



Humber College of Applied Arts  
and Technology

**ANNUAL**

# **INNOVATORS OF THE YEAR AWARDS**

recognizes:

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**MELANIE PANITCH**

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**NANCY EPNER - LAURIE TURNER**

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**SUSAN GOODMAN - GREG McQUEEN - DALE PRATT**

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**BOB ECKENBACH**

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**BEN LABOVITCH**

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**AS**

**INNOVATORS OF THE YEAR  
1987-88**

# THE AWARDS PROGRAM

## **PURPOSE**

The purpose of the Innovator of the Year awards is to recognize college employees who have designed and implemented a significant innovation that positively impacts the education of students at Humber College.

## **ELIGIBILITY**

Employees from all employee groups (faculty, including part-time; administrators; and support personnel) are eligible for nomination.

## **CRITERIA**

The major criterion for nomination is that the innovation has

- I | **POSITIVE IMPACT ON THE STUDENTS' EDUCATIONAL PROCESS** — Additional criteria to be used for judging the merit of an innovation and its impact on students' education are:
  - I | **CREATIVITY** — The selected program should be as original as possible or be a unique adaptation of an existing program, process or concept.
  - I | **EFFECTIVENESS** — There is evidence that the innovation leads to a better process for accomplishing a task(s).
  - I | **REPLICATION** — The significant components of the innovation selected can be replicated in other institutions with a minimum of difficulty. The description of the program should include any conditions necessary for replication.
  - I | **TIMELINESS** — The innovation should not be more than five years old in the institution, but it must have been in existence long enough to have been tested.
  - I | **VALUE ADDITION** — There is evidence that the innovation adds value to or improves the students' education.
  - I | **CURRENCY** — There is evidence that the innovation is current in content and adaptive to technological application as appropriate.

## **SELECTION PROCESS**

A Selection Committee is nominated upon the recommendation of the Chair/President's Academic Council to represent the constituencies of support staff, administration, faculty on all campuses. The Committee is chaired by the Professional Development Department.

### **APPRECIATION IS GIVEN TO THE 1987/88 SELECTION COMMITTEE:**

Jessie Bowles	Joseph Pusztai
Annie Campana	Brian Shaughnessy
Ken Cummings	Leo Smits
Kathryn Lockwood	Christine Tomchak
Ruth McLean (Chair)	

# INNOVATORS OF THE YEAR 1987-88



Melanie Panitch

## MELANIE PANITCH

**Program Coordinator, CICE Program  
HUMBER'S "LEAGUE FOR INNOVATION" AWARD WINNER**

As a result of Melanie's commitment to assisting persons with developmental handicaps, she has successfully spearheaded the program "COMMUNITY INTEGRATION THROUGH COOPERATIVE EDUCATION" (CICE) at Humber College. The CICE program successfully integrates students with developmental handicaps into college life and its academic, vocational and social activities. Once admitted, each student chooses a major area of vocational interest. A plan is developed and a timetable arranged to include regular classes in the chosen field, peer-tutoring and related work experience. As important as the course of study is the opportunity to participate in the social and recreational life of the college. Greater maturity and heightened self-confidence are areas in which every CICE student improves. The ultimate goal of the program, like any other Humber program, is to make the student ready for employment. Whatever skills and encouragement are offered to the enthusiastic CICE students, they in turn have reciprocated by provided other students, faculty and staff at Humber with an opportunity to learn acceptance and tolerance of all people, disability notwithstanding. Canada is experiencing an era when questions of individual rights and access abound; the CICE program has provided one innovative, creative and workable formula to support Humber's Mission for providing quality education for all students.

\* \* \* \* \*



Laurie Turner



Nancy Epner

## LAURIE TURNER Program Co-ordinator, Retail Management NANCY EPNER Teaching Master, Retail Management

The smooth transition of students into the world of work through cooperative education has been the motivation for CONTRACT LEARNING FOR WORK PLACEMENTS in the Retail Co-op Program, School of Business. As Coordinator and Faculty Member in the Retail Co-op Program, Nancy and Laurie recognized that students, used to teacher-directed learning, often lack the skills of self-directed learning required in the workplace. Their "mousetrap" takes the form of a learning contract in which students set their own learning objectives. Their "better mousetrap" is to guide the students through more difficult levels of learning objectives by applying Bloom's Taxonomy theory to the contract objectives by providing operative verb lists. As a result, students have been given assistance in successive work placements toward achieving their optimum levels of learning in any given work setting.

\* \* \* \* \*



Susan Goodman



Greg McQueen

## SUSAN GOODMAN Co-ordinator of Development, Hospitality, Tourism & Leisure Management

**GREG MCQUEEN Assoc. Dean/Director of Indonesian Fellowship Program  
(on secondment from Health Sciences Division)**

**DALE PRATT Former Director of HealthLine**



Dale Pratt

A co-operative venture between Humber College and the Etobicoke General Hospital called HEALTHLINE has been successfully initiated by Susan, Greg and Dale to provide health promotion programs to business and industry. The medically-based programs are aimed at helping employees in the workplace to address personal needs, such as stop smoking, lose weight, handle stress, back care etc. HealthLine programs, presented at the worksite, are designed to provide individuals with both the technical knowledge and the behavioural skills necessary to make decisions and lifestyle changes related to personal health and fitness. To date over forty companies in the Toronto area have participated in this program. In fact, the programs have enjoyed such popularity and success that large decentralized companies have requested that HealthLine facilitate health promotion for their company locations in other cities across Canada. To accomplish this challenge, HealthLine, now a national trademark, has arranged for the licensing of its materials for use by other educational and health institutions.

# INNOVATORS OF THE YEAR 1987-88

## BOB ECKENBACH

Chair,  
Technology Division

The application of a FLEXIBLE CURRICULUM IN THE CHEMISTRY DEPARTMENT has been demonstrated by Bob Eckenbach as Chairman and instructor in the Technology Division. The flexible curriculum recognizes the divergence in abilities of students entering the Chemistry Program. Both the first and second semesters of curriculum are offered during the Fall (September) and Winter (January) semester. This allows a student who has failed the entry semester (either 1 or 2) to repeat this semester the following term without waiting for a full year. The second year of study is reorganized so that completion of the third semester is not a prerequisite to enter the fourth semester. This allows students who have accumulated deficiencies in their third semester to continue into the fourth and remedy their deficiencies in the following term. Similarly, the third year of study is organized in such a way that all students who successfully complete the second year with a 70% average can enter into either the fifth or sixth semester. As a result of this flexible curriculum, follow-up studies have shown that student attrition has been considerably reduced, enrolment has increased and the need for specialized timetables has been eliminated.



Bob Eckenbach

## BEN LABOVITCH

Teaching Master  
Human Studies, Lakeshore campus

**SELECTED as Humber's nomination to the Association of Canadian Community Colleges' "Innovation in Teaching" recognition program 1988**

Nine years ago, Ben was the first community college teacher in Ontario to request funding from the Canada Council for major Canadian writers to read at a college. Since that time, Ben has established an annual series of LITERARY READINGS for college students and staff, inviting on campus such authors as Timothy Findlay, Earle Birney, Al Purdy, Irving Layton and Susan Musgrave. The works of these authors form part of the coursework in Ben's classes so that students have the opportunity of analyzing the literature in a unique way to allow them to readily respond to the writing and readings. By inviting community and educational groups from the region, Ben has drawn large and enthusiastic crowds to each reading, which have proved to be successful and rewarding for both the audiences of high school, community college students and staff and community members and for the author. Most definitely Ben has provided a most positive component toward the enrichment of cultural life on Humber's campus.



Ben Labovitch

**CONGRATULATIONS TO HUMBERS' AWARD WINNERS!**

## RECOGNITION IS ALSO GIVEN TO:

Mirella Ciri  
David Haisell

Susan Leslie-Berkis  
Gordon Simnett

**for being nominated to this awards program  
and to all Faculty and Staff  
who contribute to excellence and innovation  
at Humber College**

Board of Governors, President and  
Senior Administration

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# REPORT FROM HUMBER COLLEGE ON THE Lakeshore

May 10, 1993

Issue No. 3

## Neighbourhood

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Since the last issue of this newsletter in November, planning for parkland and the future use of the Lakeshore Psychiatric Hospital property has continued. We would like to inform you of recent and upcoming events with respect to planning for both the Hospital lands and the Lakeshore Neighbourhood.

### Exterior Renovations of Historic Quadrangle Buildings Unveiled

On March 26, 1993 the eagerly anticipated unveiling of the exterior renovation of the historic Lakeshore Psychiatric Hospital quadrangle buildings was held. More than 100 people were in attendance including: Local MPP and Minister of Health Ruth Grier; David Crombie, Commissioner of the Toronto Waterfront Regeneration Trust; Commissioner of Parks for Metro Toronto, Robert Bundy; Bill Granger, Chairman of the MTRCA; and Brian Charlton, Chairman of Management Board.



In 1992, a Heritage Master Plan was prepared which guided the exterior restoration of the Administration building and the ten residential Cottages of the Lakeshore Psychiatric Hospital. The buildings were originally designed in the 1880s and '90s by Ontario's outstanding provincial

architect, Kivas Tully. The Hospital was the first in the province to be designed as a facility for "decentralized" psychiatric care and the complex is distinguished by its relationship to a park setting. The Cottages were finely detailed using the Queen Anne style to impart a distinctive picturesque quality to the institutional buildings. The Administrative Building reflects the Romanesque style and is the focus of the Quadrangle of buildings. In the 1930s, a depression-era "make work" project resulted in the modernization and interior renovation of the Hospital buildings through sun porch additions.

The recent exterior restoration work included the repair and cleaning of the facades of the buildings, which are red and orange handmade clay brick and Credit Valley sandstone. The original slate roofs were replaced at a cost of \$2 million. The entrance to each Cottage was restored to its 19th century condition. The original windows were restored and are important architectural features of the buildings.

This \$9 million investment in Etobicoke's heritage was funded by



jobsOntario, which put to work very skilled restoration craftsmen including masons, slaters, carpenters and window restorers. The team worked through the worst winter we have seen in years to finish on time and on budget; an average of 160 people were working on site at any given time, sometimes as many as 300.

The progress of the work was followed closely and with great interest by Etobicoke architectural and historical groups. The Ministry of Culture and Communications and the Ontario Heritage Foundation provided valued support and encouragement for the efforts of the restoration team.

The project manager for the exterior restoration is Vanbots Construction Corporation. The Consultants were Taylor/Hazell Architects with C.E. Welsh Consulting, Crossey Engineering Limited, and Wendy Shearer, Landscape Architect.

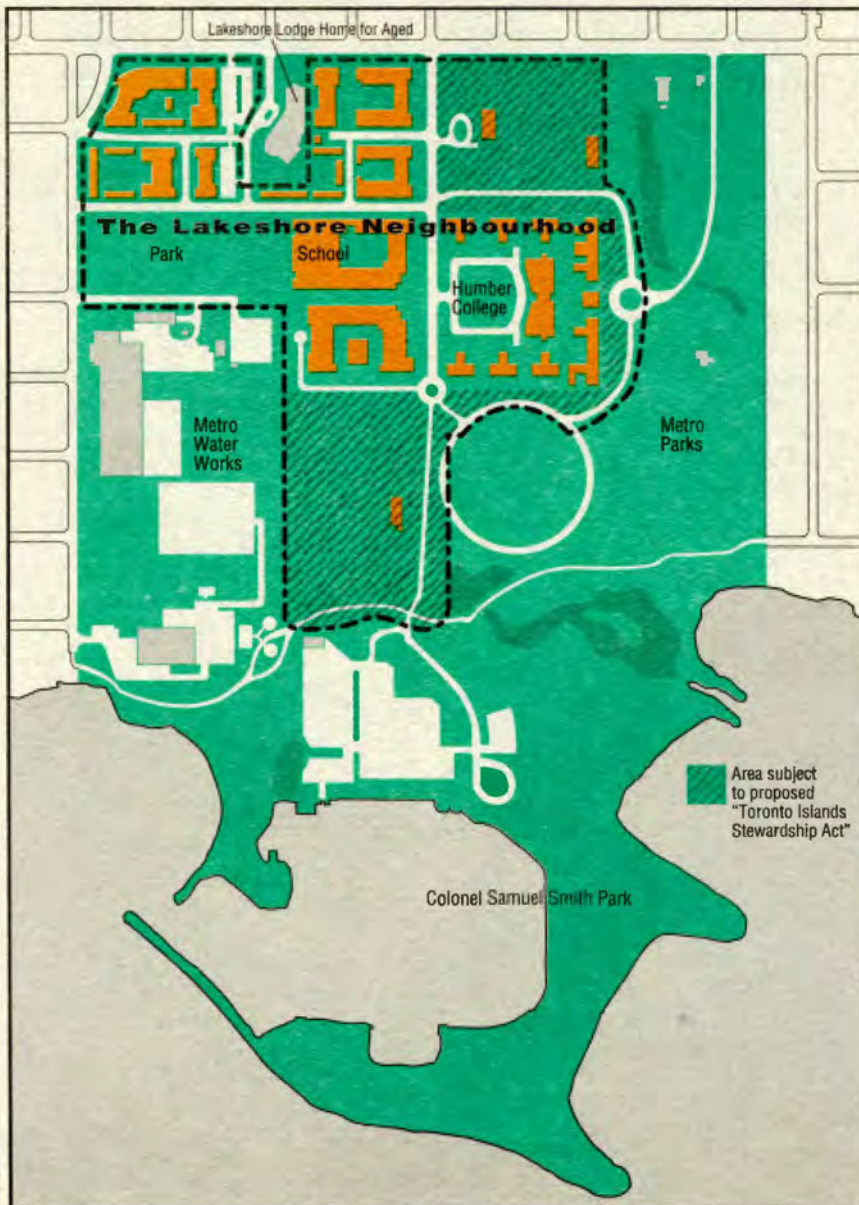
## Waterfront Trail is Open!

At the March 26, 1993 public event, the opening of a new link to the Martin Goodman Waterfront Trail was announced and \$200,000 was pledged by Management Board Secretariat to the trail improvement program. Running along the southern edge of Colonel Samuel Bois Smith Park and the Metro Waterworks Facility the new link is a key part of the waterfront trail that is part of a region-wide effort to increase public accessibility and enjoyment of the waterfront.

## Community Public Meeting was Held

A Community Public Meeting was held on the evening of May 5, 1993 to discuss the conclusions of the Environmental Management Master Plan (EMMP) and the current development application for the Humber College/

Lakeshore Psychiatric Hospital lands. More than 100 members of the community attended to hear presentations by the Joint Venture Committee on the revised concept plan and how it responds to the recommendations of the EMMP. Mr. John Planck of Cumming Cockburn Limited was introduced. He, as per the Order in Council requirement, has been retained to act as the environmental "watchdog" responsible for ensuring that the recommendations of the EMMP are followed through. Unfortunately, many members of the community chose to leave immediately following the presentations. The meeting continued and questions from a number of members of the public were addressed. These covered a range of issues including: land use; view corridors; building heights; access points to Lakeshore Boulevard; density; and proposed official plan and zoning amendments.



## Ontario Municipal Board Pre-Hearing

The OMB Pre-Hearing Conference is scheduled for May 26, 1993. The purpose of a pre-hearing is to identify the issues, to identify the parties (those who may present evidence and question witnesses) and other participants and to hear motions. No evidence or formal statements are heard at a pre-hearing conference. A Board hearing commencing July 12, 1993 is tentative pending the outcome of the pre-hearing.

## Community Consultation and Involvement

The Joint Venture remains committed to extensive community consultation. We will continue to keep school boards, human service agencies, citizens and business groups informed of our progress.

If you have any questions or if there is anything you would like us to know, please call John Liphardt or Patricia Connelly at 252-5571, ext. 3223, or write to us care of

*The Lakeshore Neighbourhood Office  
Humber College, Lakeshore Campus  
3199 Lakeshore Blvd. W.  
Etobicoke, Ontario  
M8V 1K8*



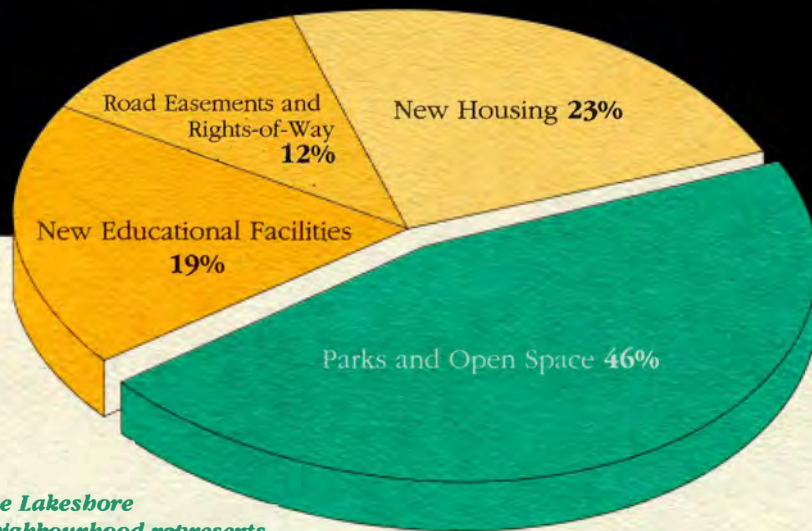
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# REPORT FROM HUMBER COLLEGE ON THE Lakeshore

March 29, 1992 Issue No. 1

## Neighbourhood

### Lakeshore Neighbourhood Land Use



*The Lakeshore Neighbourhood represents 63.4 acres of the original 100 acre hospital property (not including existing Metro parkland). In 1989, the area was the subject of an application. This newsletter brings you up to date on recent developments.*

### Continuing the Tradition

Since the turn of the century, the original hospital property has been dedicated to community use. It is with a view to respecting community priorities that we continue the tradition of consultation and planning to determine what is best in the short and long term for the Lakeshore Neighbourhood. As a result of public concerns and further study, significant and promising changes have been made to the 1989 plan, including the restoration of valuable heritage property, an increase in the amount of parkland, the addition of a new school site, a reduction in the number of housing units and an increased percentage of ownership housing.

### The New Plan

- restored historic hospital buildings to accommodate Humber College
- parks and open space on 29.3 acres (or 46% of the site), meaning that the amount of parkland—including Metro lands—will exceed 100 acres, the total size of the original hospital property.
- a new junior-middle school site
- new community facilities and access to Humber's amenities
- 1350 new housing units (or 23% of the site)
- new investment in the Lakeshore community

Notice that the percentage of ownership housing has increased from 50% (as originally planned) to 70% in the new plan, and that the number of units in the development has declined in the new plan from 1,990 to 1,350.

Of equal significance to the community, the historic hospital buildings are finally to be restored to their original splendour. And the project, which is self-financing, will bring new jobs, new investment and a revitalization of the waterfront.

### Community Involvement

As we discuss the revised plan with the City, we want your input. A successful plan for the future of the original hospital property depends on a partnership with the community of South Etobicoke. To field your questions and comments, we have organized a public open house to be held in the auditorium at Humber's Lakeshore Campus on April 25 between noon and 4:00 p.m., have set up a permanent drop-in centre (open daily from 9:00 a.m. till 5:00 p.m.) in Room A-114 of Humber's Lakeshore Campus, will hold detailed discussions with community groups, and will publish follow-up reports—like this one—to keep you up to date.

### Names and Numbers

If you have any questions or comments, or wish to have a copy of the site plan, please call John Liphardt or Patricia Connelly at 252-5571, ext. 3223.

*Or write to us care of*

The Lakeshore  
Neighbourhood Office  
Humber College, Lakeshore Campus  
3199 Lakeshore Blvd. W.  
Etobicoke, Ontario  
M8V 1K8

We look forward to hearing from you.



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Lakeshore Lodge Home for Aged

# The Lakeshore Neighbourhood

Park

School

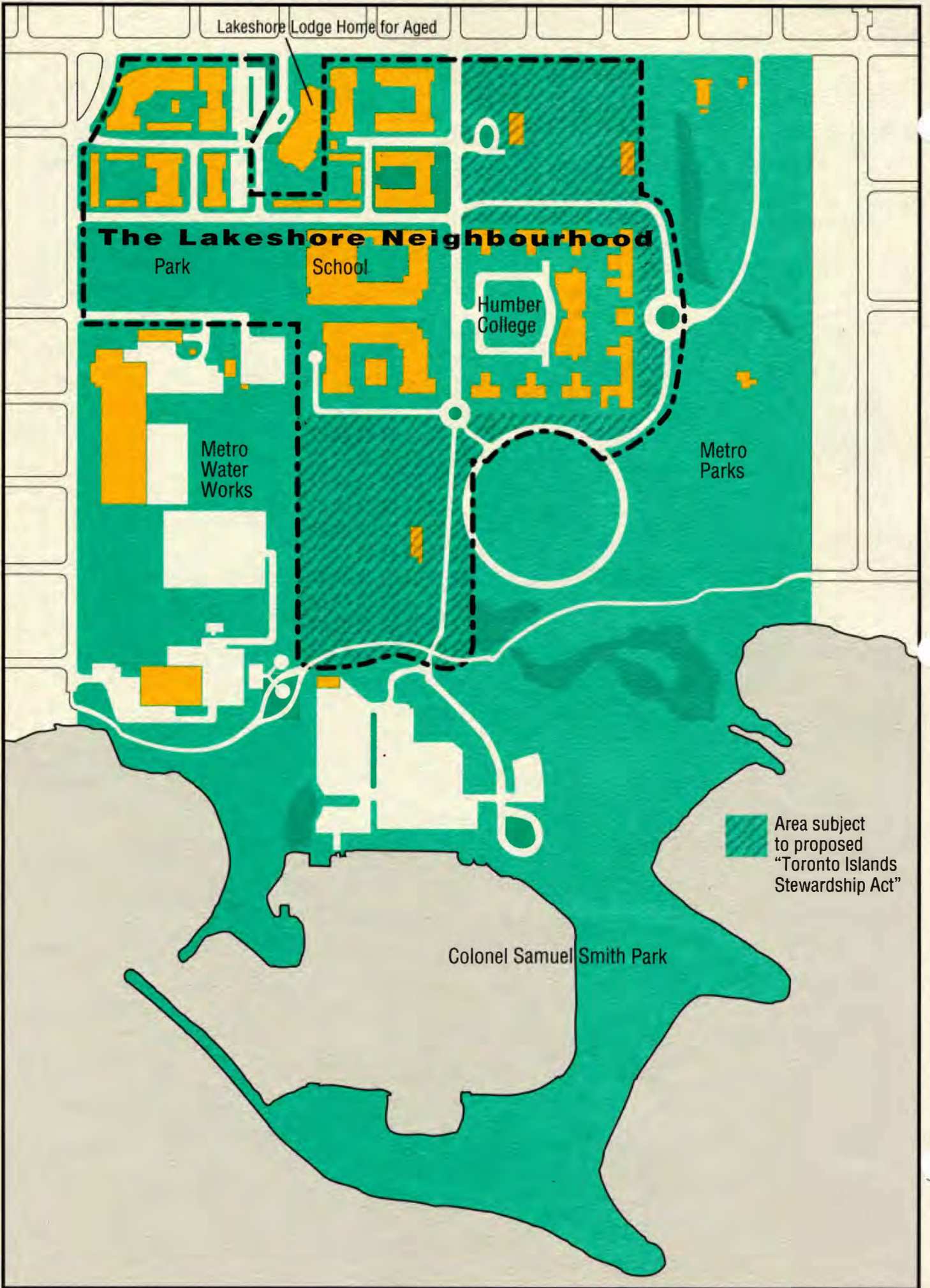
Humber  
College

Metro  
Water  
Works

Metro  
Parks

Area subject  
to proposed  
"Toronto Islands  
Stewardship Act"

Colonel Samuel Smith Park





THE CANADA COUNCIL AND HUMBER COLLEGE PRESENT

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## PETER ROBINSON

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**Wednesday, October 15th, 1997, 2 pm.  
Lakeshore Campus Library**



**Author of GALLOWS VIEW  
and INNOCENT GRAVES**

**"Highly acclaimed author of the Inspector Banks  
series of mystery novels"**



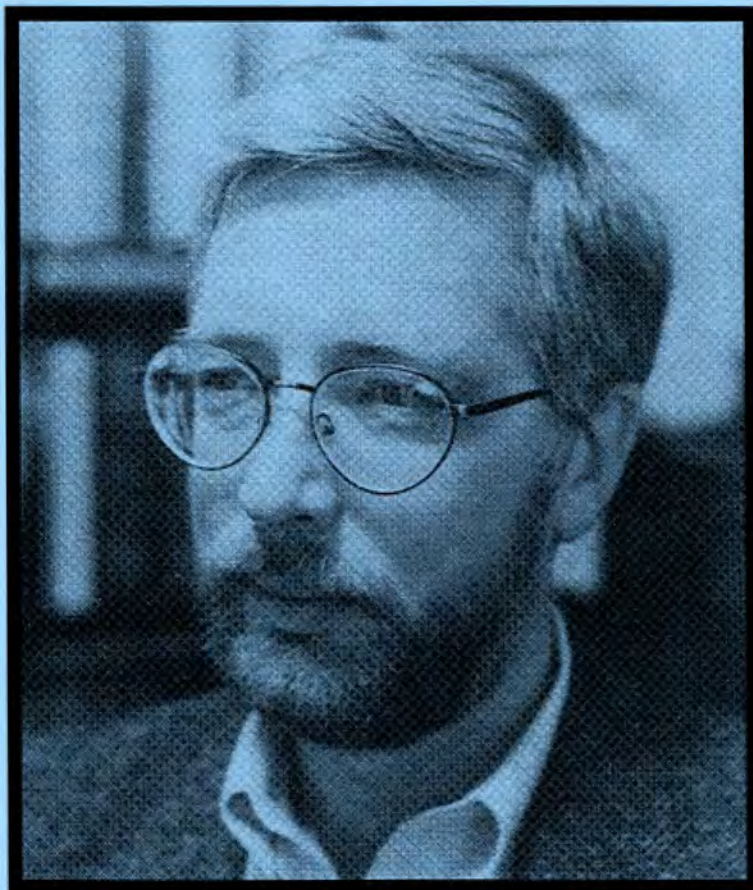
THE CANADA COUNCIL AND HUMBER COLLEGE PRESENT

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# ANTANAS SILEIKA

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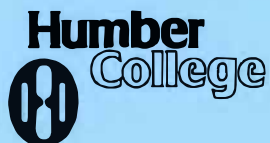
**Wednesday, February 18th, 1998, 2 pm.  
Lakeshore Campus Library**



**Author of BUYING ON TIME  
and DINNER AT THE END OF THE WORLD**

.....  
"a thought-provoking first novel, unflinching, funny,  
complex, and delightfully unconventional."  
.....

-Diane Schoemperlen, The Globe and Mail



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## NANCY BAKER

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**Wednesday, October 7th, 1998, 2 pm.**

**In the Gazebo**

**on the grounds of the former Lakeshore Psychiatric Hospital, which is now part of Humber's Lakeshore Campus. ( In the event of inclement weather, the reading will be held in Room C203 of Cottage C.)**



**Author of the highly acclaimed novel THE NIGHT INSIDE, a vampire thriller that has already been translated into four languages**

.....  
the book is "studded with passages of dark lustre....  
truly original."  
.....

Publisher's Weekly

## IMPORTANT NUMBERS

Principal's Office..... 3332  
 Associate Principal  
 School of Social and  
 Community Services..... 3241  
 Chair -  
 School of Performing Arts..... 3332  
 Chair - School of Business..... 3223  
 Director - Students/Campus  
 and Community Services..... 3251

## ACADEMIC DEPARTMENTS

School of Business..... 3358  
 Music Department..... 3427  
 Humber Theatre..... 3414  
 MBA Program  
 Wilfrid Laurier University ..... 3465  
 School of Social and Community  
 Services..... 3259  
 Liberal Arts and Science... 3324/3359  
 Continuing Education .... 3252/3316  
 Access for Success ..... 3277/3239  
 Post Diploma Programs  
 International Marketing and  
 Marketing Management ..... 3206  
 Human Resources Management.. 3381

## CLIENT SERVICES

Athletics..... 3237  
 Bookstore..... 3236  
 Career Services..... 3321/3331  
 Counselling..... 3331  
 Financial Aid..... 3235  
 Financial Services..... 3210/3350  
 Food Services..... 3238  
 Health Centre..... 3234  
 Information Desk A114..... 3216  
 Library..... 3247  
 Registration Centre..... 3211  
 SAC..... 3382  
 Security..... 3240  
 Services for Students  
 with Disabilities..... 3204/3265  
 Volunteers Etobicoke..... 3371  
 Help Desk..... 3300



### HOTELS

Holiday Inn  
 Hwy 427 & Burnhamthorpe Rd.,  
 (416) 621-2121  
 Valhalla Inn,  
 Hwy 427 & Burnhamthorpe Rd.,  
 (416) 239-2391

### RESTAURANTS

AL Lago's  
 Sammy's  
 Vendettas  
 Blue Water Fish and Chips

### FAST FOODS

McDonald's  
 Subway  
 Jugheads



# WELCOME TO HUMBER COLLEGE LAKESHORE CAMPUS



Including the  
 Robert A. Gordon  
 Learning Centre



**3199 Lakeshore  
 Blvd.W.,  
 Toronto, Ontario  
 M8V 1K8  
 (416) 675-6622**

## ACADEMIC INFORMATION

### SCHOOL OF BUSINESS

The Lakeshore School of Business provides students with the practical skills and theoretical knowledge required to work in a variety of businesses and industries. Two and three-year general diploma programs for high school graduates are offered, as well as specialized one-year certificate programs for university or college graduates. Special emphasis is placed on the integration of practical applications into the curriculum.

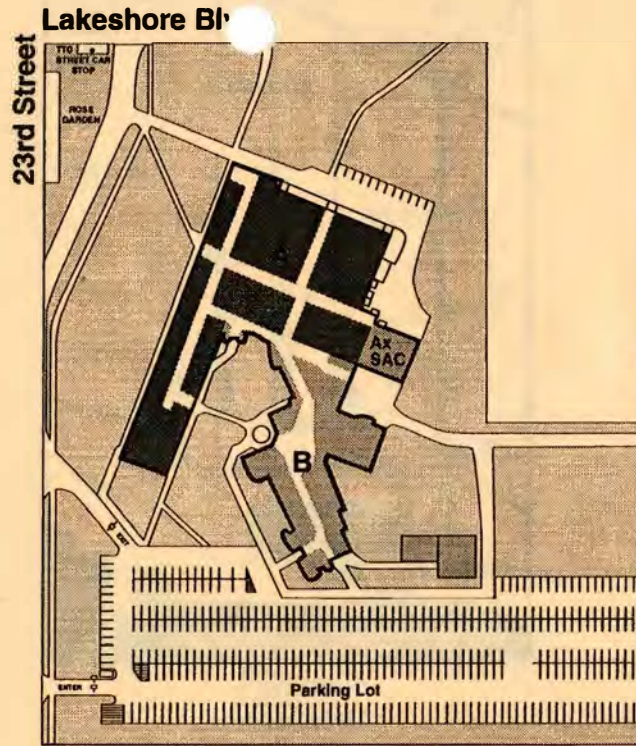
### CONTINUING EDUCATION

Continuing Education plays a major role in fulfilling the College's mission and meeting a responsibility to the community. Continuing Education is one of the vehicles through which the College commits to the value of Lifelong Learning.

