

HUMBER Dialogue

News and Events about Humber College Faculty and Staff

March 1985, Volume 3, No. 4

Microcomputers and Megabucks

Freshly painted walls, newly laid carpet, carefully controlled temperatures — a large area set aside in pristine condition. And who will be the principal occupants? An army of computers purchased to prepare our students adequately for today's workplace.

In the Fall of '84, Peter Muller, then of the Continuing Education and Development Division, was given the mandate to design and implement a proposed Microcomputer Centre for submission to the Ministry of Colleges and Universities. Late last fall, through monies made available by the federal government's Skills Growth Fund, the theory became reality.

Located on the second floor of H Block, the centre will focus on software

Board of Governor's Appointment



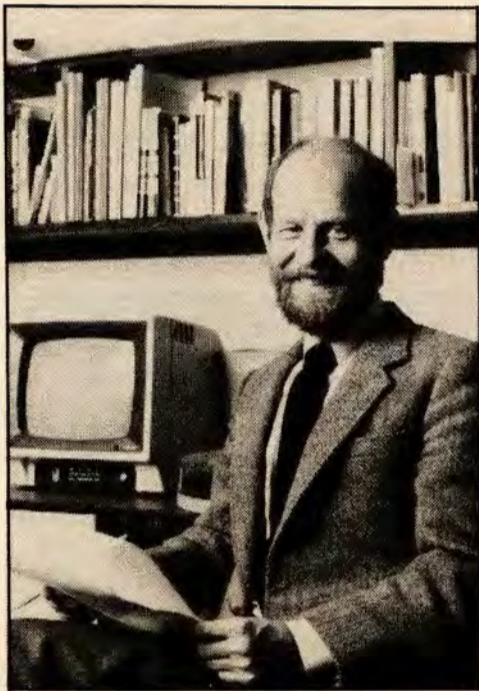
MOLLY PELLECCIA

Molly E. Pellecchia was recently elected Chairman of the Humber College Board of Governors. At 28, she is the youngest member to be elected to the position in the C.A.A.T. system.

Born in Rome, Italy, Miss Pellecchia graduated from the Business Administration program at Humber College in 1977 and subsequently received a Professional Purchasing Diploma. She was the first and only (to date) female President of the Student Administrative Council during her last year as a student at Humber. The fact that she's able to bring both a student and a work-related perspective to the Board is important to her.

Miss Pellecchia is Purchasing and Asset Officer for the Ontario Legislative Assembly and has been a member of the Humber Board since 1980. She is also Recruitment Director for the Purchasing Management Association of Canada. (Toronto District).

A resident of North York, she enjoys indoor gardening and reading in what's left of her spare time.



Peter Muller & Friend

applications. According to Peter, "this represents a new trend in computer education. With the emphasis now on software, students will be isolated from the distraction of technology. They will instead come to the lab having been prepared earlier in the classroom to carry out a practical task, supported by software. They will learn how to retrieve information from the computer and use it most effectively. They will carry out the types of tasks that will be demanded of them routinely upon graduation."

Already in place, utilizing 25% of the space available are Micom Word Processors and 30 Commodore PETS. Additional pre-existing equipment may be transferred in at a later date.

The "new kids on the block" will be 30 IBM Personal Computers which, together with a more sophisticated version acting as a file server, will form a software network. "As only the file server has a hard disk drive this represents significant cost saving," says Peter.

In addition, 16 more stand alone PCs will be purchased. These will be set up to run as entry level autocad graphics and will include graphic boards, tablet software, and peripherals. Technology students will use this equipment to acquire generic graphic skills and will then progress to the more advanced CAD/CAM equipment.

Initially, the focus in the lab will be directed to the business and technology students. Software packages will include word processing, data base management, spread sheets, accounting packages, and specialized technical applications. Eventually software will be purchased to accommodate Applied & Creative Arts and Health Sciences students as well.

When questioned on the progress of the centre to date, Peter's natural zeal abated somewhat and he listed all the complex variables which must come together before the centre is fully operational. "You deal with capricious suppliers who promise you delivery yesterday . . . until the contract is signed! We were delayed two weeks because steel

window frames did not arrive. Now we are chasing down the availability of hardware/software. We are also working closely with Professional Development to ensure that we have faculty fully trained to use the centre."

Overseeing the centre, in her role as Associate Dean, Academic Systems, will be Marina Heidman. Peter will continue in his role as Coordinator. Dieter Heubner will provide full-time academic support. One full-time technical expert has not yet been appointed.

Peter notes, "the next few months

will definitely be shakedown ones for the centre. By the end of semester it should be running from 8 a.m. to 10:30 p.m. Ideally, it should function 24 hours a day but this would involve total cost commitment."

When quizzed on the official opening date for the centre, Peter laughed and said "at this time it would be a little like Napoleon scheduling his arrival ceremony in Moscow." Although Peter has run into a few rough spots along the way, with his tremendous energy and enthusiasm, the results will be different.



At home in the new microcomputer centre.

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Opinions expressed in this publication are not necessarily those of Humber College administration or the editorial staff.

Student Rights and Wrongs

by Jenni Graham,
Public Relations, Third Year

You have the right to remain silent; anything you say can and will be held against you. . . . A little overstated perhaps, but then you catch the drift.

Who defines students' rights? Who can tell students that they are doing something which is contrary to academic rules and regulations? How do students recognize that they are not being treated within the guidelines of the Human Rights Code? Who gives structure and limits to their extra-curricular, on-campus activities?

Of these three major areas, only the last is not yet fully defined. But it soon will be. The process of delineating a Students Rights and Responsibilities Package (S.R.R.P) began in February last year.

At that time, an ad appeared in the classified section of Coven which reflected questionable taste regarding a minority group. This blurb offended many students and several of them sought action. As an outgrowth of these proceedings, an S.R.R.P. committee was formed. Founding members included Dr. Roy Giroux, Steve Robinson, Rick Bendera, Sandra Di Cresce, Wayson Choy, and Juliet Dayes.

The decision of what constraints governing after-hours activities should be included in the S.R.R.P. was made by examining materials from other community colleges and asking the basic common-sense question: "What is acceptable behavior"?

The students rights outlined in this proposal include:

- freedom of speech

- freedom to publish
- assembly
- student organization
- information
- soliciting money
- use of facilities
- security of person and property
- complaints and petitions

Pending an infraction, the package also contains disciplinary alternatives:

- warning (verbal)
- reprimand (written)
- fines
- restoration
- suspension of campus activity privileges
- suspension from classes
- expulsion

According to Rick Bendera, the Director of Student Life, "the package means that not only staff and faculty will

have the right to stop and charge a student with inappropriate behavior. A student may also take charge. There are people saying, 'hey, that's not my job,' but it's everyone's job."

At this time, the committee is still working on a mechanism to deal with complaints. "In the past students had no opportunity to voice their concerns and there really wasn't a procedure to follow. In dealing with this issue, we are trying to encourage mutual responsibility," adds Rick.

The final draft of this package will be reviewed by a lawyer to ensure its legality and format. It will then be routed through administrative channels before presentation to the Board of Governors in March. Target date for implementation is the Fall '85 semester.

Profile: John Huot

"I am fully committed to the idea that people should have more say in their working lives."

by Judy Dunlop,
Public Relations

John Huot, serious, soft-spoken and direct — clearly a man of purpose. With a background in History, Philosophy, and Theology, John graduated from the University of Toronto with a B.A. in 1962.

After graduation, he began a career as a staff reporter with both the Toronto Star and the Montreal Star. Disillusionment soon followed. "I had an idealistic outlook. I believed reporters, by investigating and describing a social problem, were contributing in part to its solution. I quickly realized that newspapers were, in effect, businesses and subject to constraints which precluded what I wanted to do."

