

Extensions

Continuing Education
at Humber College of Applied Art and Technology

Spring, 1985



Foreword

Quest for knowledge

by Janice Turvill

A seminar in the basement of Humber College early this year dealt with "creative thinking." The basic theme of the seminar, really, was the power of *positive* thinking. In a sense, positive thinking underlies the entire Continuing Education (CE) program at Humber College. It gives people the chance to enhance themselves, be it career development or personal growth. The courses offered in CE range from coastal cruising to retirement planning, children's theatre to bookkeeping, candid photography to crime prevention.

It is the gathering of knowledge that makes us what we are and helps determine how others perceive us. Hesiod, the eighth century B.C. poet, wrote, "That man is best who sees the truth himself; Good, too, is he who hearkens to wise counsel. But who is neither wise himself nor willing to ponder wisdom, is not worth a straw."

Eighth century B.C. and 1985 A.D. have in common the search, want, and need to expand one's knowledge. CE programs at Humber help meet that need.

It was Carl G. Jung who said, "Man, as we realize if we reflect for a moment, never perceives anything fully or comprehends anything completely. He can see, hear, touch and taste; but how far he sees, how well he hears, what his touch tells him, and what he tastes depend upon the number and quality of his senses. These limit his perception of the world around him."

If Jung was correct, and people cannot comprehend anything fully, then we must strive to come as close as possible if only to better ourselves. Continuing Education can help people expand their senses, broaden their perceptions and therefore develop the world in which they live.

Education, of course, is not only for

the young. It reaches far beyond the apparent finality of a degree or diploma. It continues through every new experience. As Aristotle said, "It is notorious that young persons are capable of becoming excellent geometers and mathematicians and accomplished students in subjects of that nature. Yet the public is not easily persuaded that a young man can be prudent. The reason is that prudence involves a detailed knowledge which comes only from practical experience, and practical experience is what the young man lacks — it comes only after many years."

So, we are always learning — whether by attending scheduled classes or simply by reading a favorite author; new experiences present new ideas, new perceptions — new understanding.

Russian author Fyodor Dostoyevsky wrote, "For a long time I have been tormented by an idea, but I was afraid to make a novel of it because it was such a very difficult one and I was not ready for it... The idea is the representation of a perfect man."

The perfect man or woman resides in the realm of imagination. If the ideal is there, however, only through increased knowledge can one climb closer.

The Continuing Education program at Humber College provides this opportunity. It's not going to, in itself, produce a perfect person, but it certainly can provide increased knowledge — one step closer to the top of your personal ladder.

This is the second annual edition of *Extensions*. The publication describes only some of the CE choices available. Dozens upon dozens of courses are offered, whether for social diversion or a career goal.

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Shifting gears

It's more than just a fad; changing jobs is a way of life

by Dave Earle

The average person will make a career change five to six times in their lifetime, at least according to most career mobility studies done in North America, and around the world.

What these studies don't show is the reasons for these changes.

Some people might not be happy with their current job, or they might just feel they need a change; others have been forced into a career change.

Bob Earle is one person who has gone through a number of careers, ranging from banking to working on an assembly line.

"I have a five-speed career, I just keep on shifting gears in mid stream," he says.

Humber College realizes people are constantly shifting gears, and will continue to.

Al Michalek, dean of Continuing Education and Development at Humber College, says most of the people currently enrolled in Continuing Education programs have been through previous educational programs.

"I know a significant number of Continuing Education students are people who have been part of the school before, that is, they are part of Humber's great family," he says. "Probably half of our current full-time students, at some future date, will be back for retraining."

A lot of people get a first look at an alternate career while in school by taking a general interest course about an avocation, or hobby. Then, according to Michalek, they get to see what is happening from a personal point of view, and they end up turning it into a



vocation.

Whether they are turning an avocation into a career, or taking up a totally new career, the choices they make are as varied as the programs offered, but Michalek says there are some favorites.

"Some of the things we have seen in the past and have carried over today are word processing and any of the technologies. Technology is moving so fast, people can barely keep abreast," he says. "All the computer and computer-related courses are big right now, people are pouring in in droves for those."

Although the college can't see what programs people are going to choose, it tries to stay one jump ahead of the peo-

ple, and offer a flexible variety of programs to serve all the needs of society.

One of these needs is help with career counselling.

The counselling office at Humber fills this need by working with laid-off employees of industries that have closed down in the Rexdale area, in an attempt to help the transition go smoothly, and to give help to those who need it.

"When a plant closes down, (the counselling team) will move in, and work with the employees to phase in changes and retraining," says Michalek.

Involved in this program is Anne Chesterton, one of Humber's counsell-

ing staff members, who says only some of the people from the closed plants actually need retraining.

"Some people just need help writing their resumes."

Deciding upon whether to get a new job within the same occupation, or a totally new occupation through job retraining is often a tough decision.

"A lot of times people who are unhappy don't need a career change, what they need is a job change," Chesterton says.

People considering a career change must ask themselves 'what is the problem with what I am doing now?'

The problem could stem from the atmosphere, or the people in the workplace. If that is so, a job change might be the right move. However, if there are problems with the things involved in actually doing the job, a career change is most likely needed.

If, after answering this question, a career change is still obvious, the next step is self-assessment.

This is more than merely looking at the skills already possessed, but also the interests, attitudes, temperament, and salary expectations. Chesterton points out, however, that skills and interests are almost the most important components.

The skills to be assessed at this point are not the learned skills of operating a certain piece of machinery, but merely general inherent skills such as the ability to work with machines in general.

For people who are doing a self-assessment for themselves, Chesterton recommends the book, *What Color is Your Parachute*, by Richard Nelson Bolles.

The book has a section in it that allows people to identify the skills useful in an occupation.

"What he asks," says Chesterton, "is what are the top five or six skills you have?"

Most of us have somewhere between 300 and 500 skills. The book contains an exercise which allows users to discover their top skills. "The neat thing about this book," said Chesterton, "is that he actually lists the skill word. That's a real help."

For those people who prefer to have a more directed look at self-assessment and career changing, there are a lot of

tests available that will help to define the thought processes involved. In the counselling office there are tests for interests, attitudes, aptitudes, personalities, and more, but Chesterton warns they must be taken for what they are.

"Tests are a tool, they are not the answer," says Chesterton. "They will not make the decision for the individual, but they will provide more information to help make that decision."

Tests not only tell people new occupations to look into but also reaffirm a desire to further investigate a certain occupation.

This was the case for Bob Earle, who, after changing careers numerous times, and not knowing where to go next, finally did some tests.

"The tests told me that police work is something I should look at," says Earle. "I think I always wanted to be a cop, and the test only confirmed that it might be right."

Tests are a tool, they are not the answer.

As a result of these tests Earle took a course in Law and Security Administration at Fanshawe College in London, and is well on his way to a successful career in police work.

One of the tests Earle completed, and Chesterton recommends, is Choices, a computer assisted self-assessment test, developed by the Canadian Ministry of Employment and Immigration.

Choices allows the user to go through a series of questions which examine 13 aspects of careers, ranging from interests and temperaments to salaries and education levels.

Nine-hundred Canadian occupations have been analyzed according to these factors. As the student answers the questions, the computer gradually eliminates more occupations. In the end the student is left with a list of about 30 occupations to explore.

The next step in a career change is deciding where these skills are to be applied.

Chesterton and Michalek agree.

Chesterton points out this does not

only mean where in a physical sense, but where in a psychological sense. It is necessary to look at your values and decide where they might best be used and satisfied.

"Some people do the self-assessment, but then not go through with the information about the career possibilities," says Chesterton. "Others will go out and get the information on one career, without doing the assessment part."

If the decision was made to use Choices, the computer will allow you to explore any or all of the options that were given to you as results from the self-assessment.

This career examination does not only consist of talking to one or two people.

Chesterton recommends talking to people in the profession, teaching the program, and taking the program.

"Students are about the best resource people around," she says. "They'll tell you what is going on in the program, and what their perceptions are."

Michalek agrees that research is necessary to a career change, and suggests that the best counsellors in the college are often the instructors and program co-ordinators.

"I think what happens in some of the cases, is that people get into a profession because of the glamor aspect, but when they get into the middle of the training, they realize it is a bit different," he says.

Most people can adapt to this, and learn it for its intrinsic values, or change. But in the case of the single parent, or the person who has a family, who is forced to retrain, the stakes are too high. Michalek says this is when the problems start to occur.

As a result of all this career changing, people will have to become generalists in the future, as Michalek put it, become more of a DaVinci model.

While Chesterton says people are never going to finish their education, Michalek says, "I think it is good," says Michalek. "I think it will force us into thinking in a more renaissance way."

"Our world is changing so fast," says Chesterton, "that people will have to look seriously at lifetime learning."

Women: changing roles

With more women deciding that they want a career, several courses have been introduced to help with the transition

by Sharon Murphy

No longer destined to be housewives, women are entering the workforce at full strength.

In 1973, women made up 34 per cent of the workforce, according to Statistics Canada. In only ten years that figure grew to 42 per cent by 1983.

With these large numbers of women entering or re-entering the workforce many women are facing a distressing question; What am I qualified to do? Career counsellors and other specialists are constantly trying to help women in their search for the answer.

Although there are no easy answers Humber College offers a special night school course, Women and Career Changes, directed at the problem.

Donna Gibbs, program co-ordinator, says, "most of the women are changing from secretarial pools into management positions."

They need some type of preparation so they can fit into a management position where they are required to do interviews, hire or fire employees and use leadership qualities, explains Gibbs.

Dilys Watanabe, who teaches the course, says, "most of the students are women involved in clerical work between the ages of 25 and 50."

"They are usually in the process of changing jobs. They are bored with what they are doing and want a new job, but they don't know what else they can do."

The course tries to help these women identify their skills and put them to work for them, says Watanabe.

The four-week class involves a study of the traditional roles of women, a skills inventory, transferability, women's rights, information seeking and preparing interviews.

Many of the women who sign up for



Women's traditional roles only included marriage and motherhood.

the class don't realize the options available to them, says Watanabe, and most of them feel like they have no marketable skills.

"They need someone to point them in the right direction," she says, "they are stuck in a job and can't decide how to change."

Gibbs and Watanabe designed the course not to tell women what they can do, but to teach them how to reach inside themselves to find their interests and how to use their skills.

"We teach them how to find out what they are interested in, and once they've decided, how they can go about attaining it," says Gibbs.

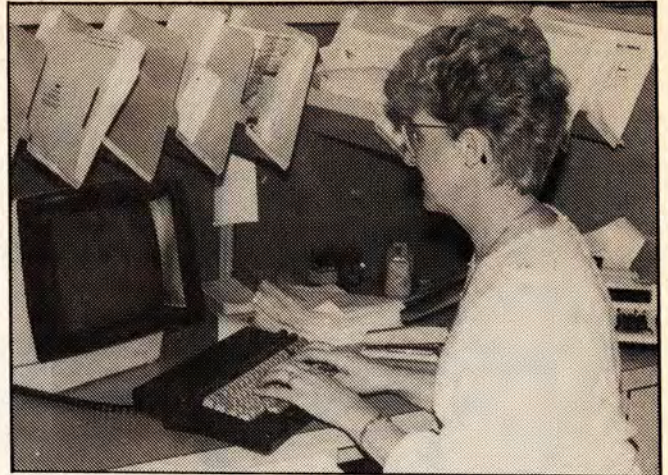
"Most of the women are not receiving information on how to get an interview," she says, "they are only told how to conduct themselves once they have the interview itself."

This course was originally a part of a series dealing with women entering and re-entering the workforce and women involved in labour relations. Women and Career Changes dealt only with those women who felt they needed a change but didn't know what they were qualified for.

"Women and Career Changes was the only one of the courses that was really successful," according to Gibbs. "We have incorporated some of the information from the other courses into this one, but basically this course stands alone and has the most value."

"The college was very receptive to the idea of a course which helps women going through career changes," she says, "and it fits into the criteria and mandate of the college."

"The idea for the course itself came from a seminar on career changes,"



Women benefit from career training courses to help in the transition into non-conventional occupations.

says Watanabe. "I attended a seminar and felt that there was a need and a market for a night school course where women could get together and help each other identify their options."

Cheryl Taylor, a counsellor and lifeskills coach at Humber's Queensway campus, says there are a great number of programs available to women who are interested in planning a career or upgrading their skills.

One of the programs, Career Planning for women, is a general six-week course that helps women interested in a wide range of careers. "This course deals with the general aspect of career planning including job search, skills identification, and self assessment," explains Taylor.

Taylor says that in the last class of 20 students involved in career planning, 9 were looking for a job, 6 wanted to further their training at a post secondary institution, 2 found jobs, 2 wanted to open small businesses, and one was undecided. She explains that this is representative of an average class because they have a wide range of goals that they want to attain.

"Those students who want to go back to school can choose from more specialized courses," says Taylor. There are courses for women interested in new technology and trade, as well as an introductory course for female immigrants to technology and technology upgrading programs.

"Women need to have the opportunity for exposure into technology and

other specialized programs," she says, "Maybe with the availability of courses for women and specialized programs, women may be able and equipped to make the transition from conventional to unconventional occupations."

"The trends are already beginning to change," she says. The last session of almost 120 students showed that the largest portion of the students were involved in business. These students made up 30 per cent, 24 per cent in Health Sciences, 17 per cent in Applied Arts, 12 per cent in Human services, 2.5 per cent in Technology, 2.5 per cent in Hospitality and 12 per cent undecided.

"The type of course a woman may choose, whether it be full or part-time, depends on each woman's priorities." Taylor explained that many women still have small children and only very little spare time in which they can work or go to school.

She said that the courses that are available for women run at a variety of times and lengths so that there should be a course for every woman interested.

Gibbs explains that many women don't necessarily want to move out of the company they are working in, they merely want to be promoted to jobs where they can exercise leadership and deal with responsibility.

The Women and Career Changes program tries to help the women who have not decided what they would like to change to, whereas other courses,

run through the counselling department, deal with those women who have decided but need some training to make it become a reality.

Almost all of the courses designed for women are taught by women. The teachers have had first hand experience with the problems that they face in the workforce.

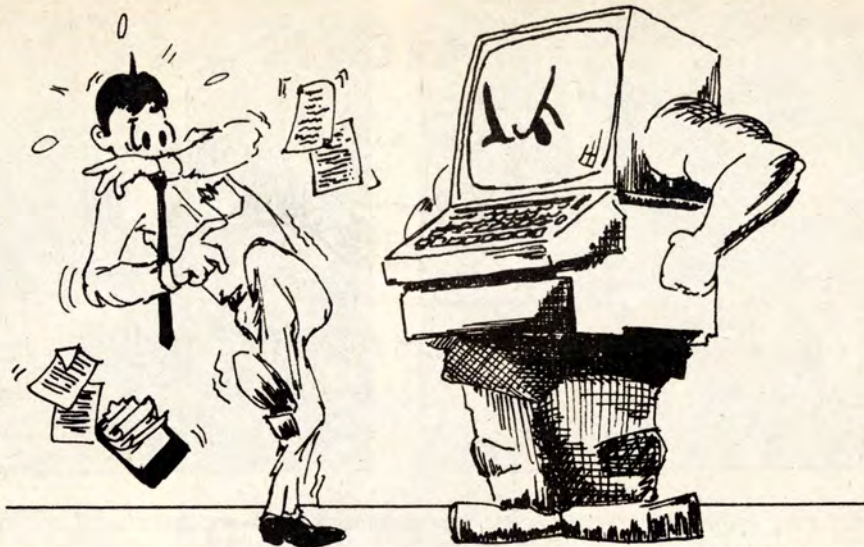
Both Watanabe and Taylor have had experience in personnel and feel that they are well qualified to help women in making their decisions. They have the background to know what employers are looking for and how to best deal with a change in their career, whether it be due to dissatisfaction or promotion.