Continuing Education at the Lakeshore Campus provides an opportunity for individuals to continue their education on a part-time basis. Students can specialize in the areas of Business, Social and Community Services, Performing Arts, as well as skills upgrading and career advancement programs. The majority of our courses are taught by part-time faculty from the business and industry sector. These instructors bring their expertise, knowledge and experience to programs that are current and relevant, and that meet individual goals and objectives.

### SCHOOL OF SOCIAL AND COMMUNITY SERVICES

The School of Social and Community Services is committed to egalitarian social principles which recognize the intrinsic worth and dignity of the individual, and to provide resources and services for the benefit of all humanity. The School's goal is to offer service without discrimination based



on gender, race, class, sexual orientation, disability or any other prohibited grounds, and to instill these values in its students.

### SCHOOL OF PERFORMING ARTS

The School of Performing Arts has full-time professional training programs in Music, Theatre Performance and Technical Theatre; part-time studies in Arts Administration, and in Music at the Professional Development, General Interest and Youth and Children's levels.

The School's commitment to art and the artist which is demonstrated by its provision of professional training programs and by its providing leadership for arts in the community.

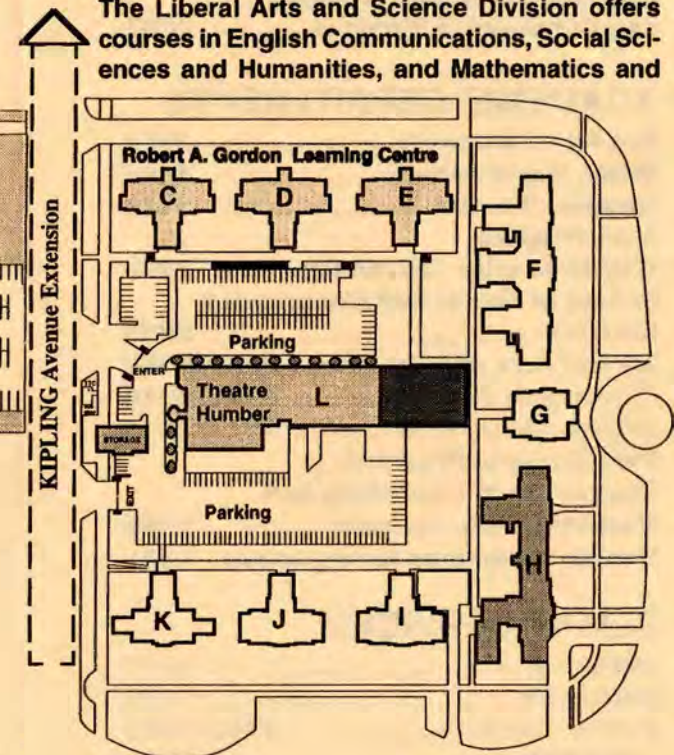
The umbrella of the School ensures a synergetic exchange of information and creativity that supports the strength and excellence of the unique programs offered. Practical skills development

is at the foundation of all the course offerings.

Each year a series of music concerts and plays are presented for the enjoyment of the public. Call the Theatre or Music offices for details.

### LIBERAL ARTS AND SCIENCE

The Liberal Arts and Science Division offers courses in English Communications, Social Sciences and Humanities, and Mathematics and



Science. These courses may either constitute an integral component of a program or be part of the General Education offerings which are intended to broaden the students' understanding of their social, cultural, political, economic and physical environments.

The General Arts and Sciences (G.A.S.) program is designed to prepare students for further education within the college and university system. As part of the G.A.S. group of programs, Lakeshore Campus offers a university transfer program, and a general program.



THE CANADA COUNCIL AND HUMBER COLLEGE PRESENT

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## **JOE KERTES**

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**Wednesday, February 17th, 1999, 2 pm.  
Lakeshore Campus Library**



**Author of BOARDWALK and WINTER TULIPS,  
winner of the Stephen Leacock Award**

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**Joe is also Director of the  
HUMBER SCHOOL FOR WRITERS**  
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.....  
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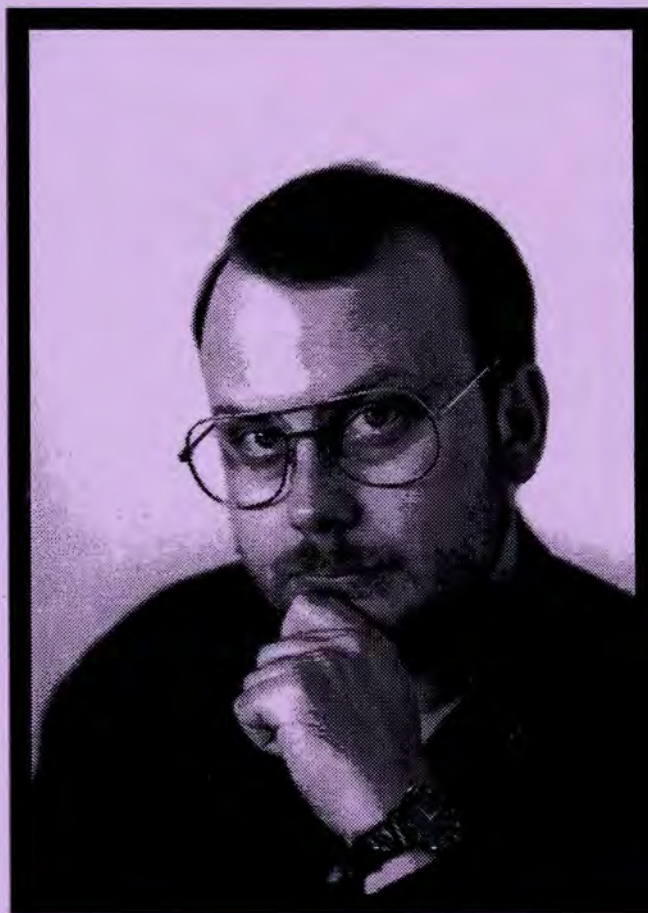
THE CANADA COUNCIL AND HUMBER COLLEGE PRESENT

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**ROBERT J. SAWYER**

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**Wednesday, October 20, 1999, 2 pm.  
Lakeshore Campus Library**



**Robert J. Sawyer, Nebula-Award winning author  
of THE TERMINAL EXPERIMENT and STARPLEX.**

.....  
"Sawyer is a writer of boundless  
confidence and bold scientific extrapolation."  
.....

*- The New York Times*





THE CANADA COUNCIL AND HUMBER COLLEGE PRESENT

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**ELYSE FRIEDMAN**

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**Wednesday, October 18, 2000, 2 pm.  
Lakeshore Campus Library**



**Author of THEN AGAIN,  
Finalist for the 1999 Trillum Award**

**"...the best thing I've read in  
ages." - Paul Quarrington**



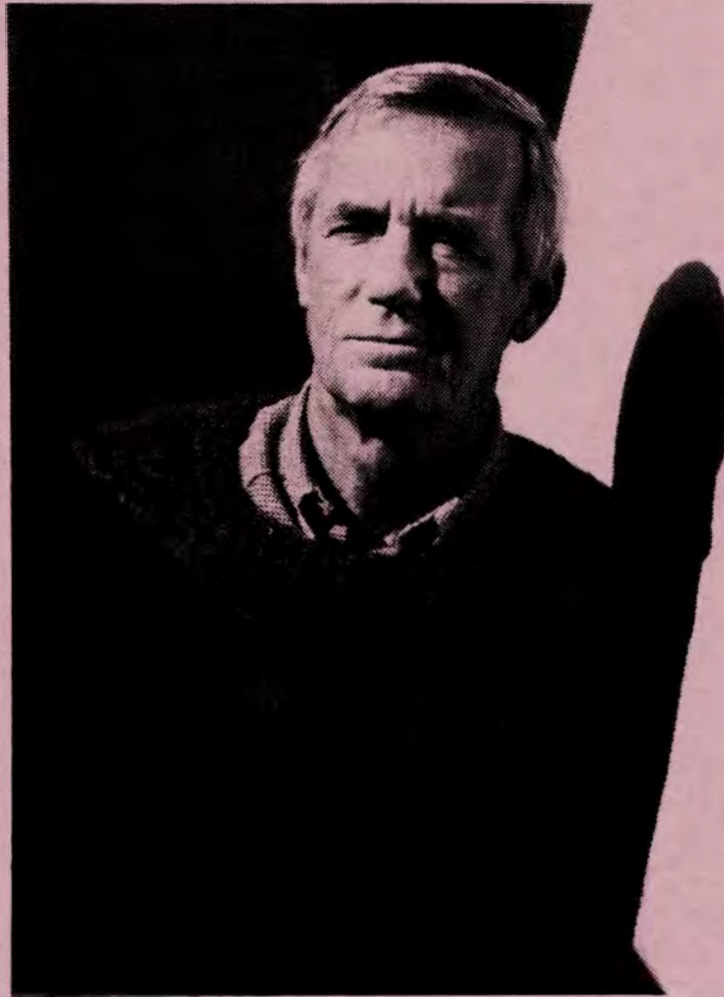
THE CANADA COUNCIL AND HUMBER COLLEGE PRESENT

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# ERIC WRIGHT

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**Wednesday, October 20th, 1993, 2pm.  
Lakeshore Campus Library**



A Toronto detective fiction writer, Mr. Wright's **The Night the Gods Smiled** won the 1984 John Creasey Memorial Award of the Crime Writer's Association for the best crime novel; it also won the 1984 City of Toronto Book Award.

According to the **Times Literary Supplement**, the novel contains an "Interesting hero; deft plotting and good writing: it all adds up to a sparkling debut."



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**PETER ROBINSON**

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**Wednesday, February 17, 1993, 2pm.  
Lakeshore Campus Library**



**Author of GALLOW'S VIEW**

**" Highly acclaimed author of the Inspector Banks  
series of mystery novels"**

**HUMBER COLLEGE**

LAKESHORE  
**News and Views**

**SPRING 1995**

**No.16**



**INSIDE**

Update  
Volunteer Recognition  
Centre for Justice Studies  
Environmental Week  
Humber Theatre  
View from here

**HOSPITAL CAMPUS  
OFFICAL OPENING**

# Update from the Principal...

## Lakeshore Expansion

By: Michael Harper

The first phase of the future expansion and redevelopment of the Lakeshore Campus was completed in early March, with the first three cottages in the "Quad" opening their doors for students, faculty and staff on March 13th. An official opening with Hon. Ruth Grier and President R.A. Gordon took place on March 17th.

Phase two, major renovations for the Music Program, are well underway with a projected completion date of July 1st. The Theatre Program will be housed in the fourth building to be renovated on the old hospital site. Completion date is projected to be September 1st.

With the addition of the School of Performing Arts (Music and Theatre) at the Lakeshore Campus, our full-time student enrolment will increase from 1,500 to 2,000.

Together with our School of Social and Community Services, School of Business, General Arts and Science, and Career Development programs, the Lakeshore Campus promises to be more comprehensive and responsive to the community needs.

All of us at the Lakeshore Campus of Humber College are grateful for the additional resources and look forward to providing improved services within our new facilities. We look forward to expanding our role an involvement in the Lakeshore community.



## Kiwanis/Metropolitan Toronto Drug Awareness

By: Eva Stefou

On April 18th, Ruth Grier, Minister of Health, was at the Lakeshore Campus to help kick off a three day Anti-Drug Campaign in the gymnasium.

There was a large turnout in the gym of parents and students.

"The younger we start targeting the better. The transition from public school to high school is a difficult one. This campaign sends out the right kind of messages," said Grier.

"It's a community effort organized around three-on-three basketball games and a band participating each night," said Rod Spencer, the Unit Commander for 21 Division.

The campaign was put together by 21 Division, the Lakeshore Kiwanis and the Lakeshore Lions Club.

"We've been working on this since last October," said Spencer. "We handed out 3,000 pamphlets in Southern Etobicoke in all the public and

secondary schools."

Sponsors for the event were many, including the Toronto Argonauts, the Toronto Blue Jays, the Toronto Maple Leafs and the Toronto Raptors.

In the gym, there were several displays from various groups such as Sega Sports, The Toronto Police Outreach, Second Hand Smoke and the Kiwanis International Lakeshore Club. There were posters from over 175 contestants for a logo contest. Sports celebrities dropped by during the three days to tell of any life experiences and to get the message across to the kids.

The students seemed to like the campaign. "More people are involved and it gives us ideas on how drugs affect us (kids)," said Millie Loncar, a grade eight student. "This should happen more than once a year," said Kristine Salmon, a grade eight student.



## NEWS FROM THE CENTRE FOR JUSTICE STUDIES

By: *Barrie Saxton*

### Security Officer Training

After competing with various universities and colleges, the Centre for Justice Studies was chosen by The Ontario Association of Colleges and University Security Officers, (OACUSO) to provide specialized training for its security officers across Ontario. The contract was signed for a two-year term with a renewal option for an additional three years.

Two training sessions of four weeks each will be offered during the months of May through August of each year. 30 - 35 students are expected to participate at each session. Training will focus on preparing these officers to deal with the new demands placed upon them in their role as "special constables." Special emphasis will also be given to acquainting the officers with the changing dynamics of the campus environment which continues to impact greatly on the way they perform their functions.

### Advanced Certificate

Also, the Centre for Justice Studies is presently seeking approval to offer an "Advanced Certificate in Justice Studies" beginning in the Winter of 1996. This two- semester certificate is designed to meet the career and professional needs of graduates and practitioners in the human services field.

The courses will be highly experiential and participatory allowing the students to practice the skills needed for success in the workplace. Special emphasis will be given to the concepts and issues involved in encouraging and directing community involvement in all areas of the human services fields.



## Volunteer Recognition

By: *Eva Stefou*

The Lakeshore campus of Humber College held a Volunteer Recognition reception on April 18th. Students who volunteered their time after school were awarded with certificates, cheers, and applause from the audience.

Humber Lakeshore Campus is the only campus and college that has a ceremony honouring volunteers. It's the third year that the college held the ceremony.

"It's our way at Humber College of saying thank you to the volunteers," said Beverley Burke, Co-ordinator of Volunteers Etobicoke.

Not all of the students who volunteer their time are college students. About two-thirds are college students while one-third are people from around the Lakeshore community.

Students gain valuable experience and enhance their confidence through volunteering.

According to Burke, the students needed certain criteria and up to 50

hours of volunteer work from January of '94 until March of '95 to be considered for recognition.

"It was a lovely gesture to show the amount of time and energy (we, the volunteers) spent," said Penny Apse, Health Counsellor at the Lakeshore Health Services and one of the recipients being recognized.

"It makes you feel good inside and it's really good to be recognized," said Jeremy Lamperd, a second year Law and Security student who was also acknowledged. "It (being a volunteer) definitely helps to improve your skills and you get to see a variety of different backgrounds."



## A Student Success

By: *Eva Stefou*

They're one of a kind in design and very popular among the ladies. A Humber student designs necklaces and sells them at exhibits.

Dragana Vojinovic was born in Yugoslavia and is now living in Canada with her family. With encouragement

*Continued on Page 4*



## Environmental Week

By: Eva Stefou

The Student Life Department at the Lakeshore campus held an Environmental Week from February 21 to the 23. "We wanted to inform the students and the faculty about the state of the environment and to help save the environment before it's too late," said Julie Couturier, a Student Life assistant.

Couturier says that there are so many topics and sub-topics concerning the environment which overlap and makes each issue somehow related to each other.

According to Couturier, many of the organizations that were chosen were ones that aren't very prominent in the media.

Some of the organizations that were at the campus on Wednesday and Thursday were: the Sierra Club (concerning wetlands), the Toronto Lung Association, the Green Brick Road Association, the B.F.I. Recycling System, Metro Works Waste Management and the Ontario Ministry of Environment and Energy.

Each day had a theme. Tuesday was 'Endangered Species Day', Wednesday was 'Water and Air Pollution' and Thursday was 'Recycling.'

"Getting organized for this event was a challenge," said Ladores.

Students were drawn to the Ark 2 booth which contained pamphlets, pictures and a graphic video showing animals "necks being broken," including government experiment on one of the animals. "Pictures are worth a thousand words," said Jennifer Collins, a board member of Ark 2.

According to Collins, Ark 2 is an organization concerned that "animals not to be exploited by humans."

"Young people are really fasci-

nated. Their parents are desensitized but when young people see what happens to the animals, they don't want to hurt them. They can make a difference by being vegetarian. That would be the ultimate boycott," she said.

"There's an increase of animals being exploited due to the increase in population. There's a decrease in fur being sold, but there is a yearly increase of animals being killed. It will take a lot to change people's minds," said Collins.

Another popular booth was from the Metro Toronto Zoo. On display were animal skins and bones such as the skin from a snake and the head from a grizzly bear that had been confiscated. "Animals are slaughtered so tourists can bring back a souvenir from their vacation," said Ron Groshaw, a volunteer at the Metro Toronto Zoo.

"Poachers don't mind if there are fewer animals around. Fewer animals means higher prices they charge for the skins, tusks and horns," said Groshaw.

Other booths at the event were the Toronto Wildlife Centre and the Body Shop.

The Toronto Wildlife Centre "rehabilitates injured wildlife and releases them back where they came from" after animals have been healed. "We had a Red Tail Hawk which had a head trauma and this was south of Orangeville," said Leslie Cudmore, the Veterinary Technician and Supervisor.

The Body Shop had a booth where they were selling T-shirts, pencil cases, pencils and bath products "directed at young children."

"There is no law in Canada protecting endangered species," said Laura Moretti, a sales representative.

"There are 256 listed endangered species at risk that are vulnerable, threatened. Two to three species are becoming extinct," said Moretti.

"We had petitions and we sent them to the House of Commons to Sheila Copps, to discuss and pass legislation," said Nancy Marcello, a sales representative. "It's still in discussion as far as we know."

Many students seem interested in the environmental week.

"We had a good response and we did accomplish what we set out to do (with the awareness of the environment)," said Couturier.



## A Student Success

*Continued from Page 3*

from her daughter, Vojinovic began making necklaces as a hobby.

Her talent for creating necklaces was brought to the attention of her ESL class.

Vojinovic's necklaces are one of a kind in design. She's been to exhibitions (recently at an embassy) where her necklaces have been popular.

Over the past three years, Vojinovic has made more than 400 necklaces, each one with a different design. Vojinovic combines new fashion trends with old African beads along with modern glass seed pearls. Most of the necklaces are made of different semi-precious stones in combination with clay beads, bones, shells with gold or silver accents.

Vojinovic lived for three years in Africa, where she became fascinated with the handmade jewellery and the beads made of wood, seeds, corals, clay, bones, silver and gold.

"My jewellery is enriched by handmade metal accents and pendants which are white silver or 24K gold plated," said Vojinovic.

"There are stories about the meanings of stones, shells and bones. For example, small white shells put  
*Continued on Page 5*

# Lakeshore's Celebration of Black History

By: Eva Stefou

On Tuesday, February 7, the cafeteria at the Lakeshore Campus was filled with the pulsating sounds of the Caribbean. Students watched with interest as the entertainment helped promote Black History Month.

"It was beautiful, exciting, I wanted to dance. I could feel the drums in my heart," said Patricia Parra, a Business Administration student.

The entertainment was provided by a nine-member drum band called the Drum Theatre Togetherness (an Afro-Caribbean folk group).

"There's a lot of support (from the students) for the Black History Month," said Brandy Shewchuk, a Student Life assistant.

Other events occurred on Wednesday and Thursday such as African wear and Black Associations such as ABEL (Association of Black Law Enforcement), Black Coalition for AIDS, Black Executive Entrepreneurs and the Urban Alliance on Race Relations.

Students stopped at several tables to look at the various books about black history on display.

"The books reflect themselves (African-Canadians), particularly children's books," said J. Michael de Gale, distributor of Multicultural Books.

One book that de Gale believes an African-Canadian should read is

'The Mis-Education of the Negro' by Carter G. Woodson.

De Gale said, "It does something good...it's a broom to sweep the cobwebs and it makes you more open to accept other material."

Also on display was art from the Hall of Frames Art Gallery in Toronto. The pictures were of African-American families celebrating Black History Month.

Before Drum Theatre Togetherness played, Dub Poetry was performed by Clifton Joseph who is also known as the "Dubzz Poet at Large." The Dub Poetry is a combination of reggae, hip-hop without music, and expresses feelings on slavery and living conditions.

"There are different sessions (of Dub Poetry) weekly, and is very popular among the African-American," said Shewchuk.

"It was challenging to organize this event. I had to go through the black pages. I also got help from my friends, and teachers, especially from Frank Coburn and Peter Maybury," said Shewchuk.



## A Student Success

*Continued from Page 4*

into a necklace are the sign of wealth and the more you had the richer you were," said Vojinovic.

Another type of bead she uses called the millefiori is expensive to manufacture due to the techniques used. Millefiori means "mosaic of 1000 flowers" and it's made of glass. It originates from the Muran Island in Italy. Legend has it that anyone who discovered the secret of the millefiori was killed.

Even the colors of the different stones have various meanings. "Agate has different colors and each color has different meanings. For example, the color green is to protect you from illness, the color brown is worn by a warrior, to lead him to victory and yellow was popular in Italy because it's to protect you from evil," said Vojinovic.

Currently Vojinovic is working at Braemar's and has been promoted from sales associate to the position of Administrative Assistant for Visual Presentation.





## **VIEW from here**

### **Public Relations Students Reach Out to Support Lesbian Gay Bi Youth**

**By: David Millan**

Lakeshore Public Relations students surprised many people by raising more than \$13,000 for the Lesbian Gay Bi Youth line in a week-long campaign.

As part of their class mark, certificate PR students must run a charitable campaign with the aim of raising \$10,000. The PR students chose the Youth line, a charity aimed at offering support for gay, lesbian and bi-sexual youth.

According to recent research, homosexual youth have a two to three times higher incidence of attempted suicide than other young people. Over 30,000 calls to the Youth line went unanswered in the first six months of operation due to lack of resources, according to the campaign figures.

Youth line co-ordinator Tim Guimond was surprised PR students chose to support the sexual issue-oriented line. "(It) kind of blew our minds," said Guimond from the Youth line office. "I think it was a brave move."

The strong emotional reaction of many people to the issue of homosexuality and the students' unfamiliarity with the gay community made the choice of the charity a difficult one for the PR students. Stiller said the deciding factor was the students could make the biggest difference for a small charity. "We found the Youth line most in need for money," said Stiller. Chair of the campaign, Kathy Hill agreed.

The students put together a week-long series of events, many of which were off campus in the centre of the gay community in Toronto. Among the many events was an evening of

entertainment which included a drag show at Tallulah's Cabaret. "For many of us it was the first time we'd seen a drag show...it was fun," said Hill.

Although the campaign was extremely successful off-campus, the PR students did find mixed reactions on school grounds. "There was some resistance on campus," said Hill, who blames the bad reaction on a lack of understanding of the Youth line.

"It boils down to what people don't know," said Hill.

Faculty advisor Nancy Rodrigues said controversial causes are not new for the Public Relations program at Humber. She pointed to other unusual charities Humber PR students have campaigned for in the past such as street outreach programs and Aids hospices. "We tend to be fairly eclectic," said Rodrigues.

Youth line volunteer Frances Limfat, was surprised by the fundraising effort by an organization not affiliated with the gay community.

"I was shocked...it brings it out that it isn't just a gay issue," said Limfat.

For many of the PR students, the campaign taught them more than how to run a charity event. Campaign

workers Tina Campagna and Madeline Frick agreed the event educated them about the gay community. "When I first heard we were doing this campaign, I was a little uneasy," said Campagna, "It was eye-opening." People at the events also found it educational.

Youth line Co-ordinator Tim Guimond was "thrilled" to discover the drive exceeded its target.

"This could very well fill 20 per cent of our annual budget," said Guimond.



### **Law and Security students get exposure to police work**

**By: Deborah Waldner**

Humber's Law and Security students are working with police in Etobicoke on revolutionary projects that could eventually reduce the cost of policing.

Since September of 1993, students have participated in PACT (Police and College Teamwork). They work with officers at 21 Division to get

*Continued on Page 7*



## Law & Security Students

*Continued from Page 6*

direct exposure to police work. At the same time, they do community relations work where it is not cost efficient to use police personnel.

New Metro Chief David Boothby said community policing is very high on his agenda. "I'm most interested in some of the things that are happening in 21 Division," said Boothby. "They're extremely well advanced in community based policing. You're going to see our organization decentralize even more, with more autonomy for unit commanders."

Sergeant Stephen Pipe is one of the officers at 21 Division who works with students. "The program allows the students to view both sides of policing; how we do our job, and how the community reacts us to us," said Pipe.

Sergeant William Sykes, who is also involved in PACT, has high hopes for the program. "We're making a lot of inroads. The PACT program is another way of contacting the community and its resources. It should eventually affect budget concerns and provide a better kind of policing," Sykes said.

It already seems to be making a difference. Sergeant Pipe said the community initiatives in place have significantly reduced crime rates in 21 Division.

Gina Antonacci, a Law and Security program coordinator at Humber College, and one of the driving forces behind PACT, said it works beautifully. "We want our students to get realistic view of what policing is about, it's not all cops and robbers; it's communication and outreach. We felt there were a number of possibilities where both the school and the police could achieve certain goals," Antonacci said.

And they have. With the help of students, Pipe said, the police recently updated a filing system at 21 Division.

"We have a listing for every business in the division. It tells us what the business is, who owns it, and who works there. Occasionally we have to update that list. Last year, with the PACT students, we updated our whole division in two days. We can't deploy police people to do that.

Pipe said students take part in local events such as neighbourhood barbecues and are preparing to give a presentation on safety at a nearby senior citizens' home. They walk beats with officers and go to court with them. Last year, PACT students assisted in security for Lakeshore's Oktoberfest celebration.

Shirley Richards, an instructor and coordinator of the Law and Security program, said a community minded attitude is a requirement of the program.

"We have 2000 applicants for 135 spaces. When we screen applicants, we look for people who have a background in volunteer work," she said.

According to Richards, Humber has the best program of this kind in Ontario. Metro police are considering working with a college on an internship program. Humber reflects their vision of policing, said Richards.

Second-year student Francine Poirier fits the bill. She has volunteered at a medium security jail in the city and wants to work in corrections after graduation. "I feel doing this kind of work is my contribution to the community," said Poirier.

The emphasis on community work also appealed to Tony Leitao. Leitao, who now works from a division of the OPP, was accepted into similar programs at Sheridan, Seneca and Durham colleges. He chose Humber because it's the only school that screens applicants, and because he liked the presentation during orientation.

"I went with the police officer, I saw everything he did. It was a great

experience; I wouldn't have the good job I have now if it hadn't been for Humber College," said Leitao.

Instructor Frank Coburn says the school is unapologetic about not offering any firearm or physical restraint training program. "We teach conflict resolution from a non-violent standpoint," said Coburn. "Our heaviest emphasis is on human relations."



## A Volley of a Good Time

*By: Lorne Bell*

Lakeshore Campus hosted their annual extramural co-ed volleyball tournament on January 20. The event was won by the Sheridan Bruins, but there were no winners or losers at the tournament.

"It's a lot of fun and good competition," said second year Conestoga student Tara Cahill, "overall the atmosphere is good."

Some of the schools that were at the tournament were: Sheridan, Seneca, Durham, Centennial, George Brown, Conestoga, and Erindale (U of T). The teams were split into two pools, with four teams advancing to the playoffs.

"Throughout the day we try to provide a competitive yet fun atmosphere for the teams," said Michele Beckstead, Director of Student Affairs and Athletics, "we are extremely happy with the turnout of the tournament."

The success of this tournament was not a fluke. It took many hours of preparation by Michele Beckstead and her staff. She acknowledged the fact that getting a tournament this size off the ground in not an easy task. "One of the main reasons our tournament has been a success again this year is due

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## Good Time

*Continued from Page 7*

to the hard work of my Athletic assistant Sonja Herrfort and the students at Lakeshore Campus," said Beckstead.

"We choose to host the tournament so that our students have an opportunity to meet students from other colleges," said Beckstead, "It also gives our students the chance to assist in organizing and running the tournament.

"The chance to compete and win against other colleges is motivating and exhilarating," said Diana Nieozwiedsky, a first-year Law and Security student, "not only can you improve your physical fitness but you can have fun at the same time."

Humber beat Durham 23-20, lost to Centennial 19-11, and beat Sheridan 12-11. Though Humber did not make it to the playoffs the day was not about winning or losing but about students getting together to play some volleyball.



## Theatre Humber performs Steinbeck's Of Mice and Men

*By: Roanne Arboly*

John Steinbeck's *Of Mice and Men* was staged by Theatre Humber at Workman Theatre this semester.

The play's artistic director, Mark Schoenberg said the tragic comedy is set in the '30's on a ranch in southern California. It is a story about two migrant farm workers who have to deal with the loneliness in their lives. Together, they try to build a life away from their dreary work world.

Schoenberg said this was the first realistic play Theatre Humber has done this year, and he wanted his students to try it out. "I wanted them to



A scene from Humber Theatre's "Mice and Men" with performers, far left - Mike Johnson, near left- Derek Ritschel, far right-Jeff Feher and near right-David Louga. ....Photo by Mark Schoenberg.

have an opportunity to play something real and to play great character parts," he said.

The main characters, George and Lenny, were played by third-year theatre students Derek Ritschell and Michael Johnson with great skill. The combination of these two was a thrill to watch, since George is a brusque yet caring man while Lenny is a dull-witted adult with child-like qualities.

The rest of the characters are just electrifying in their roles as struggling individuals who strive and dream for better lives.



## NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor : Peter Maybury  
Assistant Editor: George Byrnes  
Layout & Photography : Jim Brady  
Typesetting : Anita Cloake



Celebrating its 22nd Year

## Lakeshore Community Festival



Humber College - Lakeshore Campus  
Lakeshore Blvd. - Just West of Kipling

Saturday June 10, 1995  
10:00 a.m. - 6:00 p.m.