In 1968, John joined York University as the staff advisor in charge of the Student Christian Movement (SCM). There, his role was not one of counselling but rather of organizing special events and acting as a spokesperson for students' concerns. In these turbulent years, causes focused on the inclusion of students in the decision-making process at the university and the increase of relevant social content into courses.

After leaving York, John returned to the University of Waterloo where he completed his M.A. in History in 1972.

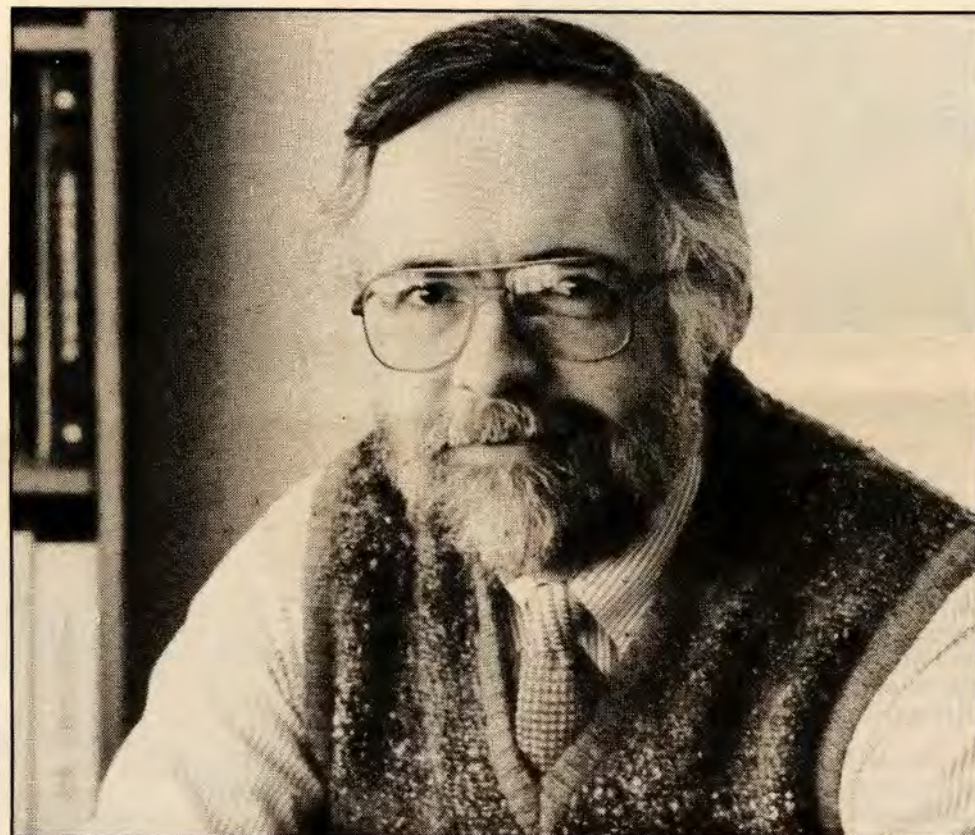
Then, as a remedy to the ivory tower syndrome, John elected to spend time in what he describes as a "work experience. I spent three years at the Post Office, learning what life is like for the average person."

John made a career shift to community services in 1975. He worked for Trigger Youth Employment, a Manpower Outreach Program. At the same time, he worked as a volunteer for the Cross-Cultural Community Centre located in the Dufferin-Rogers Road area of the city. While there, he attempted to promote tolerance and understanding among various ethnic groups.

In 1978, John was hired to teach Canadian Studies and Labour Relations on a sessional basis by the Human Studies Division at Humber.

Two years later, the position of Coordinator of the Community Worker Program at the Lakeshore Campus became available. With his extensive knowledge of community agencies, the functioning of municipal government, and experience in volunteer organizations, John was a natural for the job.

Today, John teaches courses in the political process and community relations. As well, he supervises students in their field placements two days per week. He explains, "my students are active in community-based services as opposed to government welfare agencies. For exam-



JOHN HUOT

ple, second year students are now working with the John Howard Society, Central Etobicoke Home Support Services, The Women's Counselling and Referral Centre, and the North York Women's Shelter."

John expresses complete satisfaction with his job at present. "At the risk of sounding complacent, I am very content with teaching. I experience a lot of joy and a little frustration. I fully support the community college model of learning which provides the right combination of theory and practice."

When asked what makes a good teacher, John notes, "an effective teacher is one who knows his subject well and its application to the field. A good teacher also recognizes a student's potential and draws it out fully. I learned to be a good teacher through on-the-job training."

Perhaps as an outgrowth of his earlier experiences, a large part of John's professional life is devoted to union activity. After serving as the Vice-President of OPSEU Local 562 since 1981, John was elected President late last fall. "I am fully committed to the idea that people should have more control over their working lives. This means teachers should have a definite say in the teaching/learning climate at the college. I see the union as an effective vehicle of change within the college and also, as a collective voice in commenting on provincial/federal education initiatives."

When asked to reflect on last year's strike, John was calm and unequivocal. "I believe there should have been a settlement without a strike. The Ministry was unwilling to negotiate fairly, even denying the existence of a problem which 78% of their faculty defined for them. Then we returned to work under terms unprecedented in labour relations. There was no attempt to resolve the major difference between us. The committee designed to study the quality of education issue is toothless, with no decision-making powers. The routes of negotiation and arbitration are closed to us. What are our alternatives?"

John is nonplussed at this impasse. While admitting to some minor morale problems, John sees a lot of positives resulting from the strike. "For the first time, the public became aware of the quality of education issue. Faculty are united as never before and are ready to assume collective professional responsibility for conditions in the classroom."

Humber Faculty wasted no time in forming a local committee to elicit change. Nominations for the Quality of Education committee opened in December. By January the following individuals were elected to represent their divisions.

- David Mazmanian — Applied and Creative Arts
- Lori Turner — Business
- Audrey Taves — Health Sciences
- Bill Thompson — Human Studies

- Bob Eckenback — Technology
- John Hart — Continuing Education & Development
- Leo Smits — Lakeshore Campus
- Al Stewart — Queensway Campuses
- Loretta Martens — York Campuses
- Adrienne Fraser — Osler Campuses

John happily notes, "this is the reality of human organizations. They're dynamic. People not previously active in the union are coming forward, eager to volunteer their time and resources."

In deciding which issue to address first, consensus quickly focused on professional standards. "We decided to fully document problems and solutions specific to our teaching areas. Along with next year's course outlines, we will be attaching addendums to the divisions, suggesting improvements in class size, furniture, teaching tools etc. We are also trying to be realistic in what can be achieved with a commitment on the part of administration."

Discovering a lighter side to John is not an easy task. When asked what he does with his spare time, John answered, "I don't plan to have any for the next 20-25 years." As this was somewhat an unusual response, the next question became naturally, WHY???

"On October 17, coincidentally the first day of the strike, my daughter Rachel was born. I became a father for the first time at the age of 45. This was a conscious choice. I plan to take full advantage of the changes in child-rearing practices of the last 15 years and will participate fully in my daughter's growing-up years. My reading now centres on child development from the highly theoretical to Dr. Spock."

Classical music forms the backdrop to John's quiet hours while he reads or is working. For sheer listening pleasure he chooses jazz and both English and French folk music.

When asked what he does for a "fun" evening, John ruefully admits that "he hasn't had one of those since October 17." Now he and his wife quietly entertain in their home.