There has been a great deal of positive response from both the teachers and the students regarding the value of courses such as Women and Career Changes, the Technical Upgrading Program, Introduction to Non-Traditional Occupations and Career Planning for Women.

Gibbs and Watanabe say they can only hope that enough students register to keep the courses running.

So for the women who are unhappy with their careers and feel they would like to better themselves, Taylor recommends that they look into the courses that are offered and choose the one that best suits their needs.

Women need not be housewives forever, with determination and guidance they can move as far as their ambition will take them.



Tackling techno-phobia

Computers are brewing anxiety and creating confusion, but there is a cure

by Rick Vanderlinde

A secretary is under attack — her expertise threatened by a newcomer. It's not another ambitious young college grad — she's always been able to outwit them. No, this time it's a machine. And all her trusted weapons are useless against it. Her expert typing, filing, bookkeeping — all worthless. This time she'll have to give in. This time she'll have to adapt.

But after years of doing it her way she doesn't know if she can. She is confused and insecure. To her, the computer is an enemy, not the wonderful technological tool her boss said it would be.

Not everyone welcomes the computer. While enthusiasts revel in its rapid progress, others are wary of its powers. They know the computer is here to stay but they don't know if they can adjust to it.

They will manage though. History proves that.

Take the automobile. When it first came on the scene people scoffed at it. But in time the automobile was accepted. Those who rejected it realized the automobile's advantages and put aside their fears.

New technologies have always been the product of worry, according to Humber College Psychology Instructor Jay Haddad.

"There's a tendency for people to fear what they don't know. And that's what the computer represents to a lot of people," Haddad says. "They represent something totally novel, totally fast-paced, totally 1980s. They represent something that is incomprehensible and something that is an invasion of their lifestyle. So people tend to shy away from them — tend to reject them."

Margot Boon was one of those people. Because she graduated from high school before computer courses were offered, she found them bewildering.

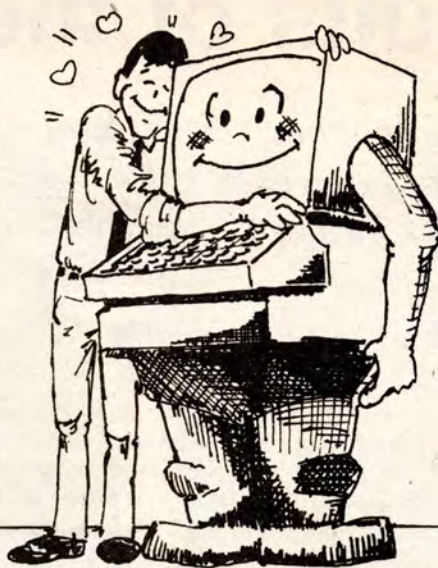
"Computers — all of a sudden they were there and everyone was talking about them. And they had all these powers. I was just intimidated by them," the public relations student says.

But it doesn't have to be that way. People like Margot can turn their intimidation into appreciation. The key is familiarity. Haddad says that's all it takes to make a friend of the computer.

And a good place to start that friendship is at Humber College. Its Continuing Education Division has a computer literacy course that will help reduce computer anxieties.

The night course gives anyone who wants to learn about the computer a general awareness of the technology and an understanding of how computers are being used in business and society.

Gord Kerr, co-developer and instructor of the course, says students will learn not to be intimidated by the



computer. By the end of the course, he says, students will be using the machines and be comfortable doing so.

Hands-on experience in Humber's new micro-computer lab will help students strike up a friendship with the technology they once feared. And there's no need to learn theory or those dreaded computer languages — Cobol, Fortran and Pascal.

"You don't have to understand the theory behind a computer," Kerr says. "I use that telephone ... but I don't know how it works. You just have to learn the mechanics and procedures to put the machine to use ... It's so damn easy it's disgusting."

Kerr adds that students will also get a "feel" for software. So learning how to program isn't necessary because software packages are pre-programmed. (They guide the computer in the operations it will make.)

And don't worry about that big mistake either. (An elbow brushes over the wrong button and the computer goes on the blink.) Kerr says most software programs are "idiot proof." That means the computer will beep, flash or just explain in plain English when a mistake's been made. Some software programs will even ask, "Are you sure?" after a command has been entered.

"Most packages really are 'user friendly,'" Kerr says.

If all that is true, what's there to be afraid of or intimidated by?

Nothing — at least that's what Don Cassel, author of *Computers Made Easy* and the initiator of Humber's computer literacy course, believes.

"I think any fears that people have about computers are irrational."

That's exactly what Margot discovered after she took a computer general awareness course at college. Her fear, or what she calls her computerphobia, disappeared when she started to learn about the high-tech tools.

"I feel very comfortable on them now. It's really easy too," she says. "If you don't understand how they work they can be pretty frightening."

"I think a lot of people are frightened by computers." Then she pauses and adds, "I think education can alleviate part of that."

Haddad agrees.

A computer can be placed on someone's desk and they can be asked to learn how to use it, but that will usually cause a "psychological trauma," he says.

So, investing in a computer literacy course is a good idea. It can teach the lingo of the computer world and prevent computer shock when it comes time to deal with discs, spread sheets and believe it or not — mice.

And Cassel says in the future it will be almost impossible to avoid coming

in contact with the computer. So why wait?

Cassel writes in his book: "A new type of literacy will be necessary for everyone. Virtually everyone who expects to be familiar with the computer and its potential will have to be literate. The computer as a business tool will become as common as the hand held calculator for everyday use."

The need for business people to become computer literate seems obvious enough, but why should anyone else bother learning about them?

Education is one reason. Computers are being integrated into non-technical subjects like graphic arts. (The possibilities are virtually limitless.)

By using software packages, students are given computer assisted instruction. If the student doesn't trust or understand the computer, adapting will be more difficult.

But even though computers are becoming as common as the video recorder, Haddad says most people won't become computer literate unless it means their survival.

"As long as we don't have to, we're not going to," he says.

If Haddad is right, most of us won't become computer literate until it's forced upon us. That could be tomorrow or 20 years from tomorrow, but it will happen someday.

The trick is to be ready.

Pursuits of the pen

*Author, teacher, craftsman of words,
Michael Zizis' students call
his guidance inspirational*

by Janet M. Smellie

Creative writing, according to Canadian author Michael Zizis is an 'auctorial pursuit' any one of us could master, given the practice.

Michael, who both designed and teaches two part-time creative writing courses at Humber College, says he is convinced that writing, although indeed an art, is a learned process.

"No one is born with writing talent," he says, "because no one is born with language inside them. I don't subscribe to any theories of fatalism where you are pre-destined to do this or that. What I believe is that we all have a few developed talents at day one, which we can develop as we so desire."

Michael has taught his courses, entitled: Creative Writing 1, and 2, for almost two years now. After completing Creative Writing 1, designed for the novice, his students can advance to Creative Writing 2. Included in Humber's Continuing Education Program, his courses are available in three-hour sessions, two nights a week.

Informal in his approach to teaching, Michael uses the technique of trying to arouse his students' hidden talent by continually giving them writing exercises. His lessons not only include instruction in the composition of fiction, but also verse, travel writing, biographies and satire.

At 36, Michael has already published two books of poetry, entitled: *Intrigues in the House of Mirrors*, and *Translating the Light*. Also, he is in the midst of completing two others, one he is entitling; *The Collected Poems of Charles Darwin*, written by Michael in Darwin's persona.

"What interests me about Darwin," Michael says, "is that the language he

used for his scientific findings was taken from poetry. And since there was no scientific language available at the time all Victorian scientists who wanted to describe their observations used poetic language."

Although his courses may be secondary to his writing, Michael considers himself a constant communicator who finds teaching a habit he enjoys.

"I happen to be a social animal and like the company of other people," he explains, "as to surround myself with those who share my love of language, and my love of words is a very pleasurable experience. People on the average don't take words seriously, so it's really nice to be in the midst of a group who does."



Michael emigrated to Canada in 1969. Barely 20, he says he left his native Pittsburgh after finding the country's politics clashed with his ideology.

"In 1969, I received a personal invitation from Lyndon Baines Johnson to see Bob Hope for free. In other

words I was drafted, and rather than die on the shores of Viet Nam, or butcher some children, I decided to come to Canada."

After first arriving in Toronto, Michael found it impossible to earn a living solely off the pursuits of his pen. To support himself, he took an assortment of positions where he worked as a medical book buyer for the University of Toronto, a shoe salesman, and a psychic.

These jobs, Michael remembers, forced him to communicate with people — an experience he believes every writer ought to have.

It was after he began publishing his work that he first designed a course in Creative Writing for Toronto's New College. After discovering his course was attracting success he approached Humber with the same idea.

"I would much rather teach at a college than a university because universities offer little room for student creativity. The critical factor at a university level of education seems to outweigh the aesthetic one. While universities turn out good critics, they very seldom turn out very gifted artists," he says.

Although both Creative Writing 1 and 2 offer students a partial certificate, Michael makes it evident from the start that he offers "no guarantees" that once a person finishes his courses they will become a successful writer.

"I designed both courses with a genuine desire to help people through their formative years as a writer. Everyone in the class starts out with a bare minimum of talent which they can only improve through practice."

One student from Michael's Creative Writing 1 class is Trudy Hisson. At 56, she says she has found his guidance to



A creative writing class, according to Michael Zizis, should be a workshop of ideas. One technique he commonly uses in class is to get his students to read their compositions aloud in order to generate criticism from classmates.

be "very inspirational."

Trudy concedes that her first venture towards becoming a self-sufficient writer died quickly when she was just 16.

"I had made the mistake," she says, "of trying to get a book I had written published. Only the criticism I received back was so bad it just flattened me."

Now, 36 years later and fully retired, Trudy says Michael's course has helped her recapture her urge to write.

"I think you need a Michael," she says, "the way he critiques your work is excellent. It's not destruction, but rather construction. I think anyone who is initially a new writer needs to be guided in the right direction. You could write and write all your life, but without someone to point out your weaknesses, you'd be lost."

People like Trudy, Michael says, are finally finding the courage to pursue their dream of being a writer, and that

his courses merely serve as a means for them to develop their craft.

"Everyone who takes my courses emerge better off than when they started. Not because I'm a great teacher, but because they learn their own writing rhythms, they learn to value their work and to keep practising things until they say things well.

"Let's face it," he adds, "the advantage of being a writer is that you can practice saying something until you sound intelligent, and until you say it beautifully."

Michael predicts that with enough persistent practice, combined with about 20 years of apprenticeship, every writer will eventually get his audience.

However, "publication," he says, "is no credential for a genius, as some of the worst writers in Canada are being consistently published."

This very occurrence Michael says,

leads him to believe that there are two kinds of writers today practising their craft. Writers that know how to get rich by writing the same novel over and over again, like James Michener, and writers who simply write what they love, whether they are published or not.

Audiences are changing, he says, as not enough people have the time nor the curiosity for classical writings — giving careless authors a license to remodel literature.

"The effect that journalism has had on literature," he says, "is that we are always looking for sparser and sparser writers."

"I often wonder," he concludes, "what would happen if William Shakespeare was submitting his poetry and plays in 1985. Would editors and publishers say, 'Alright Bill, there's too many words there, cut 'em down will ya'."

Best foot forward

*Being prepared and calm
can help you to get
your message across*

by Alan Johnson

How are you at getting ideas across to others? Average? Below average? Do you sometimes get a little nervous when you have to speak to colleagues at work or make a public speech? If this sounds like you, Humber College has just what you need.

Her name is Dilys Watanabe. Every Monday evening during the late winter months, she gets together with about a dozen students at Humber College's North campus.

The reason they're here is a course called Business Presentations. At least that's its name. But with Dilys teaching it, this part-time course goes a little deeper than just teaching people to present themselves.

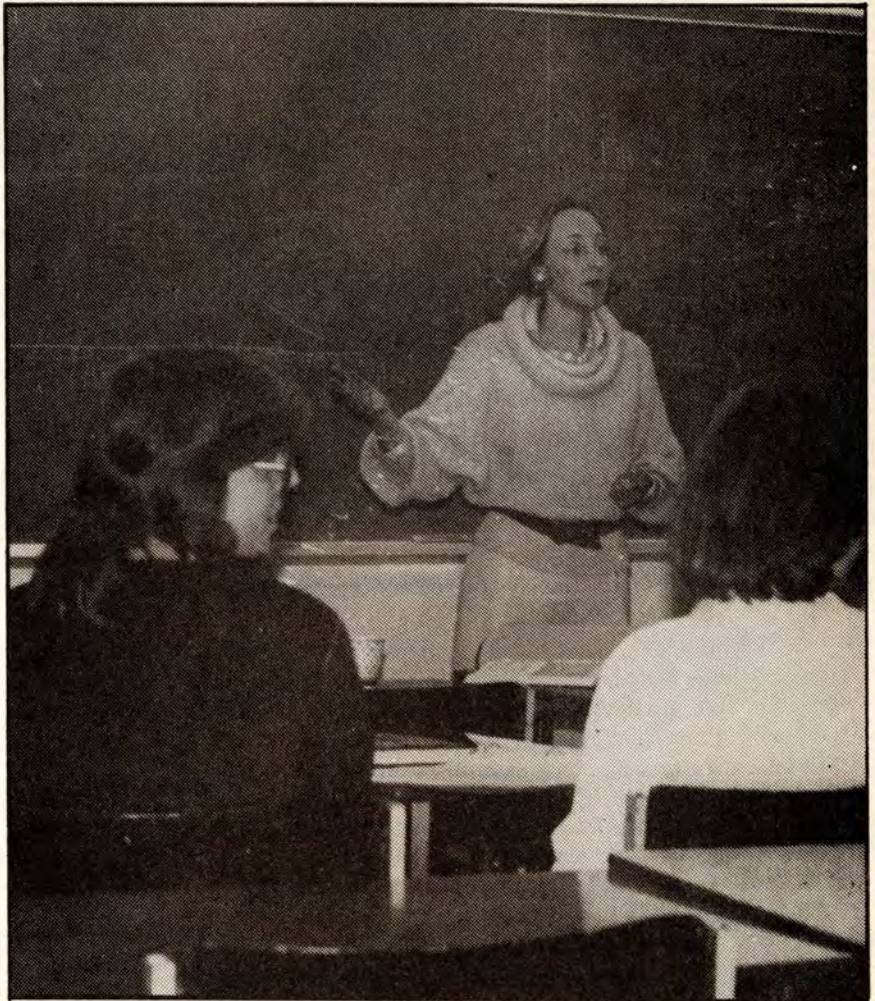
It covers topics like How to Handle Conflict in the Workplace, How Do Power and Influence Affect the Staff, How to Priorize Employees According to Their Value, and Student Appreciation for Communication Skills.

It's two-way communication skills and the way you look at them. It's becoming relaxed enough in front of a group, to enable you to get your point across to anybody. It's how to project your voice, and the speed with which you speak. And after watching Dilys' students, it's working.

"Don't be negative," says Dilys. "Look at things from a positive point of view."

Many of her students know that with an attitude like that, they can't help but succeed in today's competitive job market.

Most of the class members are in their early to mid-twenties. They're right at the age when jobs can be hard to find, and even more difficult to succeed



Dilys explains the differences in Theory X and Y people.

at without added training.

Dilys knows what it's like to have that training and to be looking for a promotion. After she majored in personnel at the University of Toronto, she worked in the personnel department at Mount Sinai Hospital.