Rain or Shine  
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Everyone Welcome

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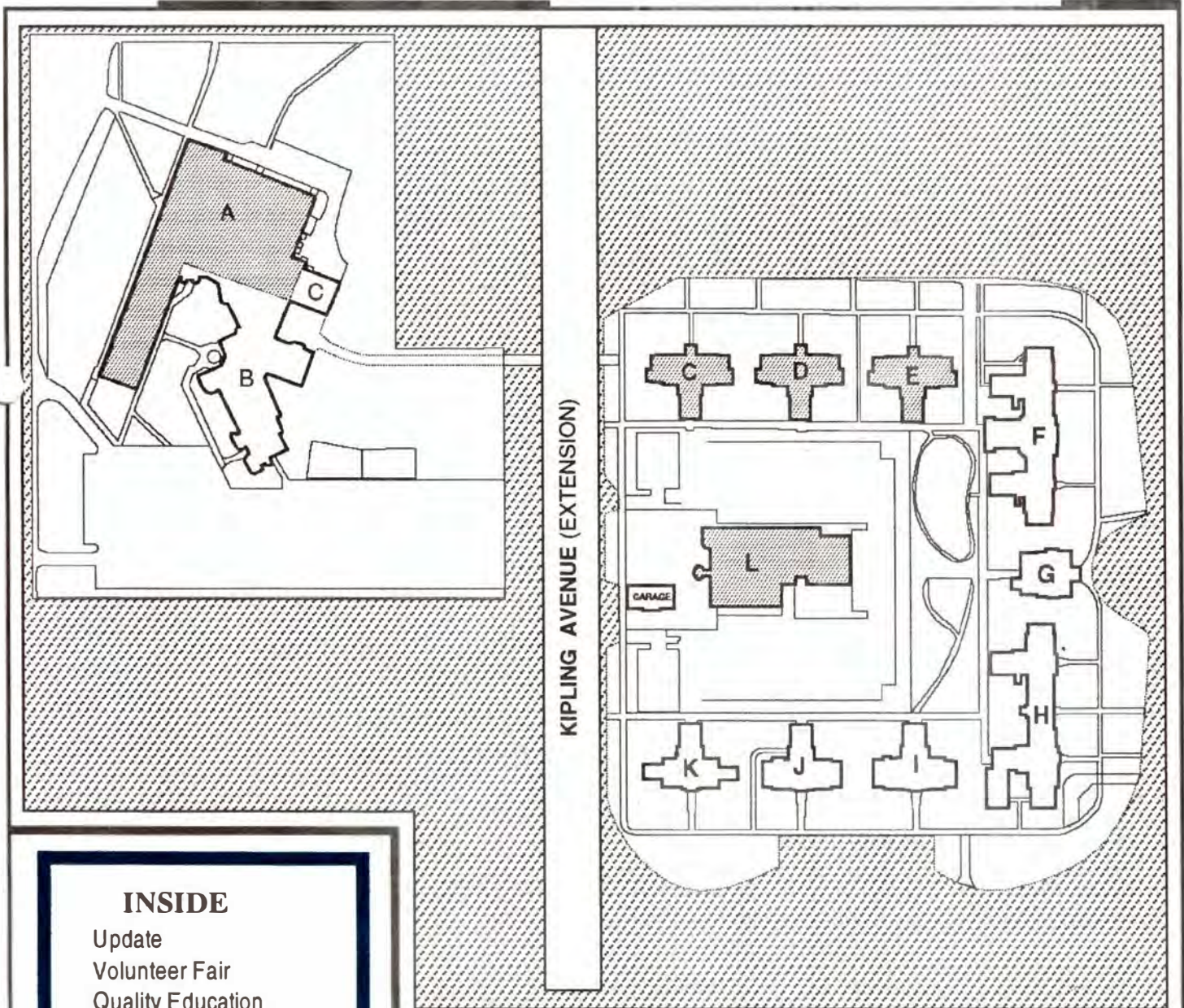
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**HUMBER COLLEGE**

# LAKE SHORE News and Views

**FALL 1994**

**No.15**



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**LAKE SHORE CAMPUS EXPANSION  
OPENING MARCH 1995**

## Update from the Principal...

*Michael Harper*

The planning efforts of many faculty and staff have contributed greatly to the expansion and redevelopment of the Lakeshore Campus.

Work is progressing on the renovation of the cottages C, D and E. The School for Social and Community Services faculty have been most helpful in contributing to the planning process. Frank Coburn (Law and Security Administration Faculty) is sitting on a sub-committee chaired by Lynne Bentley (Learning Resource Centre) which will be making recommendations regarding learning technology needs. It is anticipated that the facilities will be ready for occupation by early March and that the first classes will commence immediately after reading week.

The architectural plans are just now being completed for the School of Performing Arts - Music and Theatre. The faculty in both departments and Pat Ferbyack (Chairperson) have been working with the architects since early October to formalize the final plans. Music will be housed on the 2nd floor and at the north end of the first floor of "A Building" on the existing campus, while Theatre will be located in the "Trades Building" across from Cottages C, D and E on the new campus. These programmes will be moving to Lakeshore in September 1995, along with the General Arts and Science pre-music program.

The School of Business comprised of Business Administration, Business Administration Co-op, Financial Services, and the Microcomputer Management Diploma programmes will continue to provide new and exciting programming initiatives for students residing at the present buildings.

In particular, the labs and computer facilities are being updated to accommodate the new campus and the expected increase in the student population.



## LAKESHORE CAMPUS PLANNING

*By: Eva Stefou*

Humber's move to the former psychiatric hospital as part of the Lakeshore Campus has been delayed. The new campus is now expected to be open in mid-March of 1995. "The plan is to occupy those three buildings during Reading Week," said Michael Harper, the Dean of the Lakeshore Campus.

The new facilities are to house the School of Social and Community Services plus the Law and Security course. Bruce Bridgeford says the project has a \$6 million budget to renovate three cottages and to do some site work.

The former psychiatric hospital is being called a "quadrangle" due to the shape the buildings outline. There are ten buildings and one of them, the H-building, won't become part of Humber College. The H-building will remain with the Ministry of Health.

The three buildings being prepared for the March opening are cottages C, D, and E. Each building is about 15,000 square feet. The unique

feature of these buildings is that they're heritage. Their exterior must be maintained but the interior is being renovated to modern standards.

In March, when the new facilities open for the students, the existing Lakeshore Campus will commence renovations to house the music department which is currently located at the North Campus. Music is expected to move down to the Lakeshore during the summer with classes beginning in September, 1995.

The Theatre program is currently in rented facilities on the Queensway. Another building in the quadrangle, L, will become the Theatre program's new home. They too are expected to begin classes at the new campus in September 1995.

Another idea that is being looked into is a University Centre to be located in one of the other buildings in the quadrangle. "We're talking to universities like Laurier, Waterloo, Guelph," said Harper, "with the idea they (the universities) could have some space on campus and then be able to set programs up for students to take some university courses or they would offer other courses."



## VOLUNTEER FAIR A SUCCESS

By: *Eva Stefou*

There was a large turnout at the Volunteer Information Fair which was held at Humber College's Lakeshore Campus, on Tuesday October 25. Some of the 13 agencies attending were: Girl Guides of Canada, Huntington Society, Scott Mission, Extend-a-Family, Metro Homes for the Aged, and L.A.M.P. (Lakeshore Area Multi-Service Project).

Beverley Burke, Co-ordinator of Volunteers Etobicoke said people get involved in order to give something back to the community. The volunteer program is to help service the student population and the Lakeshore community, says Burke. The program has been in operation since January 1992. Most of the agencies at the fair have been around for quite some time.

Many had booths set up in the main foyer with representatives answering questions and handing out brochures. Brochures detailed what the agencies offered and the type of work they have for volunteers. "We would like people for a long-term commitment, to stay at least six months," said Viola Lavine, a representative for the Huntington Society, which works with people who have Huntington's disease. That was the main concern expressed by all or most of the agencies.

Extend-a-Family is in its eighth year. It's a community based organization which involves kids with disabilities doing activities with able kids. "We need people who really want to (be involved)," said Cathy Berry, coordinator of the program. Approximately 35 families are involved, taking the children into their homes and organizing events.

Scott Mission, with its many programs, has been around since 1908. It

Photograph by  
Richard Ostrowski

is known for feeding the homeless and distributing clothes and food to families. "We need people to help serve food to the homeless," said Maureen Topp, a representative.

Girl Guides of Canada are looking for volunteers to help organize events. The program deals with issues such as the environment, learning about the world, and encourages singing, and crafts. Girl Guides is approaching its 85th year.

"Many volunteers use their experience with agencies to help get into Humber College or to help them build more experience for jobs," said Burke. Volunteers are given a two hour in-depth orientation so that they know what's expected of them when working.

Another organization looking for volunteers was the Huntington's Society of Canada. Volunteers help by either visiting or helping out. "Individuals are at risk, day to day coping (with the disease)," said Lavine.

Metro homes for the Aged has been around since 1954. There are 10 homes located throughout Toronto. The agency also provides a range of services to the senior citizens. "We try matching volunteers to the needs of the senior citizens," said Marlene Carter, co-ordinator of Recreation for Metro Homes.

## COLLEGE FAIR DISPLAYS HUMBER'S GOODS

By: *Eva Stefou*

Humber College at the Lakeshore Campus hosted a college fair on the morning of Friday October 28. Seventeen of the twenty-five Ontario community colleges were present with booths and brochures.

"We had a pretty good turn out," said Heather Howe, a Liaison Officer at the North Campus, who organized the event.

High School students from the city of Etobicoke, York, and the Metropolitan Separate School were either bused or came to the fair by themselves.

The representatives from the various colleges answered questions and informed students on the programs that their schools offer. The fair also gave students a chance to narrow down which colleges they will apply to.

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## BLOOD DONOR CLINIC

By: *Eva Stefou*

' There was a large turnout at the first "Bloodstock" Blood Donor Clinic which was held at the Lakeshore Campus on November 16. It took place at 10 a.m. to 3 p.m. in the school's gym. The Red Cross collected 92 units of blood, surpassing their goal by 12 units.

The Public Relations Certificate students ran "Bloodstock" in conjunction with the Lakeshore SAC and the Red Cross. "Bloodstock is a play on Woodstock," said Dana Ward-Young, Chair of the Humber Students' Blood Donor Clinic Committee. "It attracts attention (Woodstock) and everyone recognizes it," said Ward-Young.

We promoted it (Bloodstock) on Speaker's Corner which aired on Sunday," said Ward-Young. "We went to the classrooms on Halloween telling the students and we also advertised on the radio stations, The FAN 1430, Q107, and CFNY."

After giving blood, students filled out surveys telling PR students what they liked or disliked about Bloodstock. The PR students will use the information as feedback so that they know how to better improve the Blood Donor Clinic

for next year.

There were booths set up in the cafeteria, where people who donated blood filled out a card making them eligible to win a prize. Prizes were given out every 15 minutes. There were some challenges between Faculty in the various programs to win a free pizza party if they donated.

"The Red Cross needs 800 units of blood a day and they only have 500," said Ward-Young.

"One person's blood, saves four people's lives."

The Public Relations goal was to get 100 people to donate blood.

Tina Campagnaro, a PR student said, "We had a survey where we found a lot of students were afraid of the whole process, including that the needle will hurt and that giving blood takes too much time."

"It only takes 15 to 20 minutes to give blood," Campagnaro said.

"One of the respondents from the survey said they used to give blood, and through Bloodstock, it has renewed their faith in the Red Cross," said Ward-Young.

"We've had no problems, everything's on a happy note," said Pat Coakwell, a volunteer nurse for the Red Cross, "the students made it a fun day."

"There are people out there that need blood, and we need to take time

out to save someone else," said Brent Rogers, a Business Management student.

"Bloodstock is really good. The PR students have been creative in the way Bloodstock was presented," said Bronagh Fynes, a Law Enforcement and Security student.



## QUALITY EDUCATION IN THE 90'S AND BEYOND

By: *Peter J. Maybury*

Beleaguered and besieged on many fronts, post-secondary education in the 90's is striving to meet the ever increasing demands and expectations of students.

The economic malaise that post-secondary institutions have been faced with over the past few years, however, has in some ways thwarted the fulfillment of institutional objectives and has served to frustrate faculty and students in the pursuit of the elusive goal of "quality education".

In order to deliver meaningful and substantive education to student-clients, institutions have to manage the delicate balance that exists between the economic realities of the times and the educational expectations of the student-client. A holistic approach dependent upon partnership development that links the institution, the student-client and the extended client - the community may help to accommodate the educational realities of the future.

The **CHALLENGE** for post-secondary institutions is to find new ways of delivering "quality education" to student-clients. Educators need to rise above the political and economic issues that have stripped away the securities and expectations of the past and embrace the present and the future with enthusiasm. New ways have to be

*Continued Page 6*

## View from here

### STAR TREK

By: Terry Stockley

Star Trek was created in 1966 by Gene Roddenberry. The futuristic science fiction atmosphere of the show is secondary to the main purpose of exploring philosophical questions. Roddenberry did not create the show to represent life in the future; rather he wanted to explore current issues of the human condition. However, many of the ideas Roddenberry wanted to examine were rejected by the network that aired the show. By presenting the show in the far future, Roddenberry was able to explore issues which the mainstream media found taboo.

The success of the series in syndication and the movies allowed Roddenberry to re-create Star Trek the way he envisioned it. Thus, "Star Trek: The Next Generation" was born. Some of Roddenberry's early influences in developing his style of science fiction were the writings of Olaf Stapledon and Aldous Huxley. Huxley's novel Brave New World presents a future where humans are controlled by Darwinian ideas, science and technology. Huxley's view towards science probably came from his grandfather Thomas Henry Huxley. Henry believed that people were "automata", carbon based robots reacting only to outside influences. This view and many others of the biological school are predominant throughout the show.

The existence of the transporter enforces the show's inclination to follow the biological school. The transporter breaks down the transport subject into matter and electronically sends the essence of the object to a new destination. To transport a human being, every atom which makes up the person must be mapped out so they can be reconstructed later. The conscience must also be broken down to its quantum level and this demonstrates that humans (organic beings) are a mere collection of ordered atoms.

Mr. Data, his "brother" Lore and their "mother" are all androids created

in an attempt to make sentient beings. Individually designed brains give each of these androids a different level of "consciousness". Lore and the mother have the ability to simulate emotion, but the viewer is unable to conclude if these feelings are real. This raises an interesting question about free will as determinism. All the androids have evolved beyond their base programming and have chosen futures independent of outside influence, thus showing free will. However, if humans are seen as only a collection of well-

one episode, Mr. Data, who wishes to have his "dream" analyzed, uses the computer to recreate Freud as a holographic image.

Under the network's influence, the original series shown in the 1960's carried propaganda messages based on ethnocentricity. The Americans were cast as the Federation and the Russians as Klingons. As the Cold War ended, Roddenberry decided to reflect the new world order by adding a Klingon as a regular cast member. While the Klingons and the Federation



*Awarwness Week demonstrations*

placed atoms, then perhaps Mr. Data's wish to be human has already come true.

Roddenberry explores the ideas of Sigmund Freud and the Psychoanalytic school through the character of Deanna Troi. Deanna Troi, who is employed as the ship's councillor, has empathic abilities which help her unlock emotions suppressed within the Id and the Superego of her patients. Once these buried feelings are realized, Troi begins "talk therapy" to help the patients recover. Talk therapy was introduced to the psychiatric community by Freud as a way to unlock suppressed feelings in the unconscious mind by vocalizing. Interestingly enough, on

are no longer at war on the "The Next Generation", the Klingons are still portrayed as being ethnocentric. They also tend to be behaviourist in nature; on many episodes we see how family honour and loyalty to the Klingon empire are the most important values to them.

Star Trek has been the most successful series on T.V. for many reasons. The originality of the concept, the strength of the writing and its optimistic view of the future and human evolution are some of the reasons for its success.





**Quality Education**  
**Continued from Page 4**

examined to deliver "quality education".

Although "quality education" looms as the educational beacon of the 90's, in realistic and practical terms its application and institutional effectiveness have tended to dissipate resulting in misunderstood intents and purposes, fractured planning strategies and wide ranging interpretations of the problems educators face.

The pursuit of "quality education" requires that colleges clearly define themselves in terms of strength of purpose, commitment to goals and flexibility in recognizing the need to embrace challenge and change.

Educators need to shape the concept of "quality education" to meet institutional objectives as well as to meet the learning and service needs of the student and the community.

**Creating the Climate - Shaping Quality Education**

The task of providing "quality education" requires that post-secondary educators take the time to revisit mission statements and institutional policies and procedures to examine their relevance in relationship to the shifting paradigms in education today. In order to create a climate wherein "quality education" may flourish, colleges need to confront the basic tenets of education focusing on strategies for managing change.

The implementation of new approaches to the delivery of education and the development of new learning paradigms is dependent upon understanding the key elements that shape and define "quality education".

Shaping the concept of "quality education" recognizes the need to understand the key elements of **CHANGE** and **PROCESS**.

**CHANGE suggests** movement.

**CHANGE recognizes** the development of new methods and new approaches to shifting paradigms.



**CHANGE** in the 90's requires a commitment that is entrepreneurial, proactive and continuous.

**PROCESS suggests** methodology.

**PROCESS recognizes** planning, delivery and outcomes.

**PROCESS** in the 90's requires a commitment that is entrepreneurial, proactive and continuous.

An interesting story may serve to illustrate the elements of change and process:

"One day a fellow named Jim decided that as a part of his general fitness training, that he would like to become involved in running medium distance races of between 10 and 15 kilometres. Jim's goal was to focus his training regimen on preparing himself not only to participate in the races, but to run on a competitive basis. It soon became his custom to register for and to enter local races of these distances."

"Jim had occasion to mention his interest in competitive running to a casual friend who lived in the Cleveland area. His friend wishing to be helpful suggested that he would be willing to register Jim for some of the races held in the city."

"As this seemed to be an agree-

able arrangement, Jim thanked his friend for the proposed help and then parted company. In keeping with his training regimen, Jim continued to train and to prepare himself in his normal fashion. After a few weeks, he received a call from his friend informing him that he had been entered into a race, and that all he needed to do was to show up at the designated time and place."

"Come the day of the race, Jim was shocked to find out that he had not been registered in a 15 kilometre race, but was in fact, registered to run in the Cleveland Marathon, a race measuring a distance of 42.2 kilometres. Faced with this huge challenge, Jim nevertheless pressed onward and ran the race to its completion."

"After finishing the marathon, he was asked how it was that he was able to meet the enormous challenge of running and competing in a race of this magnitude."

**"Jim's reply was simply; that it was not the race that I had trained for, nor was it the race that I had wanted to run; however, it was the race that I was in."**

Institutions, much like the distance runner, are faced with the enormous **challenge** of meeting institutional objectives as well as meeting the learning and service needs of the stu-

**Continued on Page 7**

**Quality Education**  
**Continued from Page 6**

dent and the community. Entrepreneurial institutions view **challenge** as an opportunity to become **agents** of their own **change**. This proactive approach to meeting challenge allows the institution to direct and to focus the **process** necessary for realizing the goal of "quality education".

The achievement of "QUALITY EDUCATION" in realistic and practical terms requires that educators embrace CHALLENGE, manage CHANGE, and partner the planning, the delivery and the outcomes of PROCESS.

**QUALITY EDUCATION - A HOLISTIC MODEL**

Colleges need to make a new commitment to addressing the holistic approach to providing post secondary education. The "holistic model of quality education" focuses on a process that reflects institutional values and direction, student empowerment and the partnered planning and delivery of the educational - academic curriculum.

A holistic model is a three-pronged approach designed to achieve quality education. The process of education is directed by 1) the institution (administration and faculty), 2) self-directed by the student-client and 3) partnered with the extended client - the community that the institution serves.

**RESPONSIBILITIES OF THE STAKEHOLDERS**

**1) Institutional Aspects**

- committed in realistic terms to providing practical education:
  - **Materialism of Education** - training for employment
  - **Altruism of Education** training for citizenship, socially responsible attitudes, sense of community
  - **Capacity for Education** continual change and adaptability
- committed to social justice:
  - development of value systems that recognize Equality of opportunity (access) and the Equality of condition (quality of education)
- committed to student leadership

**development**

- committed to developing a responsive educational-academic curriculum to meet the needs of the institution, the student and the community
- committed to developing critical - experiential learning opportunities through community service
- committed to developing a practical academic curriculum beyond the classroom:
  - delivers service to the community
  - develops a sense of community amongst student-clients
  - encourages student empowerment
  - facilitates the holistic practical approach to the delivery of quality education
  - delivers partnership development and inter-dependency between the institution, the student-client and the community

**2) Student-Client Aspects**

- committed to taking responsibility for their education:
  - self reliant
  - entrepreneurial
  - self-directed
- committed to seeking out empowerment
- committed to viewing - **Their Education** as a partnership of shared responsibilities
- committed to experiential - practical learning, self-initiated and self-directed
- committed to community service - through latent curricular learning opportunities
- committed to understanding the importance of developing a sense of community and citizenship
- committed to becoming their own "change agents"

**3) Community - Extended Client**

- committed to working with the institution and the students to further the educational process
- committed to partnership development - understanding the relevant role that the community has in enhancing the educational opportunities and experiences

**of students**

- committed to providing resource-facilitation of shared responsibilities in the delivery of education in the community

Shaping the concept of "quality education" challenges the college's "capacity for education" - its ability to manage change effectively.

Institutions that encourage innovation and entrepreneurial responses to meeting the learning and service needs of the student and the community will undoubtedly become the recognized leaders in post-secondary education.

We need to learn from programs like the Students Helping Students initiative that enhances and adds value to the academic curriculums of the institution in a holistic way.

The Students Helping Students Program is a **college student** volunteer program designed to address the leadership needs of secondary and elementary school students in the areas of conflict mediation and problem solving.

This initiative represents a partnership with the Etobicoke Board of Education, Separate Elementary Schools, the Metropolitan Police, and Humber College's Student Life Department and the Centre for Justice Studies.

A major strength of the program is the fact that it is based on the values of **volunteerism** and **community building**. Students generally are encouraged to become involved in the volunteer process in order to gain **relevant** and important **practical** experience beyond the normal requirements of their academic courses. The holistic approach to "quality education" is evident in every aspect of this program.



# HUMBER AT THE TARRAGON THEATRE OF THE ABSURD

Theatre students produce two of Harold Pinter's plays

By: *Roanne Arboly*

Theatre Humber staged their first two plays of the season at the Tarragon Theatre on October 18 to 22: *The Homecoming* and *The Birthday Party*. The plays, written by Harold Pinter, are classified as "comedies of menace," funny, yet threatening and frightening too.

The plot for *The Homecoming* is about a university professor who has been away from his home for six years. He returns for a visit with his family in England and discovers his life is being taken over and destroyed.

In *The Birthday Party* we follow the main character as he attempts to avoid his menacing past. The play comes to a climax in a mock birthday party where the protagonist is flung face to face with all of his fears his past-and two hitmen.

Theatre Humber's Artistic Director Mark Schoenberg welcomes people, especially from Humber to come and see their plays. "Very few of the citizens of Humber know about us," said Schoenberg. "We would love to encourage everyone, students and faculty to come and see our shows."

According to Schoenberg, Humber's Theatre Department is made up of students who are working to become professional theatre people. It is a three-year program for performers and two years for technical theatre. When asked if the students were dedicated to their work, Schoenberg said, "You bet." He said that when preparing for a play, sometimes they work from early morning to midnight and put in about 80 hours a week "We work till we're done," said Schoenberg. "We have very tal-



**Corey McGillivray in "The Homecoming" Photo by Mark Schoenberg**

ented and skilful people," adds Schoenberg, "Our work is as good as the work of any theatre school in the country."

Production Manager David Othan, who is in charge of the technical part of the show says his work is stressful but he is enjoying it immensely. He has an extensive background of all forms of entertainment and international experience. He said he now wants the chance to pass his knowledge on to the students.

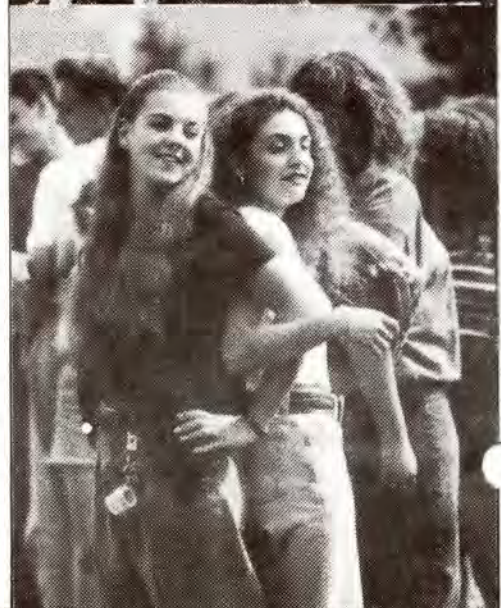
Next year, Theatre Humber will be moving to a new location at Kipling and Lakeshore, east of Humber Lakeshore campus. Presently, they

are located at Queensway and Royal York.

To reserve tickets for upcoming performances, call Theatre Humber at (416) 251-7005.



## Orientation 94



### NEWS & VIEWS

A Newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor : Peter Maybury  
Assistant Editor: George Byrnes  
Layout & Photography : Jim Brady  
Typesetting : Anita Cloake



**HUMBER COLLEGE**

**LAKESHORE**

# News and Views

**SPRING 1994**

**No.14**



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**NEW CAMPUS OPENING  
JANUARY 1995**

## Update from the Dean...

*John D. Liphardt*

The future expansion and redevelopment of the Lakeshore campus on the neighbouring hospital site is about to become a reality.

In January of 1995, Humber College is planning to open three of the existing cottages located on the hospital site. The immense opportunities and challenges that this undertaking represents will undoubtedly be magnificent.

Magnificent in the sense of beauty, history, and in the fact that it will reflect current program and community requirements. A great deal of effort and co-operation are still required to meet the challenge - but the results should be superb. Included in the overall operation of the campus will be a School of Business, a Banking Centre, a Centre for Community Justice, a School of Social and Community Services, Music and Theatre Arts programs, Travel, General Arts, and programs responsive to adult retraining and career development.



## CAMPUS VOLUNTEER RECEPTION

The Lakeshore Campus of Humber College hosted its second annual volunteer awards ceremony in April 1994. The event recognized individuals for their efforts in the community. Many of the 125 recipients were representatives of the college volunteer programs; Students Helping Students, Police and College Teamwork (PACT), and The Escort Program.

Doug Ennew received a special award for his participation in Chairing the Law and Security Administration Student Advisory committee, for organizing the Escort Program and for his involvement in organizing the campus graduation formal for the past two years.



## LAKESHORE CAMPUS

*By: Christina McLean*

The administration and the students at Humber College's Lakeshore campus agree that there is a closeness and connection with others that comes from attending and working at a small school.

The small size of Humber College's Lakeshore Campus plays a role in how those at Lakeshore, students and administration, define the school's character. The campus has a student population of almost 2,000. This, combined with a strong relationship with the southern Etobicoke neighbourhood, gives the campus a very specific identity. "There is a sense of community here," said Lakeshore Dean, John Liphardt. There is a sense that people know you and, in a way, you belong."

Second-year Law and Security student, Gladys England, said she feels she is working harder at the Lakeshore than she would be at a larger facility - which she said is very positive. But, she added, "There is no school spirit. So what else is there to do but get your work done? This isn't a party school like (the University of) Western (Ontario)."

The Director of Student Life for the Lakeshore Campus, Pete Maybury, said although the hub of the college is the North, some opportunities the students at Lakeshore have aren't available to the students at North. "We are doing some very, very important things for students with enhancing some academic programs and activities. These things can't be done at the North primarily because of their size."

Some of these activities include small literary readings in the library where every student can ask questions of the speaker and get those questions answered. Lakeshore also held a forum on Community Justice last semester with Rubin "Hurricane" Carter that according to Maybury wouldn't have been possible at a campus the size of the North.

One of the things Greg Shrivell, a first-year Law and Security student likes about the Lakeshore Campus is that it is the size of his high school. "I was sceptical at first because of the small campus and it looked kind of old. It's like the size of my high school with the same amount of people. I wasn't sure if I'd like that. But I do. A student doesn't get lost in the crowd. We all know each other and rely on each other." Shrivell also said that because

*Continued on Page 3*

## Lakeshore *Continued*

everybody knows each other they work harder. "I feel like I'm more productive here than I would be at say a university or even the North (Campus)," he said. "There is no residence here so the friends I have are school friends. We do our work together. It's kind of a friendly competition. I like that."

One of the strongest ties to the Etobicoke community is the Volunteers Etobicoke Office. Beverley Burke is the Co-ordinator and her office is in the college. "We have the students of the Lakeshore and the faculty out working for us," she said. This alone sends Humber students out into the community.

The campus has approximately 120 full and part-time faculty and the building itself is approximately 155,000 square feet. Compared to the North Campus, that may seem small, but it is actually larger than many of the community colleges in the province.

Plans to move the Music and Theatre departments to the Lakeshore, possibly as early as next year, will mean a larger population for the campus. Some at Lakeshore speculate whether an increase in students, by about one thousand, will have any effect on the sense of community.

Dean Liphardt doesn't think so. "Not only is the community identity of the school based in our size but, in our relationship with the surrounding area as well. That isn't going to change."

The President of Humber College, Dr. Robert Gordon said he feels the increase in student population at Lakeshore is a positive thing. "The way I see it the only thing (an increase) will do is increase student life. And that's positive."



**Photo on this and Page 4  
by Richard Ostrowski**

## UNION FAIR

**By: Christina McLean**

A **Union Fair** at Humber College's Lakeshore Campus exposed students to the realities of unions in the community.

One of the organizers of the day, Jim Hodgson a Professor for the Centre for Justice Studies, said, "It is important for unions to be seen in the community firsthand. It is just as important for students to learn what role a union will play in their future."

Throughout the day students learned about the activities of unions and their role in establishing such things as minimum wage laws, unemployment insurance protection, pensions, public education, paid vacations and equal access to health care.

The fair started with a keynote address from the past President of the Canadian Labour Congress, Shirley Carr. Her speech was titled "The Future of Work: Achieving Social Justice". The main focus of her talk was the role of social services in today's economy. She said the implications of social programs on wages, health and safety need to be brought into question. The way to do this is to be aware. She told the audience not to buy into the notion that people have no control, because that is where control lies.

Close to 300 faculty members and students attended Carrs' speech.

Throughout the day at display booths unionists were available to answer questions about unions. All the participating unionists agreed that the turnout of students with queries was large. This can be partly attributed to the fact that the college tried to invite unions to the school who would eventually be representing the students in their future jobs, such as, the Canadian Union of Public Employees (CUPE) which represents Police Officers which ties in with Law and Security Administration students.

CUPE has 746 locals and over 170,000 members in Ontario. They represent public agencies in every form, from daycare workers to truck drivers to high school janitors and more. The Chair of the Ontario Education Committee for CUPE, Brian McCormack echoed Hodgson's opinion on the importance of exposing students to unions before they graduate.