Travel is not a high priority with John but, when he does, his taste runs to the offbeat and unusual. His happiest memories include visiting the coasts of the Newfoundland and Labrador coast by freighter, and on the other extreme, exploring the Queen Charlotte Islands.

In the summer John enjoys theatre in the city's parks. "Last year, Toronto Islanders put on several collective creations which were a delight. I also enjoy small scale productions such as those offered by the Tarragon Theatre and The Toronto Workshop. I am not a fan of Hollywood movies. They tend to be a lot of fluff. I prefer real people." Sounds like a self-description and character summary.

Imagine Utopia . . . Not This Year

Imagine Utopia! For DIALOGUE'S purposes, this is defined as Humber College with a limitless budget. Several staff members were asked to submit their scenario of an "ideal" college. Some comments are serious and some are funny. Enjoy "the best of all possible worlds" with us.



by Valerie Despina

Utopia is at long last here! I can spend, spend, spend!

Because I am presently working in Counselling Services, my spending would naturally focus on Educational and Student Services.

Number One on the agenda would be to establish an EDUCATIONAL AND STUDENT SERVICES CENTRE adjacent to the Centre for Continuous Learning and the Registration Office, North Campus.

The E.S.S. Centre would function as the "hub" of the college, providing valuable information and services to the part and full-time learner. Hours would be expanded to include the early evening and weekends in order to serve the entire student body.

The Centre would bring together a

number of service areas scattered throughout the North Campus as well as introducing a few new ones. This would include a central Welcome to Humber Information Desk, a Video Arcade for viewing orientation tapes, College Liaison Department, Counselling and Placement Services, Student Assessment facilities and a Peer Aide station.

The INFORMATION DESK would be staffed by WELL-INFORMED, CARING PERSONNEL, qualified to provide accurate information and referral services to; potential students entering the building or calling into the college for the first time; full-time and part-time students; staff and members of faculty. By addressing the needs of the total college community, this would indeed represent money well spent.



by Renate Krakauer

If the budget were truly "limitless," then there would be no need for priorities, would there? Nor would anyone need to have "authority to allocate funds." Perhaps we could just concern ourselves with providing the best quality of education and the best quality of working conditions, and leave the financial distribution to computers.



by Norma deCastro

I would make Humber College the best learning institution in North America. So much so that teachers and students would never want to leave the place. Every student would leave the college with the Humber aura of pride.

To accomplish this mission, I would allocate a large portion of the Utopia budget toward improved education. I would build the best laboratory facility so nursing students could develop and practise their skills prior to their actual hospital placement. After all, would you volunteer to be their guinea pig? I would reduce the ancillary responsibility of teachers to allow for face-to-face student contact; reduce the number of students in each class and clinical practice to facilitate closer supervision and teaching; and I would create an environment that provides vast opportunities for teachers to pursue teaching excellence through continuing education, prodev activities, and mental health days. If secondary school teachers are given their prodev days, why can't college teachers have the same? It is true that our educational system is organized differently but

our needs and concerns as teachers are the same.

What good would it do even if we have excellent prodev programs and sessions if teachers can not attend due to time constraints, the increased number of students, not to mention the endless meetings and committees?



by Louise Uba

After careful consideration, my priorities under Utopian conditions would be:

1. To have a student records system that would keep everyone happy.
2. To build a changeroom for Hospitality students so my visits to the chapel can be enjoyed in peace and quiet.
3. To have my very own computer terminal so that I no longer wear out the carpet between my office and the nearest terminal.
4. To replace the carpet between my office and the nearest terminal.
5. To give myself a raise and anyone who would promise not to complain about the computer for one entire week.

How to Parent Effectively and Other Impossibilities

by Joan Thornton,
Etobicoke Family Life Education Council

The Etobicoke Family Life Education Council is pleased to announce its affiliation with Humber College and to share with you a bit of its history as well as news of some exciting upcoming events.

For the past ten years, E.F.L.E.C. has been offering an ongoing program in parent education. It began with a dozen mothers getting together in a classroom to discuss common problems and concerns of child rearing. With the help of a group leader, they studied new concepts and practised new parenting skills as taught by Dr. Rudolf Dreikurs in his book, *Children: The Challenge*. When the ten week course came to an end, the mothers refused to disband. Their family relationships were improving and the shared support and encouragement of the group was an experience they felt should be made available to other parents. The idea of a parent education organization received support from professionals in the community as well.

In 1974, a group of interested community people elected a volunteer Board of Directors and the E.F.L.E.C. came into being with its four phase program. A leadership training course was given and soon those mothers were facilitating parenting skills discussion groups for other parents and interested professionals. Programs featuring speakers



JOAN THORNTON

and workshops attracted more parents and the groups multiplied. A Family Education Centre evolved where open-forum counselling demonstrations took place.

Over the years, increasing demand

for programs led to a search for funding and the hiring of a part-time coordinator. Joan Thornton, one of the founding members coordinated the program from her home from 1977 until 1984. The council receives grants from Etobicoke and Metro Community Services. What the organization lacked in resources it made up for in community support as was evidenced recently when Joan was awarded a Bicentennial medal for her contribution to the community through E.F.L.E.C.

Humber College has for some time recognized the need for a Centre for Parent Education. In 1982, Continuing Education hosted a luncheon attended by representatives from many agencies and community groups. Support and enthusiasm for the concept of a centre was high. Various avenues were explored by the college. Humber was acquainted with the E.F.L.E.C. and had supported the small group in the beginning with a donation of books. Contact was maintained over the years until finally, over lunch in the Humber Room one day last spring, it was realized that E.F.L.E.C. and Humber shared a common goal and that by joining together they had all the components necessary to bring into reality the Centre for Parent Education that they both envisioned.

E.F.L.E.C. was invited to affiliate with the college and on October 1, 1984, Joan set up office in the Continuing

Education and Development department.

Joan and the E.F.L.E.C. Board of Directors have been given a warm welcome by Humber and they anticipate that the program will flourish in this atmosphere of cooperation and enthusiasm.

Parenting Skills courses now in progress include *Children: The Challenge*, *Redirecting Children's Misbehavior* and *Living with Teens and Surviving*. An advanced series of workshops is offered as well as film nights. On January 10, a workshop entitled *Acting on Anger* attracted one hundred and fifty people.

Upcoming, on April 12 and 13, Adele Faber and Elaine Mazlish will be conducting a workshop based on their best selling book *How to Talk So Kids Will Listen and Listen So Kids Will Talk* at Humber College's Lakeshore Campus. A six-week course will follow the workshop.

On April 24, May 1 and 8, Stan Shapiro will be demonstrating open-forum family counselling at the Family Education Centre — Humber College North Campus in the 7th Semester.

The programs are beneficial for parents and anyone who works with children or families and all are welcome. Family life can be harmonious. What is needed is not more love but skills. Watch for fliers depicting dual logos of Humber College and Etobicoke Family Life Education Council. For further information call Joan at 675-5056.

Mensa: Academia

What would a minister, science fiction author, computer whiz, portrait artist, business executive, and multi-lingual belly dancer have in common? Membership in the Mensa Society, a voluntary organization whose members have I.Q. ratings higher than 98% of the general population.

One of the definitions of the word Mensa, according to the Oxford Dictionary is "table." Similar to King Arthur's ideals, once enrolled, Mensa members sit as equals with no regard to their educational, professional, social, or economic status. Mensa, despite its criteria for membership, is a very democratic association which as a unit holds no political, religious, or ethnic views.

Founded in 1946 in London by two British lawyers, Mensa is now a large international network with a presence in 78 countries. Over 50,000 people belong to Mensa. This total represents only a small proportion of the potential world-wide membership of 91 million. In Canada, Mensa has 3,000 members with groups in all the major cities.