That view from the other side of the

fence has proven to Dilys that initiative can never be stressed too much. "I don't think I should have to get up there and spoon-feed them (the class) from the textbook," she says. "They're quite capable of reading. What I do is supplement that knowledge with my own experience."

Her career in the communications field has led to her teaching courses in personnel, organizational management, and career changes for women over the last three years.

Dilys also makes use of case studies, which the students discuss among themselves before making an oral presentation on their conclusions.

The study they are presently working on concerns a small company faced with a number of layoffs. The class is given a profile of each employee and his or her work habits. They are then asked to prioritize the employees according to their value to the company.

At the end of class, they will make a presentation to the fictional employees, stating who will be laid off, and in what order.

This is one of the ways Dilys helps her students improve their decision-making and oral skills.

It's only one month into the course, and Dilys says their speaking skills are already improving. However, she says the class still has trouble accepting criticism from her.

"That's why I get the class to do it," she says. "If they can spot the errors, then it makes them more aware of what they're doing." She does this by initiating a discussion of the oral presentations as soon as the class has heard them.

Although oral skills are an important part of the course, written skills are also stressed. The class is assigned written reports, which Dilys carefully goes over for grammar and spelling mistakes.

Then, there is the use of the "in basket". The "in basket" is found in most offices, and is used for incoming correspondence.

Dilys fills everybody's "in basket" with memos and messages from other people. Then, the class must answer all the correspondence in their respective baskets. For Dilys, this is one of the things she enjoys preparing for class. "I have a lot of fun with it and it really keeps my mind going," she says. "It's a challenge."

Another part of the course that doesn't require much prompting from Dilys is group discussion. It's quite evident to Dilys that it's a good way to improve communication skills. "They



A little extra help sometimes makes a big difference.

(the class) haven't been together that long," she says. "But they mix very well together."

The reason the class members got to know each other so quickly, is because of people like Steve Trofimchuk. "I'm not intimidated that much," he says. "But the more you get up there in front of the class, the easier it's going to be. I chose this course because it helps me get my point across."

Steve works as a sales representative. He's taking the course because he says he's finding it more and more difficult to sell. The reason for that, he says, is because his clients are becoming more sophisticated. Steve says the course is really improving his communication skills.

But communication, says Dilys, is a two-way street. You have to be able to concentrate on what the other person has to say too.

She says listening skills are very important. When she tested the class on what she calls the nine basic skills of listening, Steve was disappointed with his results.

"I was guilty of a few faults," he says. "My biggest fault was tuning out if I thought someone was going to be boring. I was definitely surprised."

Classmate Caroline Holinski agrees with Steve. Having recently transferred to Toronto from Edmonton, she says listening and observing are very important when meeting new people.

Caroline is an estimator for a laboratory supply company. She deals with different clients every day, and says communication is one of the main aspects of her job. She says she could be easily overlooked when it comes time for a promotion at her company. "It's all just a matter of biding your time," she says. "You have to remember that in some companies, they're going to hire very, very capable people. You have to be able to communicate in a non-threatening way."

But Dilys isn't giving up on these two. She doesn't let anyone stay negative for too long.

When Steve confessed that he'd missed the class of the previous week, Dilys quickly filled him in what he had missed. It's the enthusiasm she has for the course that makes her such a good teacher.

"What's good about her is that she's so energetic," says Steve. "She gets really into it."

It's a common sight to see Dilys discussing a problem with her students, even if it's one of their own personal problems. To her, it's a dynamic way of sharing ideas. "It promotes confidence," she says.

Confidence and preparation are the keys to being able to express yourself well, according to Dilys.

"If you're not prepared, it's gonna show," she says. "If you're prepared and relaxed, you can pull it off."

Untying the knots

*Five ways to learn
how to relieve body tension
and reduce mental stress*

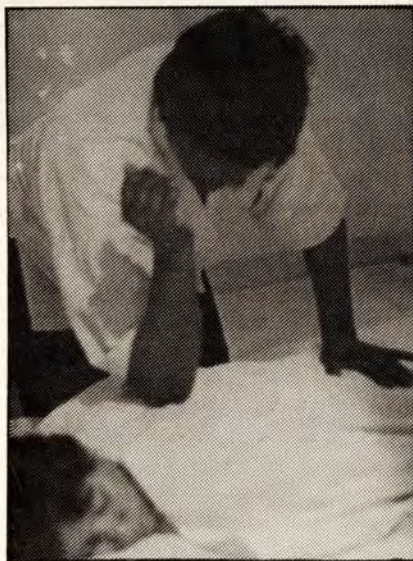
by Nicholas C. Ghosh

Life is a battle. I find myself waging a daily war against the hustle and bustle of the world. Every morning, I tear out of the house — gulping down a cup of coffee on the run — and sprint like the wind to catch the waiting bus a block away. There's a long line-up — and, as often happens, I just miss the bus! Pacing back-and-forth during the 15-minute wait, I try not to worry about the several uncompleted assignments due today. Finally, the next bus comes, and hustling to claim a seat, I scramble to get some work done before I'm forced to 'face the music'. Jerking to a halt, the bus arrives at Humber at last. I jump off and jog the long walk to the main entrance. Fighting with the doors, I rush to my locker and then vault two flights up the stairs. Dashing madly down the hall while gasping for breath, I burst into the classroom and crumple into a seat in exhausted relief: I beat the clock. It's one minute to nine.

This hectic, rat-race routine was taking a daily toll on my body and my mind. It was producing a high level of physical and mental stress which literally caused my muscles to tighten up. Because I was constantly feeling 'up-tight', I decided to find a way to 'loosen up'.

I found out there was a variety of ways to work out bodily tension and cut down emotional stress — and to induce relaxation. Shiatsu, reflexology, yoga, aerobics and programs combining various techniques of stress-management are just some of the methods available which attempt to regulate conditions related to stress.

"About 90 per cent of our problems are stress-related," says Tanya Harris,



Tanya Harris applies pressure on points of the body to relieve tension.

director of the Shiatsu Centre in Toronto, who also teaches an evening course in shiatsu at Humber College.

She claims shiatsu is good therapy for such stress-related (psychosomatic) ailments as: asthma, arthritis, rheumatism, high blood pressure, digestive problems, migraine and tension headaches, gynecological problems, lumbago, whiplash and bursitis. Depending upon the severity of the problem, shiatsu can relieve the pain and discomfort involved.

But, Tanya says one doesn't have to be ill in order to enjoy a shiatsu treatment as it also helps to maintain good health by detecting and correcting any imbalance in the body's energy.

Shiatsu — 'finger pressure' or 'acupuncture without needles' — is an ancient, tension-releasing technique

from Japan which promotes relaxation in the body by spontaneously stimulating the circulatory and the autonomic nervous systems. The shiatsu therapist presses his or her thumbs into specific points on the person's body along particular 'meridians' or pathways of energy. According to Tanya, these applications of pressure cause the person's brain to release 'endorphins' — neural hormones — which have a tranquilizing effect on the body.

"The one-hour session at our centre is a haven from the busy world outside. Here, a person can forget his or her worries and surrender the body to stress-releasing, thumb-pressure therapy, and just let the mind drift away to the soothing sounds of mesmerizing 'relaxation music'," Tanya says.

I can personally attest to this 'spaced-out' feeling as I was treated to a very relaxing quarter-hour session.

And, in the classroom, one can learn how to perform this natural healing art on one's fellow students and learn how to help take away their bodily cares.

According to Tanya, 40 per cent of her patients — and students — are teachers. Others include theatre people and journalists.

Reflexology is another ancient Eastern mode of relaxation — from China — which also, is a natural healing art. But, Tamara Penn — a certified reflexologist who teaches classes in reflexology at Humber and at the Jewish Community Centre in North York — says it must be done with the right attitude. She welcomes sceptics as these have been her most rewarding converts — once they have come to see reflexology as a skill-oriented, therapeutic tool used to reduce tension.



Tamara Penn massages feet and pulls toes to stimulate blood circulation.

Tamara says reflexology, like shiatsu, takes a naturopathic (drugless) approach to health and 'wellness'. The main objective of reflexology, she says, is to relieve strain and pain, and promote relaxation and comfort in the body and the mind. And when the body is relaxed, it can heal itself more quickly, she adds.

There are reflexes in the hands and feet which correspond to every gland, muscle and organ of the body, according to Tamara. When gentle pressure is applied to specific points on the hands or feet, this relaxes the tension and improves the blood circulation in corresponding parts of the body, she says.

"The reflexologist is like a jump-cable. He or she links up the energy in the feet (or hands) to the rest of the body," she says. "The energies then sort themselves out."

This balancing of the life force energies is the same thing shiatsu tries to do except that reflexology speaks of 'zones' of the body, and shiatsu, of 'meridians'. Reflexology is further akin to shiatsu in that now, one even hears of 'reflexology of the body' — which is essentially what shiatsu is.

"There are many facets to a crystal, and reflexology and shiatsu are equally powerful and helpful ways of healing and managing stress," Tamara says.

Tamara gives reflexology treatments in her office in Willowdale, and according to her, many reflexologists

are now working out of chiropractors' offices. Reflexology, unlike shiatsu, does not diagnose health problems, but it does help a person to maintain his or her health by playing a preventative role, she says. And, it also helps to promote the natural healing ability of the body.

Tamara says she has noticed subtle to profound changes in her patients and students — which include restaurant managers, computer engineers, army officers, office workers and housewives. She claims they are much calmer and more able to cope with stress in a balanced manner. Two of her students have quit smoking!

What about ticklish feet? No problem, says Tamara. After the person's initial nervousness dies down, most people learn to feel relaxed and comfortable, and even sensitive feet respond well to the full foot-treatment. I don't have ticklish feet but I'm self-conscious about going around in public in bare feet. However, I shed my socks and shoes, washed my feet and succumbed to about an hour's worth of deep-compression massage on my feet



Riky Shimon shows her yoga students how to assume an unlikely pose.

— and toes — during a class session. I found the treatment had a rejuvenating effect on my feet. I only wish I had my very own reflexologist to give me an invigorating foot-massage every day.

Yet another ancient technique — from India — is yoga. This literally means 'union or link with God'. It can

be very effective in controlling stress, says Riky Shimon, who teaches yoga classes at Humber and at a community centre in Oshawa.

"Yoga releases tension and makes the body more relaxed, as well as more concentrated," she says. "It builds up the body and makes it more flexible."

The kind of yoga Riky teaches is called 'Hatha Yoga'. It involves slow, deep breathing and other basic exercises, but there is no sweating. The idea in yoga is to synchronize the breathing with the body, and to rid the body of nervous tension and the mind of worrisome thoughts and feelings. What the yogic student is aiming for is to 'let go' and to try to attain a tranquil state of mind and body.

Riky says she has seen changes in about half of her students. They feel much more relaxed, she says.

"Yoga can become a way of life — a quiet habit," she says.

Riky says yogic exercises are useful in slowing down hyperactive people.

Because I'm such a 'speedy' person, I decided to try yoga, so I participated in a class. Lying on a mat, eyes closed, listening to softly-playing music, I felt so comfortable and peaceful — without a care in the world. The deep-breathing exercises and bodily contortions really put me in tune with my body. I discovered — painfully at times — they loosened muscles and joints I hadn't used in years! I came to experience just how good it felt to limber up the 'ol' bod' and loosen up all those knots of tension.

Riky is also studying 'Iyengar Yoga' — a form of physiotherapy which is used to treat problems like multiple sclerosis and broken bones after an injury or accident. According to Riky, a number of doctors and psychologists in both the East and the West, endorse the tranquilizing effects of yoga on the body and the mind.

Yet another very effective means of reducing physical and emotional stress, and inducing relaxation in the body, is aerobics. This means, by definition, 'with oxygen'. It consists of a variety of exercises which stimulate the heart and lungs, and tone the muscles, says Lori Briggs — a public relations student at Humber, who teaches aerobics and women's fitness classes here.

Some popular forms of aerobics exercises include running, jogging, cycling and swimming.

Lori says a person really works out his or her body in her aerobics class. And, unlike yoga, you really sweat a lot! The basic concept of aerobics is to get the lungs to produce large amounts of air and the heart to pump large volumes of blood, so that oxygen is effectively circulated to all parts of the body. Lori gives her students — who also include men — a specific routine: first, light cardiac exercises and then, a cool-down period consisting of slow breathing exercises.



Lori Briggs' advanced aerobics class really works up a sweat!

Her classes consist of mostly office workers, housewives and students — who enjoy exercising to keep in shape. And, when they look good, they feel good, she says. They also greatly benefit from the release of bodily stress, she says. Aerobics expends energy (muscular tension, bodily stress) but it also gives one more energy (muscular strength, bodily endurance and coordination).

"Aerobics relaxes and calms the students. They need an outlet, and after an intense, all-over, body work-out, they feel really good...so relaxed...and they also feel good about themselves," she says. "I know I rarely lose my temper

in class because I feel really good during a work-out."

Lori conducts her classes to music — popular, punk and New Wave. She says the students have a lot of fun and laugh a lot. And, they groan a lot too, she adds. There's no danger doing aerobics as long as one doesn't overdo it. You have to start slowly and then, work your way up to intermediate and advanced levels.

Aerobics is more aggressive than yoga and it also circulates the blood and the lymph more, Lori says, comparing the two. And, the breathing in aerobics is much faster than in yoga, which uses slow, deep breaths. But, "doing something is better than doing nothing at all," she says.

So, I took her advice and joined an aerobics session so that I could really work out the 'ol' ticker' and 'bellows'. And, boy, did I work up a sweat! And, just like Lori says, after an intense and exhausting work-out, I really felt like I'd come alive again.

For Lori, aerobics is a vital part of her life.

Shiatsu, reflexology, yoga and aerobics...Lucy Mekler incorporates some of the principles and techniques of all of these methods of coping with stress in her holistic program of the same name. Lucy — who is also a certified reflexologist and a freelance writer of health articles — conducts a one-day workshop on stress-management at Humber.

She defines 'holistic' as "global, all-encompassing", and her holistic approach focuses on the integration of the body and the mind. The body, including the voice, expresses what's in a person's mind, she says.

"Ninety per cent of all our troubles in life are caused by the wrong tone of voice," she says.

Lucy explains that when we are nervous or afraid, we don't communicate effectively. So, she teaches her students how to get the reactions they want from other people. To do this, she first helps them to learn how to identify the stress-producers in their lives. This includes a discussion of the various psychological, sociological and physical factors in the environment. Then, she administers a series of mental exercises, including relaxation, visualization, imagination, meditation

and affirmation. This is followed by some physical exercises — including yoga and aerobics. Of all these exercises, Lucy claims imagination — or what is also known as 'visual programming' or 'inner thinking' — is the greatest asset to changing your life. In other words, think of yourself as relaxed, and you'll become relaxed. Imagine yourself as healthy, and you'll become healthy. See yourself as successful, and you'll become a success.

Lucy says because the mind and body are interdependent, a lot of illnesses are psychosomatic — that is, caused by mental and emotional stress.