"A lot of students going into the workforce have no idea about the real world. I'm very happy to be a part of changing that," said McCormack. He added, "Just about everyone will be a part of a union at one time or another. I'm here to explain exactly what we are all about."

**Continued on Page 4**





## ENVIRONMENTAL FAIR

By: *Christina McLean*

Last week's **environmental fair** at Humber College's Lakeshore Campus sent a powerful message: Our ailing planet needs help.

The strongest message came from the Environmental Advisor for Metro Toronto's Department of Works, Garth Cole. "Smarten up and wake up! Little do they realize how they will suffer if they don't."

This Student Life organized event focused each day on a different environmental aspect. Each day was organized by a different student at the Lakeshore Campus.

On Tuesday the theme was air and water pollution. Patricia Downs, the organizer, invited Pollution Probe, Metropolitan Toronto Department of Public Works, Etobicoke Department of Public Works, and Environment Canada to take part.

The organizations' themes were based on two things. The need to clean up our water, mainly Lake Ontario, by reducing the amount of hazardous wastes that go down the drain and to use less water. Another theme for the day was reducing toxins in the air.

"What's the point in being concerned about the water we drink if we can't breathe?" asked Cole.

Wednesday, Endangered Species Day, was organized by Lisa O'Brien. One particular booth on this day seemed most popular.

Ron Groshaw, a volunteer from the Metro Zoo, set up a display table with relics of all sorts of different animals. He brought a snake skin from a python that was about 12 feet long, a grizzly bear skin and skull, a fully preserved turtle and a leopard skin among many others.

### Union Fair Continued

Other unions at the fair included the Ontario Public Service Employees Union (OPSEU), the Metro Labour Education Centre, Mayworks and the Labour Council of Metropolitan Toronto.

The Canadian Labour Congress (CLC) which isn't a union but a national organization of unions also had an information display at the fair. The Education Representative for the CLC, Bonnie Armstrong said she was there to not only inform students of the role unions will play in their future but to also "counteract the negative coverage of unions by the media."

Armstrong said, "Unions are more than agencies set up to allow workers to strike. They have excellent education programs within each union designed to teach awareness of issues, such as harassment and women's rights."

These two topics of women's rights and harassment in the workplace were widely acknowledged by all the unions present at the fair.

CUPE handed out buttons saying "HARASSMENT poisons the workplace". The Metro Labour Council Director of Labour Community Services, Andy Ranachan, passed out flyers advertising seminars on violence

against women.

Ranachan said, "Unions play a big role in the appreciation of issues that affect all workers. They aren't only concerned with the productivity of their workers but with their well-being as well. It all comes down to awareness."

A film was shown in the afternoon called "Rising up Strong: Women in the Eighties". This film was also concerned with the issues of harassment and violence against women. The two other films that were shown were "Straight Facts" and "As Friend and Foe". These two movies were explanations of the different kinds of unions and what they really do for the workers.

Also in the afternoon a presentation for Law and Security Administration students was put on by the correctional workers section of OPSEU and a representative of the Police Association. About 50 Students turned out to hear about the specific unions they would joining if they became involved in either of those two careers.

A workshop held at the fair, called Workers Information and Action, discussed employment standards and the basis of unions.



Continued Page 7

## View from here

15th Annual Literary Reading Series  
in conjunction with CANADA COUNCIL

# SARAH SHEARD

## Emma's Search for Identity in Sarah Sheard's Novel

### Almost Japanese

by George Thomas

(General Arts & Science)

Sarah Sheard's novel "Almost Japanese" is a story about an adolescent girl's obsession with an exotic Japanese gentleman named Akira. However, as she gains experience Emma comes to the realization that her romance with Akira exists only within her imagination. This insight frees Emma to become her own person.

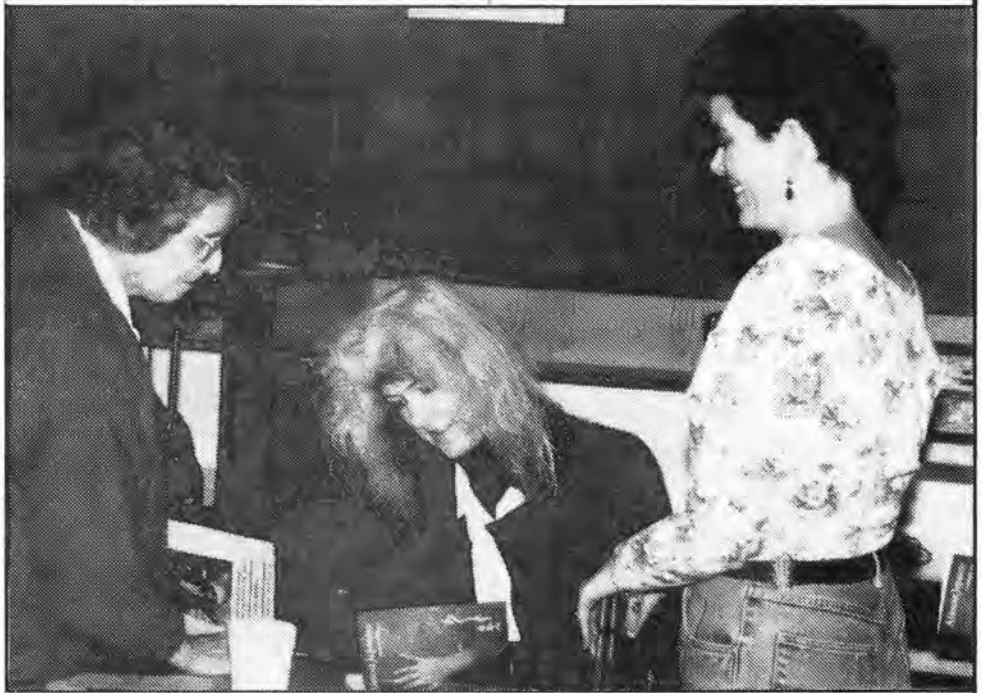
Early in the novel Emma is a young, awkward adolescent girl who is taken by her parents to see the symphony. Emma is captivated by the exotic appeal of the symphony's new Japanese conductor, Akira Tsutsuma. Akira moves into the house next door to Emma and also in her life.

Emma becomes obsessed with Akira and in her mind sees Akira responding to her love. Emma sees her own life as ordinary, and sees Akira as more than human. "Everything Japanese became... magic ... I wanted to be like him, to feel perfect. Everything that was connected to him was absolutely perfect. My daily life was so ordinary it was painful." Emma goes to all of Akira's concerts. She keeps track of his comings and goings. She keeps mementos, such as a lock of his hair and a candy from his car.

Emma feels socially awkward and seeks refuge in her attention to Akira and Japanese culture. She declines a date to go to one of Akira's concerts. When Emma does go on a

date, she wishes that she could wear her kimono and kisses a picture of Akira when her date arrives to pick her up.

Emma's obsession with Akira influences her early relationships with



other men. After Akira accepts a new job conducting in Europe, she meets and has a relationship with Mr. Masaki, an Asian student. Emma projects her image of and love for Akira onto Masaki but learns he is only interested in a sexual relationship.

Emma begins her journey to becoming her own person in the midst of her relationship with Boris. As a result of differences between Emma and Boris regarding their goals and philosophies of life he suggests that she visit Japan. Emma makes plans to visit Japan. Akira's homeland. She plans her visit to coincide with a tour of Japan by Akira and his orchestra with the intention of meeting him.

Emma imagines her reunion with Akira, but she is disturbed by what she foresees. "We rush into one another's arms. We talk for awhile and everything seems to be going well but the way he looks at my face is odd. He keeps glancing over at me and then away as if embarrassed slightly." In her fantasy Emma discovers her face is disfigured by painted characters and there are weeds in her hair. As a result she is in a panic and furious before realizing "... I have this terrible feeling that I've done it to myself and forgotten." Emma is coming to the realiza-

tion that her romance with Akira is one-sided.

As "Almost Japanese" concludes, Emma's transformation is complete and her obsession with Akira is over. Emma goes to one of Akira's concerts, and when she meets him she recognizes the true nature of the relationship she has with him.

" But our intimacy was over. I knew what the next two hours would be like. Akira as the gracious host-maestro and he the perfect host always monitoring, leaning across to rescue me, putting me in context for them ... careful not to create any incorrect notion of our relationship. And why had I come

Continued on Page 6



**Sarah Sheard**

*Continued from Page 5*

here? To tell him everything he had meant to me, how he had haunted my life ... But here, seeing him again, I understood finally that the conversation was never meant to be. I didn't need to know ... It was over."

Emma began her relationship with Akira as a young, awkward adolescent girl who was obsessed with Akira and the exotic mystery of his being. Almost Japanese concludes with Emma as a young woman who has freed herself from her obsession and who has become her own person.



View from here

## BLACK HISTORY

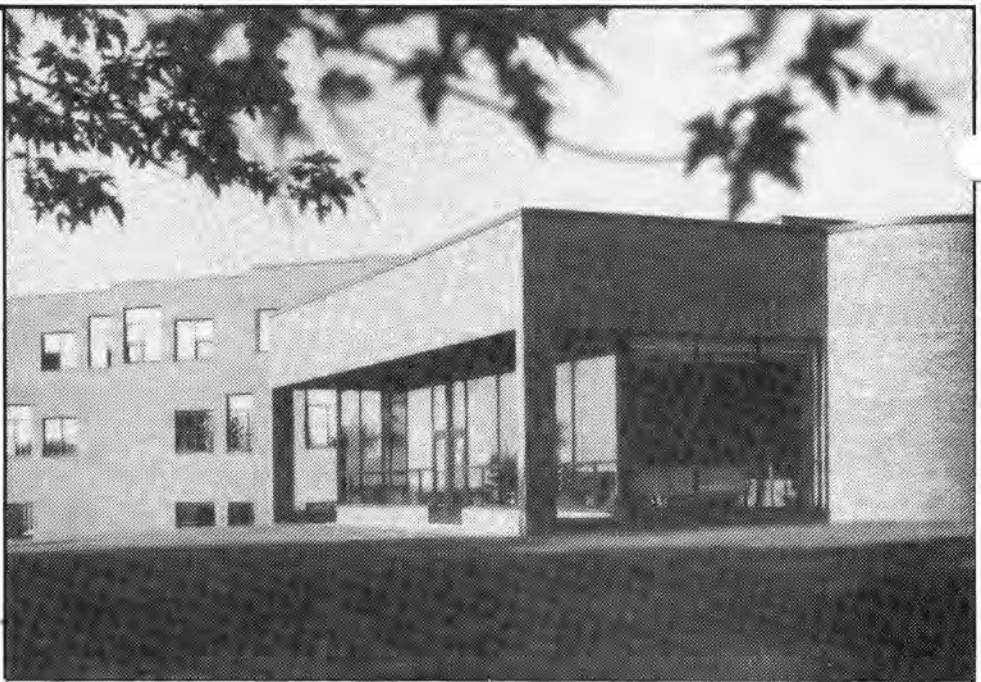
By: *Christina McLean*

The dedication of one of Lakeshore's students is responsible for the success of this year's Black History Month. Last year when Black History Month rolled around Michelle Brazier went to the SAC (Students' Association Council) to find out what had been planned for the month. Brazier said she was disappointed to find nothing organized. She even wrote an article to this paper about her frustration. So, when Black History Month drew near this year, Michele Beckstead the Student Affairs officer approached Brazier to see if she would like to organize the events for the month.

She said her goal for the month isn't to teach the history of blacks but rather "to promote that there is in fact a Black History Month."

The month started Tuesday February 1 with African music playing through the sound system. A table was laid out with Roti, a traditional African meal made of chicken and curry and three booths were set up with notable blacks from the community:

Nile Valley Books which publish and promote mostly children's books about black culture; Robert Small, a distinguished artist in Canada, showcased his collection "The Artistic Works"; Kory's Krazy Rags displayed



dresses, hats and other articles of clothing made from material brought from Chicago to Africa.

On Wednesday Brazier organized a troupe of artists to come in and perform for an hour. The group called COBA (Collective of Black Artists) used drums, powerful music, and movement to entertain the Lakeshore students.

Students and faculty alike were craning their necks trying to catch a glimpse of the performers. Audience members of all colors were clapping and moving to the contagious rhythm.

On Friday the movie "Malcolm X" was shown in the SAC office's quiet lounge. Brazier hopes to continue showing movies relating to the black culture on Fridays throughout February.

Brazier also plans to set up a bulletin board in the main concourse showcasing notable blacks in history.



## DAN GIBBS

By: *Christina McLean*

It's an ordinary office, of an ordinary size, not too big not too small. There is an ordinary desk, a few messy parts but lots of space to work on. But sitting behind that desk isn't an ordinary per-

son.

He puts in 15 hours a week in school, and another 20-30 working at a local beer store. He and a buddy coach pee-wee hockey and on top of that he says he spends 40 hours a week being the president of Humber College's Lakeshore campus Students' Association Council (SAC).

His name is **Dan Gibbs**.

"I love the job," said Gibbs. "It's become a part of me." He originally became involved in the SAC two years ago when his girlfriend was the travel representative. Last year he started off as the Special Events Representative for the Lakeshore SAC. Then the Vice President of finance position came open and he was accepted.

Last November when the SAC President and Vice President resigned amid controversy, he took over and became the interim president until he was acclaimed in January. Again this year he was acclaimed into office.

Being the president of the SAC involves a lot of work said Gibbs. "I am here to basically make sure that the students of this campus have a good time. The job of the SAC is to plan events and things to do for all the students."

**Continued on Page 7**

### **Dan Gibbs Continued**

What Gibbs enjoys most about his job in the Student Government is the planning involved. Part of his job includes soliciting and obtaining sponsorship over the summer for advertising to put into the SAC handbook. "Soliciting was something I never thought I could deal with but I did a really good job over the summer. Personally I think I grew a lot over the summer. I learned a lot anyway." The other aspect of his job that he really likes is working with administration.

Those in Humber's administration who work closely with Gibbs consider him the top man for the job. Peter Maybury, director of Student Life at Lakeshore said Gibbs is "regarded among administration as a student who is really here to serve the students. He is interested in students and will approach things, whether he agrees or disagrees, in a way that is non-combative."

John Liphardt, Lakeshore Dean, agrees with Maybury and adds, "Dan is doing a great job. Liphardt said he commends Gibbs on doing a tough job so well. "One of the toughest parts of being student government president is staying the whole term because you get buffeted with a lot of criticism."

Gibbs also says he feels that he works well with administration. "I have a very good relationship with the administration, which is very important."

Heather Brake, SAC Office Manager said Gibbs "is easy to talk to, sympathetic, and approachable." She adds as a president "Dan is a good role model for the students."

Not only has Gibbs stayed one term but he is working on his second. Liphardt also said, "He has shown that he has a lot of tenacity (because) he started last year in some difficult periods and he stayed through that. He has brought energy and he has kept his spirits up."

Liphardt added, "It is good to have

someone with that stability running student affairs."

Gibbs is taking business administration. This is his fourth year at Humber because he said he spread all of his courses out so he would have more time to be President of the SAC and do a good job. He is also picking up a course he wasn't able to take in first semester. He wants to eventually open his own business. That is one of his major goals in life. It doesn't matter what kind of business - he just wants to do it.

On a more personal side he says that he enjoys movies that don't waste his time. "I'd rather watch a good movie that I have already seen than waste my time watching a movie that I think is going to waste my time. I'm a big Monty Python fan." Off color humor appeals to him. His favourite television shows are Saturday Night Live and SCTV reruns.

Gibbs has a few things tentatively planned for the second semester. He hopes to bring back a firewalker who came at the beginning of the year. The SAC also has plans for a Winter Madness Week in February and an Ironman Competition for the spring semester. He said he hopes to have more events planned but it's a matter of budgeting for them. The SAC's budget for the semester will be between \$6,000 and \$8,000.

He said he isn't the kind of person who tells his special events representatives "I want to do this so plan it." He lets them make some decisions and do some of the planning. Last semester Gibbs was partly responsible for organizing a forum on justice at the school. He also organized an all-candidates meeting for the Etobicoke-Lakeshore riding. Maybury said these two events were "wonderfully successful" and "Dan was responsible for that success in a big way." Behind Gibbs' desk hanging on the wall are a bunch of neatly placed pieces of paper, each with words of wisdom written on them. One reads "Just Do It" another says "Misery Loves Company" a different one announces "NEVER NEVER NEVER GIVE UP".

When asked about the purpose of the wall, Gibbs just smiled and said "Oh that, oh it's something thrown together."



### **Environmental Fair Continued**

At one point an angry student approached Groshaw saying that his display upset her. She told him she was a long standing member of the zoo and asked him why he "brought dead animals here. To me that is contradictory to what I thought (the zoo) was all about. "Groshaw was quick to explain, "by bringing in dead animals from other countries I am setting an example of what not to do. I am trying to show what is not only illegal but immoral."

Groshaw told of gallbladders of bears that sell for up to \$4,000 a piece in some Asian countries. They make aphrodisiac pills out of them that sell for \$35 to \$40 a pill. He asked "Is a bear's life worth that? Not in money or in any other aspect. There is room in this world for all of us."

Other displays set up on Endangered Species Day were the World Wildlife Fund (WWF), Greenpeace, Federation of Ontario Naturalists, and Conservation International. Rhea Toomer organized Thursday's theme: The 3 R's: Reduce, Reuse, and Recycle.

The message was the same for all groups. Many people recycle cans, glass and plastics and think that's enough. But Linda Low, an Assistant Recycling Co-coordinator at the City of Etobicoke Works Department, said that recycling just isn't close to being enough. "We need to concentrate on reducing first. Then we think about reusing and as a last resort we recycle. Most people don't think of it that way."

On one of the display tables there were signs which read 'North America: 5 percent of world population, 50 percent of world's garbage.' And 'one kilogram (of garbage) per person per day soon adds up ... to 10 million tons per year in Ontario.'

Throughout the day, films were shown on what the individual can do to cut back on garbage at home and at work.



## The Awakening of Constance Ledbelly in Ann-Marie MacDonald's Play

### Goodnight, Desdemona (Goodmorning, Juliet)

by Jenny Racicot

(Theatre Performance, Third Year)

In the beginning of Ann-Marie MacDonald's play Goodnight Desdemona (Goodmorning, Juliet), Constance Ledbelly, the protagonist, is down on herself. She has been driven to the point where she's ready to give up. By the end of the play, however, she transforms into a strong woman, empowered by her sex and at peace with herself.

At the start of Goodnight Desdemona Constance is a hopeless wreck. She is treated like a child and a failure by Professor Claude Knight. The Professor uses Constance to do his work, pushes her around, and patronizes her. "You must learn to relax, my little titmouse." (I,i, p.22) He degrades her. He is condescending and cruel, not missing a chance to rub her failures in her face. "I hate to see you turning into a laughing stock, Connie. You know you'll never get your doctorate at this rate." (I,i, p.22) At the end of the Professor's visit, Constance is lost in humiliation and is ready to give up all her hard work on Shakespeare's tragedies.

When Constance suddenly finds herself in the magical world of Othello, however, her transformation begins. In the world of Othello, Constance meets up with the ever tragic Desdemona. Constance is immediately taken aback by Desdemona's strength and courage. Although it is Constance who saves Desdemona from death, Constance is also saved. She learns from Desdemona the strength of being a woman. Constance discusses with Desdemona Constance's situation with the Professor and in the end finds herself more angry than defeated:



Photo by Sharon Scott

And after years spent as a laughing stock, I finally came to think it was true. But, Desdemona, now that I've met you, I want to stand out in that field and cry, "Bullshit!"

Desdemona teaches her about the strength of her sex and inspires her to say "no more" to the way that she is being treated.

After learning about strength from Desdemona, Constance meets Juliet, who teaches her about love. Juliet is the most passionate character in the play and is willing to die for her love:

Tomorrow will they find one corpse entwined, When, having loved each other perfectly, Our deaths proclaim one night, eternity. (III, iii, p.78) ...2

Constance, though angry at Juliet's need for tragedy and self-destruction, is still flattered and uplifted by the young girl. Juliet teaches her that she deserves to be loved and that self-destruction is not the answer. Constance has found herself.

In her mind, Constance set out to save the tragic women of Romeo and Juliet and Othello. In doing so, she saves herself. In her transformation, she finds a heroine and lover in herself. Constance realizes that there is a little bit of Juliet and Desdemona in herself. She finds strength in what was thought for so long to be the weaker sex. Constance is a woman who once was afraid and misused and who is now strong and confident. She is found.

For those who have the eyes to see:

Take care - for what you see, just might be thee.

Where two plus one adds to one, not three.

Goodnight, Desdemona.  
Goodmorning Juliet.

### NEWS & VIEWS

A Newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor : Peter Maybury  
Assistant Editor: Ben Labovitch  
Layout & Photography : Jim Brady  
Typesetting : AV/Graphics



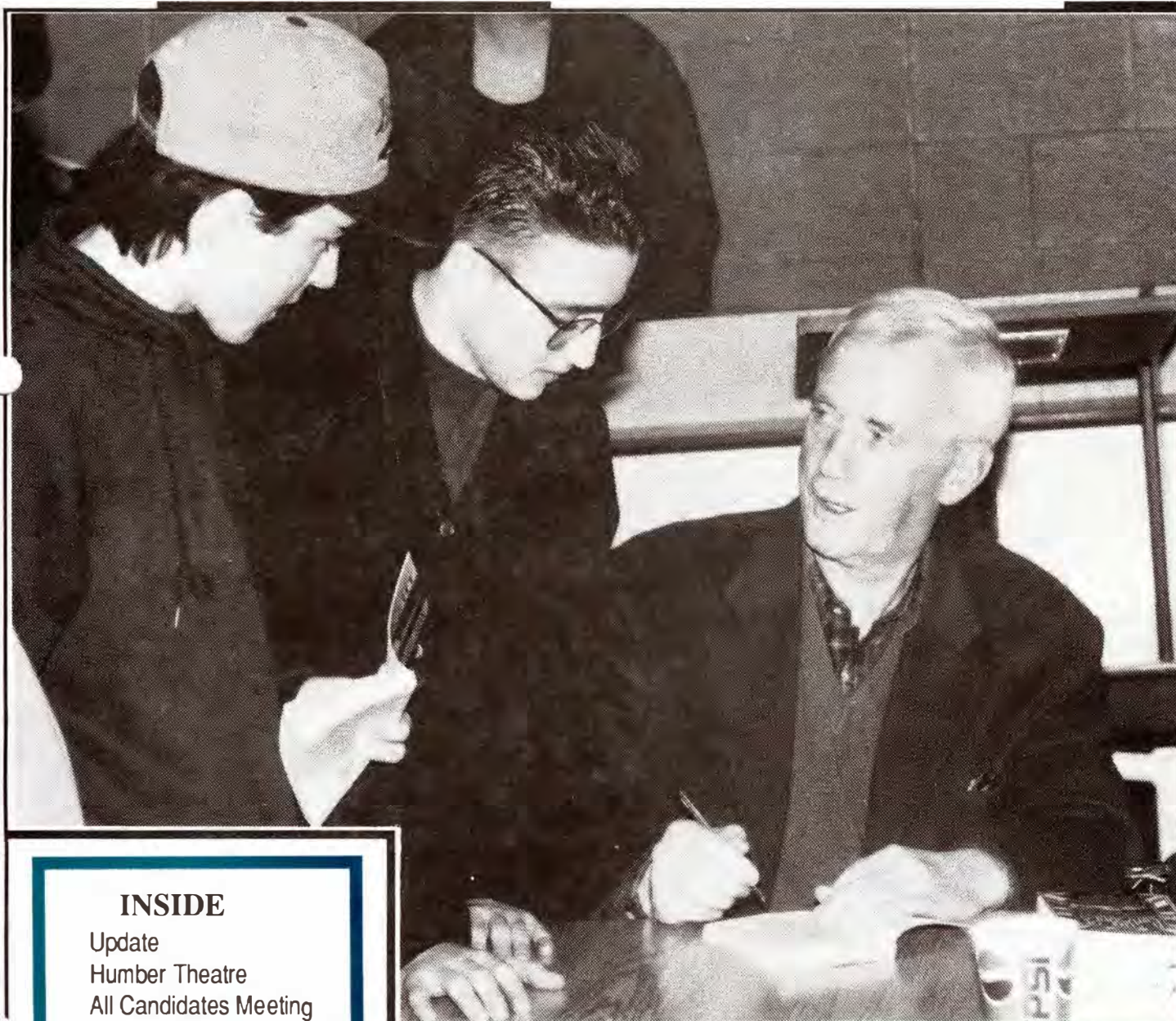
**HUMBER COLLEGE**

**LAKESHORE**

# News and Views

**FALL 1993**

**No.13**



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**ERIC WRIGHT** at Lakeshore

## Update from the Dean...

John D. Liphardt

Humber Lakeshore students have been making their presence felt actively and positively in the community in 1993 and will continue to do so in the years ahead. Not only are our students learning and assisting social agencies as part of their field practice, they are also acting as committed volunteers serving the community's needs.

The 'Students Helping Students' project is a prime example. Law and Security students volunteer to assist elementary and secondary school counsellors and principals in working with younger 'kids' who have behavioural problems. Our Humber students act as positive role models introducing conciliation and problem-solving techniques of non-violent crisis intervention. In addition to gaining valuable experience, they are helping to create more harmonious and safer schools. Sixteen schools have joined in this partnership venture and 60 students are volunteers.

"For two years, I have been most fortunate in working with these people. The Law and Security students have been working in my school for the past year and a half. Their time, dedication, enthusiasm, and positive influence has assisted us in virtually changing the school climate to a safe and most welcoming environment"

-School Principal

Humber Lakeshore students are also active participants in community agencies through our association with Volunteers Etobicoke; over 150 are involved.

Humber Lakeshore students, with the Student Government, presented an All-Candidates' Meeting on campus so that fellow students could become better informed on election issues.

Humber Lakeshore students organized an important forum on community justice with the principal speaker, Rubin "Hurricane" Carter. This presentation will be featured in an upcoming Arts & Entertainment program in the U.S. in 1994.

Humber Lakeshore students will



This photo and the photo on Page 7 taken by Christina McLean

again conduct the White Ribbon Campaign to show male support in curbing violence against women in our society.

Our students are showing their interest and willingness to be responsibly involved in improving society. They are learning, and becoming good role models for us all.

"I've been most impressed with the level of student involvement and commitment to their community".

-Beverley Burke  
Volunteers Etobicoke

The Lakeshore continues to provide a very active academic environment. This year, we have graduated our first classes of Educational Assistants and PsychoSocial Rehabilitation Workers.

Our programs include Career Planning for Women and Immigrant Women, designed to assist those re-entering the workforce. There has been considerable training in computer applications for others repositioning their careers for new future employment opportunities, and people pursuing educational training for small business start-up loan applicants have been attending short programs on campus.

Our combination of community-based activity and current appropriate programming continue to make the Lakeshore Campus of Humber College a leader in education. ■○■

## Lakeshore Discovery Week Under Fire

By: Christina McLean

A spiritually motivated firewalker appeared at Humber Lakeshore Campus on September 15 to present a seminar called Stepping Beyond Fear: The Firewalk.

The purpose of the seminar was to teach the 25 people in attendance, most of whom were students, that people can do anything they set their minds to. The host of the seminar, Jim Donnelly, provided evidence by having all participants walk across 12 feet of 1200-degree fire.

Almost 20 people took the chance and walked. No one was injured.

Dan Gibbs, SAC president of Humber Lakeshore, said he will bring Donnelly back next semester for another presentation. Gibbs hopes attendance will increase the second time around.

Donnelly, who billed himself as a

*Continued on Page 3*

### Discovery Week Continued

Professional Motivator, dressed in finely tailored dress pants and a tie and wore an earring in one ear. He spoke with conviction about the mental and physical aspect of walking on fire but focused mainly of the spirituality involved.

"Flesh burns - your spirit doesn't," said Donnelly. "The spirit is what carries a person over the fire," he said.

He reminded the group that walking on fire dates back thousands of years as a healing process in many parts of the world.

For example, in Kahuna, Hawaii the people of the island walk across 100-foot lava flows in order to cleanse themselves of their ills.

To prepare for the walk, the participants took part in what Donnelly refers to as the "kinaesthetic squish," an exercise that involves stimulus response.

The group stood up and yelled, "YES," as loudly and as powerfully as they could, then sat down and pretended to be bored and tired. This was echoed repeatedly. The purpose was to promote energy and have everyone feeling revived. Everyone there was expected to participate to the fullest in this exercise so as not to bring the rest of the group down. As Donnelly put it, "If you aren't helping then you are harming."

However, not all the participants were enthusiastic. "I expected a performance....A Firewalker performing with fire, not this spiritual junk. I wasn't going to walk on fire," said one Humber student, Mary, who left before the firewalk began.

"It was weird, totally weird. It just wasn't interesting to me. I don't understand why these people were doing it," said Mary. "When (Donnelly) said, 'Your flesh burns-your spirit doesn't,' it spooked me...I felt very uncomfortable."

Dan Gibbs, SAC president of Humber Lakeshore, said he got what he expected out of the seminar.

"I can spend the (SAC) money in a lot of different ways," said Gibbs, "but I made this seminar a priority because (the students) can learn something positive about life from it. There was no trance, no magic; he didn't put any special solution on our feet; he just tells you you can do it and you do with your own personal power." ■○■

## "ALL-CANDIDATES" MEETING

By: Christina McLean

One week before this year's federal election Humber College's Lakeshore Campus hosted six of the candidates from the Etobicoke-Lakeshore riding for an all-candidates meeting. It shed light on the issues and personalities of the candidates running.

In Attendance were Karen Ridley of the New Democratic Party, Don Jackson of the Natural Law Party, Jean Augustine of the Liberal Party, Patrick Boyer of the Progressive Conservatives, Gilles Brunet of the National Party and Ken Anstruther of the Reform Party.

The first part of the meeting was an open form session where all the candidates spoke about their concerns and issues. Next they were asked prepared questions by the Dean of

Lakeshore and the Vice-president of the SAC concerning issues related to students. Next the floor was opened for questions from the audience. These ranged from the Senate to credibility to tuition and racism.

Karen Ridley of the N.D.P. spoke on the statistics regarding unemployment, the need for re-assessment of transfer payments, pension and health care. The main focus of her talk involved education such as creating stable funding for Secondary Schools and establishing apprenticeship programs.

Don Jackson of the Natural Law Party spend most of his time talking about his party as whole. He explained what their priorities were, namely creating a positive country whereby every person could enjoy creativity, coherence and harmony by using the influence of nature. His party planned on doing this partly by yoga and meditation.