Why do these people choose to come together? Mensa members with their insatiable curiosity and thirst for knowledge are simply not content with the average daily social patter. In August 1968, Mensa's newly-formed constitution set out their formal goals:

1. To identify and foster intelligence for the benefit of humanity.
2. To conduct research in psychology and the social sciences within the organization. And, as well, to offer its services to research workers outside the society for investigations where either a highly intelligent group of subjects is required or where the intelligence level is not critical to results.
3. To provide a forum for the exchange of ideas through lectures, discussions and questionnaires.
4. To furnish the opportunity for social contact among members who otherwise might not have met.

How does a person qualify for membership in Mensa? The process is simple. To determine eligibility, a Mensa Preliminary test can be taken in the privacy of an individual's home. Then, after being advised of his or her percentile score, a person can opt to try the supervised test.

To requite is to

- (1) acquit (2) desert (3) silence (4) reward (5) admire

Mensa has examination facilities in all the major Canadian cities. Individual arrangements can also be made, when necessary, upon receipt of the application. If an individual's resulting score places him/her in the top two percent of the population, an invitation to join Mensa will follow.

The number of diagonals of a polygon of n sides given by the formula $d = \frac{1}{2}n(n-3)$. If a polygon has twice as many diagonals as sides, how many sides does it have?

- (A) 3 (B) 5 (C) 6 (D) 7 (E) 8

A sample of IQ tests and required scores for entry is listed below. Mensa openly acknowledges that the cut-off point for membership is arbitrary.

Wechsler Adult Intelligence Scale	I.Q. 131
Wechsler Intelligence Scale for Children	I.Q. 131
OTIS Test	I.Q. 131
GRE/CEEBSAT (verbal, math combined)	I.Q. 250
GMAT	95 percentile
Canadian Armed Forces G.C.	66
LSAT	39

These scores are not as unattainable as they appear. Out of every 100 applicants, 70 pass the initial home test and of those, 35 to 40 succeed at the supervised level.

If $1 < x < y < z$ and if $p = \frac{1}{x}$, $q = \frac{1}{y}$, and $r = \frac{1}{z}$, then which of the following is true?

- (A) $r < q < p$ (B) $p < q < r$ (C) $p < r < q$
 (D) $q < r < p$ (E) $r < p < q$

Mensa has a definite policy of ensuring the privacy of its members. Member-

ship lists are held in strictest confidence and when pre-selected individuals were contacted for an interview, they insisted upon remaining anonymous. And why? As a group they sense or have experienced an anti-intellectual undercurrent of hostility in society. Although this may seem foreign to us working in an educational environment, comments such as the following are representative: "Although I have been a member of Mensa for years, I have never before let this be known to people who are neither members themselves nor close and trusted friends. It is a fact of life that Mensa members in general are reticent about their membership. They are afraid, especially the older women. This terrible fear of being bright is a sad reflection on any society."

FORM CREEKS BUILD TO LOGS DAMS ACROSS BEAVERS PONDS. If one word were omitted from the foregoing, the other words could be rearranged to form a sentence. The word to be omitted is (1) CREEKS (2) LOGS (3) BUILD (4) FORM (5) none of these

What is it like to grow up gifted? Are high I.Q. individuals different from birth? Are their life experiences as exceptional as their intellectual capacity? Do they grow up to be happy, well-adjusted adults? Or, does the word deviant (away from the norm) become a social comment as well?

These are some of the issues DIALOGUE has explored. Both research studies and personal experiences as related by a Mensa member have been used. The following material is a direct condensation of a research paper prepared by a Mensa member who wishes not to be identified. Throughout the article individuals possessing exceptionally high I.Q.s are referred to as two-percenters.

"Geniuses. They're a Darned Nuisance."

"Ask almost any prospective parent if he or she would like intelligent children and the answer will be "yes" — and then they add: "But not too bright, of course." A teacher will say she likes to teach bright children, but "not the geniuses. They're a darned nuisance." Children will agree they elect the "smartest" child to be gang leader, but not if he is the one

they call "The Great Brain." In the three main areas in which he is nurtured — home, school and peer group — the child needs acceptance, both as an individual and as the type of individual he is. Two-percenters, without understanding why, are "misfits" and this becomes apparent at an early age.

The Infant

Two percenters are highly active children, but although they need less sleep than average, are not in the clinical sense, "hyperactive." They are able to concentrate with intensity at a very early age. Long before the usual time, they become mobile and must be constantly monitored to prevent their hurting themselves as they try to satisfy their insatiable curiosity by continually investigating their environment. Parents who are rigid, harassed, or of necessity time conscious, may resent a baby who does not want to keep to the schedules laid down "by the book." If they feel that feeding and cleaning are the only attentions an infant should require, they will view all the activity as bothersome. (Love, 1970).

Two-percenters are exceptionally intuitive and perceptive. They acquire language and concepts from their first year on. It is often found that the child has taught himself to read before three years old. (Gibson Chennells, 1976). The high verbal ability causes many to judge the child as more socially mature and aware than he actually is, so he gets punished for many of his acts or remarks, without realizing why. (Shields, 1968).

By about three years old, the child is aware that he is perceived as "different" and has heard many remarks comparing him with other children. The effects of strong adult responses to him, whether positive or negative, are already becoming apparent. Such children worry about themselves and their world, even at this age.

"Genius Burns Itself Out."

Many adults think of "genius" as a pathological state which inevitably "burns itself out." (Love, 1970). They feel they are doing well for the child if they discourage and inhibit him. Others expect the two-percenter to perform at equally exceptional levels in all things. Although the child is usually very much above average in many ways, he may be far more able in some things than in others. His emotional and physical

HUMAN RESOURCES DEVELOPMENT

by Ruth McLean

Scheduled Programs for the Month of: February/March

TOPIC	DAY	TIME	PLACE	RESOURCE PERSON(S)	SPONSORED BY:
Conflict Resolution In The Workplace	Feb. 27/85	12-1:30 PM	7th Semester	Ann Chesterton/Ann Barker-Voisin	Personnel Centre
What The Language Development Centre Can Do To Help Your Students	Feb. 27/85	4:30-6:00 PM	E 344	Sheila Susini	Pro-Dev.
Simplified Business Writing	March 5/85	12-1:30 PM	7th Semester	Pam Sims	Personnel Centre
The Great Education Debate	March 6/85	3 PM	7th Semester	Deans and Faculty	Academic Council/Pro Dev.
How To Use The Computer Centre Facility	March 8/85	12-1:30 PM	7th Semester	Computer Services	Personnel Centre
Career Pathing And Your Professional Image	March 11/85	12-1:30 PM	7th Semester	Placement Centre Personnel	Personnel Centre
Collective Bargaining In The College System	March 12/85	12-1:30 PM	7th Semester	David Guptill	Personnel Centre
C.P.R. Certificate CPR?	March 13/85	3:30-6:30 PM	7th Semester	St. John Ambulance	Personnel Centre
Textbooks, How Readable Is Yours	March 13/85	4:30-6:00 PM	E 344	Pam Hanft	Pro-Dev.
Emergency Services In The Community	March 15/85	12-1:30 PM	7th Semester	Fire, Police and Ambulance Personnel	Personnel Centre
Working With Test-Wise Students	April 3/85	4:30-6:00 PM	H 424	Ruth McLean	Pro-Dev.

Genics Anonymous

maturity, although usually higher than the norm, may be nowhere near the level of his intellect. Adults often give him unsuitable responsibilities, such as caring for other children, or being left alone, because he is perceived as older than his chronological age. (Brumbraugh, Roshco, 1959). Being told he must do things "because he is so clever," when others are playing, can make him feel his "cleverness" is something which earns him hardship. (Isaacs, 1971).