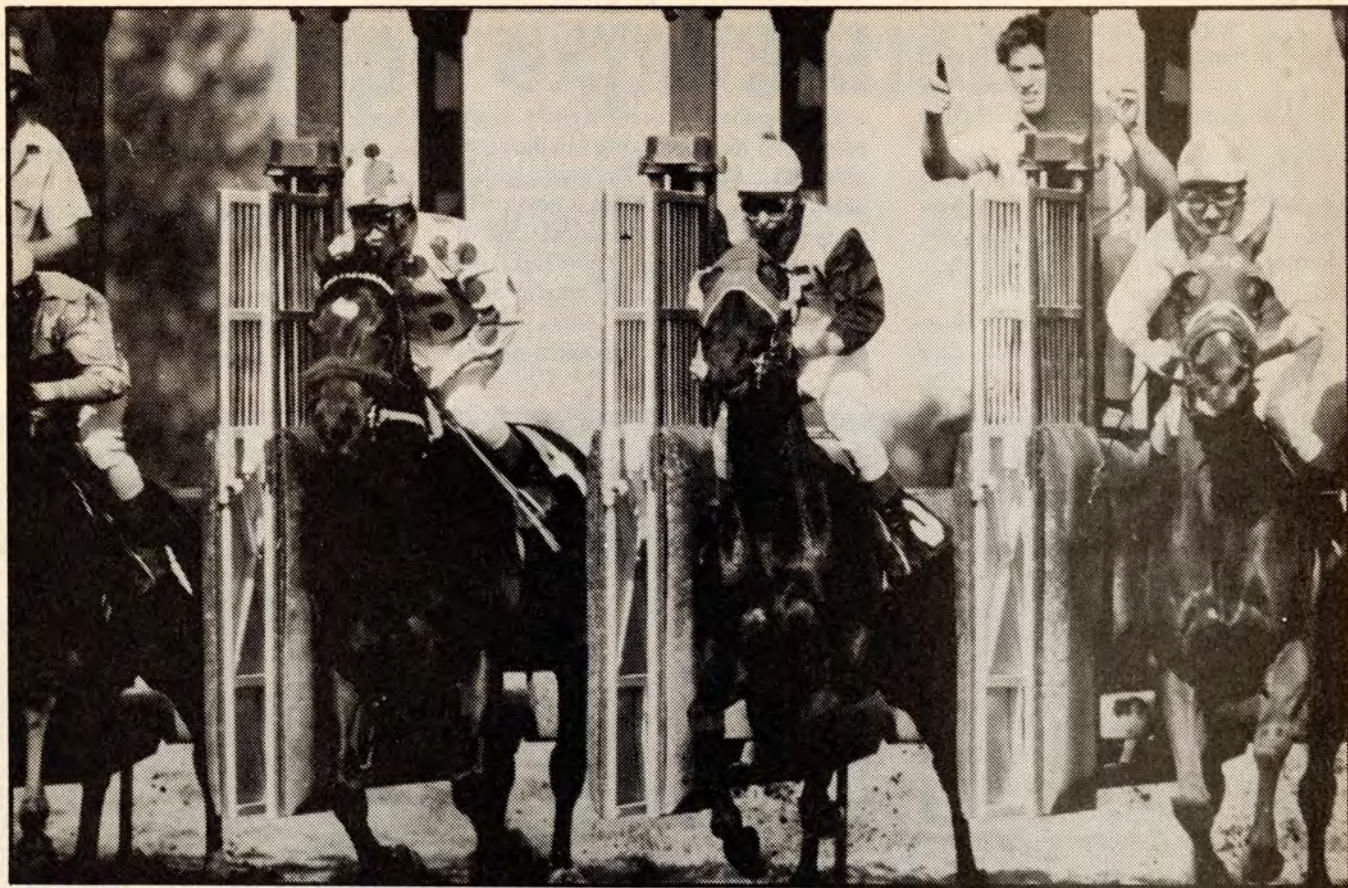


Lucy Mekler teaches awareness and balance to cope with stress.

She says we must take the responsibility for ourselves and our health. She tries to teach the students both awareness of what is causing stress, and the responsibility to take the appropriate actions to eliminate or reduce these stress factors.

Lucy tries to teach her students and patients an attitude, she says — a way of life.

That's also true for the other techniques of managing stress. Shiatsu, reflexology, yoga, aerobics and attitude are all potentially-effective strategies for combatting tension and stress, and promoting relaxation and well-being. So, if you're feeling like you're 'all wound-up' and you really want to 'unwind', why not sample some of these methods? Perhaps they'll help to solve your stress problem.



And they're off!

*An inside look at
thoroughbred horse racing,
including tips on handicapping*

by Kathy Patton

More than one million dollars changes hands each racing day at Ontario's race tracks, as thousands of people try their luck and skill at a sport called thoroughbred horse racing.

If you're a racing fan and have ever wondered what it takes to get a horse to the races, or are interested in improving your handicapping skills; Humber College is offering a choice of two courses.

The first, Introduction to Horse Racing, taught by Robyn Howard, gives students an in depth view of horse rac-

ing. It allows them to step inside the world of racing — and perceive it as it really happens.

The second course, Thoroughbred Handicapping, taught by Leslie Howard, benefits those who would like to become more knowledgeable and skillful at playing the races.

Both courses are geared towards racing enthusiasts and potential owners of thoroughbreds.

If night racing coincides with the timing of any of the classes, the students will spend the night at the races.

While at the races, racing fans and gamblers see only the finished product. They do not know of the hard work and long hours put in while getting a horse ready for the races.

For most fans, horse racing begins no earlier than 1:30 p.m. (post time) — but for those who know better, life at the track begins as early as five o'clock each morning.

Hotwalkers, grooms, exercise riders, jockeys and their agents, trainers and veterinarians arrive at the track at dawn.

Each horse is first groomed, and then, depending on what stage of training the horse is in, it will either be walked, ponied, galloped or worked (a speed trial).

Jockeys wander from barn to barn with their agents, trying to pick up new mounts for future races, as well as galloping or working horses for their regular customers.

The jockeys are not paid for this. But, it is expected that if a trainer asks a jockey to gallop or work his horse, the jockey will also be allowed to ride the horse in its next race.

With the exception of allowance and stakes races, each time a horse is entered, the owner takes the chance of losing it. This type of race (claiming), is the most common. Depending on how good the horse is, it will be entered in a claiming race anywhere from \$2,000 to \$100,000.

Any owner or trainer who is eligible and wishes to purchase the horse, fills out a claim slip and gives it to the racing stewards 15 minutes before the race. Although the former owner of the horse is still given any purse money from the race, the horse becomes the property of the person who filled out the claim slip as soon as it breaks from the gate.

Every trainer or owner who does this is taking a chance, as he never knows exactly what he is getting.

"About a year ago at Greenwood (race track), I filled out a claim slip for a horse for \$5,000...a few jumps out of the gate he collapsed and died. I felt sick — that was \$5,000 I'd lost in about five minutes," says Nick Gonzalas, a race horse trainer.

After a race, the purse money is distributed between those who finish first through fifth. Sixty per cent of the purse goes to the winner, with 10 per cent of this money going to the trainer, 10 per cent to the jockey, and the rest to the owner.

The jockey only receives a percentage of the purse if he wins the race, otherwise he is given a standard rate for finishing second, third, fourth or so on.

Depending on how the racing fan bets, he or she can make money on a horse that finishes first, second or third.

The racing fan can check the condition the horse is in, the distance of the race, the weight the horse is carrying (including any special allowances), any

recent changes in equipment, when its last race was, the type of race it ran in, and its latest works.

The weight a horse must carry, compared with the other horses in the race, should also be noted. The racing secretaries decide what weight a horse will carry depending on the conditions of the race it is running in. The weights are applied to try to make the race as even as possible. Special allowances include between three and five pounds off for

happen, within the next year you could become a millionaire — or you could starve," says Glen Magnusson, a race horse trainer.

Two thirds of all thoroughbred yearlings never even make it to the races. But, for those that do, the expectations of them begin as soon as they are broken and begin training.

"Everyone believes that their yearling looks the best and is training the best. People's hopes are never as high



Canadian-bred horses and fillies, depending on the age of the horse, and between three and 10 pounds off for riding an apprentice jockey, depending on how experienced the jockey is.

The type of track a horse is running on can also make the difference between whether the horse runs well or poorly.

A horse with a large flat foot, or simply poor co-ordination, will probably run poorly on a sloppy track, since it will not be able to take hold of the track the way a horse with a smaller, cupped foot could.

Even after handicapping the horse, the most important thing to remember is that no horse is ever a 'sure thing'.

Race horse trainers admit that the business they are in is, at many times, simply a game of chance.

"You never know what's going to

as when they have an unraced two-year-old," says Magnusson.

Since racing began, men have hoped and dreamed of owning a champion thoroughbred.

Horse racing began in England in the 1800's. Ever since, men have taken these animals out of their natural habitat, and broken and trained them to tap their natural speed for the purpose of gambling.

Today, as in the 1800's, in this very competitive sport, there is one common goal — to breed and train race horses to win.

Whether thinking of owning a thoroughbred, or simply becoming a spectator of the sport; expanding your knowledge of how the race track operates will not only increase your enjoyment of the sport — but hopefully, could earn you some extra money.

Grape expectations

*Mastering the art
of wine service
in 30 tasty lessons*

by Don Douloff

Colorful maps hang on the walls of Room 150, in Humber College's 'L' Block. They show the locations of famous (and not so famous) French vineyards. The German yards are represented, too. At the front of the class, two rollaway bars flank the elegant speaker. His bushy handlebar mustache dances as he speaks.

"The sommelier used to appear in the dining room, proudly wearing the key and cup — his insignia of office — indicating that here was a fount of knowledge with regard to the correct selection of wine as an accompaniment to an excellent dinner.

"While some restaurants still maintain sommeliers — a percentage of them are well versed in their profession — this picturesque addition to a dining room is often used for conjuring up a respected post, for which today's sommelier is not truly qualified," says Larry Holmes, quoting from *Key to Gracious Living*, by Peter and Frances Robotti. Holmes is Humber's dean of college relations and a professed "student of wine."

Fifteen other students of wine listen intently. They make up the sommelier (wine steward) class, available through Humber's Continuing Education Division.

This is the first course in Canada endorsed by the Sommelier Society of America, based in New York City. Instructor Andrew Buzas flew to New York, seeking the Society's approval. Six trips later the outline was complete. Buzas realized one person couldn't teach the whole course.

So he got help.

"I approached, like a carpetbagger, all the distilleries, all the wineries, all



After helping his unsure diners choose the right wine from the bewildering list...

the breweries, to send guest speakers and products for tasting, free. That was the biggest job. Therefore, when we have French wine we get somebody who flies over from France and teaches about French wine."

French wine isn't the only wine studied. The class examines vintages from all over the globe: Germany, Italy, The United States, Canada, Spain, Portugal, and such exotic locales as the Middle East, South Africa and Russia.

Besides taking vinous tours of the

world, students survey a variety of topics.

They learn how to read labels, about which Buzas says, "It's one of the most important things. You sell the wine by the label. The label says what vintage it is, where it comes from, what classification. Without a label you are not able to sell a wine."

The course covers aromatized wines (regular wines flavored with herbs, plants, or flowers; examples are Vermouth, Dubonnet, Cinzano).

The class is taught the difference between generic and proprietary liqueurs. Anyone can make generic liqueurs (such as cherry brandy); their ingredients are well known. There are, however, 17 proprietary liqueurs which, Buzas says, have "strictly secret recipes." Included in this close-mouthed group are Cointreau, Chartrouse, Tia Maria, Benedictine.

Students learn how to decant wine.

"Old wines develop sediments in the bottom of the bottle," says Buzas. "When you pour it out, the sediments shouldn't go in the glass. Hold a candle against the bottle (to illuminate) the sediment, so you stop pouring. The best old-type way is to pour the wine through a clean napkin."

One night per semester (the 30-week course is divided into three semesters) each student must act as sommelier to The Humber Room, the splendid restaurant that provides training for full-time students in the Hospitality Division.

The student assists diners in choosing the right wine from the 35 listed and is graded appropriately.

The course also covers wine storage (store all wines on their side; this keeps the cork moist, preventing evaporation); the *tastevin* (the sommelier's tasting cup, worn on a long chain around the neck); wine diseases (featuring a guest speaker from the Ministry of Agriculture); merchandising and advertising. The students explore other drinks, from beer and brandy to gin and sake.

In most classes, the budding stewards test their knowledge of the grape.

This night there are six wines to be sampled: three red and three white. In a blind test, the students must determine the wine's native country, age, and food companion.

They know their stuff.

A good part of the class recognizes each wine's birthplace. Tonight they journey to France (Dopff and Irion Gewurztraminer, a wondrously fruity white), Italy (Fontanafredda Barolo, a raw red), and the U.S. (Paul Masson Cabernet Sauvignon, smooth as a baby's breakfast).

Would that every Humber class intoxicate so!



...the sommelier tastes it. If the wine meets his impeccably high standards...



...he'll offer it to his cultivated customers, who've put their complete trust in him.

"It's an ambitious course in outline. It's interesting because you're taught how to recognize disease in wine, how to marry wines with food, how to break down or ascertain the individual characteristics of a wine, so that you can be critical of it in a positive or negative way."

So says Kevin Sheffit, the 23-year-old food and beverage manager of the Richmond Hill Country Club. Sheffit wants to use his expanding knowledge of wine to improve the club's "pathetic" cellar.

"I'm doing this for myself. If I can help someone else, terrific!" says Sheffit, who favors two exalted Bordeaux: Château Pétrus (which retails for \$200 per bottle), and Château Lafite-Rothschild. He calls the 1970 and '75 Bordeaux vintages "exceptional."

"The course is basically for industry people, because without experience it's a very hard course," says Buzas, who has some experience himself.

Emigrating from Hungary in 1956, Buzas settled in London, England. To put himself through university he worked as a wine waiter and bartender. A 1962 graduate of the Sommelier Guild of London, he worked there as a sommelier for three years. He came to Canada in 1968 and took a variety of jobs before joining Humber in September, 1982, where he's a teaching master in the Hospitality Division.

Buzas believed Toronto needed its own sommelier society. Currently, the Sommelier Society of America marks all written assignments and limits enrollment to 30 students. Buzas worked hard trying to organize a center for Toronto's wine fraternity.

His efforts have paid off.

This fall the Sommelier Society of Canada (a branch of its American counterpart) will begin operating at Humber. After that, anyone wishing to teach an approved course must seek its authorization.

Buzas, who prefers German whites (Piesporter, and Bernkastel Riesling) and Italian reds (Barolo), thinks the course properly prepares his students.

"I'm sure that all the hotels — I mean the first-class operations — will grab them right away."

What does a sommelier do? He's responsible for every aspect of a res-



The decision is unanimous — an excellent choice was made by all. Bon appetit!

taurant's wine. Holmes elaborates:

"The complete sommelier is more than a wine waiter. He is the dining room's expert on wine and wine service. The key he wears is that of the wine cellar. The sommelier is responsible for the creation of the wine list, for the purchase of the wines that the establishment offers, and the care of that product once it is delivered."

Buzas recalls the pleasure of an expert sommelier's service.

"He told me what to drink. That's all. That's basically the idea. I didn't have to worry that I was going to be cheated, that I was going to receive a bad connection between the food and the wine.

"I trusted him. He knew how to sell. Sommeliers are salespeople as well. I just ordered my food and he came right away. (He said) 'O.K., you're having the roast lamb — why don't you have this type of Bordeaux; this is the year, 1976.' And you feel comfortable."

A good sommelier never dictates to his diners. He must always be diplomatic, and he must respect the diners' wishes.

"The customer is always right," says Buzas. "Even if I'm the best sommelier and the customer says, 'I want white wine with my roast beef,' I can try to educate him; but if he insists, that's his business."

Andrew Buzas makes it his business to see that Canadian restaurants are staffed by competent sommeliers.

Competent or not, the sommelier leads a hard life.

Maurice R. Lafleur, in *Coles Guide to Wines of the World*, defines the sommelier's lot.

