-ends particularly relevant to the 1980's.

First presented at the Staatstheatre, Stuttgart, West Germany, 1976.

The world premiere of the English version of "Sunday's Children" will be presented by Humber College Theatre Arts

at the Adelaide Court Theatre, Adelaide St. East, Toronto—Sunday, December 18th through Thursday, December 22nd, with preview performances on Friday, December 16th and Saturday, December 17th. (December 18th 2:30 p.m.—other performances 8:30 p.m.). The translation by Mr. Werner was made possible through a grant from the Goethe Institute.

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