"Two-Percenters are Happiest When Learning by Doing."

Two-percent pre-schoolers, with the extraordinary perseverance of all their kind, often strongly resist any attempt to take them away from an interest and, as they are only following their natural impulses, cannot understand why they are being punished. The distinctive characteristic of all two-percenters is their ability to perceive and apply logical relations. This, coupled with the natural literal-mindedness of the child, makes him very much aware of injustice. (Branch Cash, 1966). When a four-year-old expresses his upsets in seven-year-old language, many adults fail to consider he might be still a four-year-old in emotional needs and maturity. Being told to stop being "babyish," or having a hostile adult refuse to offer comfort to such a little "smart aleck," can evoke in the child deep anxiety and guilt about his apparent inadequacy. (Parkyn, 1964). Pressurizing him to perform in ways which are beyond his physical or emotional maturity has been shown to cause misery, fear, and feelings of inferiority and resentment at very early ages. (Parkyn, 1964). The child begins to develop a pattern of repression of his thoughts and feelings. He may begin to see clowning as a way of obtaining approval, making use of his more-than-average sense of humour.

By the time school is ready for him, many of two-percenters already know it is safer to attempt only those things in which he is certain he can succeed without stress, effort, or earning disapproval.

Starting School

The two-percenter usually looks forward avidly to school. He is an insatiable reader, asks deep and probing questions and is actively seeking knowledge about life, nature, the universe, religion and many other areas in which the adults around him may not be comfortable. (Branch, Cash, 1966). He is creative, inventive and willing to work, but even if he has been well-managed, enriched and accepted up to this time, the two-percenter still has a great many problems to face in most schools. The school-age two-percenter falls into two categories:

The "Pushed-Ahead" Child in Early Grades:

Instead of allowing the child to find his own natural rate of development, many professional or upwardly-mobile parents insist on advancement in school from the beginning.

The discrepancy between the child's intellectual and emotional maturities often makes it imperative, at this stage, for him to remain with chronological age-mates. Some teachers, hostile to the aggressive parent, try to show the child is "not so smart." The child then becomes caught in the middle of an "I'll show you" game of one-upmanship between the warring adults. If the child has been made to perform intellectually for parental approval, such behaviour will be punished as "showing off," and questions will be forcibly suppressed. (Rowlands, 1974). The child cannot relate intellectually to the other children and often lacks necessary social skills as well. Disturbances such as nightmares, bed-wetting, acting out and psychosomatic illness often result. (Rowlands, 1974).

The "Held-Back" Child in Early Grades:

This child usually has parents who have negative attitudes towards "genius" and "book-learning." They are more



often from lower socio-economic and/or culturally-deprived levels. Such children can enter school with a fear of learning conflicting with their compulsive desire to learn, and this can result in a type of mental blockage. Extreme cases, sometimes designated as retarded, are fortunate, because they are usually referred to competent specialists and so correctly assessed. (Burt, 1971).

The sum of my marks in Algebra and French was 124. I was poorer than George in Algebra by 3 marks, although I got 4 more marks in Algebra than in French. What was George's mark in Algebra?

- (1) 61 (2) 63 (3) 67 (4) 69 (5) none of these.

The Two-Percenters Throughout School:

As he gets older, teachers can feel a great resentment towards the two-percenter. He usually shows early physical development and is likely to be larger than age-mates. His superior abilities are still outstripping school requirements, at the same time as discipline and conformity to the norm is being increasingly emphasized. He is also conscious of his need for membership in a peer group, so the middle school years are his most difficult. (Brumbraugh, Roshco, 1959).

Many teachers not only have the same prejudiced and fallacious ideas about "genius" as the rest of the population, but also often feel the two-percenter is a threat to their own concept of themselves as intellectuals. A child who finishes his work quickly is accused of "not taking care," or "not doing it properly." Many teachers feel that allowing the two-percenter to do advanced work is giving him an unfair advantage, so insist on his doing the same work as the others, which results in boredom and discouragement for the child. Some teachers insist that parents try to prevent his learning at home, and parents can become anxious when they find there is no way they can prevent their two-percenter from soaking up information. The child is again caught in the middle between the behaviours which will gain him approval but frustrate him, and his natural versatility and compulsion to learn. (Anderson, 1961).

Many educators equate "equal opportunities for all" with "identical education

for all," particularly in North America. Families often feel that siblings should all be equally educated, which sets the standard at the level of the least able child. (Brumbraugh, Roshco, 1959). There is a great deal of resistance to the idea of special education for children of superior ability. Some adults, with the concept of a frightening "super-race" in mind, fear the development of a cultural elite. (Burt, 1975).

The child who is neat, conforming and accommodating is often selected by teachers as possibly "gifted." This is the one who keeps a steady pace and does everything in an orderly fashion in a reasonable time. The two-percenter, with half a dozen projects in various stages of completion at the same time, writing too fast to be neat, because he has to keep up with his thought-processes, is often the last person the teacher will consider superior. (Neveille-Wood, 1973).

As physical growth and emotional maturity begin to correlate more highly with mental age, the two-percenter develops various ways of coping with his difficulties. He has often learned to cover up his brilliance, to keep quiet, achieving just enough to do well, but not exceptionally so. He thus supports the contention that "genius burns itself out." He is clever enough to place himself in any position in the class standing that he wishes. The capable two-percenter is often perceived as having no need of help

and often finds himself handicapped by having no well-developed discipline or good study habits. He becomes discouraged and bewildered. Known to be "smart," he is criticized for underachievement, but no attempt is made to find out why he is having trouble. He may not be able to see a way to cope, he does not see himself as superior, but he can suffer from a deep despondency. (Margary and Freehill, 1972).

All two-percenters, even those who have had all their other needs satisfied, suffer all their lives from the loneliness and isolation of their intellectual position. It may not be apparent or expressed, but they are always aware they are "different," and usually performing below a level which would be stimulating to them, in any social interchange. At least during school years, they seldom or never find a like mind with which to communicate. On meeting a possible one, they are often inhibited by their experiences with rejection to allow themselves to relax and reveal their capabilities to another person.

No one knows the extent of the wastage of human potential which results from two-percenters either not being identified or not being given the help they need to develop their unique abilities."

Bright children do grow up however, in spite of the trauma of passage. What are their personality characteristics upon maturity?

In a recent study of Mensa members conducted in the United States, researchers Southern and Plant report that "compared with general population norms, Mensans ranked theoretical and aesthetic values high but devalued social and religious activities." According to their results on the California Personality Inventory (CPI) they tended to be impulsive, and driven to intellectual achievement through independence. They are also extremely efficient in the organization and storage of information but score low on self-control. True iconoclasts!

An Australian survey saw two-percenters rate themselves on a four-point scale which listed 49 personality characteristics. Mensans down under see themselves as creative, exhibitionist, unconventional, quick-witted, independent, logical and meditative. On the negative side, their self-description lists lonely and dissatisfied. Their self-image does not include practicality, ambition, high energy levels or idealism. Are these shortcomings perhaps a result of the scars of their upbringing?

"In a world which needs exceptional people as never before, when the basic survival of the human race seems to be in jeopardy, it may well be that a community of optimally-healthy and optimally-trained minds which each 'march to a different drummer' will be able to find solutions to human problems before it is too late." Perhaps the Mensa Society will provide a meeting place for these minds.



At a ceremony held recently in the President's Board Room, Jim Davison and Stewart Hall present Klaus Theyer with a certificate acknowledging successful completion of his faculty probationary period. In all, a total of 22 teachers received this recognition.