"Their life is essentially a tragic one. For they are almost invariably men of great experience, who have nevertheless not quite managed to achieve that suave firmness or polite insolence which would gain him a head waitership. The usual trouble is they try to tell you what to order. The important thing to remember is, don't let them.

"However, kindness to wine waiters cannot be too firmly insisted upon. Remember that almost without exception, they suffer from bad feet, and some with varicose veins into the bargain. So bear with them."

No pain, no gain

The older generation is enjoying a longer active life. Yet young people seem to avoid fitness

by Kevin McAllister

There is a strange affliction which has struck the children of today — they don't walk anywhere. Remember that line from Coke's recent commercial featuring funny-man Bill Cosby. It sounds bizarre, and hard to believe, but it's frighteningly true, says Toronto based sports physician Dr. Michael Clairfield.

"Our Canadian society basically de-emphasises fitness for kids," he claims. Clairfield blames this apathy towards physical fitness on the school boards' newly acquired curriculum. Now phys-ed is no longer offered as a mandatory course at the high school level, making fitness less attractive to the younger generation. "So yes, younger people are exercising less and less," states Clairfield. He also points out, "primary school children are not only being taught by an unqualified gym teacher, but also by someone who doesn't give a damn about phys-ed."

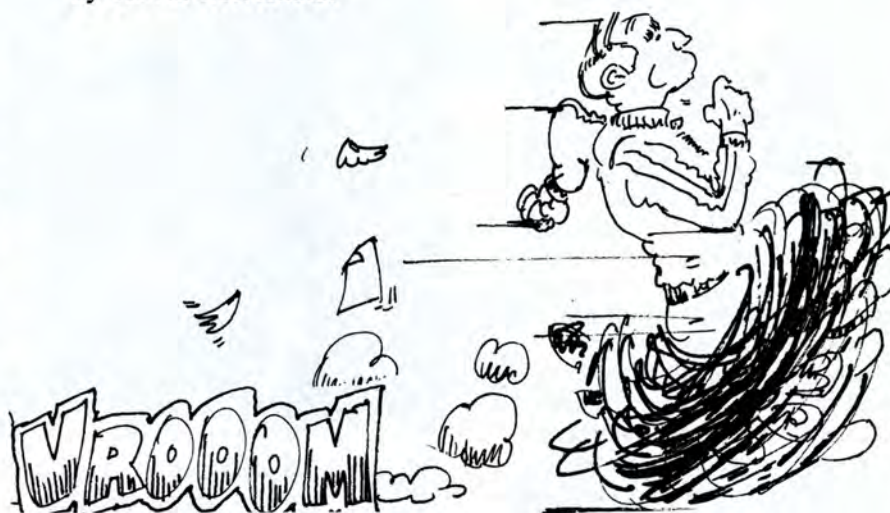
Clairfield charges the fitness level of kids today is far below that of children 10 to 15 years ago.

In order to correct this problem, Clairfield believes professional phys-ed instructors should be hired.

More children are regressing towards the television set than adults, who are now benefiting from the fitness craze.

Clairfield believes exercising is great for relieving stress. Also, the psychological rewards derived from exercising are tremendous. "In being fit you perform better mentally, your attention span will increase, and you feel better physically," he said.

For those with weight problems, depression, or those trying to quit smoking, exercising can prove to be quite beneficial, said Clairfield. Do not over



do it, he warns, especially when you're a beginner. Allow time for your body to adjust to the strain of your new found hobby. "But listen as to what your body dictates when you do increase your run to one mile, or 20 pounds to your weight program," he advised.

Humber College's Head Athletic Therapist Debbie Bajoras agrees with Clairfield, in that all exercises warrant a proper warm up consisting of 15 to 20 minutes of stretching.

Bajoras suggests joggers start off their run at a slow pace, in order to give the joints in the legs a chance to loosen up before increasing their speed.

Beginners are advised to jog about half a mile for at least three days a week. Once this is accomplished without too much difficulty, increase the distance to one mile every week. For those who have a weight problem, jog no more than half a mile per week until your body becomes used to running, bouncing, and the accompanied stress on the heart.

As in all sports, the equipment for both the passive and active participant is very important, and for jogging it's

no exception. Taking short cuts when purchasing your running shoes could become detrimental to your health, and could lead to chronic injuries in years to come. Look for a shoe with a heel that is both thick and stiff in order to protect the joggers foot. There are three other characteristics which are often identified with an excellent jogging shoe. The shoe should have a good strong arch, which protects the runner from shin splints, and fallen arches. The shoe should be extremely flexible around the ball area of the foot, not the middle of the foot, where it is necessary to support the joggers' weight.

Bajoras offers two additional purchasing tips for the consumer when looking for a shoe. The shoe should consist of a chemical compound in the heel called Sorbathane. Sorbathane not only gives the shoe balance, but it also absorbs the constant shock your joints would otherwise endure.

But even the most expensive shoes will be of no benefit stagnating in the hall closet with the, "I'll start exercising tomorrow" attitude. Remember, do it yesterday.



Safe cycling

Today, two-wheelers have become popular with adults, but safety rules are sometimes abused

by Dave Canivet

After another cold winter, it's wonderful to see spring again. Now it's time to get outdoors and exercise. The first task is to remove the 10-speed from the garage and spruce it up for its initial spring spin around the block. Hold it---stop right there! It's been a while since last year's cycling season. Have the safety rules of the road been remembered? Some safety information might clear the cobwebs.

A police report released last Fall, states that in 1983, there were some 873 reported bicycle accidents in Metro, a rise of 117 from 1980. Of those, 67 per cent involved collisions with motor

vehicles. For adults over 20 take heed. Fifty-nine per cent of those accidents involved adults, a rise of 10 per cent from 1980. In the four year period (1980 to 1983), five cyclists were killed, 146 had major injuries, 1,333 were minor and 1,763 suffered little or no injury.

Denys Beames, the bicycle safety co-ordinator of Toronto says it isn't surprising that more adults are having accidents. It was thought that children had the highest accident rate.

"Back in the 70s, in the U.S., it was believed that children had 80 per cent of all accidents. Adults have taken to bicycles now, whether they want to

admit it or not, most of them have a basic idea of the rules of the road," he says. "They expect certain things to happen and often cars surprise them by ignoring the bicycles' rights on the road. The biggest accident caused by car is failure to yield to the right of way for cyclists."

Very few cities across Ontario provide bicycle education courses. Such programs are needed to teach bicycle safety and the four basic common rules of the road. The four basic rules are: handle the bicycle properly, be predictable, ride a straight line and apply those rules on the road.

1) Handling Skills — These skills are

important. Practice handling skills often as the 1984 police report states that most accidents were caused by improper handling techniques. To become more competent, it's best to practice fast cornering, braking and dodging road hazards, such as grates, potholes and rocks.

2) Be Predictable — All rules of the roads must be obeyed, but according to Beames, cyclists abuse two safety rules.

“One abused rule is running stop-signs and stoplights which is an extremely dangerous practice and causes a large percentage of the injuries per year,” he explained. “Number two is failure to yield to the right of way, ignoring the fact that if a cyclist is going to be polite or follow the same rules of the road as someone else, they should let another vehicle go first.”

3) Ride a Straight Line — Many cyclists wobble on the road, but some wobble more than others. An experienced cyclist shouldn't veer his/her front tires not more than two to three inches on either side. With a difficult situation in heavy traffic, a cyclist veering too far over could be an accident ready to happen. Remember, practice riding a straight line.

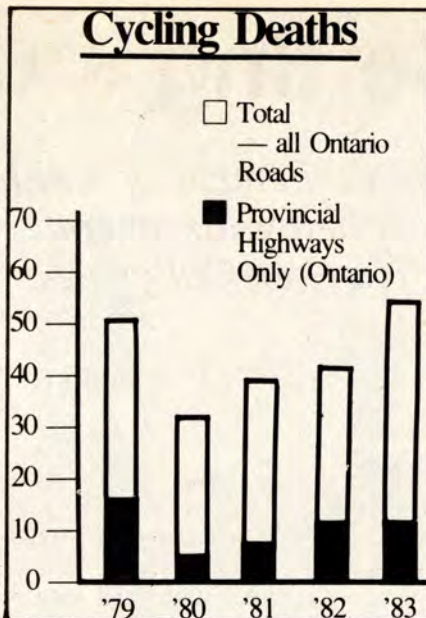
4) Apply Rules of the Road — The law describes the bicycle as a vehicle; therefore, the rules that apply for motor vehicles should be followed by a cyclist. After practicing and obeying these safety rules, a cyclist will anticipate dangerous situations and they'll be prepared for a defensive action.

Another hazard associated with spring are the May showers, which can surprise cyclists at anytime. Many cyclists commute to work, so it's advisable to be prepared for rain.

In the rain, handling will change. It's best to slow down, take corners slowly, brake ahead of intended stops and don't lean. It may take longer for a cyclist to reach his/her destination, but it's better than spending an unscheduled hospital vacation, or worse.

Visibility is important at night. Yellow or white clothing should be worn to stand out in the background, but Beames doesn't think that's enough. He suggests that cyclists wear arm bands, sashes, and ankle bands which are reflective in nature.

By law, a bicycle must be equipped



with a right, front light and either a red tail-light or a red rear reflector. Rear-view mirrors aren't mandatory, but the individual cyclist can decide if they want one or not. Mirrors are good for seeing what is behind, but they can obstruct frontal vision. Without a mirror, the best technique for a cyclist is to practice and utilize the shoulder check by looking over his/her shoulders before making a move.

Today more safety conscious cyclists are wearing helmets, especially in the city where the traffic volume is heavy.

Beames, who is a serious cyclist of 19 years says helmets have become invaluable in that they perform two important functions. Firstly, they're effective in preventing head injuries, which adds up to personal comfort. Every cyclist should look into purchasing a helmet. Buying one can be tricky.

“A helmet that's appropriate for one person, may not be appropriate for another. It may be comfortable enough to wear without distracting a person causing them to over-heat,” Beames says.

Fitness is important for bicycle safety. If a long leisure trip is planned the first day out, a cyclist should realize his/her physical capabilities. Being out of shape from the winter, a cyclist could become a road hazard from fatigue.

During the winter, a cyclist should take part in such activities as cross

country skiing, jogging, riding a stationary bicycle or swimming. If any of these activities were performed often, there shouldn't be a problem in completing a long trip the first time out. For a person who doesn't exercise much over the winter, the climb for a longer trip should be gradual.

It wouldn't be wise for the average person to take a long trip the first few times out, according to Debbie Bajoras, head athletic therapist and aerobics instructor at Humber's North campus.

“If their fitness level isn't that high and they go all out the very first day they cycle, their muscles aren't prepared for that. They don't have the muscular endurance for that and their muscles will possibly fatigue,” she says. “They may find that they're so far away from home that they just can't get back. There's going to be that fatigue factor. It's going to end up, if or when they get home, they're going to be sore the next day.”

It's best to stretch before a long trip, but cyclists should place more stress on the lower back muscles, since the back is bent while cycling. Also pay special attention to the quadriceps, hamstrings and calves. These limbering exercises will help a cyclist go further.

Swimming is rated as the best exercise, but cycling is also a fine form of exercise. Both activities, exert different parts of the body. With swimming, the upper body gets a better work-out, while cycling gives the legs a fine exercise. One aspect that both activities have in common, is that they're excellent for the cardio-vascular system and keeping trim.

Bajoras explains that cycling gives the heart and legs a great work-out.

“Cycling strengthens the heart. As a cyclist gets into shape, their heart doesn't have to work as hard; therefore, it takes a lot of stress off the heart. Personally, I believe it tones up the muscles in the legs, but I don't think there's any strength gained there, although I would think there would be a muscular endurance increase.”

It's important to know all the safety rules, safety features and fitness techniques for cycling. If these tips are abused, a cyclist could become another statistic.

Setting sail

*The excitement of sailing
is being discovered
through the Humber College Sailing School*

by Dante Damiani

The Humber College brochure read "Imagine Sailing". Although I had never pictured myself cutting ten foot swells topped by cross chips, let alone knew what they were, I had a vivid impression of what the stereotypical sailor might look like.

He is a well-to-do snob. You know the type I mean. He pulls up to the exclusive yacht club in his white convertible Mercedes Benz sports coupe. Before his \$200 Gucci shoes are soiled by the bubbling asphalt, he wisks off and disappears into the clubhouse lounge.

Some time later, he emerges on the deck dressed in a navy monogrammed double breasted blazer, white pants, boat shoes, an ascot, and of course, a captain's cap. Almost immediately he is encountered by a couple of Christie Brinkley look-alikes. They readily accept his invitation to spend the day basking in the sun aboard his yacht. Before his crew has time to set sail, the first bottle of Dom Perignon is cracked open. An eruption of tiny bubbles are dispersed into the atmosphere. I can almost here Don Ho singing now. With my misconceptions of sailing in mind, I decided to browse the pamphlet, pondering it's worth.

What first caught my attention was the staggering tuition fees. My assumption that sailing is designed for the affluent, and not the average Joe was reaffirmed. Upon second glance I realized in my hastiness I had read the information wrong. The junior sailing course is not \$149 a day, but \$149 for two weeks of full day instruction. This seemed much more reasonable. Unfortunately the course is only offered to

children, with classes running from July to August. Not only am I too old to enroll, but my financial status would not permit me to take sailing lessons during the day, rather than earn a living.

I turned to the next page at which point I was introduced to Keelboat Sailing. In clear blue print it read, "for the absolute novice". I immediately knew I was qualified for this course, knowing that the closest I had ever come to a boat was through reruns of Gilligan's Island. My casual interest was slowly transforming to excitement as I read through the curriculum, embarking on several new terms such as manoeuvring, tacking, and gybing. The \$279 tuition fee had become almost superficial. As visions of sailboats danced in my head, I cogitated the notion of sacrificing the money I had been saving for a

set of golf clubs. Instead of playing golf, I would take lessons in Keelboat Sailing.

If I was going to sacrifice my golf clubs, I decided it would be in my best interest if I looked into the additional costs of sailing. I quickly discovered that the keelboat junkie was particularly concerned about his attire. Topping the relatively short list of essentials, was a hat and sunglasses. Although the importance of hats and sunglasses may be lucid, the cost of purchasing these items at sailing specialty shops, certainly seemed a trifle unreasonable. An excellent pair of designer sunglasses could run you over \$100, positively out of my price range. As a result, I settled on a pair of \$20 Polaroids and a \$5 Blue Jay baseball cap. Next on my list was a pair of deck shoes.

Once a trademark of the crewman, they are now as popular on land as sea. There are three basic reasons why shoes of this type are recommended on a boat. For protection against footstomping crew members, sunbaked or frosted decks, and most importantly for traction on slippery decks. That is the purpose for the razor-cut soles. The deck shoe, or more commonly known to landlubbers as boat shoe, originated almost 50 years ago. The idea was conceived when its inventor noticed the excellent grip his dog had aboard his vessel. With this in mind he designed the shoe with tread similar to his dog's paws.

My task of picking out a pair of shoes to fit my needs, seemed surprising easy at first, especially since I was particularly taken by the first pair of shoes I set eyes on. Brown elkhide with a scree collar. These shoes were made for me. I





The Humber College Sailing School has a variety of crafts ranging from 16-foot Wayfarers to 41-foot Yachts.

don't want to rock the boat, but when I saw the \$75 price tag I almost abandoned ship. Needless to say I settled for the \$19.99 economy model. To round off my wardrobe, I noticed a long-line of new-fangled sailing garb on the market. These trendy designs are doing away with the traditional time proven reliables. Drysuits, wetsuits, floatsuits, whatever the circumstance, there's a suit to fit you. However, these heavy duty garments are for the more serious racer, and far too expensive for this weekend sailors blood. I've decided to make do with my tattered cut-offs and a faded sweat shirt rather than take on any additional expenses. Looking more like a reject from the Leave it to Beaver show than a sailor, I'm ready to set sail.