Patrick Boyer of the PCs spoke on jobs, opportunities, taxes and trade. He centred his talk around the economy and personal security in Canada.

The National Party's Gilles Brunet spoke about his party's lack of patronage and pork barrelling. He focused on the need for a strong united Canada

Continued on Page 5



Photo by Richard Ostrowski

View from here



## RUBIN "HURRICANE" CARTER

By: *Christine McLean*

Rubin "Hurricane" Carter, prize-fighter turned inmate, spoke at a forum on community justice at Humber's Lakeshore Campus last week. He spoke about the responsibility of youths to correct the wrongs in the world.

Carter knows what he is talking about. He is a man who spent almost 20 years in jail for a murder he didn't commit. After he was twice convicted of the charges, it took 20 years before an appeal court overturned the verdicts.

Carter told the audience of students that "I am here to tell you that life has a way of surprising us sometimes, and that the world can come together in the most unexpected ways. All of you are the young people who can surprise the old people and put the world back together again."

On June 17, 1966 in a rundown bar and grill in Paterson, New Jersey, three white men were gunned down and killed by two black men. Even though Carter and his "partner," John Artis, had credible alibis and no motive and a survivor of the shooting said they were not the perpetrators, Carter and Artis were sent to jail to serve three life

sentences. They narrowly escaped the electric chair.

Investigators of the murders deemed the crime "racially motivated."

At the time, Carter was a successful boxer who was likely to be the next middle-weight boxing champion of the world. He was also an outspoken black activist.

In 1974 Carter published an autobiography, entitled *The 16th Round*. In the same year the state's two key witnesses recanted their testimonies. Petty criminals themselves, as well as suspects, they admitted their testimonies had been the product of coercion and promises of favourable treatment from the police. These two incidents prompted international attention.

It wasn't until 1976 that the New Jersey Supreme Court unanimously overturned the convictions of Carter and Artis because the state's witnesses had committed perjury and favourable evidence had been withheld from the defence.

A new trial ensued. At this trial the state's principal witness recanted his statement. As well, while no motive was offered at the first trial, at the retrial the state said that the motive was "racial revenge." They gave no evidence to support this other than the fact that the men who were killed were white and Carter and Artis were black.

Carter and Artis were reconvicted. In 1980 Carter finally had the chance

to appeal to a federal court. The district court ruled that Carter and Artis' convictions were based on "racism rather than reason and concealment rather than disclosure" and that his imprisonment had been "a travesty." A will of habeas corpus was granted.

On November 8, 1985 Ruben "Hurricane" Carter became a free man.

He has become a living symbol of the need for sustaining the "Great Writ (of habeas corpus). He speaks at universities, high schools, and libraries across Canada and the United States on a regular basis. His topics include literacy, education, wrongful convictions and the death penalty, to name a few.

As he said, "I don't get in the ring anymore and try to knock people out with my fists, instead I'm out here talking. Huffing and puffing like a good hurricane should. (I'm) trying to help to blow down with words some of the problems and pain we've been causing ourselves.

He uses humour and stories to send his message. The message is clear people can do anything they choose to do. "Anything in this world can be done if you got commitment and you got the people to do it and are focused upon it."

Greg Shanvell, a first-year Law and Security student at Lakeshore, attended the forum. He thought it was an interesting speech. "I found it frustrating just listening to him talk, much less being in that position that he was," he said.

City TV was filming at the forum. As well, a film crew from Chicago was there doing a documentary movie on Carter. And a high school from Trenton, New Jersey (the location of the prison in which Carter spent most of his time) had a small group of students come up to hear Carter speak.

Carter is now married to a Canadian and makes his home near Toronto. He is on the board of directors of the Southern Centre for Human Rights, the Alliance for Prison Justice and the Association in Defence of the Wrongly Convicted.

In December the World Boxing Council will be awarding Carter an honorary Championship Belt.

Continued on Page 8

## View from here

15th Annual Literary Reading Series  
in conjunction with CANADA COUNCIL

# ERIC WRIGHT

## The Transformation of Charlie Salter in Eric Wright's

### Novel The Night the Gods Smiled

By: *Diane Baiocchi (Law & Security  
Administration, First Year)*

There comes a time in an individual's life when he or she reaches a point of self-awareness; through life experiences, the search for self-discovery can be achieved. In Eric Wright's novel The Night the Gods Smiled, one man's search for a killer leads him to discover who he really is.

Charlie Salter, the protagonist of the novel, is a "loser." He has low self-esteem and a low regard for his chosen profession. He also feels a great deal of insecurity about himself.

*Charlie Salter usually woke up badly these days. The worst mornings were those after nightmares when it took him whole minutes to*

*realize that he was awake in his own bed. There were other bad ways of waking, including times like this one when he lay waiting for memories of all his failures to fade into the daylight. (P.7)*

Playing squash gives Charlie energy and brings back some of the joy in his life that he has been missing.

Molly, one of Summers' former students, also has a positive effect on Charlie. Molly makes Charlie feel attractive again and more secure about himself. Their conversations are open and honest, and they build a friendship with one another. From this Charlie develops a deeper relationship with his wife; he is able to talk more intimately with her, and he becomes more interested in his family.

Both Molly and David influence and



**All-Candidates continued**  
without racism and unfairness.

Ken Anstruthur of the Reform party dealt with the issues of debt, getting the government in touch with the people and job creation. His main topic was students and the need for affordable education.

The Liberal candidate, Jean Augustine (who went on to win the riding), spoke about employment, health care and the deficit. She focused on fairness, justice and opportunities for all Canadians.

The meeting was both informative and interesting.

Charlie sees himself as an inadequate man. He is not very interested in his family and feels that his career is not good enough. When his son asks him to come to his school, Charlie refuses because he thinks that he can't possibly compete with the other fathers who are either lawyers, doctors, or stock brokers.

When Charlie begins investigating the murder case of David Summers, however, and reads his journal, Charlie realizes that David was going through the same dilemmas as Charlie, himself. Charlie learns what David did to make himself more full of life and to combat his problems. Therefore, David, even though he is dead, is able to make Charlie come to terms with his life. After reading of David's joining a squash club, Charlie does the same thing.

help in Charlie's transformation. Charlie changes from a joyless failure to a man more full of life and success.

*He woke up smiling from his first good dream in a year. He sat up and grabbed at the memory before it faded. He was in charge of a World Centre. People came to him with their problems. He was the world centre for all problems.*

Charlie no longer has nightmares but rather dreams. His self-esteem has increased dramatically, and he now has a more positive view of life. He has increased responsibilities at work and he knows that his is not a failure.



# Ophelia's Terror in William Shakespeare's Hamlet

By: *Stephanie Rosloski (Theatre-Performance, First Year)*

The influences that people have in their lives usually play a large part in developing their ideas. This situation is true for the character of Ophelia in William Shakespeare's play Hamlet. Ophelia's life is slowly turned from happiness to ruin when her main influences lead her to believe that love is madness. Her downfall is caused by Laertes, Hamlet, and Polonius.

Before Ophelia's brother, Laertes, leaves for Denmark, he talks to his sister about love. Laertes tries to instill fear in Ophelia by telling her to be afraid of love:

*Fear it, Ophelia, fear it my dear sister  
And keep you in the rear of your affection,  
Out of shot and danger of desire  
The chastest maid is prodigal enough  
If she unmask her beauty to the moon. I, iii (33-37)*

Because Ophelia loves and trusts her brother, she believes wholeheartedly in everything he says to her. His description of men's affections is one that is very scary for a girl who has no idea about what love is, and Laertes heightens her anxiety about love.

Hamlet also gives Ophelia notable cause to believe that love is crazy. In Act II, scene one, Hamlet comes to Ophelia's sewing closet and treats her very strangely. Afterwards, she says to her father:

*At last, a little shaking of mine arm  
And thrice his head thus waving up and down,  
He raised a sigh so piteous and*



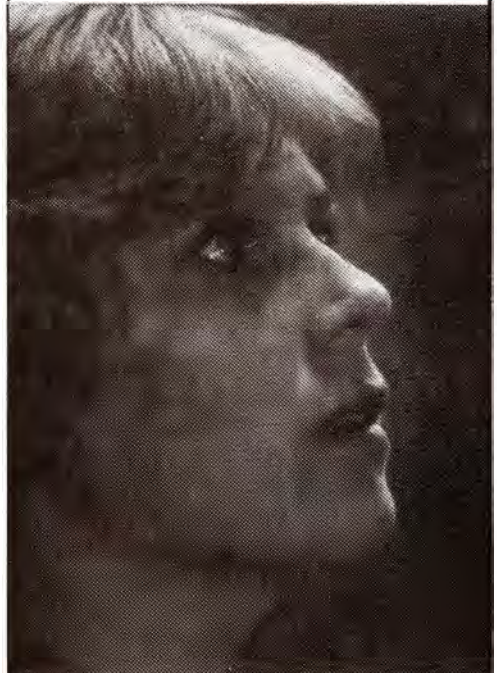
National Ballet of Canada dancer **Andrea Burrige** receives students from Ben Labovitch's The Arts and the Twentieth Century Imagination course after a performance of **The Taming of the Shrew**.

*profound  
As it did seem to shatter all his bulk  
And end his being. II, i (92-96)*

Hamlet's strange behaviour leads Ophelia to believe that his love for her has driven him to madness. With this revelation she begins to fear for her own health and sanity.

It is Ophelia's father, Polonius, who finally confirms the thought that love is madness and that it is contagious. When his daughter comes to him after Act II, scene one, she is looking for solace, for someone to ease all her fears. However, just the opposite occurs. He says he will protect her and teach her about love but then explains Hamlet's behaviour by saying "This is the very ecstasy of love / And leads the will to desperate undertakings." [II, i (102-104)] He uses the words "violent" and "desperate" to describe love, and Ophelia becomes so afraid that Hamlet will harm her that she accepts her father's guidance and betrays the man whom she loves; she cannot love him normally because she does not understand his affections. When her father is killed, Ophelia has no man to confide in, no one to show her how to govern her life, so she accepts love as madness and immerses herself in it.

Hamlet. If her influences had not painted such horrible images of love, she might not have been led to her insanity and demise at the end of Act IV, scene seven. Because Ophelia loves and trusts her influences so intensely, Laertes, Hamlet, and Polonius actually lead her to the stream that drowns her and are responsible for the deterioration of her sanity and ultimately for her death. ■●■



**Mary Beth Lyttle as Ophelia in Theatre Humber's production of HAMLET**

**Photo by Mark Schoenberg**

Ophelia is hard done by in the play

# Community Benefits from Lakeshore Fair

By: Christina McLean

Ten volunteer agencies gathered at Humber Lakeshore last week to take part in a Volunteer Fair.

The purpose of the fair was to give the agencies some publicity and to give students a chance to check out volunteering in a non-threatening way.

Volunteers Etobicoke, which is a community resource centre for volunteers in the Etobicoke area, organized the fair. Beverly Burke, coordinator for Volunteers Etobicoke, has her office on the Lakeshore campus. Her job is to act as a liaison between people who wish to volunteer and the volunteer agencies.

It isn't only students and staff who come into Burke's office seeking volunteer work; many people from the community come through the door.

"For students, the chance to beef up their resume is one of the main reasons for volunteering," said Burke, but the feeling of "enhancing their lives" does come into play.

The agencies that attended were all looking for different types of volunteers.

Culture Link is an organization that "helps new Canadians settle more easily into our country," said Fetch Muhamoud, the volunteer representative at the fair.

The organization works closely with Immigration Canada, and also finds volunteers who work with Immigration to get immigrants established in the community. The volunteer may sit with the newcomers for coffee or help register their child in school or even teach them how to use an automated bank machine. Volunteers spend three hours a week for a year with their newcomers, but as Muhamoud said, "the contact usually lasts a lifetime as friends."

Storefront Humber representatives were seeking student volunteers to help seniors and the disabled to continue living in their own homes. Tasks for the volunteers include going for a walk, shopping and even just talking.



This agency is a member of the United Way.

Arden Lambe, a volunteer for Storefront Humber, said that although the United Way helps the organization financially, a great deal of their money comes from their own hard work. According to Lambe, "The United Way's attitude is, I'll help you but only if you help yourself. I said the same thing when my teenaged son asked me to buy him a car. It's only fair."

Volunteers make money for their agency by having bake sales, weekly luncheons at the Beach House Cafe - a restaurant on Lakeshore Boulevard, penny auctions and fashion shows.

Volunteers are expected to help out for two to three hours a week but "most of the time our volunteers end up giving much more of their time to the clients; it's only humane," said Lambe.

Juniors in Literacy is a voluntary tutoring agency for kids from grades three to eight. Volunteers tutor for one - and - a half hours a week, and spend another half an hour "rapping" with the other tutors about any difficulties the kids are having. Jackie St. Bernard is the founder and coordinator of the agency. St. Bernard is a teacher turned payroll accountant who is currently unemployed. "I wasn't feeling productive so I started doing something for the community that I knew was needed and that I knew I could do."

The students are children having problems in the areas of spelling, math,

english and reading. The tutors are mostly college or university students. St. Bernard demands that the tutors are dedicated and committed to maintaining the objectives and the mandate of the organization. She adds, "They must enjoy and have fun with the kids at the same time."

Only 22 tutors help out 58 kids. Not only would St. Bernard like more tutors, but she is also in desperate need of computers. The agency isn't funded by the government, so she relies on people in the community to provide supplies and space. She gives credit to her "good hearted neighbours" for the program being able to continue.

Burke organizes one to two volunteer fairs of this sort each semester. Each time she brings in different kinds of agencies to keep variety and interest levels up. The next fair is in mid January.

Burke said the fair was "quite a success." For any information on volunteering in your area contact Beverly Burke at 252-5571 ext. 3371.



## Rubin Carter Continued

Carter was the subject of Bob Dylan's song "Hurricane." His story has been the subject of a Canadian bestseller, *Lazarus and the Hurricane*, and featured in *Sports Illustrated* and in programs on NBC, CBC, CTV, and the BBC. As well filming will begin this spring on major Hollywood motion picture on the amazing story of his life.

This is Carter's second visit to Humber College. In the opening of his speech Carter said "Speaking at Humber College has been and remains a high point in my life."



## "COLLEGE INFORMATION FAIR"

By: *Christina McLean*

A successful college information fair was held at Humber's Lakeshore Campus.

Fifteen colleges from across Ontario attended the seminar in October, along with five departments from Humber exclusive to the Lakeshore campus, such as Law and Security.

Three-to four-hundred high school students and some adults attended the fair seeking information on colleges across Ontario.

Fairs like this are held at all Ontario colleges from September until December of every year.

Heather Howe and Kathy Rowlands are liaison officers for Humber College. Their job includes travelling to all the fairs across the province and hosting one at Humber. They answer questions about the college and provide information on the programs available.

The Humber fair is usually held at the larger North Campus, and Howe was somewhat nervous about what kind of turnout they would have, but the day went well and she was "happy with the



The P.A.C.T. ( Police and College Teamwork ) program is a joint venture between the Law and Security Administration Program and Metro Police's 21 Division. The program is designed to provide students with a variety of policing experiences including ride-alongs and Community projects.

numbers."

Another worry was that with the meningitis scare in Peel region all extracurricular activities might have been cancelled. Fortunately only one high school couldn't attend. As a replacement the guidance counsellors from the school came on their own.

Mike Kvenich, a business and computers teacher from Humber, had a display set up at the fair. He said he

enjoyed being at the fair. He stresses the need for computer training in today's job market. Apprenticeship, managerial training and communication skills are all a necessary part of the business program, and he feels it is important for students looking into the program to know that up front.

The Ontario College of Art (O.C.A.) was just one of the 16 colleges with a display set up at the fair. Jillian Cook is O.C.A.'s Admissions, Recruitment and Liaison Officer. She travels around Ontario and attends fairs just like this talking with students and their parents.

"Not only is this a great way to see the province, but it is great talking to all different kinds of people," Cook said.

This kind of fair is called a general walk about. The liaison officers also participate in classroom talks, where the officer answers individuals' questions in the classroom.

As well as having these kinds of fairs during the day some night sessions are held so that the students' parents can attend.



## NEWS & VIEWS

A Newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor : Peter Maybury  
Assistant Editor: Ben Labovitch  
Layout & Photography : Jim Brady  
Typesetting : AV/Graphics



**HUMBER COLLEGE**

LAKE SHORE  
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**The Crucible**

**A HUMBER COLLEGE  
Student Production**

## Update from the Dean...

*John D. Liphardt*

Humber College's Lakeshore Campus continues to evolve into the 90's with progressive and interesting activities. Having a School of Social and Community Services and a Centre for Justice Studies gives us a backdrop for some of this activity.

The Volunteers Etobicoke association with Humber is thriving. Hundreds of students have become involved, as good citizens, in helping various agencies and schools cope with the extra load that has resulted this past year. Several projects that will be of interest are Students Helping Students and the Teen Zone Friday evening program.

The twenty-seven students in the Students Helping Students project received official recognition from Metropolitan Toronto Police, Volunteers Etobicoke and Humber College for their role modelling and creative problem solving volunteer work in elementary and secondary schools in Etobicoke. Many of the Students assisted with the one hundred and sixty teenagers for their Friday evening program. Two important examples of our students working in the community.

Humber's association with the Institute of Canadian Banking continues. There are in excess of one hundred new students in this major financial service program. The nature of banking and personal financial/investment is changing rapidly. We are in the forefront in the joint development of this program. Look for our students in local banks and trust companies.

Humber Lakeshore graduated its first classes of Educational Assistants and Psychosocial Rehabilitation Workers. Congratulations to these people and to all who have developed these new programs.

News & Views highlights other campus activities and provides interesting readings. We are pleased that the "Reader's Series" will continue in the Fall with noted Canadian author Eric Wright



Recently renovated cottage at the Hospital site .....Photo by Gary Gellert

## Theatre Humber

*by Natalie Vujaklija*

Humber is well known throughout the college community for its strength in the creative arts programs. In fact, programs such as photography, and film and television production are well known amongst the professionals in the industry.

Yet there is one program that doesn't get the recognition it deserves – the theatre program. Over the years, Humber's acting program has been fine tuned, but recognition within the college is still minimal, a fact which is frustrating to Artistic Director, Mark Schoenberg.

"The problem lies in the lack of funding. We are the public face of Humber college. Therefore we warrant additional funding so we can present the best product," he said.

That is a goal for Schoenberg, one that he hasn't achieved yet.

But what he has achieved is a pretty successful theatre season. "We had very good audience response for all our plays this year," he said. This year's performances included "Waiting for the Parade", a story of Canadian women during World War II, and the

"House of Blue Leaves" which is a farce with a very dark perspective on life in the latter half of the twentieth century. The main production was Arthur Miller's "The Crucible". It is set in Salem, Massachusetts in 1692 during the witch trials.

The play is not an easy one to perform. Lance Brathwaite who played Deputy Governor Danforth did an excellent job. The interaction between John and Elizabeth Proctor played by Matt Richardson and Shelly Hong was riveting. According to Schoenberg, Jenny Nash, who played Mary Warren, should also be commended for her performance. ■○■



## Humber – Lakeshore's Intercultural Week

by Natalie Vujaklija

March 15 to 19 was Intercultural Week at the Lakeshore Campus. The event, run by the Co-ordinator of Student Affairs and Athletics, Michele Beckstead, was organized to promote cultural awareness.

Each day a different part of the world was profiled, with an information booth set up so students could find out more about a particular country.

A typical day during "Intercultural Week" included food, guest speakers and entertainers pertaining to a variety of countries.

The largest turnout was for the Native Indian Drummers. The drummers, known as "Council Fire", are an aboriginal group that go out to schools to promote their culture. According to Dave Johnson, who spoke for the group, it has only been in the last few years that people have really become aware of issues that affect native people in Canada. After speaking to the crowd, Council Fire played to the audience and invited people to come up and dance. Johnson got the crowd going and soon there was hardly any room to dance around the drum.

Another activity featured was a forum on interculturalism in Canada with speaker Al Mercury. Mercury has spent the better part of his life dealing with race relations. He currently is the executive director of the National Black Coalition of Canada and is also a special advisor to the North York Committee on Community and Ethnic Relations, an organization he co-founded in 1979.

The main focus of the discussion was the way that other ethnic groups are portrayed in Canada. Mercury would like to see history books "reflect the other cultures that helped shape our nation."

One of the first steps to bridging the gaps between ethnic groups in Canada, according to Mercury, is the realization that multiculturalism is an integral part of this country. "We are not hyphenated Canadians. We are all Canadi-

ans. And the only race that matters is the human race," he said. ■○■

## Humber teacher returns from Russia

by Janis Raisen

A Lakeshore faculty member who delivered a seminar at a career training symposium in Russia, sparked enthusiasm among Russian educators.

Patricia Meek, coordinator of the Business Administration Co-op Program represented Canada last November in a program to retrain Russian adults displaced from the work force.

She delivered a seminar on client assessment which explained ways to match suitable training programs with the interests and educational backgrounds of people.

Some of the topics she discussed were; the Ontario educational system, methods of assessment, role of assessor, objectives of assessment, and training considerations.

The symposium was sponsored by the Community Colleges for International Development. (CCID), an American organization which assists

in technical service programs overseas.

CCID, along with the Russian educators, were impressed with Meek's work.

Frank Franklin, director of International Projects here at Humber said the response that came from CCID was "do we have more people like her?"

Franklin said the Russian educators requested Meek's return to Russia.

"They found what she did was really useful and it fits in with where Russia is at the moment with the changes they're going through," said Franklin. "What Pat did for us was make contact and show the Americans and Russians our capabilities, and willingness to work and it paid off."

For Meek, her week in Kazan (an agricultural town in the region of Tatarstan) was both rewarding and full of surprises. Meek said since she was one of only two women at the conference the Russians arranged for her to stay with a family.

"It worked incredibly well for me, I was only five minutes from school."

Meek said CCID just opened a college in Kazan based on the American model. They combined five existing schools and formed a multiple campus institution—one for agriculture, information technology, technical energy

**Continued on Page 4**



Somali Seminar

## View from here



## In Defence Of The Massasauga Rattlesnake

*"We ought not childishly neglect the study of the meaner animals because there is something wonderful in all of nature.*

*We ought to investigate all sorts of animals because all of them will reveal something of nature and something of beauty."*

—Aristotle

The only good snake is a dead snake. Such are the views of many people, especially when it turns out to be a rattlesnake. This age-old fear and loathing of snakes stems from misconceptions and ignorance. These are the problems hindering efforts, for both biologists and naturalists, in protecting the Eastern Massasauga Rattlesnake. Legal protection can be obtained by placing the massasauga under the Ontario Game and Fish Act. Under the Act, people would be barred from possessing, selling, buying, killing, or taking them from the wild. However, the public and politicians alike are not in favour of placing this rare and endangered species under this legislation.

Though the massasauga is a venomous snake and therefore poten-

tially, although rarely, inflicts serious or fatal bites, it is also true that it is misunderstood. While it deserves protection under the Ontario Game and Fish Act, it also deserves to be understood because it is a threatened species, non-dangerous, and beneficial creature.

The Eastern Massasauga Rattlesnake is a non-aggressive two-and-a-half-foot long snake. Formerly widespread throughout Ontario, its present range is mostly restricted to isolated populations on the Bruce Peninsula and the eastern shores of Georgian Bay. About ninety percent of newborns die, killed by crows, fish bullfrogs, passing cars, and people. When alarmed, this small rattlesnake vibrates its tail to warn predators and people to stay away before it makes a hasty retreat. The fangs of the massasauga are small and in thirty to fifty percent of their bites, no venom is injected. The snake feeds primarily on rodents and frogs and thus is beneficial to man as a mouser. The timid massasauga presents little danger to humans.

The likelihood of a person being bitten by a massasauga is remote. Most people will never encounter one in their lifetime. Most inflictions occur when: collectors or professionals handle the snake; children and adults do not recognize the snake as a rattler and handle or provoke it; people do not

wear protective footwear and clothing in rattlesnake country or are careless such as when gathering firewood and not watching where one reaches. If medical attention is sought immediately following a bite, there is little, if any, chance of death.

It was in the early 1970's when the last fatality occurred in Ontario from a massasauga bite. The black bear, in just the past few years, has accounted for five human deaths, more than has ever been recorded for the massasauga in Ontario. Many more people are killed driving when they hit a deer on the highway, and yet few people want to slaughter every deer and bear they see in fear their lives.

The beautifully patterned and coloured Eastern Massasauga Rattlesnake, like all animals, deserves protection as it is part of our natural heritage and ecosystem. Scientific study and research of the massasauga can broaden humans' knowledge. Rattlesnake venom is currently being studied, in the United States, in hope that it may be useful in cancer treatment. Investigations into the life history of the massasauga, and other snakes, are also good indicators of the condition of our environment.

Perhaps provisions could be added to the Ontario Game and Fish Act which would prevent people from prosecution if a person at close quarters with a rattlesnake had a need to destroy one. Remember Aristotle's advice, "...all of them will reveal something of nature and something of beauty."

Wayne Busby



### **Russian connection contd.**

industry, and two concentrate on construction.

"People from the college were interested in how Humber College assesses people returning to school," said Meek. "Their system is set up where people who go to university get a career and work—not return to school later on."

**Continued on Page 5**

## View from here

14th Annual Literary Reading Series  
in conjunction with CANADA COUNCIL

# PETER ROBINSON

*Inspector Alan Banks' attempts to build a better relationship with his wife in Peter Robinson's novel*

## Gallows View

by Daniela Amaro, Social Services

In the beginning of Peter Robinson's novel *Gallows View*, Chief Inspector Alan Banks is a happily married man who loves his wife, Sandra, but who takes her love almost for granted. By the end of the novel, however, he comes to the realization that he needs to work harder on their relationship.

In the beginning of the book, Alan is not fond of Sandra's photography club or of her other leisure activities. Alan sarcastically remarks that many people who join these clubs are probably just perverts who go to see the naked models. Sandra's annoyance is demonstrated when Sandra asks, "Since when has artistic representation of the naked human form been a mark of perversion?" Alan responds, "Since half of them don't even have film in their cameras." Alan believes that his opera music is a more suitable hobby.

Alan changes his attitudes when Sandra becomes a victim of a local peeping tom. Alan finds himself in a difficult situation. Being a husband who witnesses firsthand Sandra's pain, he can understand her decision not to report the incident to spare herself further embarrassment. Yet this is an awkward situation for him because as a police officer his duty demands that he report the crime for the public good.

Wanting advice that will help him to comfort his wife, Alan decides to speak to psychologist Jenny Graham

about the incident. As he expresses to Jenny, "She's fine, taking it all philosophically. But she's a deep one, Sandra. She doesn't always let people know what her real feelings are, especially me." Alan cares deeply about the pain Sandra is feeling.

Alan realizes even more acutely that his relationship with Sandra needs work. When Sandra becomes a victim again, he begins recognizing that there is an unbridged gap between them even though they have always been

happy and close. At this moment, "He held Sandra tighter and told her he loved her."

Towards the end of the book, he begins to work on the relationship. He comes home earlier to spend more time with Sandra. He wants to take her out for dinner and an opera but realizes that "Sandra didn't like opera. Going to see a new film would be a better treat for her."

By the end of *Gallows View*, Alan understands that "the distance between them was more apparent now than ever, and it would have to be dealt with; he would have to make attempts to cross it." At this point, he begins working for that better relationship.

■●■



### Russia connection contd.

Meek added, "Their goal is not to copy our system but just to get some ideas."

The Russians were receptive to her ideas and were curious about many procedures here. They asked how Humber College assesses moral character, not realizing that it's not part of assessment here.

"You have to think what they mean by moral character. That's what struck me the most," she said.

Although Meek enjoyed her stay,

she found simple things such as checking a coat can become complicated.

"There is a lot of waiting. You have to be patient and flexible," said Meek.

Meek said she would return to Russia for future projects if the opportunity opens up.

■●■

Reprinted from *Coven*





## Police and College Teamwork (PACT)

The combined efforts of Metropolitan Police—Division 21 and Humber's Centre for Justice Studies are bringing about a program entitled: Police and College Teamwork.

At this stage the program is just being developed and will be piloted in late April early May.

The intent of the program is to link LASA students with police officers from Division 21 on a daily basis. Students would, through the support of officers from 21 Division, participate in community walk-along. In effect, LASA students will get a first hand view of a day in the life of a police officer, meeting people who live and work in the Lakeshore community, experiencing the skills knowledge, attitude which are essential to carrying out positive policing.

Special thanks belong to Staff Inspector Rod Spencer, Sgt. Bill Sykes, Constable Ian Crookston, Constable Norm Smart, of 21 Division for their outstanding initiative in this endeavour. ■○■

## ETOBICOKE BOARD OF EDUCATION – FAMILY STUDIES FORUM

### *Students Helping Students*

*by Natalie Vujaklija*

Some of the biggest problems facing today's teenagers are racism, sexism, drug abuse and peer pressure. Though this may not seem like news, the way today's teens are coping with the problems definitely is.

In a workshop held March 2, at the Lakeshore campus, high school



**Officers Ian Crookston & Norm Smart, Students Monique Altman & Marco Addesa**

students from across Etobicoke came together to discuss ways to deal with the issues.

The workshop was given by members of the Students Helping Students program, and gave teens the opportunity to talk to some college students.

One of the purposes for the workshop was to let the teens know about the Students Helping Students program which has been implemented in most of their high schools. Humber students are given placements at the schools and are there to council youths.

According to Andrea Bregolin, one of the Humber students involved in the program, "we're there to talk to students. We're not psychologists but we are there to help them unconditionally."

The response of the workshop was overwhelming. The high school students were very involved in the discussion and wanted to address a lot of important issues – mainly racism and sexism.

The general consensus of the 30 students was that racism and sexism were caused by ignorance and the family structure. "People are afraid of what they don't know and can't understand," said one female student.

Though the teens conceded that issues such as these cannot be solved easily, they did have some suggestions. At the top of their list was better education, media censorship and more

time for the family.

According to one student, her high school offers multicultural workshops for students, "but I think teachers and parents should go as well."

The student brought up a good point, because if it's true that education begins at home, what happens when the educators are misinformed? ■○■

## Telecare

*by Natalie Vujaklija*

Since its phonedlines were first hooked up in 1975, Telecare Etobicoke has helped thousands of people. In the beginning, the volunteers of the 24 hour distress line were receiving approximately 200 calls a year – now they are up to 17 thousand.

Over the years, the voices at Telecare have changed but someone has always been there to answer the phone. However, according to Recruiting Director Richard Kory, Telecare is always looking for volunteers. Just recently another 40 volunteers were trained. Of those 20 percent were Humber students.

According to Kory, that's a significant number. "It used to be York students that made up most of our student volunteers. Now it's Humber

**Continued on Page 7**

## Telecare Continued

students. And my facilitators say that Humber students are high quality trainees."