A Challenge For All Of Us

Dr. John Roueche, Professor and Director of the Community College Leadership Program at the University of Texas, offered much food for thought in a series of professional development seminars held recently at Humber.

In a session which focused on admission policies/procedures and attrition, Dr. Roueche made several points effectively, and with humour.

According to Roueche, the standards in the U.S. secondary schools have slipped drastically over the past 15 years. In 1970, the typical high school graduate had a Grade Point Average of C plus and his/her reading skills were ranked slightly above the Grade 10 level.

Today, G.P.A.s stand in the B to B plus range but reading ability has sunk to below the Grade 8 level. It would seem that inflation is not restricted solely to the economy. Let's not be smug in thinking the situation in Canada is very different.

What then are the implications for college planners who, when designing course outlines, assume the academic level of the students to be Grade 12? Disaster and a 50% attrition rate.

Roueche's solution may be a tough one for the community college system to swallow. He strongly advocates "str-

ingent entry level placement testing to be carried out during extended orientation programs." He stresses that "these testing procedures are not an attempt to punish or deny access, but rather a chance to offer students a realistic picture of their chance at success." He cites this working model.

At the University of Texas, freshmen students are subjected to two weeks of intensive orientation which emphasizes study skills, value clarification, career awareness, campus services, and assessment testing. He feels no guilt in asking students to sacrifice two weeks of their summer for these purposes. He sees it as a measure of commitment both on the part of the college and the student.

During this assessment period, if students' verbal, written, reading, math, or scientific skills are lacking, they are placed in developmental programs to upgrade their abilities before they are allowed to tackle their first program choice. "They may not complete their program within the regular time frame but their chances of completing it successfully are significantly increased," says Roueche.

In these days of tight funding and competition for students, dare we try it? Can we afford not to??

The Changing Face of Education

As part of January's professional development activities, Dr. K. Patricia Cross, Chairperson of the Harvard School of Education addressed a full Lecture Theatre on the changing face of Continuing Education and lifelong learning.

Quoting heavily from *Megatrends* and *The Third Wave*, Dr. Cross traced the evolution of society from the agrarian, through the industrial, to the present day information age. She stress-

ed the rapidity of the most recent movement.

With the increased emphasis on the dissemination of knowledge, Dr. Cross subjected post-secondary institutions to ruthless scrutiny and forwarded six proposals which form the new framework for higher education.

Her first premise is that colleges and universities no longer have a monopoly on education. Many more alternatives are open to the part-time learner, now estimated to be one-third of the U.S. education market. Business, industry, labour unions, and cable television are all competing for the education dollar.

With the diversity of institutions offering similar studies, lines are becoming blurred between credit and non-credit courses. Who offers the best program? And, how can these different selections be evaluated across institutional lines?

Universities and colleges, formerly "cities of youth" are no longer the homogeneous entities of the past. The residential, full-time, post-secondary student who was "captive" for four years is now yielding in numbers to the "40 year-old part-time student." These adult learners set a new tone to the ivory towers as they juggle the multiple commitments of family, job and curriculum.

At one time education ended abruptly in adulthood. Today, learning is an ongoing process as individuals seek constantly to upgrade their skills to meet the economic rules of supply and demand. People are now developing a "blended life plan which balances employment and learning."

Adult education is becoming increasingly self-directed. The volume of information available on any one subject is overwhelming. One of the prime roles of the educational institution is to train students to select and use the most appropriate data for their purpose.

Finally, students are becoming permanent members of the education community. Dr. Cross offered the example of the Massachusetts' Institute of Technology in Boston. There, the engineering faculty and industry are working in tandem to constantly update learning and to ensure that it is relevant to the workplace. The university has recognized that it no longer has the financial resources or personnel to "go it alone," so industry is providing a supportive environment for on-the-job training.

Dr. Cross pointed out the realities. Where do we go from here?

Professional Development Activities

—Support Staff

The first Metro-wide Support Staff Conference is scheduled for Wednesday, May 22, 1985. This represents an innovative step in professional development activities for community college support staff. The day will be spent in workshops which will address common job-related issues. But, more importantly, staff will also have the opportunity to mix informally and compare how things are done at their respective institutions.

Humber will host this year's conference at the North Campus. Other participating colleges include Centennial, George Brown, Georgian, Seneca, and The Toronto Medical Institute of Technology.

Sam Ion will be the keynote speaker and will highlight the conference theme, THE QUALITY OF LIFE, which will be related to professional as well as personal concerns.

Support staff will have the opportunity to choose from a series of concurrent sessions which include: Interpersonal Skills; Technology and Change; Office Politics; Knocking Your Success Mechanisms; We Are What We Value; and The Canadian Legal System — Its Implications for You.

Complete conference information and application forms will be available in early March. Watch for the brochure.

"Entertainers"



Congratulations for a job well done, both behind the scenes and on stage.



A tip of the hat to all Humber Music & Theatre students who participated in the very successful Magical Musical Tour.



Youth, enthusiasm, and talent were obvious on all evenings of the performance.

Important Notes from Professional Services

by Jill Birch,
Professional Management & Development

A number of new and exciting conference and seminar programs are being offered by the Professional Services Division. We feel that these programs will be of interest to all Humber Staff members. If your 1985 resolution was to: discover ways to manage stress; learn how to conquer the IBM PC; increase your knowledge of cardiovascular physical assessment; explore creative and intuitive management techniques; or to enhance your negotiation skills, we have the program for you! This column will appear monthly in DIALOGUE and will highlight new program offerings. If you do not see the program you are looking for below, please contact us at 675-5077 or drop in to see us in the "B" Block Building, North Campus — we offer a full complement of educational programs. Remember that all full time Humber staff are entitled to a discount on conference and seminar events. However, only a limited number of seats are reserved for Humber College staff.

UPCOMING CONFERENCE EVENTS
THE 1985 NATIONAL HEALTH CARE MANAGEMENT CONFERENCE
DATES: March 13-15, 1985
Our third and most ambitious Na-

tional Health Care Management Conference will be held at the Loews Westbury Hotel on March 13-15, 1985. The theme "Achieving Excellence in Management" will be addressed by twenty Canadian resource leaders, renowned for their expertise in offering practical solutions to the problems commonly experienced in medical institutions. Four plenary sessions, twelve concurrent sessions as well as a pre-conference workshop will examine such issues as: Strategic Management of Health Information Systems; Professional Practice: A Collective Enterprise; Managing Conflict; Cross Cultural Management in Patient Care; Managing Change; Quality Assurance and Negotiation Strategies.

Representatives from both community college and university Health Science Divisions have found this conference extremely useful in obtaining information regarding new trends and issues in the field as well as establishing valuable contacts nationwide. The Humber College staff rate for the two day event is \$150.00 (this does not include the pre-conference workshop). Brochures may be obtained by calling 675-5077.

THE 1985 PROFESSIONAL CONFERENCE FOR SECRETARIES AND ADMINISTRATIVE ASSISTANTS
DATES: March 24-26, 1985
Tuition: \$265.00

The fourth national conference for secretaries and administrative assistants will run March 24-26, 1985 at the Toronto Hilton Harbour Castle. It will focus on "Your Role in Successful Management" and is designed to provide secretaries, administrative assistants, and office supervisors with some of the skills necessary to take on a broader role within the organization.

Keynote speakers will be Jane Gale, Editor of Homemaker's Magazine; Lynn Tribbling, Director of the Rational Living Centre, and Ian Percy, President of Canadian Training Resources Group Inc. Some of the workshop sessions include: Keeping Up With Change; Motivation; Communicating Effectively; Finding Facts Fast; and Financial Planning. An added feature this year is a pre-conference session with Dr. Christine Hansen who will address "Office Politics, Productivity, and Advancement."