Or am I? I seem to have forgotten a couple of major details. What am I going to sail, and where am I going to sail?

Fortunately Humber College Sailing School has all the answers. They have a variety of sailing crafts available, ranging from sixteen foot Wayfarers and Laser II dinghies to forty-one foot yachts. The sailing school is not too hard to find. It's situated at Humber Bay Park, home of the Humber Bay Boating Federation. It is Metro Toronto's newest waterfront park. Only ten minutes from downtown, it is serviced by the T.T.C., so you can leave your car at home. When the school opens for business this May, it will mark the 12th consecutive year the sailing club has

been in operation. The staff uses modern teaching methods, and are Canadian Yacht Association Certified Instructors with experience in racing, cruising, and chartering. In addition to learning how to sail, students will be introduced to V.H.F. radio operation, navigation, emergency procedures, and other skills required to earn the C.Y.A. Basic Cruising Standard.

Now that all my problems have been solved, and I've picked up my sailing gear, there's no stopping me. I'll be out on the lake in no time. In case you have any trouble recognizing me, I'll be the one with the binoculars. Behind the champagne bubbles checking out the Christie Brinkley look-alikes. After all, isn't that what sailing's all about.



Lifesavers

More and more people are learning CPR to combat the Number One cause of sudden death in North America

by Mike Goldrup

There are many causes of sudden death, according to the Canadian Heart Foundation; poisoning, drowning, suffocation, choking, electrocution, and smoke inhalation. But the most common cause is heart attack.

And learning cardio-pulmonary resuscitation, or CPR, will help you become familiar with the early warning signs, and the procedure you follow once a heart attack occurs. With this knowledge, you can stop a dangerous

and potentially fatal situation from happening, or actually save the life of a heart attack victim.

"Emergencies can and do happen anywhere," says Bonnie Lawrie, a CPR technician who also co-ordinates the part-time CPR course at Humber College. "The most bizarre place for me was right in the middle of a CPR class."

"A young man came in looking very pale and under stress and had a heart attack right in the class. I had to do all

the CPR myself because the students hadn't any experience yet. I remember feeling a little embarrassed about that at the time," says Lawrie.

The man lived, but according to 1981 statistics from the Canadian Heart Foundation, 65,000 Canadians per year do not. The toll in Ontario alone is over 12,000.

And because these numbers are rising, CPR training is becoming an increasingly sought after skill.

"For increasing numbers of profes-

sions," says Lawrie, "CPR is a required course because of the number of people we now have to deal with on a day-to-day basis."

"And it's not just the obvious professions, such as policemen, firemen, and ambulance drivers," Lawrie adds. "It also includes many cab drivers, teachers, executives and the like."

Lawrie explains that CPR is essential for them because they are involved with large numbers of people every day, "and if the training does nothing but give a certain degree of confidence, it's worth it."

But the CPR course doesn't just involve the actual physical techniques used in sustaining the life of a heart attack victim.

Students begin the course with an overview of the passage of blood throughout the body and how the heart actually works in connection with the lungs and the rest of the body.

This flows into what the instructors call the modifiable risk factors of a heart attack. These include high blood pressure, high cholesterol, smoking, improper diet, stress, and obesity. These are called modifiable risks because they can all be totally removed or at least reduced to a minimum.

Non-modifiable risk factors, such as heredity, diabetes, gender (males are more prone to heart attacks than women) and age, are impossible to reduce or remove.

One of the most important things taught in the course is how to recognize the initial stages of a heart attack, as the critical time after the onset of the symptoms is within two hours.

The symptoms may include pain in the jaw, neck, arms, and shoulders. The pain may or may not be severe. There may be a squeezing feeling in the centre of the chest, behind the breast bone, which has been described as vise-like, constricting, and crushing. The pain may last two or three minutes or longer, or may come and go infrequently.

Other symptoms include sweating, nausea, shortness of breath, weakness, and fainting. Denial of any serious problem by the potential victim often follows after this, and the course teaches how to handle this situation.

Don Hamilton, director of the class, tells the students: "Be assertive. You

are saving their lives. Try every way you can to convince them to at least get checked out by a doctor, but if they refuse, you can't force them."

Hamilton makes sure the students can handle themselves with confidence. He takes the students through a very rigorous session of practising the techniques used in performing 'one-rescuer CPR', 'two-rescuer CPR', and 'infant CPR'.

Hamilton then adds further complications to the mock rescue, such as an obstructed airway in both the adult and the infant victims—in situations where they are either conscious or unconscious.

The students must perform quickly because the best chance a person has for a full recovery is within one-to-two minutes after the attack. The victim has four-to-six minutes before he or she will probably suffer permanent brain damage.

The students come into the classroom somewhat nervously, and more than a little self-conscious about yelling

for help at the top of their lungs, but this soon fades as they become excited about what they are doing.

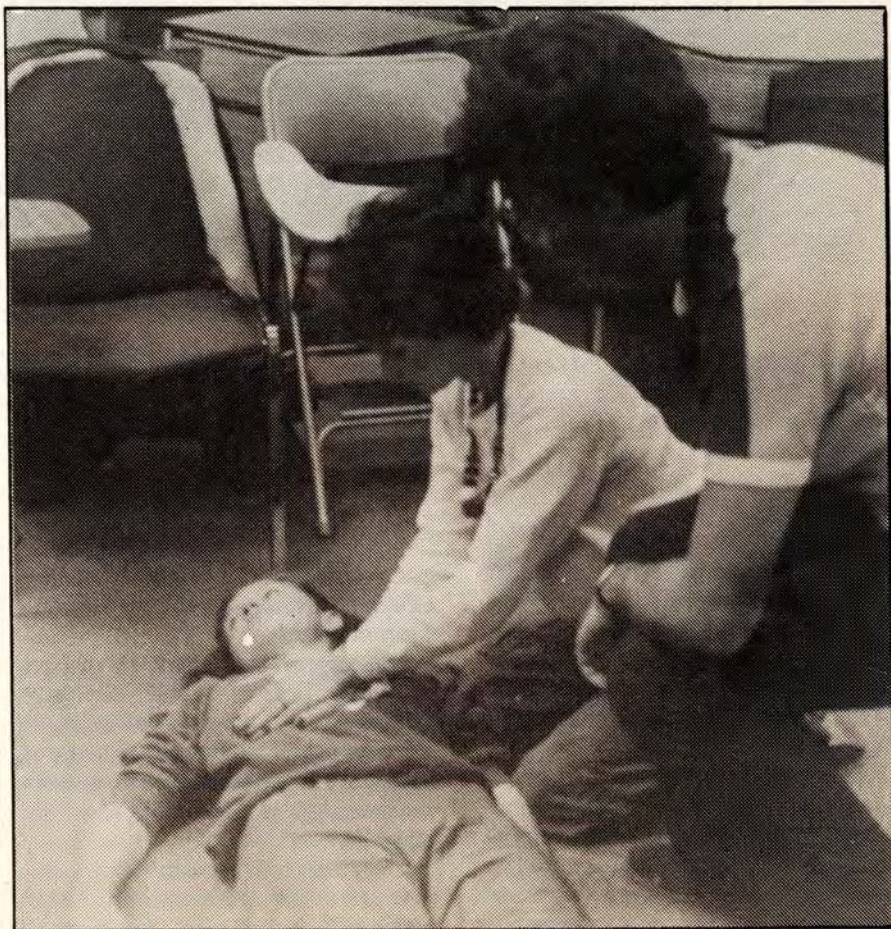
The excitement is tempered by reminders from Hamilton that this is only simulation and that the real thing is not quite so clean or easy. "But it can save a life," he says.

Testing is done two ways: the first is a written test on all the material covered, and the second is a practical test on mannikins which are equipped with lights to show if the techniques are being done properly.

Hamilton has two helpers in the classes who are full-time ambulance drivers so that the students are constantly supervised and corrected. In this way, no bad habits are formed and the students are confident going into the test.

Even the most healthy and active people run the risk of having a heart attack, Hamilton tells the class.

With this in mind, is there any logical reason not to spend about four hours a night for three nights—at a cost of about \$20—learning how to save a life?



Lucky breaks

You say you've never won anything? Read on. Your luck could change

by Mark Reesor

There's something missing from the list of continuing education courses available at Humber. Yes, you can take everything from *The Hidden Power of Love* to *International Terrorism*, but a subject of crucial importance has been missed. A subject that gives its students a chance at new cars, yachts, vacation trips around the world, even \$50,000 cash. I'm not talking about a junket to *Let's Make A Deal*. The course so obviously missing is *How To Win Contests* — 101.

Contests! I hear you groan. Nobody ever wins those things. If that's true, I'm a nobody. Incidentally, the Adam computer system I'm typing this on was — you guessed it — one of those prizes nobody ever wins. The truth is, there are lots of winners. It's just that we don't talk about it much.

There are two reasons why we don't publicize our good fortune. For one thing, invariably when you proudly announce what you've just won, people assume you'd like to share. You're greeted by calls of 'guess who's buying the beer tonight,' or 'gee, I've always wanted one of those. Mind if I borrow it?'

The other reason — competition. The more people entering contests, the less chances people like 'yours truly' have of continuing in our winning ways. So why am I blowing the whistle?

I'd like to say it's because I'm such a nice guy. However, there are other reasons. For one thing, the more people entering contests, the more there will be. The more contests, the more prizes — get the picture! Anyway, 99 per cent of you will not become what I like to call professional contesters; people

who faithfully submit entries time after time. I guess I can stand one per cent more competition. Just don't ask me to buy the beer.

The most common mistake people entering contests make is not following the rules. 30 per cent of entries drawn in a given contest are disqualified because the entry chosen doesn't conform to the regulations. Mistakes made are usually minor. Little things, like writing when the rules say to print, or using letter sized paper when the rules ask for 3 inch by 5 inch. Why do people get disqualified over such seemingly unimportant details.

It's not because contest judging organizations are sadistic (although it may sometimes seem that way!) It's much more complicated.

Contests, as far as government is concerned, are on a fine line between promotional tools and lotteries. The big difference between the two is that lotteries are run for profit, while contests are used for advertising and promotion. That's important because only governments can hold lotteries without a special permit. These are granted only to charitable or community service groups.

The point to all this is that it's very important to a sponsor (and the judging organization) that a contest is fair. This is especially true considering the delicate legal footing contests have. The publicity resulting from a 'fixed' contest would not be welcome. Thus, to avoid all appearances of impropriety, rules are followed to the letter.

This brings us to a misconception many people have about contests. They think that if you enter a contest without

buying something, your entry is filed under G — for garbage. They feel that if you, for example, return a facsimile instead of the actual proof of purchase, your entry will somehow be downgraded. Nothing could be further from the truth.

The fact is, most contests are won with something other than the actual proof of purchase the sponsor asked for. In other words, if the contest you'd like to enter asks for either a UPC code, or a hand drawn facsimile, either is equally acceptable. Don't worry about the sponsor being mad if you enclose the facsimile; virtually all contests are handled by an independent judging firm. Whether you did or did not buy the product doesn't matter.

So, you've got your entry ready. You've read and re-read the rules, checking for any mistakes. What now?

Before you invest in a stamp to mail your entry, check the prize list. Is this contest worth your while? The important points to look for are quality and quantity. In short, how many prizes are there, and what are they worth.

Another thing to consider is how much the contest has been promoted. If you see an ad for it every time you open a magazine, you can bet everybody and their brother has probably entered it at least once. As a general rule though, try and stick with the major contests. There may be more people entering, but the greater number and value of the prizes will usually more than make up for the stiffer competition.

So, you've checked over the prize list. You're full of dreams of what you're going to do with your 'brand new, 1986 Corvette,' or your 'fully equipped, ultra-modern dream home.' Now, if only you could find a way to



Some people feel they can't win contests. The truth is, with work and a little luck, anybody can be a winner.

boost your chances of winning.

You can! Here's a few hints that, while not guaranteeing you a win, will certainly make one more likely.

Enter often; you've got a lot of competition. Try and send a certain number of entries every week; perhaps one or two a day. Almost as important as how often you enter is *when* you enter. Timing is everything! To understand why, you have to know a little about how winners are picked.

With the thousands of entries received in a major contest, putting them all in a big drum would be a little impractical. So instead, judging organizations usually rely on one of the following methods.

Using the first method, an employee will take an equal sampling from each mailbag of entries received. The entries chosen for the sampling are placed in a drum, and then the winners are picked.

With the second method, each mailbag received for a contest is given a number. The numbers are placed in a drum, and one is picked. An employee, often blindfolded, is led over to that bag, and an entry is selected. This process is repeated until all winning entries

have been chosen.

So what, you ask. Well, let's assume a contest is running for three months. During the first month, advertising is heavy. Entries flood in. This may go on for up to two months. But what about the last month? No new promotion will be undertaken because there isn't enough lead time. Most people will have forgotten all about the contest. However, under either of the two most common drawing methods, entries are of equal importance, no matter when they're received. The same number of entries are picked from a bag, or each bag is assigned a number, regardless of whether there's 50 or 500 entries in it. Obviously, your chances increase if the majority of entries received in those near empty bags are yours.

Another advantage comes in using large envelopes. Most contest entries are received in standard, personal letter-size envelopes. Instead, always use legal-size, 10 envelopes. After all, somebody's going to reach in and pull out an envelope. The bigger yours is, the more likely they are to pick it.

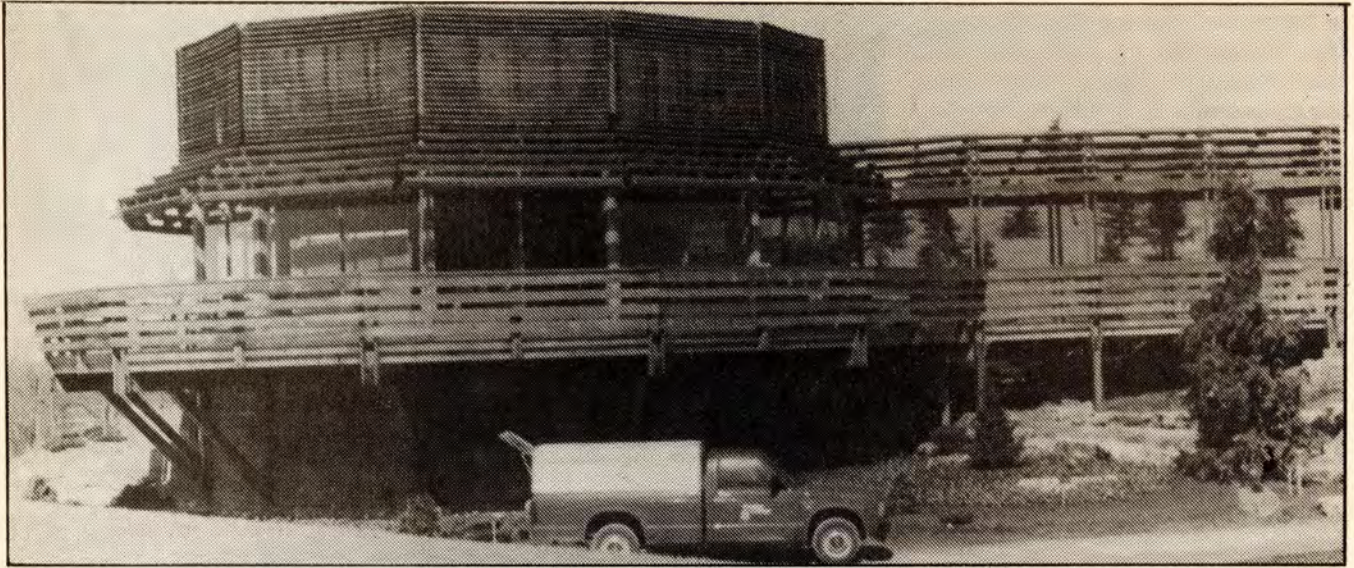
Common sense will help you too, since much of the populace seems to be

sadly lacking in that department. For example, you'd be amazed at how many people don't bother to write legibly. Their entry is drawn, but nobody can figure out who sent it.