The training hours are extensive, but according to volunteer and Humber student, Stephen Watson, it's worth it.

"I can't emphasize the training enough. I found it personally rewarding and it looks good on a resume," he said.

The 50 training hours are geared to teach volunteers how to respond to every situation over the phone, but it's not always easy. "We get a lot of calls from students who are going from crisis to crisis – some are having problems at home, at school or in a relationship. Students who are in their first year of post secondary education have one of the highest suicide rates," said Kory.

According to Kory, the center could always use more student volunteers. "We need to cover the different age brackets. We find that young people want to talk about their problems with other young people. A senior citizen can't relate to a 20 year old like one of his peers can," he said.

According to Kory, working for Telecare is a good opportunity for students because, "in this economic climate you better have something else on your resume besides a diploma."

The next training session for volunteers will begin in September. People interested should call 247-2528 during business hours.

## VOLUNTEER'S RECOGNITION AWARDS

### Awards Ceremony

by Natalie Vujaklija

The best of the best were on



hand at a reception at Humber's Lakeshore campus to receive awards of recognition.

The reception was held on April 13 and paid tribute to some of the college's most dedicated students. These are the students who, besides going to school, dedicate their time and effort for a worthy cause.

Two different certificates were handed out during the ceremony. One

was for volunteer work done through the Volunteers Etobicoke program, and the other was for work done through Students Helping Students.

Students Helping Students is a program that was developed in order to get law and security and social work students out in the school system, teaching children about violence.

According to the master of ceremonies,  
**Continued on Page 8**



**National Ballet of Canada dancer ANGELA MALAN receives students from Ben Labovitch's The Arts and the Twentieth Century Imagination Course after a performance of DON QUIXOTE**

emonies, Pete Maybury, Art Lockhart is the "fellow most responsible for developing the program."

The program has become a great success according to the students involved. "I wish I had this sort of program when I was in high school, someone I could have talked to," said Peter Danos, a law and security student.

Not only has the program benefited the high school students, it has helped the law and security students as well. "I feel that I have grown as an individual, and I feel the work I'm doing is so important - to be able to talk to young kids so hopefully they don't make the same mistakes I made," said Fitzroy Cooper.

## Teen Zone program at Lakeshore campus helps community youth

by Janet Deline

Humber College's Lakeshore campus opens its doors to teens every Friday night in a program called Teen Zone.

Every week the area's teenagers, aged 13 to 17, meet at the campus to talk, play sports, or just 'hang out' with friends.

The program was founded by three organizations: Humber College, Etobicoke Parks and Recreation, and Equally Healthy Kids (EHK). According to Peter Maybury, Student Life representative from the Lakeshore campus, these associations have teamed together to help the youth of the community because there was a need for more activities among this age group.

Funding for the program is provided by Humber College, Etobicoke Parks and Recreation and a grant given to EHK. Future support and the continuation of Teen Zone depends on

whether EHK receives another grant. Non-financial support is also given by the Metropolitan Toronto Police Department. Police Constable Wayne Carpenter, a Crime Prevention Officer, said the Police provide resources and security measures only. They will drop in once in a while, said Carpenter, to make sure everything is going smoothly.

Michael Poliani of EHK said they helped to establish Teen Zone to improve the activities for the area's teens and youths. Poliani maintains that EHK "provides some of the funding for equipment, supplies, activities, and some of the staff".

"The reason why we (Humber College) do it," said Maybury "is that we are a part of the community and we want to help."

The three support organizations have hired a staff of eight with the help of one volunteer, to organize gender free activities, such as basketball, floor hockey, and soccer. Other projects included Nintendo tournaments, table tennis, and a cartoon drawing class. New projects are also being implemented which will bring in guest speakers to discuss such topics as AIDS.

Karen Nesbitt, a coordinator from Etobicoke Parks and Recreation said, "we are trying to do something different each week, but sports is the highlight."

In order to join Teen Zone, each youth pays an annual fee of \$5 and is given a membership number. This fee allows teens the use of the gym, caf-

eteria, and the Students' Association Council (SAC) lounge. According to Teen Zone coordinator, Debbie McKnight, the kids don't mind paying the fee. McKnight also said SAC periodically donates money to Teen Zone for the use of pinball machines and video games in the SAC games room. In order to help the youths, refreshments such as pop and potato chips are offered at a nominal price of 50 cents each.

At present, there are 134 members and Nesbitt said about 80 percent are male and 20 percent are female, but organizers and members would like to see more girls in the program.

"It's cool," said member, Louise Higgins, 13. "I like it a lot. It's fun, we play basketball, talk and stuff like that, but I would like to see more girls."

Another member, Tigist Mengesha, 13, also likes Teen Zone, but would like to see more activities and more games. "I like the activities," said Mengesha. "They're fun."

A regular member, 14-year old Jeffrey Carrerio, thinks that sports are the best part of the program. "It keeps you busy and it keeps kids out of trouble. I hope the program will keep on running."

Etobicoke Parks and Recreation's Nesbitt is worried that EHK will not be able to get a grant to continue its work with the community youths. Maybury also said "it depends on the number of sign-ups whether the program will continue."

The program is slowly gaining popularity as 12 new members just signed up. A weight-training session and a Nintendo tournament are planned for February 26 in the hopes of attracting new members. The program runs between 7 p.m. and 10 p.m. every Friday. For more information call 394-8707.

Reprinted from Coven ■○■

Photograph on Page 7  
Volunteer recognition  
by **Richard Ostrowski**

### NEWS & VIEWS

A Newsletter for the community published  
Fall, Winter and Spring at the Lakeshore  
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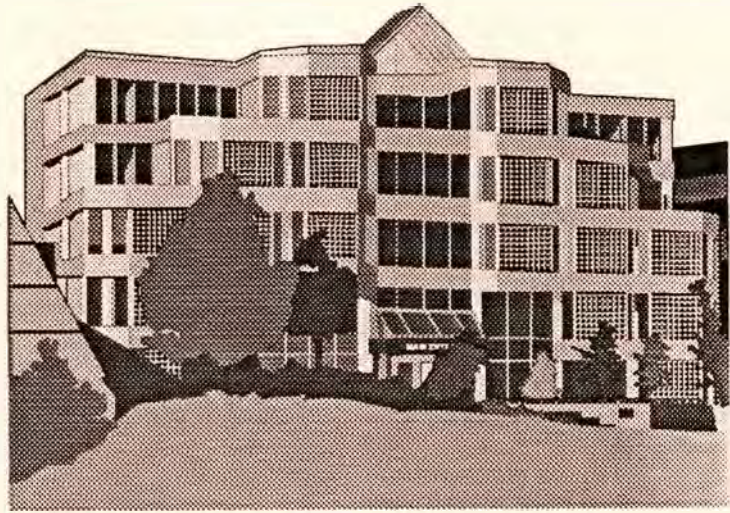




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College







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# LAKESHORE

## LIBRARY HIGHLIGHTS

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September 1994

### **Welcome Back!**

This is the first issue of the Lakeshore Library highlights. This newsletter will keep you informed about new resources and hopefully enhanced services for the Library and Media Services at Lakeshore campus.

### **CD-ROM ACQUISITIONS**

In late spring, Lakeshore library purchased the **Globe and Mail** full text on CD-ROM for 1991, 1992, and 1993. The library staff wants to publicly thank Michael Hatton for providing the funds for this purchase.

This summer, the School of Business at North campus provided North campus library with partial funding for the acquisition of **Business Periodicals OnDisc (BPO)** Global edition - a full image CD-ROM system. BPO Global edition indexes and abstracts nearly 1,000 business journals and provides full-image access to 350 of these journals. Lakeshore campus has ordered **ABI/Inform** Global edition CD-ROM, the index and abstract portion of the BPO. ABI/Inform will dramatically support the needs of the business programs at Lakeshore and will be very useful for the travel and tourism students. Students searching ABI/Inform will identify relevant articles for their research. These articles can be printed from the BPO system at the North library and delivered to Lakeshore via Lakeshore library's fax machine.

If you are interested in an individual or group demo of these new CD-ROM products please contact Evelyn Hansen at ext. 3222.

### **Reference Service**

Starting in September the reference service will be extended to 7:30 P.M. Monday to Thursday. A library technician or librarian will be scheduled to work in the evening in addition to our library clerk, David Hart.



Karen Thomas, Keelesdale's library technician, and Fran Krayewski, a reference librarian will begin their regular part time schedule again this fall.

To book library classes for the fall please contact Lynne Bentley or Fran Krayewski at ext. 3250.

### **Book Sale**

Lakeshore library is having a **GIANT BOOK SALE** on September 27, 28, and 29th in the lower cafeteria. The book collection was extensively weeded this summer, and older editions and duplicate copies were discarded. Please tell your students, friends and neighbours about the sale. We will be advertising the sale in the local Etobicoke newspapers. The sale will stay open until 9:00 P.M. on September 27 and 28th.

### **Videotronics**

Lakeshore AV equipment distribution will be housing a video editing system, Videotronics for student and staff use. Videotronics is comprised of 2 TVs, 2VCRs and mixer, titler, sound effects and editing software. The system was purchased by Lakeshore SAC and should be available for use in October. For further details contact Richard Ostrowski at ext. 3248.

Kudos to **Jim Brady**, Lakeshore Graphics, for designing the letterhead for this newsletter. The graphic of Lakeshore campus took Jim many hours of work on the Macintosh.

**HUMBER COLLEGE**

**LAKESHORE**

# News and Views

**WINTER 1992**

**No.11**



## **INSIDE**

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Profile - Patrick Rhodd

# **GODSPELL**

**A HUMBER COLLEGE  
Student Production**

## Update from the Dean...

John D. Liphardt

Humber has just completed its 25th Anniversary year of celebration. The grand finale, the major Theatre and Music production of Godspell, was presented here under the auspices of the President in the Lakeshore Campus Auditorium in December. Our Theatre and Music students collaborated to offer this wonderful work to the community. Their next production, The Crucible, will be offered in April.

Looking back over the year, one has to reflect particularly on the academic achievement of our students. The successful graduates and the numerous award winners in our wide range of programs are always an inspiration for other students and to their faculty.

The college community is very sensitive and responsive to social and cultural issues. In a demonstrative way, we support and offer recognition to many worthy causes.....

- Civitan Club - Food Drive
- White Ribbon Campaign
- Awareness Weeks - Environment
- Alcohol and Drug Abuse
- Violence and Crime and Sexual Harassment
- Community Building
- Teen Drop-in Program - Equally Healthy Kids
- Lakeshore Festival
- Lakeshore Economic Renewal
- L.A.M.P.
- Students Helping Students
- Canada Council Authors' Series
- Volunteers Etobicoke

These activities enrich the environment for our campus and the wider community.

Of particular note has been the growth in enrolments at the Lakeshore Campus. We have an active part-time student population of 2,000, a number which has doubled in the past two years. We expect



Photo by Richard Ostrowski

continued growth as new career and special interest courses are developed.

Humber's association with the Institute of Canadian Bankers continues to grow and is resulting in the development of a new program in Financial Service Management. The emphasis is on the changing role of the Customer Service Representative in Financial Services. At the present, Humber College is a leading institution in the co-operative development of this curriculum. We anticipate that we will be a major centre for banking education - for full and part-time students well into the future.

The college is here to serve the educational needs of the community, within the resources available and within our mandate. The invitation is open to you to discover how the college can meet many of your educational needs. Calendars are available.

Best wishes for the  
New Year



### Road Continued from Page 8

child into a confrontation with the problems of adults, and the father's stress also escalates because he feels guilty and ashamed of what his daughter has witnessed.

In the play Road the compli-  
Continued on Page 3

## Introducing a new program within the Access and Career Development Department.

Partners in Employment is a new progressive project cooperatively supported by Toronto West Canada Employment Centre, Humber College and West Metro Skills Training Council.

This project is designed to assist employers in finding quality job candidates who will meet their recruitment needs. This project will coordinate work placements and skills training which can be used to enhance changes within the workplace.

This service will:

- Pre-screen, interview and match potential candidates who are currently receiving UIC

- Coordinate an 8 week on-site work placement whereby the candidate continues on government income support

- Set-up off-site skills training for candidates, to meet employment needs

For more information Contact Susan Chambers 234-0795 or Warren Young 234-0146.



# Humber rape forum shows "line of justice"

by Helen Zappolino

A date and acquaintance rape forum gave Lakeshore students a chance to clear up myths about rape and explore their attitudes about physical relationships with others.

The forum was held last Wednesday in the Lakeshore Campus' auditorium.

Anne Chesterton, a school counsellor, told the audience the forum was held to raise awareness on the topic of sexual assault and sexual harassment.

She began by showing the students that everyone, whether male or female, has a "line of justice". The line of justice is the boundary that indicates how physically close you want someone to get to you.

Students were paired off and experimented standing close to each other and putting their arms around each other.

Each experiment was performed to a different scenario. For the first scene, students were asked to imagine their partner was of the same sex. They stood beside him/her to see how close the person could get and still feel comfortable.

Next, the pairs were asked to imagine someone of the opposite sex standing beside them at a bus stop and to determine how close this person could stand without feeling an invasion of personal space.

For the final experiment, the pairs pretended they were acquaintances and put their arms around each other to see how they felt about this.

"I'm doing this to raise awareness of the comfort zone for you and others," said Chesterton. "Getting too close is an offence to the person and it is not comfortable."

Sexual harassment can be as simple as prolonged leering or as blatant as unwanted petting, said Chesterton.

Linda Dakin, another counsellor, stressed to students that communication is vital in a relationship, and particularly in a dating situation.

"Communication is not just hearing the words," said Dakin.

She explained that good communication is sending and receiving messages. If the message sent is understood the way it was meant to be understood then good communication has taken place.

"Women should be clear to partners on what the limits are and should be aware of their line of justice," said Dakin. "Men should be sure to understand these limits." If these limits are crossed, women should never be afraid to report the incident, she said. Dakin said that many women don't report incidents because of the myths attached to sexual assault.

Sexual assault is when you are forced to kiss, fondle, or have intercourse with someone without your consent.

Women never invite sexual harassment, not even if a certain type of apparel is worn, drugs or alcohol are involved, or if a woman goes back to a man's room, said Dakin.

After the forum, students were split into same-sex discussion groups.

Chesterton said the separation is to protect those who want to disclose information and to make it easier for the students to discuss certain topics.

Jackie Grant, a graduate of the child and youth care worker program and

counsellor at the Women's Habitat, a shelter for abused women, led one discussion group.

Women should never "wash up" after a sexual assault, said Grant.

"This means cleaning the body so evidence of the incident is gone.

Police Constable Norm Smart attended Grant's discussion group. He explained that not only women are abused. Many men are abused too. It's just harder for them to come forward because of the attitudes society has towards them. "This summer, I arrested more women than men for assault. It was just one of those summers," said Smart.

reprinted from Coven



Road continued from Page 2

cated problems of the characters are only blurred and made more complicated through hard drinking and hard sex. It seems that the characters are having a hard enough time living their lives without sex and alcohol. Although the characters might experience temporary relief through their night on the town, in the morning they will return to the harsh reality of their problems.



# Students helping Students

by Natalie Vujaklija

Unfortunately, today's society seems to get constantly more violent. The violence has even escalated to the point whereby more and more incidences are occurring at an early age.

This is why Law and Security teacher, Art Lockhart, has designed a program called "Students helping Students". The basis of the program is to get college students out in the school system teaching kids about violence.

Lockhart, who used to be a probation officer, says it's been his experience that the kids who usually act out, are usually bright kids, but they are just frustrated. By getting college students to talk to them, a child is more likely to open up, because the college student is not seen as an imposing authority figure.

Presently there are 23 students in the program, all from the Law and Security and Social Services program, because they have counseling backgrounds. The students volunteer their time and work with kids in the elementary or high school level.

"Some of these children have learning disabilities, or they are just plain frustrated," said Lockhart.

According to Lockhart, the program has really been able to help kids with problems.

"I have a student who is working with one high school boy who was planning on dropping out. Now, a month later he is coming to take a tour of Humber College," said Lockhart.

A college student can relate to someone from high school, because they might have had the same problems only a few years ago.

"I think a lot of the people who volunteer to do this, had tough times themselves, and they want to be able to help others get through it," said Lockhart.

One student, who didn't want

to be named, said he has to deal with a lot of violence even at the elementary level. "There was a knife found on a 10 year old boy, who said his father gave it to him for protection."

According to Lockhart, these problems have to be dealt with now before they escalate.

The students in the program are gaining valuable work experience that they can use once they become police officers.

"They are not going to be chasing terrorists down Yonge Street...they are going to be dealing with kids who are running away from home, kids who have drug problems, kids who are being abused at home, and you find these kids at school," said Lockhart.

The program has been so successful, that Lockhart was recently approached by the Peel Board of Education to start up the program there.

Right now the program is just in Etobicoke but according to Lockhart, "it's going to spread."



**SANDRA NESBITT:**  
INNOVATOR OF THE YEAR

Sandra Nesbitt was a recipient of this year's INNOVATOR OF THE YEAR AWARD, Professor Nesbitt of Humber Lakeshore Campus Law and Security Administration (LASA) Program was instrumental in having Humber College accepted as the first and only college to have a field

placement with the Metro Toronto Police.

This is an important innovation because too often community college programs simply accept decisions by certain agencies or organizations to accept only B.A. or Masters level students. Some accept only those trained in-house. By pursuing this as a field placement, and using creative problems solving and persistence, Sandra changed the mind of a large organization which would otherwise not be accepting Humber College students.

Her actions have contributed to greatly expanded hiring opportunities for Law and Security Administration students at a time when jobs are difficult to find.



## Constitutional Debate Oct. 13/92

Natalie Vujaklija

On October 6, the constitutional debate came to Humber college's Lakeshore campus. Speaking to a packed auditorium were Ian Scott, former Attorney General of Ontario, for the "yes" side and Barbara Cameron, Co-chair of NAC, (National Action Committee on the Status of Women) for the "no" side.

Scott gave the audience five basic reasons why Canada should vote "yes" to the Charlottetown Accord. In these reasons Scott cited the right to Aboriginal self-government has been a long time coming. Also he believes it's important to include provinces who feel excluded, and according to him this accord does that.

"We must build a bridge to Quebec," said Scott. "It may seem that Quebec is getting a lot out of this deal but I quote Mulroney in answering with 'No Quebec premier has ever received so little.'"

According to Scott, the proposed elected senate was designed to build a bridge to the western provinces by making them feel more included in government policies.

He also spoke about the Canada Clause, which is an effort to list the core values of the country and give judges a clear idea of Canadian values.

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# TIMOTHY FINDLEY

*Natalie Vujaklija*

Last Wednesday, renowned Canadian author Timothy Findley gave a literary reading to a packed auditorium at Humber's Lakeshore campus.

Though Findley does not like to be thought of as a spokesperson, he says he makes exceptions for certain issues. Findley opened the reading with, "do vote ...vote no."

Findley is strongly opposed to the referendum because the Canada Clause does not recognize the rights of disadvantaged groups, such as the physically challenged, and the marital rights of gays and lesbians. He is also concerned that if there is a "yes" vote, Canadian social programs will suffer.

Findley read the short story "Stones", from the book of the same title. The reading lasted an hour and then Findley answered questions from the audience.

During the question period, Findley confided that he still gets doubts about his work and that writing never becomes an easy process. "I fight like hell over every single word in the final draft," he said.

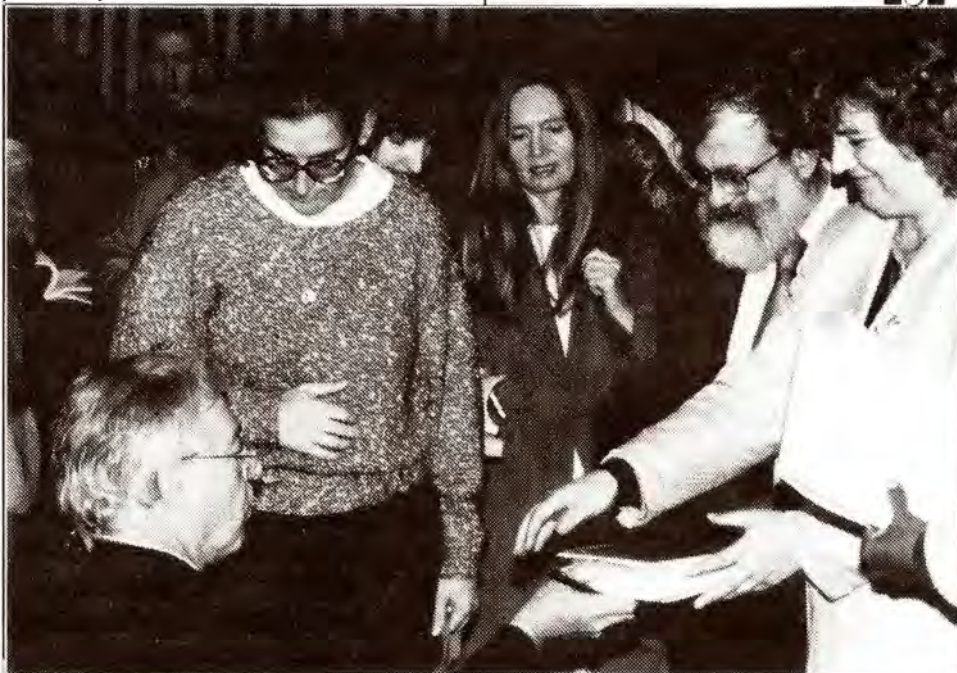
Findley also gave advice to the future writers in the audience. He stressed one of the biggest problems that young writers have is trying to achieve success too soon. He believes that if you achieve success right off the bat, "you're doomed". He says, it's been his experience that the young writers who achieve success right away can never follow up with a "truly creative" story because they are too busy concentrating on being successful.

In a interview with Coven, Findley revealed why he decided to give a reading at Humber College. "There are places you trust and I trust this place. I've always had a good time here."

Findley writes a lot about his own experiences and the people who influenced his life. "When I was a little boy I had a schizophrenic aunt, and every-

one was afraid to leave me alone with her, but some of the most wonderful experiences in my life I had with her. She opened up the world to me when nobody else did."

Findley bases most of his works around Canadian culture and is a strong advocate of young writers staying in Canada. Even though the United States offers writers greater commercial opportunities, he has never considered moving to the U.S. In Findley's view, Canadian literature, in both languages, is among the best anywhere. ■○■



## Debate Continued from Page 4

Also in the accord is a Social Charter which means for the first time in our constitution there will be references for health care and environment. However, according to Cameron this is nothing more than pretty packaging to sell the deal. "This Social Charter is totally, absolutely unenforceable; its purpose is to sell this to Canadians," said Cameron.

Cameron believes that this charter would increase the cost and would restructure health care. "If we vote on this agreement, we are giving the first ministers a blank check."

During her argument, Cameron was quick to point out that this accord is "not a bridge to Quebec", because there is such widespread opposition to it.

One of Cameron's main points was her opposition to the Canada Clause. Cameron says she is worried about the implications that this clause could have on the Charter of Rights and Freedoms. "The Canada Clause sets up a hierar-

chy of the rights because some disadvantaged groups are left out," said Cameron. The Canada Clause leaves out people with disabilities and the spousal rights of lesbians and gays, but they are mentioned in the Charter of Rights and Freedoms.

This has drawn concern from interest groups like NAC, who feel there is a possibility that the courts will interpret this to mean that the rights of disadvantaged groups are not as important.

During the question period it became apparent that the only thing that the two sides agreed upon was recognizing Quebec as a distinct society.

However, the agreement on the issue ends there. Cameron says she strongly supports the request of the people of Quebec for more powers for their own government, but she doesn't think that giving them a 25 percent guarantee of seats in the House of Commons is the way to do it. "This agreement doesn't really solve Quebec's problems...it's my belief that this

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# VIEW FROM HERE.....Student Writings

## The Loss of Innocence Due to War in Timothy Findley's *The Wars*

by Emily Martin, Theatre Performance, First Year

In Timothy Findley's novel *The Wars*, Robert Ross is only an eighteen-year-old boy when he goes off to war, but he is a man by the end of the book. He finds himself in the nightmare world of trench warfare, of mud and smoke, of chlorine gas and rotting corpses. However, through all these maturing acts he seems to maintain his innocence and dies for it.

Robert Ross has a love for and fascination with animals. When his hydrocephalic sister, Rowena, dies, a part of Robert dies, too.

"Robert?"

"Yes, Rowena?"

"Will you stay with me forever?"

"Yes, Rowena."

"Can the rabbits stay forever, too?"

"Yes, Rowena."

Now, however, the rabbits have to be killed, his mother says. Robert's innocence is threatened. Although his mother expects him to be the one to kill them, Robert tries only to save them, and she finally has to send someone else. The rabbits are Robert's only way to keep his sister alive. He blames himself for her death. Some innocence is lost.

After Robert goes off to war he has another experience with an animal, this time a coyote. Robert has felt constant pressure to be an adult since he joined the army and his "run" with the coyote is his way to regain some of his lost childhood. He follows the coyote into a valley and believes that the coyote is talking to him.

Then it looked directly at Robert, with its tail slightly lowered - and barked. The tail began to wag. The coyote had known he was there the whole time:

maybe the whole of their run across the prairie. Now it was telling Robert the valley was vacant: safe - and that Robert could proceed to the water's edge to drink.

Another animal Robert Ross loves is the horse. While at sea on the way to France to join the war, one of the horses aboard breaks its leg and Robert is told to put it out of its misery. Robert's innocence shows in the fact that the idea makes him sick to his stomach, and the killing is one of the hardest orders of his life. "Robert could barely move in his panic but he knew that he had to show his nerve and his ability as an officer .... He took his aim. His arm wavered. His eyes burned with sweat. Why didn't someone come and jump on his back and make him stop?" Some innocence is lost; but Robert Ross shows his ability as an officer.

Robert is only eighteen, a boy. While in training he meets Eugene Taffler, a Varsity all-round athlete who has already been sent to France and been wounded and returned to Canada. Taffler is a hero, and although Robert isn't all that impressed by him, Robert likes the idea of having a hero. This is innocence seeking someone to look up to, to emulate.

Besides actual combat, Robert learns a great deal during the war, including about his own sexuality. The men (boys) all visit a whorehouse. Robert ends up with Ella, a redhead he doesn't trust. When it comes to the sex, Robert doesn't know what to do: He soon learns what sexuality is all about when he sees his hero, Taffler, having sex with another man. Again we see loss of innocence.

Although Robert Ross loses his innocence and becomes more of a man, he is always a child at heart and dies a child when he is killed saving horses.



## "Glen Gould: THE PRODIGY"

By: Jill Ruppert-Child Youth worker

The Prodigy, The Perfectionist, The Puritan, The Performer. These four main characters make up but one Person, a legend in his time: Glenn Gould. In David Young's play *Glenn*, Glenn experiences many struggles as a performer and thus adopts different personalities to cope with the pressures on his career. Each character takes on an individual role and thus appears to form its own person. One such character is the Puritan.

In the play *Glenn Puritan* is "entering a world of great change." During this time *The Puritan* is learning the truth about himself and who he really is. He no longer wants to deceive himself. What he wants now is to confront the truth, the truth being who he really is. In the beginning of the play the Puritan looks back on his life as a pianist and on how innocent he was. To him his recordings now appear strange.

PURITAN:- my first impression was that there was quite a bit of piano playing on that record, and I mean that in the most derogatory sense possible. Strangely, I could not recognize or identify with the spirit of the person who made that recording.

During that time the Puritan felt young and innocent and there was a certain ecstasy to the world. But as one matures this ecstasy turns into a longing one needs to change and be part of something larger.

Puritan:- I sense that I am entering a period of great change. A new beginning really... as I cross this threshold into the unknown I must remember everything I ever knew about bravery... in such moments, one cocks an ear toward the past... one listens .

As he continues playing and recording the Puritan begins to get a sense of who he is. He begins to question himself and challenge the

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Leslie Jones, a member of the 11th Edmonton Rangers and a second year student in Travel and Tourism here at Humber, receives the Duke of Edinburgh Gold Achievement Award from Prince Philip. Leslie is a Brownie Group Junior Leader, and received this award for her outstanding achievement in physical fitness, outdoor accomplishments, and community work. "This is something I will remember all my life" said Leslie, on receiving her certificate from the Prince. The students and faculty also congratulate you Leslie, well done!

## VIEW From Here

Continued

other characters in order to get the truth.

Puritan: YOU THINK GOULD WAS A HYPOCHONDRIAC?

PERFECTIONIST ALIENATION FROM the body is characteristic of the schizoid personality. Hypochondria is an expression of his doubts about the validity of his own existence and fears that others will overwhelm and destroy him!

While discovering the truth The Puritan realizes that one must be happy with who one is and not try to hide behind someone else.

PURITAN: - Human Tragedy is

born in a sequence of small daily falsehoods, Mr. Deeth. Take my advice, don't base your life on a mispronunciation. Be joyfully who you are. Embrace the contradictions.

When faced with death, The Puritan discovers that he is but one person, and even though people will challenge one throughout life, one needs to be happy with who one is and to be brave:

"The Goldbergs are finished now. The total orderings of sound in time. Unity. Coherence. Structure. These are the things that have mattered to us most. To become one with The Absolute and become aware of that oneness."

At this point the Prodigy feels complete. He has discovered who he is

and that he is one person. He is Glenn Gould, a pianist. He has brought all characters together.



### Debate Continued from Page 5

guarantee is going to be a source of very anti-Quebec feelings in the future."

Scott doesn't agree. "The Maritime provinces get more seats than a representation by population government would give them because we recognize that they need to have a larger voice in government...and considering that Quebec has never had less than 25 percent of the population of Canada, I don't think this is being unreasonable."





## Profile on Patrick Rhodd

by Natalie Vujaklija

Being a full-time college student is hard work. Then working part-time makes it even harder. But then there are the super-humans among us who participate in sports and do volunteer work as well. One such super-human goes by the name of Patrick Rhodd.

Rhodd came to Humber College on a basketball scholarship four years ago. A scholarship that he has proven more than once that he deserves. The six foot five center, has won the All Canadian award twice.

This award that signifies he is thought of as the best player in Ontario by the coaches of other teams, for that year. Since Rhodd has been with the Humber Hawks, the team has been to the Nationals twice, and won both times.

Though Rhodd is grateful for the opportunities that basketball have given him, he has other plans for his future. Rhodd is graduating from the Law and Security program this year and hopes to become a corrections officer. Presently he volunteers at York Detention Center every Monday night, setting up activities for young offenders.

Some of the youngest kids he works with are 13 years old, and the reason that they are there is that their crime was severe.