A special fee of \$80.00 has been set for Humber staff wishing to attend the conference. (Note: This does not include the pre-conference workshop).

UPCOMING SEMINAR EVENTS
COMPUTER SYSTEM ACQUISITIONS — Legal Concerns for Tax Advantages
March 7, 1985

Designed for senior decision-makers, this one-day seminar presentation will deal with the legal and tax issues sur-

rounding the acquisition or upgrading of a computer system.

MANAGEMENT 1
March 7-8, 1985
Tuition: \$525.00

This intense two-day seminar is designed to give you the skills and confidence to bridge the gap between "doing" and "managing." While designed as a first course for newly or about-to-be appointed managers, middle managers seeking a skills update will also benefit from the seminar.

MICRO COMPUTERS: A Tool for Support Staff
March 28-29, 1985
Tuition: \$395.00

Designed specifically for office support personnel, this seminar will teach participants the ins and outs of microcomputers. Each participant will practise the techniques on an IBM PC throughout the two-day program.

THE EFFECTIVE PROFESSIONAL SECRETARY
April 15-16, 1985
Tuition: \$495.00

This program places a high priority on upgrading secretarial skills. Designed for the secretary with several years experience, the topics discussed include Office Management, Time Management, Team Work, and Professional Growth.

Wow! What a Team!

By Jill Birch
Professional Management & Development

On January 27 the Professional Services Division embarked on an adventurous journey up north to develop a series of operational philosophies. It was a challenging and immensely rewarding experience shared by our entire staff. Our resource leader, Ian Percy, guided

us through the first stage of this process in our management philosophy. It might appear that the fourteen statements below were written in our first morning session — not so! We agonized over them . . . Jim Davison will vouch for us! The criteria, established to test these beliefs, statements, was:

1. It must be right, true and good.

2. Can your grandmother understand it?
3. Have you been courageous?
4. Does it stir the heart?
5. Do you really believe it?

What do you think?

We, the management and staff of the Professional Services Division, commit ourselves to the active fulfillment of the following Management Philosophy: We believe that leadership is both a responsibility and privilege that will only be effective if the leader earns the trust, respect and support of his or her team. We believe in fostering an environment where people are sensitive and responsive to the information needs of others. We believe that honesty will be achieved when trust exists. We believe that informed participation, commitment and accountability are essential to good decision-making. We believe that delegation shows a commitment to participatory management. We believe that divisional effectiveness will be improved when we all feel ac-

countable to each other.

We believe that the enthusiastic pursuit of a positive and professional image rewards our division, our college and our clients.

We believe in the encouragement and creative exploration of ideas.

We believe a positive attitude and flexible structure will enable us to meet the challenge of change.

We believe that respect for the individual is vital to the success of the team.

We believe that each individual is responsible for contributing to excellence.

We believe that an honest and constructive performance evaluation is every individual's right.

We believe that public recognition of a job well done is a major motivating factor.

We believe that personal and professional development is essential to the future success of our division.

If, by chance, you meet up with members of the Professional Services Division, watch out — the enthusiasm is infectious!



"THE TEAM"

Literary Competition No. 1

Every educational institution should be at least literate and should tend toward the literary. To further this desirable tendency DIALOGUE will feature in each issue a LITERARY COMPETITION. Submissions will be accepted and accredited on the basis of literary excellence and good taste. Those which are acceptable on these criteria but are libelous or scandalous will not be published but may be distributed through the grapevine. Take heed!

This month's competition is about the OXYMORON.

Student Dictionary Definition: Oxymoron — a figure of speech in which opposite or contradictory ideas or terms are combined. (eg., thunderous silence; sweet sorrow).

CONTEMPORARY EXAMPLES
Military Intelligence (a recent Dalton Camp example)
Rational Feminist (submitted by our favourite macho male)

Motivated Humber Student (submitted at 6:17 p.m. in K217 by a Humber teacher)
Dedicated Humber Teacher (submitted by 327 Humber students at a recent CAPS gathering)

Honest Politician (submitted by all three campaign managers of the recent federal election)

Progressive Conservative (submitted by an unemployed former Liberal Cabinet minister)

Competent Humber Administrator (submitted by a dedicated faculty union member)

"Street Smart" Faculty Union (submitted by an outspoken senior executive of a very large Ontario community college)

Reading Week (results of a Humber survey: 98% in favour)

Humber's Budgetary Planning Process (submitted by Carl Eriksen)

These examples should be sufficient. Submit yours. We will publish anything that meets our criteria and our prejudices.

Next Month's Competition: IRONY

"Candy's Dandy" But Wine is Fine

Andrew Buzas, Teaching Master in Humber's Hospitality Division, was recently honoured by the prestigious Sommelier Society of America.

A Certificate of Recognition was awarded at a dinner held at the North Campus. It reads, in part:

"The Sommelier Society of America commends Humber College Hospitality Division Teaching Master, Andrew Buzas, for pioneering the instruction of beverage and beverage service in the newly established Sommelier Certificate Program."

Humber's Sommelier Certificate Program is an intensive 30-week course, the quality control of which is maintained by the American Society. It is the only program of its kind in Canada. As of March 4th, Humber will hold the first Canadian charter and, as such, will have the ability to confer certification status to graduates of similar programs offered by other Canadian educational institutions. The college will also be responsible for maintaining detailed membership lists which will be accessible to employers in the hospitality industry, wineries, and distilleries.

Andrew, the moving force behind the establishment of the Sommelier Cer-



ANDREW BUZAS

tificate Program at Humber, is a resident of Etobicoke. He came to Humber in August 1982 from an international hotel and restaurant management company where he served as Management Consultant.

Dateline: Divisions

DR. NORMA DECASTRO has recently been appointed as the Chairperson of C.O.S.H. (Committee on Sexual Harassment). With her strong human relations skills and background in psychology Norma will be an invaluable asset to the committee.

DR. DARRYL BONDER, the Equine Centre's expert in arthroscopic surgery, has been busy on the lecture circuit. On Sunday, December 9, he spoke to the surgical staff at the Ontario Veterinary College. His topic was "Classification System for Chondral Lesions in Arthroscopy." Earlier he and his associate DR. NOAH COHEN addressed fourth year students at the same institution.

Congratulations to BARBARA HALL who took over as manager of Telecommunications, effective December 17, 1984. Barbara joined the college in 1972, transferring to the switchboard in 1974. Over the past five years she has had extensive experience in handling telephone orders, changes, and repairs. Barb also made a major contribution to the smooth installation of the new SL-1 telephone system.

MARTIN JACKSON of the Computer Information Centre is the author of a new book, *Introduction to Computers and Information Processing*, 2nd Edition. Published by Reston Publishing of New Jersey, the book will be available in bookstores throughout the community

college system in time for the spring semester.

RICK BENDERA, the Director of Student Life, and his busy Athletics staff recently entertained a group of exchange students from Red River College in Winnipeg. They were 10 basketball players who were paying a reciprocal visit to Humber after some members of our team visited there in early December. While they were here, Red River students were billeted with a Humber counterpart and competed in basketball games with Centennial and Niagara Colleges. They also savoured the delights of Toronto — the Ontario Science Centre, Legislative Buildings, CN Tower, Casa Loma, and the zoo.

Eighty-four students registered in six DISTANCE EDUCATION courses which were offered in the First Year of the EARLY CHILDHOOD EDUCATION PROGRAM during Semester One. Our Distance Education offerings are developing well and are increasing in popularity. Recently students were invited to attend a Saturday workshop at the college. Over 20 registered and travelled from many distant locations in Ontario for a very successful day.