While on the subject of common sense, may I remind you to follow the rules. Judges who measure the size of your entry to make sure it's not too big or small (they generally allow you a leeway of one eighth of an inch either way — generous, aren't they!) will also disqualify you for leaving out anything, even a phone number. Incidentally, some hesitate to include their phone number; don't worry — if you don't win, your entry is discarded without being opened.

If you're still with me, you're obviously part of that one per cent I mentioned. For you, one more tip — don't spread yourself too thin. With the price of postage these days, you can't afford to. Pick a few contests with lots of high value prizes, and enter often, especially in the latter stages.

And when you win — as you undoubtedly will — remember the generous but poor college student (me, stupid!) who got you started!



The nature of Humber

*The Arboretum is Toronto's only facility
where people can learn about and
enjoy nature at the same time*

by John Aleixo

Humber College has a facility to accommodate both the backyard gardener, and the person who chooses to use nature as a method of relaxation. This facility, is the Humber Arboretum, located at Highway 27 and Humber College Boulevard.

"There is no facility like it in Toronto," says Arboretum Director Art Coles. The Arboretum is co-operatively managed by Humber College, the City of Etobicoke, Metropolitan Toronto, and the Metropolitan Conservation Authority, he says. These four authorities in conjunction provide the capital for operational costs, says Coles. Private donations pay for the development costs.

The Humber Arboretum, is primarily an educational facility, which teaches the public how to improve their own gardens, as well as showing the public the different types of wildlife and plantlife that can be found in Southern Ontario. At the same time, the 300-

acre Arboretum is a perfect retreat for those who want to get away from the hustle and bustle of city life.

"There are two different sites, which emphasize two different things on the same property," says Coles. "It's all part of the same project, and someday the Arboretum will be joined so that it is continuous."

The first site, which is located at Highway 27 and Humber College Boulevard, is directed more towards home gardens. On this site, the public finds full scale home landscapes which illustrate the different types of plant materials that can be used in their own gardens. Also on this site, the home gardener will be shown ways in which he can improve his own garden. This is done in two ways. Firstly, the design of the structure allows the public to walk through and observe the different landscapes. And secondly, every plant material found on this site is labeled for identification purposes. By identifying the plant materials, the public can then

read about any specific plant in brochures that are available at the site.

Along with the brochures, "every landscape will have written information explaining its development," says Coles. The Arboretum is staffed with experienced workers who will help the public with any inquiries they may have.

Also on this site several week long seminars on different subjects dealing with gardening, will be offered throughout the year. These seminars range from, home garden planning to pruning, he says. Guest speakers will also be asked to lecture at the seminars.

The second site, located behind Humber College is directed more towards the nature buff. This site is just as educational as the first site, but in a different way.

"It allows the public to learn and be exposed to the different types of flora and fauna that can be found in Southern Ontario," says Coles. "We have snapping turtles, snakes, fish, and a number

of other small animals there." Along with the animals, the public can also learn about trees, rocks, flowers, and insects common to Southern Ontario.

The public can also learn about animals that aren't found in the Arboretum. Nature groups often attend field trips organized by the Arboretum. Most of these groups are bird watchers. "Many groups call us and ask us to give them guided tours so they can observe the different specieses of animals in the area," says Coles.

Close to 6,000, elementary students attend this part of the Arboretum every year.

"The students come to the Arboretum, as part of field trips organized by their schools in conjunction with the Arboretum," he says. "While here, they learn all about nature, and the benefits of nature."

Landscape and Technology instructor Don Chase, says the Arboretum offers the public more than just an education on nature and gardening.

"It's a nice place to come and visit, and it's a nice place to spend a Sunday afternoon with your family. Some people have even had their wedding pictures taken by the pond," says Chase.

The Arboretum's seren and calm atmosphere, provides the public with a peaceful get away to relax and unwind. According to Chase, the Arboretum is a totally passive area.

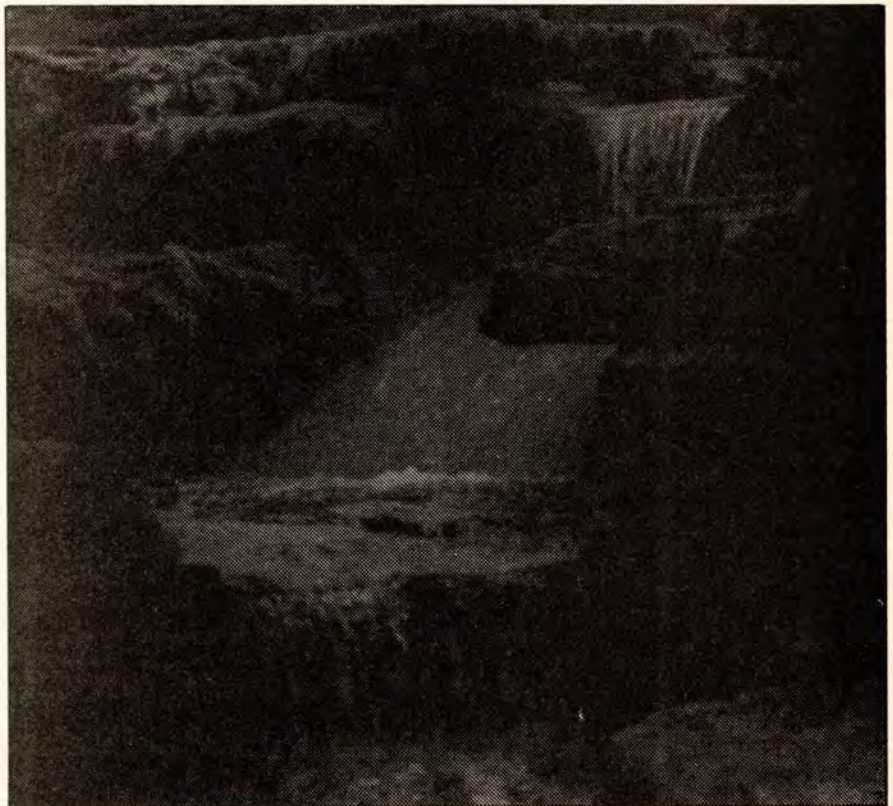
"It's natural," he says. "Practically covered with native and non-native plant materials, and some are even in mature conditions." In the future, he says, the Arboretum will expand so there will be more things for the general public to come and see at their own leisure.

Chase says, the Arboretum improves the standard of living in Etobicoke as well as in Toronto. Because of the growth of population in Toronto, more people are going to need a place like the Arboretum.

"Ten years down the road, people will have to pretty well drive to Bolton to find some open land," he says. "It's going to have an increasingly greater impact on the public as a refuge, as a relaxing area, and as a place that you can go to escape from society." Chase adds that Humber officials hope the Arboretum becomes as popular as the Toronto waterfront is now.



Relaxing on the nature trail.



Picturesque water fall just one of the many things at the Arboretum.

A foot in the door

In today's competitive job market any edge is an important one. The initial contact, the resume can provide that edge.

by Mike Williscraft

When you change careers and apply for a new job it is crucial to make your first impression a good one. Not only should an applicant look presentable at an interview but, before that stage, their initial contact, through the resume and cover letter, should be clear and concise.

The importance of a resume should never be underestimated as it is usually the first tool used in judging applicants for any position.

Humber College's Placement Director, Judy Humpheris says the cover letter and resume are often the only devices to aid a person when looking for a job.

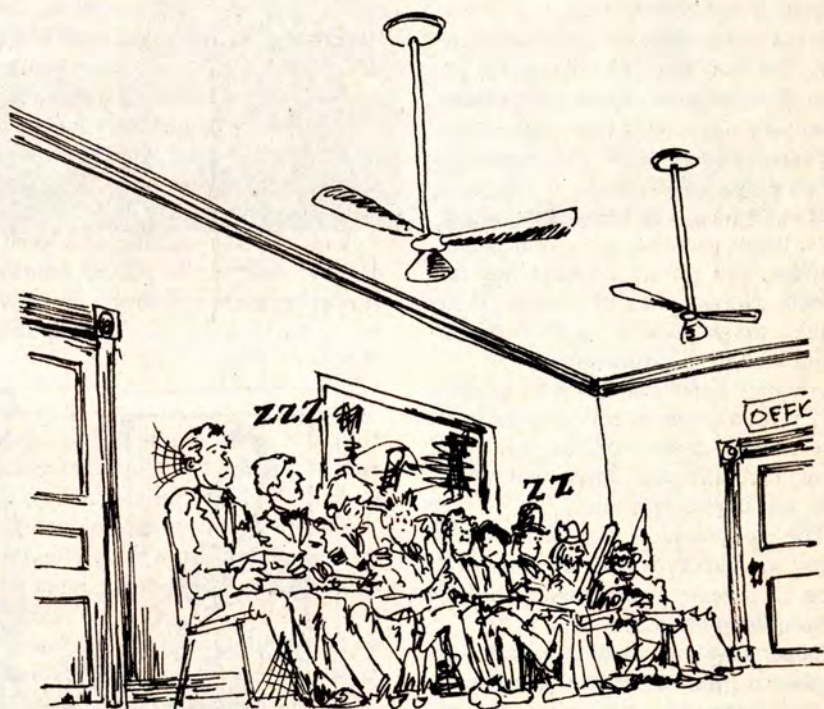
"Resumes are the first critical step in the job search process and sometimes they can serve as the only means to get an interview," she said.

"A resume is selling yourself on paper and if it isn't good, get passed by."

Humpheris noted one of the major flaws with many applicants is their cover letter. She said most make it too general and that isn't what the employer wants. "Cover letters must be tailor-made to the company and the job you are applying for, but the same resume is often used," she said.

According to Humpheris the best way to write a cover letter is to be straight forward and simple.

The first paragraph, she says, should note the job which is being applied for as well as providing any information which the employer may require. To make it more effective, recognize one of the qualifications which will be needed for the job, choose one of your



Resumes can give you an edge even before the interview stage.

own, and highlight it in the first paragraph.

In the second graph, if not in first, point out your genuine interest in the job and provide a specific reason, based on your experience, why you think you are qualified.

Next, the needs which are advertised should be covered by outlining them and showing how your own experience will enable you to fulfill the requirements. Also, revealing your basic knowledge with the company and job can be beneficial.

The remainder of the letter should contain your education and work ex-

perience as it relates to the job. You must remember to provide only relevant information, not everything on your resume, Humpheris said.

The concluding graph should indicate how you can be reached and your request for an interview. The letter should be typed and if possible, personalize the mailing address.

According to Humpheris, it is a good idea to mail a letter five to seven days after the ad appears so it will get there after the initial group arrives. Usually, this will increase its chance of being read and remembered.

The resume is very closely related to

the letter but it is more general and should contain all of your experience.

According to Humpheries, "Two pages would be ideal and most of all it must look professional."

Humpheries said a self assessment is a good idea even before you begin to write a resume.

According to Humpheries, the questions you should ask yourself are, what have you been successful at, what have you received commendation for, what jobs have you held, what likes and dislikes you have related to the job and any special skills.

After this is completed, you edit the information so all the related information needed is contained in the remainder. The next step is to divide the information into the main components which are, personal, education, work experience, activities and interests, career goals and interests.

It is important to note, Humpheries says, under personal, only your name, address and phone number are required. Nobody has to provide their height, weight, sex, or anything which could lead to discrimination.

Another important factor to take into account is the selection of the correct resume style. Consider the four types, chronological, functional, creative, and curriculum vitae.

The chronological type is the most common. This type lists work experience in reverse chronological order, putting the most recent first.

Depending on what you want to emphasize, the method in which you present dates, job titles and names of employers can work to your advantage. According to Humpheries, most employers prefer this format because it lends itself to a quick analysis of what the subject has done in the past.

The second type noted by Humpheries was the functional resume. Instead of emphasizing job titles and chronology it outlines skills and accomplishments. With this type, the only skills which should be noted are those which relate to the job while education and experience are listed in order of importance. The writer should indicate where each skill was used by listing the job title as well as the duties entailed with each skill.

Also, it can be of benefit if you can present your information in a simple

but unique manner, Humpheries said.

"After an employer has eliminated some of the applicants, it is the ones he remembers as having something different about them that he will remember," she said.

If this type of resume best suits your background you must be as specific as possible. When its too general an employer will usually pass over it and sometimes for good reason.

Humpheries said employers are sometimes wary of this format because it can be used to disguise a spotty work history. A company which may receive dozens of resumes a day will usually opt for the pieces that are the easiest to understand. If you make it difficult to understand, you are defeating your own purpose, according to Humpheries.

If you wish to present yourself in a more original light, then the creative resume is more your style. This type is used mainly to apply for jobs where style is the key qualification such as graphic design, or public relations. However, many employers are unwilling to try to relate your description of

yourself to the needs of the job which makes this style ineffective in a many cases. Basically, there is no set style for this type of presentation.

For academics, the style most commonly used is curriculum vitae resume. The emphasis with type is on research experience and scholarly achievements. Generally, it is used for applying to post-secondary academic positions and post-doctoral fellowships.

Humpheries stressed the importance of the "visual impact." She said, "A good resume must be tight, clearly legible, free of typos, spelling and grammatical errors as well being concise."

The way a resume looks can make a difference in whether you are hired or not. "If only a few minutes of proof reading can make or break an opportunity then it's worth it isn't it," Humpheries said.

Cover letters and resumes are very important as job search tools. If used properly they can help a teenager get a summer job and adults to change careers.



In today's competitive job market, a job seeker needs to use any tool at their disposal.

Hire education

*After struggling with night school classes
the battle for new employment is just beginning.
Survival of the interview is next*

by Chris Mills

So, you've upgraded your diploma or degree, broadened your horizons, expanded your field of knowledge, put the final touches on that hearty mind-basher called higher education and you're ready to take the world by the job-market horns and look for new employment. Right?

Well...that depends.

Frankly, the market is flooded with educated people and an inordinately large proportion are still collecting pogy or else in positions well short of their employment aims.

You're probably looking at an interview soon. Of course, it's been preceded by research into the given company and by a resume which has outlined your every idiosyncrasy. But have you really given them what they want? It's often more than just a diploma.

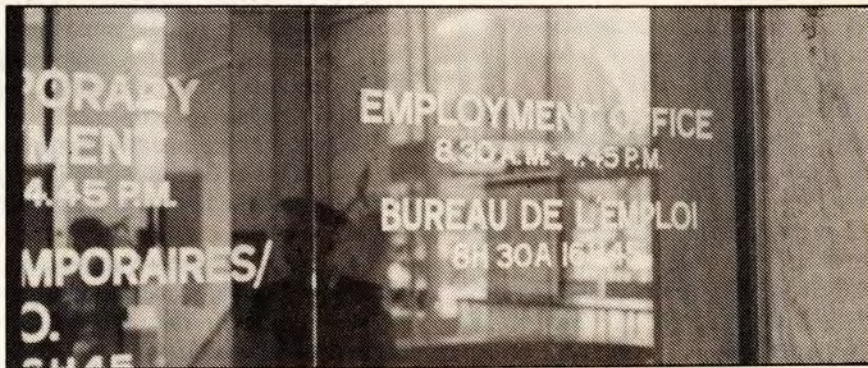
In an interview situation, you are being assessed on many criteria. Employers may be looking for someone to climb the corporate ladder or just someone to fill a hole. Whatever, you have to make them want you.