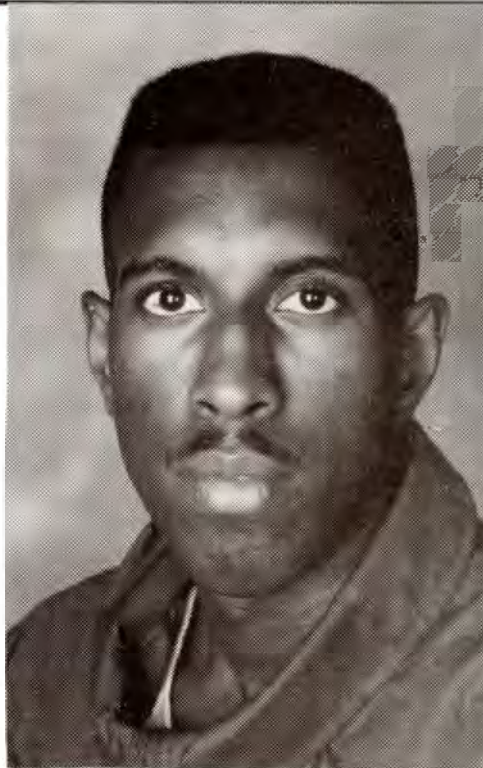
"The crimes they commit are just as bad as adults, it's just that they're young. Young offenders have to be accountable for their crimes," he said.

The kids in the detention center are waiting for their trial, and they can be there anywhere from a day to three months.

Rhodd does not blame the kids for their actions.

"Whatever crime they did doesn't puzzle me...usually it's because of the environment that they grew up in. Sometimes they don't have parental guidance or they are abused...most of them are really nice kids," he said.

Rhodd wants to be able to help troubled youths. By Rhodd being in college and playing varsity basketball,



it seems to give some of the kids hope that they can achieve that as well.

"One kid said to me when I get out of here, I want to go to college and play basketball," he said.



View from here continued

## Jim Cartwright's Road: No Escape

-by Cory Thomen, General Arts and Science First year

### NEWS & VIEWS

A Newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor : Peter Maybury  
Assistant Editor: George Byrnes  
Layout & Photography : Jim Brady  
Typesetting : AV/Graphics



Jim Cartwright's play Road suggests that alcohol and sex might provide a temporary relief from day-to-day problems, but ultimately sex and alcohol do not help solve problems and might even make the problems worse.

Throughout the play the audience sees many examples of characters trying to relieve their stress through sex. In one scene a woman named Molly tries to engage in sex with a comatose soldier. Although the soldier is totally incapable of having sex, Molly persists in trying to have sex because she is so desperate to escape her troubled life. Although this scene provides many laughs for the audience, the undertones of the scene are very sad because sex seems to be the only way Molly can deal with her problems, and whether she has sex with the soldier or not, her problems will still be there in the morning.

Other characters in the play use alcohol to provide relief from their problems. One scene that shows this situation occurs when Louise and Carol get picked up by two young men who at first try to get the women drunk so the lads can take advantage of them sexually. After the women are plied with drinks they become upset because they are all too familiar with the men's intentions, and the men then promise Louise and Carol something different. Instead of getting drunk to escape from reality, all the characters drink so that they can loosen up and reveal their inner selves to one another. After the characters reveal their individual problems, they all embrace and hope that "Somehow we just might escape." Although this embracing is moving, it is sad that the characters can only reveal their inner selves and emotionally support one another when they are severely intoxicated. In the morning the characters might not even remember the significance of the moments they shared the night before.

Another scene from the play that clearly shows a problem worsening from sex and alcohol occurs when a little girl witnesses her drunken father trying to be intimate with a drunken woman. This scene brings an innocent

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**HUMBER COLLEGE**

**LAKESHORE**

# News and Views

**SPRING 1992**

**No.10**



## **INSIDE**

Update  
Volunteers Etobicoke  
Humber Theatre  
View from Here  
Gay Cop  
Multicultural

In 1890, this building was designed for the Lakeshore Hospital. It may be restored to this detail as a heritage building, to serve future Humber College Students.

## **New Campus look at Humber - Lakeshore !**

## Update from the Dean...

*John D. Liphardt*

This is Humber College's 25th Anniversary, and it is a pleasure to welcome you to celebrate with us at the Lakeshore Festival on June 13th.

There are so many positive and vital activities taking place at the Lakeshore Campus.

Let me begin with some basic statistics. We have enrolled more students in our day and evening programs than usual. Evening registrations have increased by 55/60% over 1991. Day applications for the Fall have increased to approximately 3,000.

Our new program in Financial Services Management, co-sponsored by The Institute of Canadian Bankers, is scheduled to begin in the Fall, and all programs are over-subscribed. Academically, we are a very large organization working continually to sustain and develop the 'right' programs suitable for the 1990s.

Our future expansion and redevelopment on the neighbouring hospital site is still a very active issue. The new campus, on the quadrangle in a park by Lake Ontario, will undoubtedly be magnificent. Magnificent in the sense of beauty, history, and in the fact that it will reflect current program and community requirements. A great deal of effort and co-operation are still required to meet the challenge - but the results should be superb. Included in the new campus will be a School of Business, a Banking Centre, a Centre for Community Justice, a School of Social and Community Services, Music and Theatre Arts programs, Travel, General Arts, and programs responsive to adult retraining and career development.

### **Some campus achievements of note are:**

A student chapter Civitan Club was established at Lakeshore.

Three major theatre productions were presented this winter.

Humber College and its students, the Parks Department, Metro Toronto Police, and Equally Healthy Kids sponsored a Friday evening team program



with enrolment of approximately 100 kids 14-16 years of age.

Volunteers Etobicoke have established an office on campus and are actively subscribing new volunteers, many of whom are students, to serve the community.

Intramural sports were very active with a great emphasis being placed on involvement and fitness...over 650 persons have been involved this year.

Lakeshore has many adult students studying in the micro computer and career development fields learning new

located at the Lakeshore Campus.

It is very difficult to find unstructured conversation opportunities, so this provided an ideal vehicle. The seniors supply conversation as well as correction for the students. The students provided pleasant and different company for the seniors.

The teacher, Mrs. "Jackie" McKay, has utilized senior citizens' homes in other areas, but this is the first time at the Lakeshore.

The home provided tea and coffee while the students provided cake and cookies from their own countries. Mrs. McKay acted as waitress so the students were entirely on their own without the teacher guiding or prompting for the hour.

The first visit to the Lakeshore was a great success and the class was invited to return in June for a barbeque lunch.

We thank our neighbourly seniors for a very rewarding and precious hour of their time.

*Continued on Page 7*

## JUST GIVE ME AN HOUR OF YOUR TIME

The residents of The Lakeshore Senior Citizens' home spent an hour with the English as a Second Language students from one of the classes



# Gay Cop Speaks Out at Forum

by James Cullin

History was made at Humber College Lakeshore campus, March 11, when Metro Police Constable Brian Aguiar spoke about his homosexuality for the first time publicly while in uniform.

"This is a significant victory, and another step forward. For the police force to allow me to speak out shows a willingness on their part to cooperate and promote positive change," said Aguiar.

Aguiar is the founder of Gay Cops United Foundation, a support group for gay and lesbian police officers. He made his comments during a forum presented by Lakeshore's School of Social and Community Services.

The forum was organized to examine how gay and lesbian issues impact on the work of human services' professionals. The event brought together more than 20 gays and lesbians working in the social services field with students from the four programs that make up the School of Social and Community Services.

The issues that gays and lesbians are fighting for was addressed at length during a panel and feedback session moderated by Toronto City Counsellor Kyle Rae.

"What we want is to be treated on an equitable basis and that's very difficult for a society that is organized around a patriarchal notion of society," said Rae.

Rae reminded the audience that Ontario's human rights code now forbids discrimination on the basis of sexual orientation.

"As people providing services or knowledge or information to the public, you have to treat people who are gay or lesbian equally and if you do not, you are violating the laws of this province," Rae said.

Rae also said he was glad the forum was compulsory because "usually when we go into classrooms and talk about gay and lesbian issues, students like to disappear."

Also included in the panel were Myra Lefkowitz, a victim assistance program coordinator and Toni Gambini, a human sexuality counsellor with the Toronto Board of Education.

Addressing the issue of violence against homosexuals, Lefkowitz said gays and lesbians still live in a society where "gay bashing is a recreational activity."

"As women and children are viewed as acceptable recipients of abuse by men, so are gays and lesbians viewed as legit recipients of violence," she said.

Lefkowitz said there was little doubt which segment of society perpetrates this "hate motivated crime."

"With very few exceptions, they're young men between the ages of 16 and 28. The majority have been identified as white," said Lefkowitz.

Gambini said gay bashing is an especially difficult issue for high school students to cope with. He noted that unlike other minorities, homosexuals seldom find support at home.

"Lesbian and gay youth do not have very many, if any in some schools, visible, positive role models," Gambini said. "What they do have is the stereotypes and the myths that society continuously perpetuates."

Gambini added that providing services for school aged gays and lesbians is far more difficult than for other minorities.

"When I wanted to start any formal services for the Italian community, I got immediate support," he said. "When I started to promote services for the lesbian and gay community the response started to be very different. I had to get used to delegations coming to the board and speaking against having services for lesbians and gays."

Aguiar echoed those sentiments with regards to the police force. "Historically the police and the gay and lesbian community have always been enemies," said Aguiar.

"Even today the animosity and distrust still exists. The only difference is that now the two are talking."

Aguiar encouraged the police force to "go beyond the talking stage and become an affirmative action employer."

"It would make all the difference in the world if the police force decided to recruit within the homosexual community, but unfortunately, it looks like it isn't going to happen in the very near future—not as long as we have homophobics in high ranking positions who are calling the shots," said Aguiar.

He said the benefits of making the police force a comfortable place for openly gay and lesbian officers go beyond the issue of equality.

"Police officers in the closet are a security risk to the police force and to the public," said Aguiar. "They may be subjected to blackmail, which could lead to corruption, and nobody wants that on our police force."

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## A PARTNERSHIP IN COMMUNITY BASED LEARNING

Volunteers Etobicoke - a community based resource centre for volunteerism is now operating in cooperation with the Humber College Lakeshore Campus. The Satellite Office, located in the Lakeshore Student Life Department, is open Tuesdays and Thursdays to provide volunteer opportunities for students, staff, and the Lakeshore community.

The opportunities available to students will provide important and relevant practical experience beyond the normal requirements of the college programs.



GAY COP Continued from Page 3

He said the police force could better serve the gay and lesbian community, and deal with specific problems such as gay bashing and gay domestic disputes.

But Aguiar stressed he did not expect to be allowed to speak on gay and lesbian issues while in uniform soon.

"It's a victory just to be allowed to do this on company time," he said.

Asked why he thought the police force had agreed to let him speak, he said, "I think they felt obligated to do it."

"I don't see myself as a hero. I revealed I'm a homosexual but I took it

a step further and involved myself in gay activism in the police force," said Aguiar. "I think most people in the same situation would have been happy to get it over with and leave it at that."

"When I joined the police force, I knew I was gay but I thought I could keep my personal life and my career separated, but I came to realize it just couldn't be done," said Aguiar.

**Reprinted from Coven**



## Our Town Successfully Ends Year On Stage

by Jerry Compierchio

It has been said in the entertainment business that to be remembered, one must have a strong finish, a coup de grace.

Well Theatre Humber must have been listening. Theatre students kicked off their last mainstage production of the year with a unique and entertaining performance of Thornton Wilder's *Our Town*.

A successful end to a successful season, *Our Town* portrays the lives of residents living in a small turn-of-the-century New Hampshire town called Grover's Corner. It is a three-act play with each act portraying a different facet of life—from childhood to marriage to death.

The play featured a unique

method that Andrew Stafford, the play's technical director and production manager, said is rarely used in live productions. Sound effects are done live by someone backstage.

Many props are left to the imagination of the viewer. In one scene, George Gibbs, played by C.J. Boyse, pours himself a glass of water. There is no glass and no jar. The actor mimes the actions while the sound man produces the sounds. Overall, the technique worked very well although some of the effects weren't loud enough to hear. But, the lack of props did not seem to phase the actors.

The story has a strong underlying theme that comes to light in the last act.

Emily, a prominent character played by Suzanne Lebec (formerly from *The Maids*), joins the ranks of the dead and reflects on her past life.

Together with a host of others, she watches how the living deal with their lives and comes to the conclusion that people don't appreciate life until it is gone.

Lebec must be praised for her performance in *Our Town*. She instills emotions, pain and even humour in the audience.

Also worthy of mention is C.J. Boyse as George, and Marc

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Scene from TOP GIRLS

# BARBARA GOWDY

It was a time of bra-burning, drug-smoking, and love-making: it was the sixties. When Charles Dickens wrote *A Tale of Two Cities* there was no such thing as the "sixties", yet his words, "It was the best of times, it was the worst of times," could not be more appropriate.

In Barbara Gowdy's book *Falling Angels*, Gowdy illustrates this exact point. She gives the reader a humorous, yet sensitive look into the lives of three young girls, struggling to grow up in a dysfunctional family, during this turbulent decade.

Gowdy's writing is straightforward and honest. In response to anyone who is offended by the book, Gowdy says, "the book is the truth, and if the truth is offensive, too bad."

Gowdy's honesty also applies to her perception of people. Each character is described with such an acute awareness of human nature that the reader undoubtedly knows someone who resembles one of her characters. For example, Norma, who is the eldest sister, is self-conscious of her weight and her large chest. "Sometimes she thought of her breasts as intelligent life with insane, disgusting, ambitions." That sentence is wrought with the emotion of a 12-year-old girl who is uncomfortable with her burgeoning sexuality. Gowdy doesn't have to tell her readers how upset Norma is. Half of them have been Norma.

Intertwined with character development is Gowdy's portrayal of women in her story. The beginning of the sixties saw the emergence of the women's movement; yet, in most areas women were still being dominated by men. Gowdy represents women as submissive creatures, who are always trying to please men. Though this may seem like a book which degrades women—it is not. In fact, it is an honest commentary about strong women being oppressed by men.

For example, Sandy, the youngest sister, believed that, "the better you look, the better people treat you." Society taught Sandy this, not vanity.

Sandy was the victim of egotistical men who thought of her as a "trophy", not a person. Gowdy is a firm believer in truth, and if the truth is upsetting, "let's not kill the messenger."

The undertones of *Falling Angels* are serious ones; however, Gowdy should be commended for her incredible wit which encourages readers to keep turning the pages. The plot contains such absurd situations that it is reminiscent of a good Monty Python or Woody Allen movie.

The chapter about her family's two-week vacation in the bomb shelter is a perfect example of this. During this time, Lou, the middle sister, was con-

vinced that she was losing weight. She believed it was because of her father's bad breath—"he was breathing out some kind of DDT gas." To rectify the problem, she tied a rag around her mouth and nose and went on a quest to steal food from her family's supply. Her father didn't trust her so he tied the can opener to his boxer shorts. He called her, "the gringo, figuring she was trying to undermine the whole exercise." The vivid imagery and the absolute insanity of the situation are what make the scene so incredibly funny.

*Falling Angels* is a book about growing up, lost loves and new friends, shattered dreams and new hopes, and broken promises and forgiveness. In essence, it is about "the best of times and the worst of times."



STAGE Continued from Page 4

Morgenstern as the narrator. Both gave lively and convincing performances.

Unlike some past productions, the set of *Our Town* was not extravagant. Stafford said that it was not easy to make it simple.

"We were trying for a very simple set. We used a minimum amount of props and left a lot to the audience. The kitchen was just a table and the house only a doorway. It seems easy, but it took a lot of work trying to get the effect we wanted without getting too

intricate," said Stafford.

Even while keeping it simple, he said that the play will cost an estimated \$8,000. This includes the rental of equipment, moving vehicles, and the cost of props, spread over a four day production run.

In terms of entertainment, this is money well spent, adding another successful performance to the theatre's impressive portfolio.

**Reprinted from Coven**



# VIEW FROM HERE....Student Writings

## How to be an Effective Baseball Spectator

Margaret Eves

Baseball is a great spectator sport. However, there is more to being a spectator than just watching. To become an effective spectator there are three steps you should follow. You should make noise, be quiet when necessary, and catch foul balls.

The first step to being an effective baseball spectator is to make noise. One way of making noise is to cheer loudly. To be specific, with your mouth wide open, yell from your lower abdomen while you sit or do the wave. You do the wave by standing up and raising your arms simultaneously and then sitting back down. You must repeat these actions as many times as the other fans do. The wave is supposed to travel from section to section and throughout the stadium so that it resembles an ocean's wave. During the wave, you can yell things such as "hurrah", "yippee", or "yahoo". In addition, cheer loudly with the organist by yelling "charge", "Go! Jays Go!", or both while he plays the organ. You could also yell through a megaphone or ring a bell upward. (Use any bell such as a cow bell, a school bell, or a souvenir bell.) Finally, use your arms or hands to cheer. Specifically, clap to the beat of the music, wave your arm toward the fence for a home run, or gesture "safe" or "out" calls with the umpires. The final way of making noise is to jeer loudly. Three types of jeering remarks you can shout at the opposing team are "Boo!", "Pitcher has a rubber arm", and to the manager, "Get back in the dugout" (especially if he is about to pull out his tired pitcher). However, remember two things for effective jeering: stand up tall, and put your whole body into the jeering.

The second step to being an effective baseball spectator is to be quiet. Basically, there are two different times when you should be quiet: when

your team blunders and when your team loses. When your team blunders, hide your face in your hands and squirm in your seat in order to be discreet. After all, you do not want others to see that you support an incompetent player or team. When your team loses, go home as quickly as possible. Put up with comments about the other team because deep down in your heart you know that your team is just as good as the other team. Keep your spirit up because you KNOW your team will win soon, and above all, do NOT show the other spectators that you are upset.

The final step to being an effective baseball spectator is to catch foul balls. When you go to a baseball game, remember to take a baseball glove or a fish net to catch balls or to prevent injuring your hands or fingers when trying to catch a ball. During a play, push anyone next to you out of the way who tries for the ball or who pushes you first. On the other hand, do not try to stop a ball if the players are trying to catch it. In order to catch a foul ball, you have to be alert and use your own judgement.

Being an ineffective baseball spectator can be very entertaining to the audience around you if your cheering or jeering is done with a touch of humour. Above all, remember that cheering for your favourite team is most satisfying when your team wins. Therefore, catch foul balls, be quiet, and

make noise to become an effective baseball spectator. ■□■

## AFTER THE BOMB WAS DROPPED

In Flander's Field poppies tried to grow

Covered with radiation, row upon row.

Man dropped the bomb, not long ago

To prove who was mightiest, wouldn't you know.

Now here and there and one by one  
Man emerges to seek the sun.

The fallout drops to cover the earth  
Things are no more, there is nothing of worth.

It once was said how the world would end

That men would panic, and bombs would descend

That we would fight in World War IV  
With sticks and stones and nothing more.

So here we stand in Flander's Field  
Our faces raw, our skin is peeled.  
And one by one, and row by row  
We view Flander's Field, where poppies used to grow.

Paul Hicks  
Theatre Arts Student  
Comm 300 ■□■



## VIEW From Here

Continued

# JACKIE'S TRANSFORMATION IN HIGHWAY

Becky Blake

In the opening scene of the film *Highway 61*, the protagonist Jackie decides to become a fugitive from her past. She takes a risk escaping with some stolen drugs and begins a journey of uncertain spiritual destination.



Update Continued from Page 2

job related skills. They will be on campus during the summer.

Cultural and topical events included Canadian authors M.T. Kelly, Barbara Gowdy, and Hurricane Rubin Carter.

Improved campus security.

Awareness weeks to educate students to the risks of drugs, alcohol, and the spread of AIDS were also held.

Humber College is completing its 25th year and will continue to dedicate itself and its mission to serving educationally its widespread community. ■□■

### LAKESHORE CAMPUS VISION STATEMENT

Humber Lakeshore is a small, welcoming, integrated campus dedicated to progressive leadership in educational programming. Lakeshore responds to and supports the social, cultural and vocational needs of the students and communities it serves.

As the film progresses, subtle changes in her character occur beginning with a relaxation of her premature cynicism and resulting in the recovery of emotional innocence.

The only pieces of Jackie's past to which the audience is privy are a glimpse of the bar where she works, and later, an encounter with her old friends Margo and Otto. These two scenes, however, provide a powerful suggestion of abuse, both of substances and of people. It is from her past that Jackie learns the abusive behaviour she employs to get what she wants from people she meets on her journey. She abuses Pokey's trusting nature in several ways in the first days of their acquaintance. She flirts with him for a haircut and information about the corpse. She lies to him about the identity of the body, and manipulates

his sympathy to acquire a ride. These actions, to her, are simply survival tactics and it is not until later that she shows any remorse.

Jackie's survival skills are many and include shoplifting food, stealing clothes, playing the customs officer, and later a single father, for anything she can get. For most of her journey, she is callously determined not to allow herself to feel emotion. In this way, she need not justify stealing money or a van from the vulnerable father of three. She also removes emotion from sex by bluntly propositioning Pokey without enthusiasm.

When she and Pokey do have sex, however, she can no longer deny that he is a person and not just a means to an end. This distinction produces the first feelings of guilt about the lies she has told him. Pokey's innocence begins to work on her and her revived faith in human nature leads her to thwart the drug dealers and also to give

Continued on Page 8





# Lakeshore Celebrates Multiculturalism -Mania

by *Sasha Paul Sabga*

Multicultural Week was launched at Humber College's Lakeshore campus in March.

Michele Beckstead, co-ordinator of student affairs, said Multicultural Week was the first of its kind at the campus and was very pleased about the way things turned out.

Beckstead, who organized most of the activities with assistance from the multicultural office at Humber's North campus, said the overall purpose of the week was to increase the awareness of different ethnic backgrounds.

The week consisted of themes such as Caribbean Day, the South Seas, the Orient, and concluded with Canada Day which had acts such as Kick Up a Fuss Cloggers, the Metro Toronto Banjo Club, as well as a performance by folklore singer Linda Dempster.

"The reason I focused on the entertainment aspect was to catch the attention of the students so that next year they will be receptive to the different types of cultures that will be presented to them."

Beckstead received flack about the way different acts that were put on gave an undesirable stereotype, with regards to the dress and customs of the different nationalities.

According to Beckstead running a program like Multicultural Week is a sensitive situation and sometimes it is hard to get all aspects of different cultures appropriately represented.

"I feel that the Hawaiian dance that was performed during the week is not done for tourists exclusively," Beckstead said. "If it wasn't a genuine part of the Hawaiian culture then why on earth would they practice it?"

Beckstead said the week could



have been more elaborate by having booths, slide presentations, and more entertainment, but it would take a lot more time and money.

The cost for the week totalled \$700, which came from the Student Life Department as well as the Student Association Council.

Performances were put on in the cafeteria during lunch hour.

Beckstead said so far she has had mostly positive feedback and hopes to have a Multicultural Week again next year.

Next year I would like to have more students directly involved with the production of Multicultural Week to make it more rounded and informative," she said.

**Reprinted from Coven** ■■■

## NEWS & VIEWS

A Newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor : Peter Maybury  
Assistant Editor: George Byrnes  
Layout & Photography : Jim Brady  
Typesetting : AV/Graphics



## Jackie's Transformation

Continued From Page 7

the corpse a proper funeral.

Along with Jackie's discovery and appreciation of Pokey's naivety comes her rejection of Margo and Otto's gloomy, unfulfilling lifestyle. When Jackie leaves their house, she has broken the last ties with her past and the resulting fear and excitement are new emotions for her. In this more vulnerable state, she is unable to ignore Pokey's pure and positive influence.

The changes that Jackie experienced on her journey do not diminish her strength or her spunk. What she undertakes is to make a fresh start and her journey with Pokey proves to be the cleansing influence she needs to do this. Jackie is seen at the end of the film wading in the river. This baptism is the new beginning she was looking for, the beginning of a process which will continue long after the movie has finished. ■■■

Photographs on Page Four Top and Page Seven Bottom

**Taken by Richard Ostrowski**

Top Photo on Page 2 is **Support Staff Seminar**

Celebrating its 16th Year

# Lakeshore Community Festival



Humber College - Lakeshore Campus  
Lakeshore Blvd. - Just West of Kipling

**Saturday June 10th, 1989**

**10:00 a.m.- 6:00 p.m.**

**Rain or Shine**

**Admission Free**

**Everyone Welcome**



# DISCOVER YOUR COMMUNITY BY THE LAKE

## ● Meet the Mascots:

- \* HEIDI the fire hydrant
- \* ELMER the elephant
- \* TADA the police robot
- \* THE MUNCHIES, SUGAR BEAR, BARNEY BEAVER.

## ● Laugh and Sing with "MARKUS"

## ● Watch the Ronald McDonald Stage Show

## ● Introduce your family to our Local Police and Fire Services Personnel

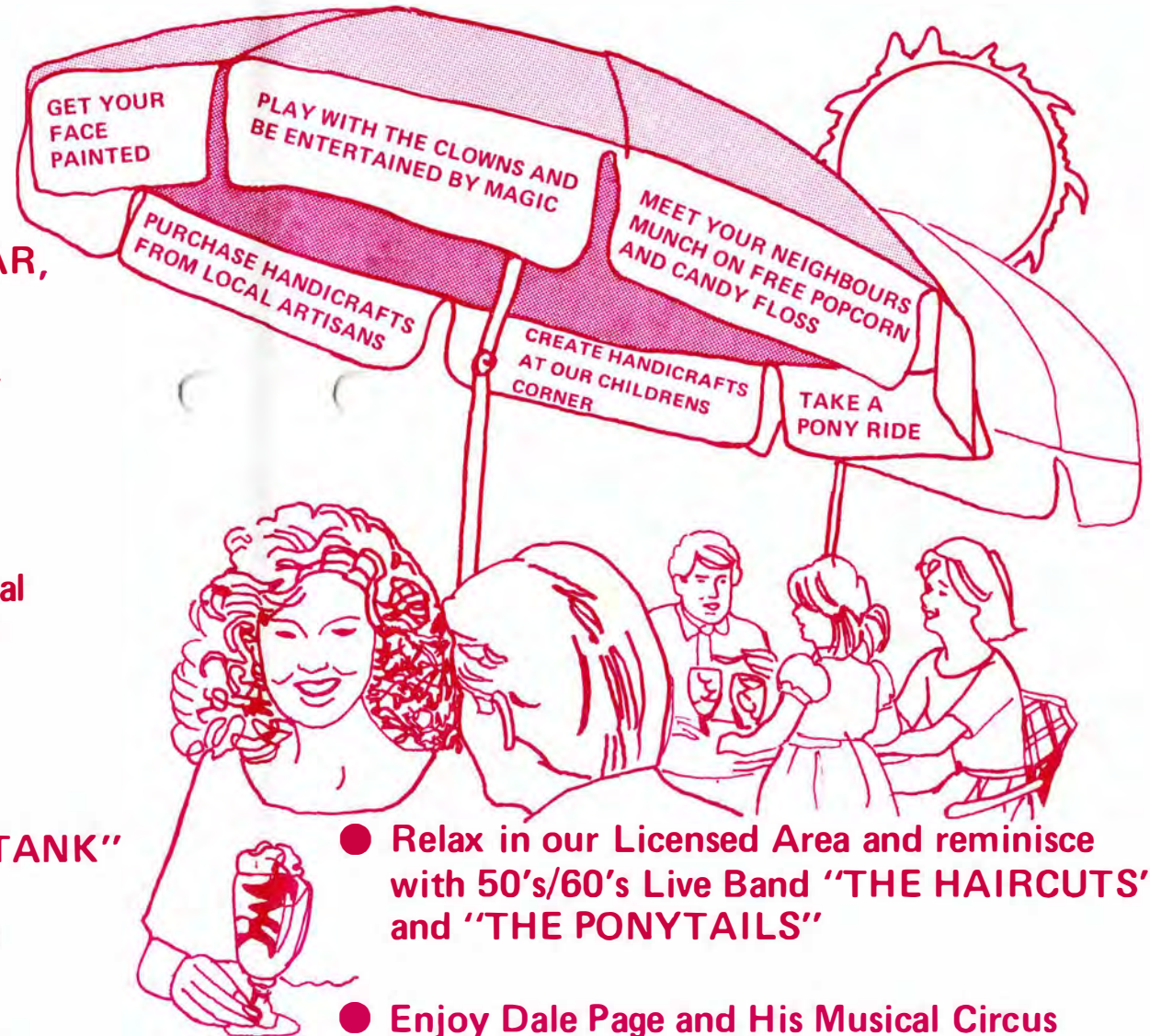
## ● Shake hands with our Elected Representatives.

## ● Try your chances at the "DUNK TANK"

## ● Cheer at the Police/Businessmen's Baseball game.

## ● Admire the Shiny Fire Engine and Ambulance.

## ● Feast on Barbequed Hamburgers, Sausages and Pizza.



## ● Relax in our Licensed Area and reminisce with 50's/60's Live Band "THE HAIRCUTS" and "THE PONYTAILS"

## ● Enjoy Dale Page and His Musical Circus Wagon, the CALLIOPE.

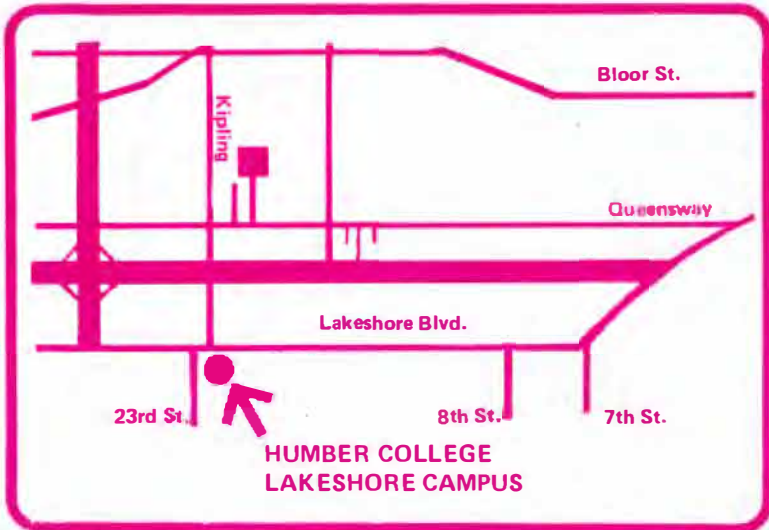
## ● Learn about the Opportunities and Services available from various Local Groups and Government Agencies.

The organizing committee of the Lakeshore Community Festival would like to thank those who have contributed to the success of this festival.



Each Year we feature a craft sale. Local Artisans offer Quilts, Stained Glass, Handknits, Folk Art, Decorated Baskets, Dolls and more for sale.