Health Sciences Divisional faculty are continuing to have their works published. Recently MARY LOU KING authored an

Neuroscience Manual — A Workbook for Self-Directed Nurses. This is fast becoming a best seller and is available in the college bookstore.

JIM HANNA, a part-time instructor in the A.E.C. Program, is continuing his work developing a new program for Pre-Hospital Emergency Care Systems Management. This will be a first of its kind.

LYNELLE WILLIAMS has joined Humber College as the Coordinator of the Gerontology Program, Health Sciences Division. A graduate of Trent University, she has worked in long term care since 1978, most recently in staff development and administration. Within the coordinator's position, Lynelle is responsible for the expansion of the program's contribution to individuals and groups working with the elderly. She can be reached at 675-3111, ext. 4538.

TRANSPORTATION notes that the 4:30 bus from the North to the Osler Campus has been cancelled on Fridays due to low ridership.

MARINA HEIDMAN, Associate Dean, Academic Systems has been reappointed for a four year term as a City of Toronto representative to the Toronto General Hospital Board of Trustees. She is a

member of the Quality Assurance and Research Ethics Review Committee.

A reorganization in the Nursing Department of the Health Sciences Division has brought the appointment of two new Chairpersons: ANNE BENDER will become Chairperson of Nursing, Osler Campus; and, MARGARET GUTHRIE will become Chairperson of Nursing, North Campus.

Anne joined Humber College in 1971 and, for most of the period since then, has been a senior program coordinator in the Nursing Department. Her most recent appointment has been as Director of Basic Nursing Programs. Anne has been very active in the Registered Nurses' Association of Ontario and currently serves on its Board of Directors. Marg Guthrie joined Humber College in 1974 as a program coordinator in the then, "Quo Vadis Approach", of the Nursing Program which was offered at the Queensway General Hospital. She later served as a coordinator at the Osler Campus until 1980, when she resumed full-time teaching responsibilities. Marg has been very active in committee work within the Nursing Department and is currently Chairman of the Planning Committee for the Roy Nursing Conference which will be held at Humber College this May. Congratulations to both women.

Books . . . You're Never Alone

Just before the Christmas holiday, Dr. Gordon, college President, was asked to submit a list of ten books which he felt were important ones for a young person to read. His submission was to have been part of an article being prepared by a reporter for the *Toronto Star*.

Peter Muller (Continuing Education and Development) suggested that such requests "invite personal eccentricity . . . and the exercise is fun and often illuminating. In any event, it might make an interesting regular item in DIALOGUE."

Thanks for the idea Peter. We couldn't agree more. However, we've decided to ask participants to list the ten books they'd take along on a vacation to a deserted isle or a mountain-top hideaway, and a brief explanation of why the particular books were chosen. Enjoy the first installment of, what we hope will become, a successful regular feature.

Madeleine Matte
Editor



by Kathryn Barber

I chose being stranded on a tropical island. Here's my list in no particular order of importance.

- Lord of the Flies, W. Golding — to remind me of what could be happening if I had company
- The Placebo Effect in Healing, M. Jospe — to finally fulfill a promise made to the author that I'd critique his work
- 101 Uses For Pork, The Ontario Government — see number 1
- The One Minute Manager, K. Blanchard — to plan the reorganization of the college upon my return
- Tropical Plants & Herbs — how to recognize hallucinogenic plants

Inroads, Humber College

- for a good laugh
- My Secret Garden, N. Friday — no comment
- The 49% Majority, D. David & R. Bran-non — so that I'll never forget what I'm missing
- The Velveteen Rabbit, M. Williams — to help with my inward search
- Jonathan Livingston Seagull, R. Bach — . . . what am I doing here?



by Joanne Bleasdale

Choosing a selection of favorite books is difficult! I'm always torn between identifying what I should like (ponderous, academic tracts) versus what I really enjoy (kid's lit, fantasy, trash).

However, the following list honestly identifies my "ten favorite books if left on a deserted island."

- In no order of preference;
- Kingsley Amis' — *Lucky Jim* — witty, intelligent, wonderfully written
- Compton MacKenzie's — *Whiskey Galore* — a crisp narrative made into an even better film (*Tight Little Island*)
- George Eliot's — *Adam Bede* — Eliot's style is tremendous. Her passages capture living, breathing characters you can almost touch.
- Edgar Allan Poe's — "*The Fall of the House of Usher*" (or any of his short stories) — terrifying, gripping stories, that truly haunt (and for which I reach again and again).
- Charles Dickens' — *Great Expectations* — a colourful, totally encompassing novel that always satisfies me.
- William Hope Hodgson's — *The House on The Borderland* — an imaginative fantasy, eclectic and captivating

C. J. Lewis' — Narnia series

- Lewis' allegories are powerful, thoughtful and always a "good read."
- Matthew Lewis' — *The Monk* — this novel is badly written, long-winded and very "tacky," but great fun to read.
- Evelyn Waugh's — "*A Handful of Dust*" — Waugh's black humour is at its best when Tony, imprisoned in a South American jungle, is forced to a lifetime rendition of Dickens' *Little Dorrit*. You can hear his screams!
- And, to complete my list — an author whose insightful commentary best captures and assesses most writing I would want to reread,
- Northrop Frye — *An Anatomy of Criticism* — excellent.



by Barrie Saxton

If I were stranded on a desert island I would like to have the following books with me:

- A dictionary so that I can:
- a) Spell words properly
- b) Learn new words and their meanings
- c) Cheat on crosswords (what crosswords)
- d) and always have something of a serious nature to read
- The Cruel Sea* by Nicholas Monsarat — after I read it as a teenager I wanted to join the Navy. Unfortunately, I was drafted into the Army so I still have an unfulfilled dream of becoming a sailor.
- Future Shock* by Alvin Toffler — it helped me through significant changes in my life in the past and I would hope that it would help me cope with my new situation. It would also come under the heading of "serious reading."
- Puckoon* by Spike Milligan

— for its outrageously nonsensical craziness. Goonery and escapism at its best. This book should not be read in public places. The readers spontaneous laughter could be mistaken as mental illness.

A Book Of Short Stories For Adults by Ronald Dahl — they are funny, weird, shocking, and ingenious. I can read them again and again and still enjoy the stories. As well, I think Dahl would stimulate my creative thinking process.

A couple of Charles Dickens' books probably *Great Expectations* and *Nicholas Nickleby* — I have always enjoyed Dickens both as a storyteller and as a literary figure. He describes the period of time in which he lived so well that I can fantasize being there. As well, his writing reflects the social inequities which existed in 18th Century England through the exaggerated personalities of his characters. Therefore, Dickens would fulfill my desire to reflect on literature, history, and politics.

The Choir Boys by Joseph Wambaugh — to remind me of the many years I spent as a police officer. This book has so many characters in it who are the "body and soul" of some of my former colleagues. On the surface it has many amusing moments. However, behind the humor and boozey parties, Wambaugh probes some of the underlying stresses of policework and the ways in which officers try to cope with it. Reading Wambaugh is like taking a stroll down memory lane for me.

Joshua Then and Now by Mordecai Richler — I enjoy this man's writing. It's readable; it's earthy; and I like it. Joshua was particularly interesting in terms of how he attempted to deal with the issues of the various stages of his life as he passed through them. It has enough diversity to touch all of my emotions and in many ways I can relate to Joshua. *Rutland Dirty Weekend* by Eric Idle (of Monty Python Fame) — A bawdy, lewd, and funny book. The satirical side of it pokes holes in all the pompous and silly things which outsiders find quaint and interesting about the English. This book will always give me a lift when I'm feeling depressed. P.S. In addition I would like a very thick exercise book and a box of pencils so that I could become an author myself.