Research has shown that employers have some high standards for their employees — particularly as it's an employer's market in the present economic climate. The *je ne sais quoi* qualities, the business image, maturity and dress standards all play a key role.

The intangibles a person projects in an interview are what make the difference, according to Judy Humphries, Humber College's director of Placement Services.

"What you have on the resume got you the interview in the first place," she says. "What carries you in the interview is the intangibles.

"Intangibles are the constants in a person. Those will be things still around long after a person is finished making widgets or whatever."



But the professional image a person projects in an interview also plays a major role.

"After an employer looks at the education and work experience, he determines how good a match they are for the position and organization. From our experience, the most important has been communications skills." (Such as using double negatives or saying "eh" incessantly.) "It's the most important after meeting the job qualification tangibles."

Humphries advises applicants to be themselves in an interview, but also to consider themselves from the interviewer's position.

"The interview is a subjective process — maybe more than we would like it to be, but it is," she says. "Therefore, anyone applying for a job must try to put themselves in the employer's place and think What would I like to see? What would I like to hear? What image would I like to see projected? Then do it.

"We tell them not to try to be this artificial person, but they have to take themselves and all these traits in whatever the employer is looking for and present themselves in the best light."

That doesn't mean you have to be Lee Iacocca — though Lee Iacocca would probably make a pretty good role model. But how a person looks makes a

world of difference to Joseph Lloyd, president of AP-Division of 500 Selection Services Toronto Ltd.

His company places thousands of applicants each year in businesses which subscribe to his agency's placement services — firms which are looking predominately for executives and managers. Since his company deals with the business community, he looks to place people who can project a business image.

"We're a conservative organization and we ask them to come with a shirt and tie, a business suit," he says. "Women should wear a skirt and blouse. Pant suits do not belong in an interview environment. They should look conservative. You never know who will be sitting on the other side of the desk.

"And tell them to leave tight clothes off. I mean, blue jeans are great, we all wear them. We might have something to show off (uproarious laughter). But don't wear tight clothes to a business interview."

Lloyd says resumes should stress the activeness of a student in school.

"Achievements should be mentioned — achievements such as the level of academic standing, sports achievements, extra-curricular activities, student council-type work, and if they can, leadership roles."

"We do not want to see an objective on a resume," he says. "If a candidate has on his resume he wants to go into the financial accounting field and finds out halfway through the interview he'd be willing to go into another activity, it's better he leave it off the resume."

Lloyd advises a handwritten covering letter applying for a specific position. But on the resume, "Leave it open. Talk about the background, exposures, education. Don't tell us what you want to do because most of our clients don't care what you want to do. They're filling a need."

"If a person is too definitive in his objectives, he may be costing himself 90 per cent of his potential interviews."

As well, you can expect such questions as:

- Tell me something about yourself,
- Why do you want to work for our company?
- What are your long range objectives?
- What do you consider your strongest points?
- and Why should we hire you?

Joseph Lloyd advises, in all cases, not to fudge and not to ramble. Organize your thoughts and be prepared.

Don Brayshaw, regional employee relations manager for Canadian National Railways, also has some guidelines.

"We look for motivational people and for stability," he says. "Not here today; gone tomorrow. If they've worked elsewhere and have developed a track record in versatility and responsibility, they have a good opportunity to be selected."



Judy Humphries — *The intangibles make the difference*

CN Rail no longer uses straight interview situations to assess candidates. A system he calls Peer Group Assessment allows a group of candidates to meet and rate themselves.

"Actually, they tend to underrate themselves under those circumstances," said Brayshaw.

Regardless, Brayshaw says, he still looks for a defined set of qualities.

"The type of characteristics — patience, perseverance, diligence, motivational aspects — are all important," says Brayshaw. "(But) measuring these attributes is very difficult. One can only measure it on the job."

Because they are so difficult to measure, "We relate everything during the interview and the testing to job related issues."

Another of the single largest employers in Canada is the Ontario government — more than 70,000 employees in 26 ministries.

The government's staffing officers have a slightly different view of what makes a person employable.

"The key to being hired is being well-prepared and cribbing from the competition ads," says staffing officer Joanne Pease of the Ontario Recruitment Branch of the Civil Service Commission.

"People don't just walk in. They must apply for a particular position with resume qualifications modelled after the competition requests."

She says the amount of research into a job or company a person does shows up most clearly on the resume. So looking into a company's background or at a job description can make or break you before and during an interview.

"We had two candidates the other day with equal qualifications," said Pease. "When it came to the final decision, we looked at the resumes — not the candidates, their resumes — their previous jobs, their experience. It turned out that one candidate had a knowledge of word processors. No working experience, just knowledge. We went with him."

Pease says a candidate is asked questions which help determine a person's flexibility — particularly in hypothetical situations.

"It gives communications. It gives you direct eye contact. It gives you a readiness to answer a question.



Don Brayshaw — *Wants motivation and stability*

Whether they're running off, open to suggestion, whatever. What causes tension?

"It gives you an idea of how they react under pressure. How they cope with it."

But, those ol' intangibles will come back to haunt you once again.

"Personal suitability is one of the greatest types of selection, in the sense that for most people who are hired within the government, it usually plays a very large part. We're not talking about how a person looks or dresses or whatever.

"It involves such things as high level of creativity and judgment, initiative, ability to work extra hours as required, results-oriented, enthusiasm for the position, ability to handle a wide spectrum of activities and responsibilities, tact and diplomacy.

"It's always kept in a very low percentile, although it plays a very major part. Personal suitability is a very defined area, a very crucial area, a major area. It's a fact of life that comes into play."

This interview stuff is obviously heavy duty pressure. Where should the emphasis lie? The resume? The interview? The research? Being yourself? Being someone else?

It's probably the most intensive time period in the whole employment process. But go out and give it your best shot. If you don't succeed in the first try, don't give up — and don't call me.

The words of the profits

Commentary: *A look at the state of the Canadian entrepreneur*

by Tom Foley

The party's over. The social welfare party, that is. Now is the time for all good men to come to the aid of themselves.

Nothing more than a cursory glance at current political trends is enough to indicate this. Governments appear to be far more interested in balancing budgets than looking after the well being of their citizens.

Franklin Delano Roosevelt's New Deal was the prototype of all that we as Canadians hold dear to our liberal hearts.

Implemented in the 1930s, the New Deal has been hailed as the introduction into the American consciousness of the attitude that some government regulation of free enterprise is necessary to satisfy the needs of public welfare and employment.

This is *the* liberal ideology.

So where are all the liberals? Not too many in power in Britain. Ronald Reagan rolled easily to the top down south. No liberal he. And sure, for a Conservative Brian Mulroney is quite liberal. But it's still a little early to really tell, especially given his open admiration for Uncle Ron.

Conservatives have never thought much of the New Deal. In fact they attack it, saying it was destructive of free enterprise and individual initiative.

But there exists a big difference between we Canadians and our American friends. It may be something of an intangible, but it's widely perceived that Canadians lack the risk-oriented drive so characteristic of the American dream.

That devil-take-the-hindmost risk-it-all attitude is embodied in the entrepreneur.

Let's take a quick rudimentary look at a basic principle of economics.

Four things constitute an economy. They are land, labor, capital, and entrepreneurship.

Now let's apply these to our economy.

As most of us undoubtedly realize, Canada has plenty of land. Sure a lot of it is covered in ice, but next to the Soviet Union, Canada is the largest country on earth. Plenty of land.

Unfortunately for many of us, but luckily for would-be entrepreneurs, Canada has a large reserve of unemployed labor. Thousands of us are looking for a good job. Hence, lots of labor.

The term 'capital' requires a bit of explanation.

Economists define capital not as money, but as any thing



that produces another thing. Therefore a machine is capital. A factory is capital. Again, fortunately or unfortunately, Canada has lots of empty factories, or unemployed capital.

So it's safe to say that Canada has much of the first three components of an economy.

Which brings us to our typically Canadian problem.

An entrepreneur is simply someone who has an idea, and would like to see it implemented in return for profit. So why is a lack of risky people typically Canadian?

American history is littered with figures who had an idea, risked everything they had to manufacture it, and reaped an immense profit. Of course there were some rather spectacular flops, but never mind. Entrepreneurs think positive.

The United States gained its independence from Britain through a bloody revolution. Did anybody here notice when Canada gained its? Are we really independent?

But the fact is our government has always taken good care of us, and we have one of the highest standards of living in the world. How can they afford to do this? They can't.

We can't depend on our government to play nurse to us anymore. We need entrepreneurs.

Gary Berman, an economics instructor at Humber College, believes educational institutions are another part of the problem.

"In Canada," he says, "they teach accounting and business machines and typing, and they put that under the column of 'business'."

Obviously these skills are part of business, but only the kinds of skills necessary to work for someone else. To be an employee. Berman says Canadians are a job-oriented people.

"Whereas in the United States," Berman says, "although you can never teach people to make a profit, profit is something that is expected. It's always a gamble."

In the U.S. it would be something of an obscenity for the government to nationalize capital the way it has been done here in Canada. It's cliché, but we're looking at two totally different mentalities. The Canuck and the Yankee.

So let's assume you are an entrepreneur. You have a marvelous idea for a manufacturable good. You are convinced it will take the country by storm, and you will make a financial killing.

You stop and think. Maybe you don't want to risk everything you have. You think again. What do you really have to lose?

That's a great start. But you need one thing. Money. And you can pretty well forget about getting it from a Canadian bank.

Sure, they would love to finance a house for you, a car for you. They will give you as much as you don't need, Berman says. Unfortunately, Canadian banks are notoriously tight-fisted when it comes to financing ideas like yours. Maybe it's because their cash is tied up in places like Brazil, where they're taking a bath.

Berman: "The Canadian banking system is far too conservative. There's no gambling mentality in the banking system. The five major banks are oligopolistic, which means there's just a few of them, and they don't really compete.

"In the United States they have a unit banking system. They have many, many banks, more so for perfect competition.

"If you're not satisfied with one bank, you can always go to another."

Sound grim? Once again does Canada take the proverbial rumble seat to the good ol' U.S. of A., even to the extent of the competitive spirit? Well, yes. But there is some hope.

Enter Bill Bayes. In addition to his duties as a political science teacher at Humber, Bayes is president of the Learning Enrichment Foundation in York.

Among the activities of that organization is what's called the Entrepreneurial Training Centre, a rather ambitious undertaking given our Canadian complex.

Bayes, with a little help from the federal coffers, is using manufacturing space leased from Kodak to set up shop for entrepreneurs.

"We're getting into a society where we're going to have to create our own answers," says Bayes.

And Bayes' answer is to provide for people with ideas the facilities and motivation they need for encouragement.

Bayes concurs with Berman's statement that it's almost impossible for entrepreneurs to get financing from banks.

Without getting into too much detail about Bayes' set-

up, it's worth while to point out that the money he's getting from the government was not solicited for the sole purpose of the entrepreneurial scheme.

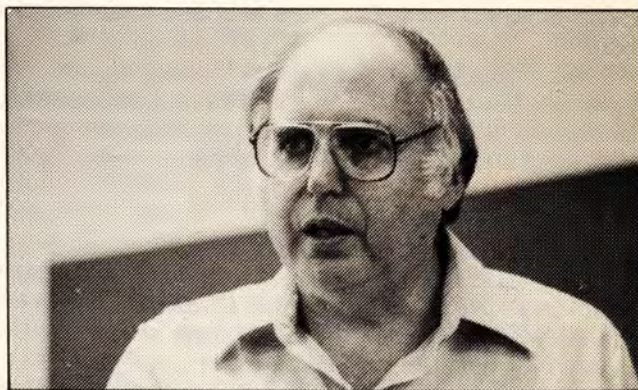
What the feds are financing is the Learning Enrichment Foundation's National Training Program in Renovations/Construction Training. So those who are learning to renovate are doing so by revamping the empty building Bayes is leasing from Kodak.

The workers are partitioning the almost 17,000 square feet for use by entrepreneurs. Very clever.

Bayes is after six pilot projects for the Entrepreneurial Training Centre. These six are to be divided up a couple of different ways.

Three are to be service-related ideas, while the other three must be ideas for manufacture or assembly. As well, Bayes is looking for a fair combination of experienced and inexperienced business people.

The ones with a history of such endeavoring, as well as having good ideas, will be present to act as role models for those who are just beginning to acquire the financial acumen.



Humber instructor Bill Bayes

"So we have people who are unemployed learning how to be laborers and semi-skilled draftspersons who could get a job or start their own business," Bayes says.

"We've got some adult day school people who are coming back to school because they need upgrading in their skills. We're giving them entry level job skills.

"And we're getting some entrepreneurial people off the ground. We're creating permanent jobs," says Bayes.

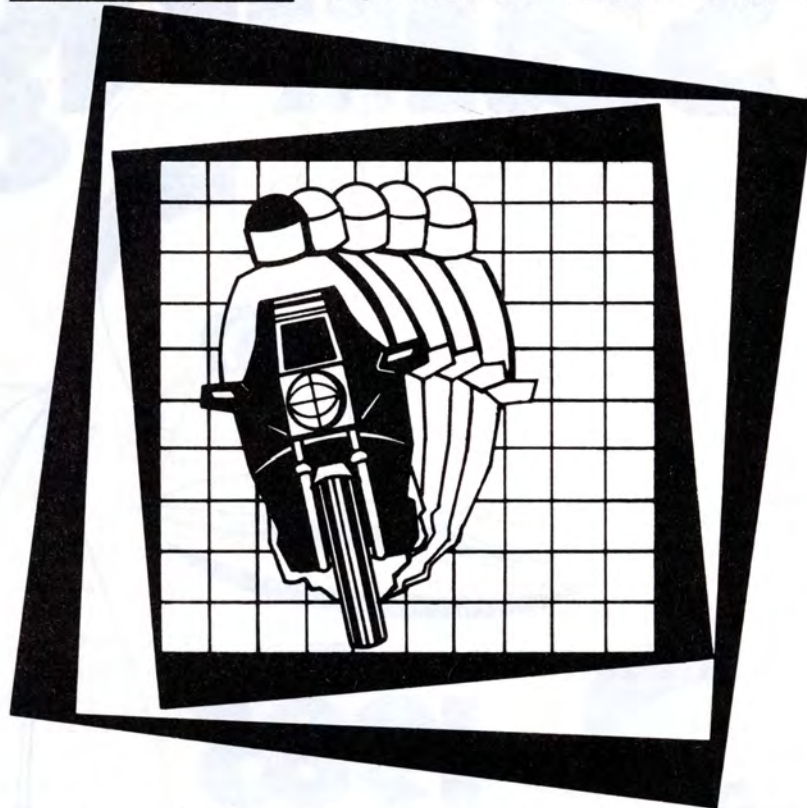
"The idea is that if you come in with your idea, we get you started. (Later) you move out, we find you some other space in the empty buildings in York where you can make it on your own, then we bring other people in."

So there are means of assistance for Canadian entrepreneurs. The idea for a manufactured item might be nothing more than a crocheted sweater, or something that can be learned through one of Humber's Continuing Education programs.

But the fact remains that we as Canadians must begin to think for ourselves in terms of job creation. Big Brother will not be there to do it for us. This is the dawning of the age of the Canadian entrepreneur, and we can only do well to grasp the advantage. We've got nothing to lose.

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