Information — 394-8707



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# The INFORMANT



A Newsletter from The Centre for Justice Studies  
Humber College Lakeshore Campus

April 1992

Issue No.1

## PRACTICE YOUR INVESTIGATIVE SKILLS HERE...

### THE Cold Hard Corpse

On Friday July 28, 1988 Detectives from New York City's 47th Precinct responded to one of the most unusual cases they had ever worked on. It was approximately 9:30 a.m. on that morning when a jogger in Central Park happened across the body of an apparently dead male lying on the grass.

The Detectives arrived to find the body of a male, apparently of Latin origin, in a fetal position on the grass. There was no obvious signs of injury to the body. However, although the mercury hovered near 82 degrees, the victim was almost completely frozen. There was no identification on the body, but a pocket contained \$10 in American bills. There were no other witnesses and no tire or vehicle tracks near the victim. The Medical Examiner estimated the time of death at roughly 1-4 hours before the discovery of the body.

Where did the Cold Corpse come from? Who was the Frigid Foreigner?

Write your answer on paper and submit to Scott Nicholls. First correct answer wins a lovely Humber College pen and pencil set. (Answer next issue) ■■■

## THE PRESIDENT SPEAKS...

I have seen the Law and Security program grow and develop by leaps and bounds since the beginning of this year. I'm very pleased to see this growth expand into a regular newsletter. I hope to see the enthusiasm and energy of the L.A.S.A. staff and faculty carry over into both the first and second year students. In closing, let me just thank those involved with this new effort and send my thanks to those students whose support has made this year a great one for S.A.C. and the entire Humber community.

Yours truly,

Frank Cappadocia, President,  
Students' Association Council. ■■■

## A GRADUATE PROFILE

"Sonia Pronek is a dynamic, ambitious, aggressive individual who is a driving force behind the success of this company." This was the description provided by Mrs. Monica Payne, part owner of Payne Patrol Services Ltd., where Sonia is currently employed as a Business Development Manager. Mrs. Payne feels that Sonia's accomplishments can be attributed to schooling at Humber College. As a result of the expertise that Sonia has brought to this company, Mrs. Payne

has decided that she would be completely satisfied if all her future employees were graduates of Humber College.

Sonia graduated from this program in the Spring of 1990. Her ultimate goal is to become a detective with a police force. Although Sonia has not yet achieved her goal, she feels that the various private security positions she has held to date are preparing her to become a very successful and indispensable detective.

Personally, Sonia feels that it is very important, especially being a female in the law enforcement field, for her to be a success and to achieve that success on her own.

Sonia has never regretted selecting Humber over other colleges. She claims that the mixture of expertise, sensitivity, knowledge, closeness, and size makes this College one of the leaders in the field of Law Enforcement.



## SSAVE

True discovery comes not only from seeing new horizons but also from developing new eyes and new ways of being. This is the slogan used by S.S.A.V.E. (Students and Staff Advancing a Valued Environment), a Lakeshore campus initiative that serves to promote civility and safety. S.S.A.V.E.'s purpose is to educate students and develop improved campus environments. S.S.A.V.E. has been active in many forums that address the increasing violence of today's society. Past forums have discussed Native issues, racism, and the ethical aspect of the Gulf War. It is run by five students of the Lakeshore Campus, Kimberly Mills, John Powrie, John Kendzierski, Dave Brown, and James Froud. S.S.A.V.E.'s goals are to try to prevent violence and develop behaviours which can improve campus relations. "We (S.S.A.V.E.) take a look at the problem and see how we can prevent it," says Mills, who is currently in the Law Enforcement program at Lakeshore, "We aren't here to preach what's right or wrong. We're just trying to stop the violence before it happens." In an effort to increase public awareness, S.S.A.V.E. centres effort around forums which are held within the Lakeshore Campus. Forums are open to any who wish to attend, and audience participation is encouraged. Powrie speaks for the whole group when he says, "It's the students who make these forums. Participation. Personal feelings. It's the expression of these personal feelings that makes forums so successful." S.S.A.V.E. thinks educating people about violence is a grave issue and should be shared. "Our campus will not tolerate acts of violence. We want to maintain and develop an environment where a respect and dignity for self, others, and property exists as part of everyday life."

Reprinted from News & Views



## STUDENTS APPLYING TO UNIVERSITIES AND/OR OTHER COMMUNITY COLLEGES

As many students are aware, the deadline for application to universities and/or other community colleges is fast approaching. Many students may not know that you will likely be entitled to some advanced standing for courses that you have completed at Humber College. These courses that you receive advance standing for are applied to your new program which means that you take fewer courses which means less time and money. The number of courses granted advanced standing depends on many factors such as your grades, the programme and institution you are applying to, and the assessment of your previous academic work by the individual reviewing your application. These many variables make it very difficult to understand how much advanced standing you are entitled to. My experience had been that the students who are most vigilant in providing appropriate documentation that represents the courses already completed and articulate the number of courses that they think are comparable are the students who obtain maximum advance standing options. Remember, most institutions do have an appeal process if you are not satisfied with the number of courses that you have received advanced standing for. Good Luck.



PAM AHUJA

## A STUDENT'S PLIGHT

Faculty and students in the Centre for Justice Studies have lent their support to Surinder Ahuja, a second year L.A.S.A. student. Surinder shared his plight with faculty at a staff meeting, and with students at a recent Student Advisory Board meeting.

When visiting family in India with his wife and his infant daughter, Pam, in September 1989, tragically he and his wife were in a car accident and his wife was killed. Surinder returned to Canada to get his affairs in order and entrusted his daughter to his parents. He returned to India one year later, in December 1990, to retrieve his daughter who was 2 years of age at this point. The parents of his deceased wife expressed their desire to keep Pam indefinitely. Surinder refused, but did allow them to take her for an overnight visit.

Despite continued efforts, Surinder was not able to retrieve his daughter. The family of his deceased wife has stated that they have no intention of returning Pam to Surinder. Surinder has sought help from the Canadian High Commission, only to be told that it was not within their mandate.

Pam is a Canadian citizen.

An action plan has been initiated. Surinder is currently consulting a lawyer who specializes in child abduction before taking any further steps. With Surinder's continued permission, we will update you on this situation.

## MEET ANNA...

In an effort to highlight the many exceptional students in our program, we will be profiling a student each issue.

Anna Broni is a second year student with an interesting background...and lots on the go! Anna was born in Ghana, and immigrated to Canada in 1986. She is fluent in four languages, a definite asset since she has her sights set on a career as an immigration officer. Like most young people, Anna's goals have changed through experience. Her initial career goal was in the area of fashion design, an area she has excelled in. When she immigrated to Canada, she became a "client" in a system which she now believes she can improve.

To prepare her for her full time career, Anna has begun a part time consulting business. Her business, "Immigration Informative Education Services", prepares and assists new immigrants in the process of establishing permanent residence - a much needed service.

Her full time school workload, a part time business, and a weekly volunteer commitment keep Anna very busy. It is this type of commitment and initiative that sets Humber students and alumni apart from all the others.



## ARTICULATION BETWEEN HUMBER COLLEGE AND YORK UNIVERSITY STATUS REPORT

Faculty members from the Centre For Justice Studies have been working on an articulation agreement with York University. This agreement would entitle Law and Security Administration Graduates to receive an advance standing at York University for up to eight courses. These courses would be applied towards a Social Science Degree at York.

York University advised the Centre on February 24, 1992, that they are not in a position at this time to enter into an articulation agreement.

However, York does point out some promising developments which address our interests in this matter. York University Administrative Task Force Review and York's Committee On Undergraduate Admissions are currently studying this matter and apparently see it as a particularly important concern. We are further advised that The Ministry of Colleges and Universities has set up a task force to review the relationships and restructuring of universities and community colleges. Members of this faculty will continue to advocate for this initiative and will

monitor the progress of the above task force and committee in order to facilitate further academic options for Graduates of the Centre For Justice Studies. ■■■

## THE STUDENT ADVISORY BOARD

I am proud to be a part of the Student Advisory Board which exists for one reason only. We are the voice of the students.

Collectively we take the concerns of the LASA student to the faculty and act as a liaison between these two powerful groups of people.

Every section of first and second year LASA classes has a representative who is a member of SAB.

We have done some interesting and exciting things this year.

Volleyball games have been arranged with organizations such as the RCMP, Immigration and Customs thanks to Shelagh Tober. Not only do you get to have fun, you can meet people who are currently working in the Law Enforcement field.

If you have any concerns please speak to your class representative and your issues will be brought to the LASA faculty.

Sheila Rowan, President, Student Advisory Board. ■■■

### YOUR VIEWS WANTED

**Air Your Views, State Your Case**

**Address your letters to:**

**THE EDITOR,  
THE INFORMANT,  
ROOM A 206,  
LAKESHORE CAMPUS.**



## RYERSON UPDATE

In the Fall of 1988, the President of Ryerson Polytechnical Institute requested the cooperation of the C.A.A.T. system in creating a post diploma degree completion program for L.A.S.A. program graduates. Humber answered the call by assigning faculty from the L.A.S.A. program to participate in a program development committee that had been struck at Ryerson. Humber was the only L.A.S.A. program with a representative on the Ryerson committee and was one of only two Colleges with a representative on the committee. Throughout 1989 and 1990, the Ryerson committee met to discuss the parameters of the proposed program. Nevertheless, by the Fall of 1990 it had become clear that the initiative, which at that time was part of the school of continuing studies, was not going to succeed due to a lack of commitment within Ryerson. However, in the winter of 1990, responsibility for the initiative was transferred to the Psychology Department at Ryerson under the guidance of Dr. John Roth. By the Spring of 1991, Dr. Roth and his colleagues had managed to revitalize the initiative and were in the process of conducting a "needs assessment" in which Humber L.A.S.A. students were invited to participate. Informal discussions with the Humber L.A.S.A. Student Advisory Board and many members of the L.A.S.A. student body revealed that there was strong support for the Ryerson initiative. Consequently, it was no surprise in the Fall of 1992 when the preliminary results of the Ryerson needs assessment indicated that there is strong community support for a two year post diploma degree completion program that, initially, would be offered on a part time basis to L.A.S.A. graduates with at least a B+ overall standing and some related work experience. L.A.S.A. graduates who meet these qualifications could expect to receive advanced standing

approaching 10 full year courses (ie. 2 years) and, therefore, require an additional 10 full year courses (ie. 2 years) to complete a 4 year baccalaureate degree. When the final results of the needs assessment are available, later this spring, Ryerson will submit a proposal to the Ministry of Colleges and Universities recommending implementation of programming in the proposed program. If the M.C.U. accepts the recommendation, the degree completion program in Criminal Justice Studies could be available on a part time basis beginning in September 1994. As additional information regarding this important initiative becomes available, students may look forward to hearing about it in future issues of "The Informant".

### NON-VIOLENT CRISIS RESOLUTION?



### BE NICE TO THIS LADY

Everyone knows Olga Hilmer!

Olga is known for helping students, going out of her way for faculty and always being pleasant!

As Secretaries' Week approaches we extend a heartfelt thanks to Olga!

Thank You Olga for your gentle, kind ways....though we may not always express it, we are grateful. ■■■■



THE CANADA COUNCIL AND HUMBER COLLEGE PRESENT

---

**BARBARA GOWDY**

---

**Wednesday, February 19, 1992, 2pm.  
Lakeshore Campus Library**



**Author of FALLING ANGELS**

.....  
" Striking ... the novel is as much about transcendence  
as it is about falling."  
.....

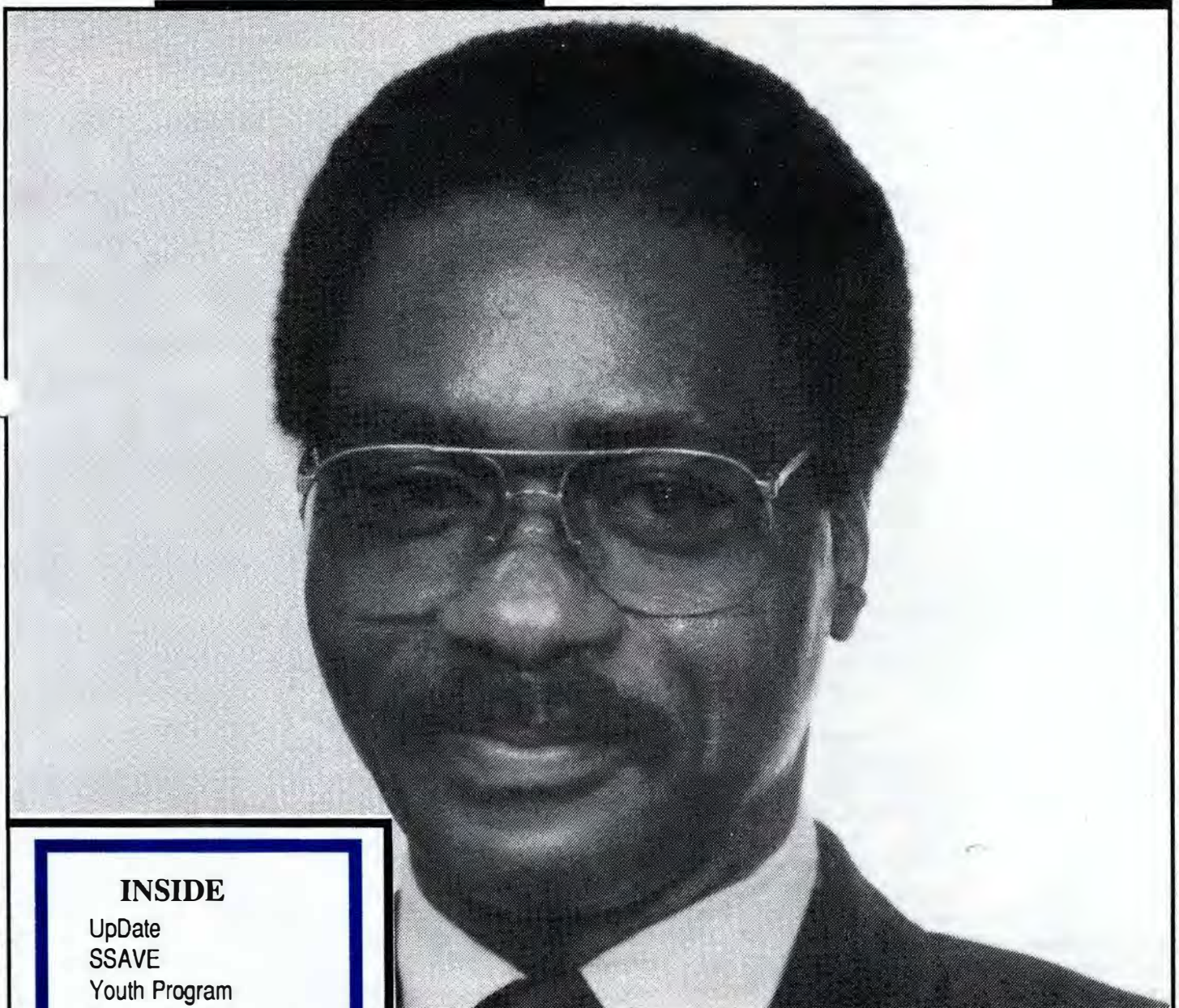
Christopher Lehmann-Haupt in the New York Times

**HUMBER COLLEGE**

LAKESHORE  
**News and Views**

**FALL 1991**

**No.9**



**INSIDE**

UpDate  
SSAVE  
Youth Program  
View from Here  
M.T.Kelly  
Orientation

The Sixteenth Round ....

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## YOUTH PROGRAM

by *Sasha Paul Sabga*

The Humber College Lakeshore campus will soon be hosting a new youth program designed for the 14 to 16 age group.

The program is entitled "The Lakeshore Youth Program." It is a partnership involving the Lakeshore campus, Equally Healthy Kids, and the Leobicoke Parks and Recreation Department. Their combined efforts raised \$13,340.

The program is designed to provide indoor sports activities, group discussions, and counselling for youths.

Art Lockhart, teacher and appointed chairman of the Youth Program, received a formal proposal from the Youth and Recreation Committee of Equally Healthy Kids and agreed to facilitate the program at the college.

Different areas of the college will be used, including the gymnasium where there will be a variety of sports activities available. The school cafeteria will also be used as a place for youths to discuss things that are of interest to them.

Peter Maybury, manager of Student Life, said the community has seen the need for a youth program. The college is attempting to meet these needs.

"We feel that we have a responsibility," said Maybury. "We feel that this program is very positive, and it is very important to us that the college be viewed in a positive way. Giving something back to the community is a way to accomplish this."

He continued, "We are running a structured program. It's not going to be a place for these kids to just come and hang out." Maybury said they will enforce rules and regulations.

We are granting a privilege to these kids. All we are expecting is for them to act responsibly," said John Liphardt, dean at the Lakeshore campus.

The program will be available to youths 14 to 16 only, and will be held at the Lakeshore campus every Friday night between 7 - 10 p.m. until December.

reprinted from *coven* ■■■

## Women's Career Development

*Jerry Complierchio*

There exists, at Humber's Lakeshore Campus, many courses that are aimed at helping women get back into the work force. Headed by Cindy Niemi, the Women's Career Development program offers a wide variety of courses that educate women who wish to upgrade their skills or wish to attain new ones.

These courses are designed to help women get in touch with where their interests lie. They help them learn the labour market and give them confi-

dence and the ability to advance their careers.

They are also focused at women who are currently receiving unemployment but want to begin a career. "The program is for women who are out of work, returning to work or are underemployed," says Niemi. "It helps women who are not using their full potentials."

The course has been running for six years and has been very successful. It is federally sponsored and can also be used as a stepping stone to a Certificate program. It runs for twelve weeks (full - time classes), and is offered four times a year at Lakeshore. Women signing up for classes are eligible for social assistance. ■■■



## Update from the Dean.

....*John D. Liphardt*

Life at Lakeshore is very active and always stimulating. Much of this activity reflects our philosophy of responsibility for taking an active role in our community, and involving Lakeshore students in a variety of educational situations.

Students, staff and faculty are involved in the Lakeshore Festival; in fund raising for the United Way; in developing a regular "Friday evening program for neighbourhood teenagers", which involves sports and counselling; in consciousness raising activities on justice and women's issues.

Rubin "Hurricane" Carter spoke recently to over 500 people about his

experiences and "a new model for criminal justice." Our S.S.A.V.E. students are involved in promoting a healthier, safer, more environmentally concerned society. We are taking an active role with Boards of Education to prepare secondary school graduates for college.

There has also been many "fun" and cultural activities on campus: Halloween fund raisers, student dances, entertainers, and Governor General's award winner M.T. Kelly reading from his recent work *A Dream Like Mine*.

If you would like to visit our campus, contact Peter Maybury (x 3251), Manager of Student Life, who will be happy to introduce you to the college personnel who will be able to assist you. ■■■

# Rubin "Hurricane" Carter

## Former boxer tells tale of injustice

by *Sasha Paul Sabga*

Rubin "Hurricane" Carter, a former boxing champion wrongfully convicted of murder, stirred up a storm with students at Humber College's Lakeshore campus.

Carter, who spoke to about 500 students, was convicted in the 1966 killing of three people in a New Jersey bar. He was sentenced to serve three life terms in a state prison.

He served 10 years in Trenton State prison and was later released after a group of Canadians took an interest in trying to free a man who was wrongfully imprisoned.

Lazarus 'Lesra' Martin, a Brooklyn ghetto youth, was adopted by the Canadians and brought attention to Carter's case. They were the main instruments in Carter obtaining his freedom in 1985.

Carter received a standing ovation from students and staff as he entered the school auditorium to speak on the issue of justice.

Carter started off his speech by saying his story is truly a miracle, and he spoke about forming a new model of justice.

"What we have to understand is that brutal punishment does nothing to alleviate crime," Carter said. "People in prison will eventually return to society, but they will not return as a kinder, gentler person."

Carter, who referred to justice as "just us," stated that similar situations exist in Canada as in the U.S.

"There is a definite disproportionate number of Native Indians in prison in Canada, just as there are a disproportionate number of black African Americans in prison in the U.S. This is unfortunate but reality," Carter said.

Carter spoke negatively about the prison system, saying that prison does not rehabilitate but in fact debilitates.

"It is more expensive to keep a person in prison for one year, than to send a person to Harvard for four years."

He also added that prison is there for two reasons, and two reasons only  
**continued on page 5**

## SSAVE

*Jerry Complerchio*

True discovery comes not only from seeing new horizons but also from developing new eyes and new ways of being.

This is the slogan used by S.S.A.V.E. (Students and Staff Advancing a Valued Environment), a Lakeshore campus initiative that serves to promote civility and safety. S.S.A.V.E.'s purpose is to educate students and develop improved campus environments.

Founded last October, S.S.A.V.E. has been active in many forums that address the increasing violence of today's society. Past forums have discussed Native issues, racism, and the ethical aspect of the Gulf War.

SSAVE is Run by five students of the Lakeshore campus: Kimberly Mills, John Powrie, John Kendzierski, Dave

Brown, and James Froud.

S.S.A.V.E.'s goals are to try to prevent violence and develop behaviours which can improve campus relations.

"We (S.S.A.V.E) take a look at the problem and see how we can prevent it," says Mills, who is currently in the Law Enforcement program at Lakeshore, "We aren't here to preach what's right or wrong. We're just trying to stop the violence before it happens."

In an effort to increase public awareness, S.S.A.V.E. centres efforts around forums which are held within the Lakeshore Campus. Forums are open to any who wish to attend and audience participation is encouraged.

Powrie speaks for the whole group when he says, "It's the students who make these forums. Participation. Personal feelings. It's the expression of these personal feelings that makes forums so successful."

S.S.A.V.E. began in October of last year. The event that brought about its inception was the violent massacre of fourteen women at a University in Montreal. It was this act of human brutality that gave rise to S.S.A.V.E. and its efforts to prevent anything like that from ever happening again.

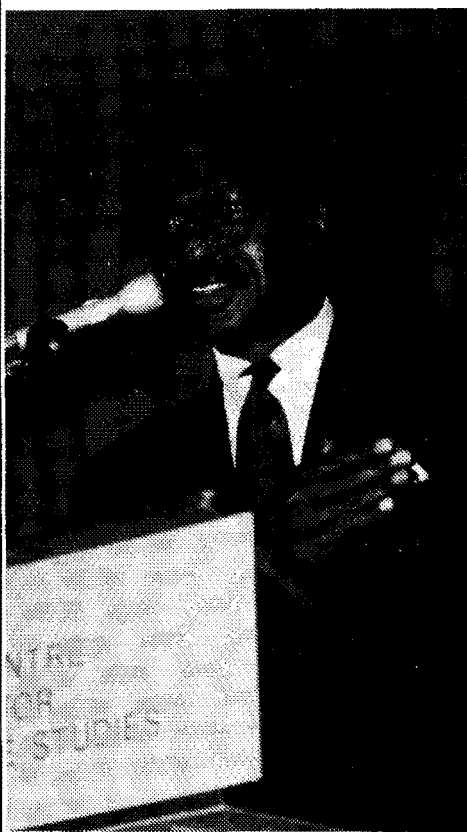
This year S.S.A.V.E. has once again set about to educate the people. Forums planned will centre around the community we live in and will encompass a broader scope.

The environment, which has become one of the most important issues of modern society, will be addressed. A forum that will discuss "Corporate Responsibilities to the Environment" has been set for and will be hosted by Bob Hunter of City TV.

S.S.A.V.E. is centered at Humber's Lakeshore Campus, but they would like to see the program expanded to include other campuses and secondary schools. S.S.A.V.E. thinks educating people about violence is an important issue and should be shared.

"Our campus will not tolerate acts of violence. We want to maintain and develop an environment where a respect and dignity for self, others, and property exists as part of everyday life.

■□■



# VIEW FROM HERE .....Articles by Students

## Lucifer

by *Stefan Kucap*

Dear Mr. Lucifer:

On Thursday October 31, 235 B.C. I informed you of the problems I had with my apartment. One of them was a plague of big spiders in my kitchen and the second was a creaking door. You promised to fix the door and to put the spiders to death, but you never came.

Until now, I have got accustomed to these inconveniences, but now I have two new problems. The first is the overheated apartment, and the second is a blood dropping from the ceiling in my bathroom.

It was about one week ago when something happened with the electric heaters, so I couldn't turn them down nor switch them off. They are working at maximum power, and it is over 2300 F in my flat. As you know the maximum permissible temperature for souls in my category is 1500 F, so I ask you to do something with it as soon as possible.

The second problem is the blood. It started dropping from the ceiling in my bathroom two days ago when Mr. Dracula moved into the apartment above mine. It drops every day from midnight to the first cock crowing. I have pointed it out to Mr. Dracula, but he only laughed at me and wanted to bite me.

In addition, I expect a descendent of mine to pay me a visit in two weeks. He is just waiting for a death penalty in a New York prison. I would like to give him a warm reception, but I'm afraid it will not be possible... Oh, no! That's going too far!

The oven has just began smoking. I cannot turn it off nor open it. The door is stuck. There is more and more smoke in my kitchen.

I know I am here to suffer my sins, but there is a law for martyrs too.

Don't you think that the hundreds of big, black spiders in a kitchen, creaking doors, bleeding ceilings, smoking ovens, and 2300 F temperature in an apartment is going too far?

I expect you to fix all the things by the end of the week.

Otherwise I will call the local housing authority or, if necessary, even The Heaven Housing Department.

I will contact you on November 1, 1991 to arrange a time to set all the things right.

Sincerely,

Suffering Soul No. 971648937  
(Stefan Kucap) ■■■

## Dream or Nightmare

By *William Green*

In the M.T. Kelly novel, *A Dream Like Mine*, the characters are powerless to do anything to change the environment and attitudes of the world around them. A deep sense of futility is woven through the fabric of this novel, with the frustration of our Native Canadians manifesting itself in the brutal and torturous violence scattered throughout the book.

The concept of failure begins in the novel's first paragraph with the description of the chair in which Wilf Redwing sits "HUNCHED." The tube chair with no back supporting the "lonely, old Indian" sets the stage for

the escalation of violence by painting the abhorrent picture of the repressed Native Canadian. The mystical Indian stories and references to the significance of nature in their culture attempt to balance the reality of the world they live in.

The novel's three main characters, the Journalist, Wilf Redwing, and the sinister Arthur, become intertwined at a forum on Alcoholism. The former alcoholic, Arthur, reaffirms the feelings of failure and depression, as well as his contempt for modern society in the hostile undertones of his introduction to the Journalist. The forum is intended to address Indian affairs, but it really is nothing more than token representatives of various levels of society with no decision making authority.

The seething resentment that fuels this novel comes to surface as the Journalist first addresses the issue of mercury pollution in the river. In his first emotional outburst the Journalist feels the anger and frustration of the Native people as he takes a stance on the issue. Arthurs' intervention in the heated conversation describing the businessmen is short and precise: "They're scum, Human S...".

Arthur describes his childhood to the journalist and focuses once again  
**continued on page 5**



**Winner of the "Crime Solvers Week", O2's 2nd Year LASA**

# Old and Blind

By Sheila Vassell

Sometimes I look back on how things used to be before I went blind. I used to be very independant and very strong willed, but now the mental anguish has withered me. Acquaintances and loved ones seem to be very scarce. It's been very frantic and sometimes I think that's what makes them stay away. Can they handle my disability? To the ones that really care, there is no disability. Knowing that is like a soothing relief, and makes all the difference in the world to know that someone still cares and to know you're not alone. We do not choose our destination; we do not choose our lives, we are given life. People who are blind still see but only through the heart. It is an unfortunate predicament that I have this disability but what can I do? You either live with it or you don't. People with a natural love for life can adapt to their ever changing environment. ■■■

## Rubin "Hurricane" Carter

Continued from Page 3

to keep you confined or kill you. Carter stated that in prison you are raped, dehumanized and sodomized. He jokingly said that this was only the first night. During his speech, Carter also addressed the judicial system, condemning what it stands for.

"Innocent 'til proven guilty is a myth," Carter said. "It is assumed most of the time that the convicted prisoner is guilty. It is presumed the accused will not tell the truth. It is also presumed that police officers don't lie. What we must realize is that blind trust in law enforcement is not always warranted."

During his speech, Carter emphasized the need for a new model of justice.

Poverty, illiteracy and murder rates among young black Americans were other issues Carter touched on.

Carter closed his speech by denouncing the implementation of the electric chair.

"I almost faced certain death for a crime I didn't commit. If this could happen to me, it could happen to anyone. Remember that, next time you see someone on death row," Carter said. ■■■

## Dream or Nightmare ....Contd.

on the deprived and desolate condition of his culture:

"You wanna know where I'm from? I'm from where little wee kids have impetigo and cooties and where their teeth are rotten in the goddamn day-care because they eat nothing but pop and candy at home where the old lady's always out on a party. Where lots of kids under twelve get f----- and have the clap." (Pg. 26)

With these feelings of rage and injustice the kidnapping of "Bud" is a pointless act of aggression against an invisible enemy. Arthur's first thought as "Bud" lays on the linoleum is to take his scalp. The statement by Arthur "WELL HE DOESN'T 'HUMILIATE' ANYBODY, DOES HE? HE JUST KILLS THEM!" shows the ultimate rage that Arthur directs toward the industrialists. "Bud" becomes the scapegoat for thousands of years of exploitation of aboriginal land and people. Arthur's countless blows against this man each contain centuries of anguish and pointless suffering by his people. The jour-

nalist is caught between his ethnocentric moral values and Arthur's inherent right to vengeance.

With the cutting of "Bud's" achilles tendon, symbolic of the crippling of traditional native culture by the industrialists, Arthur continues to vent his rage and anger even in the face of two police officers. The blatant disregard for human life exhibited by Arthur is last vain attempt to coerce some type of action for his people.

Wilf Redwing remains calm and collected throughout this chilling drama, almost as if he truly were powerless over the situation. In my opinion, his observer status is much too close to the role the average citizen plays in Native Affairs. His awareness of the gravity of the situation is obvious throughout the book, but his non-actions suggests his approval of the events.

Arthur represents, to me, the suffering of generations and their struggle to have their culture appreciated and recognized. Through violence and brutality, we experience, not physical pain, but more of a grief for a culture and society that has been plowed under in the name of progress. It is truly disheartening to think that such a nightmare can exist in today's society, or, more precisely, that our society is built on the foundation of this kind of nightmare. ■■■

Articles continued on page 6



Verne Harper ( Spiritual Native Elder ) talks about healing

# Orientation

by Jerry Compierchio

Ninja Turtles, carnival atmosphere, games, and Humber. Humber? Some might be saying, what does Humber have to do with the Ninja Turtles and carnivals? The connection - orientation

How many of us have gone to a new school and experienced the "new school syndrome"? You know, a lot of new people, but no one you know, getting lost looking for classes, walking in late and everyone stops to stare, sitting in the cafeteria by yourself, and letting out a sigh of relief when the final bell rings so you can leave it all behind and go home. But at Humber, there are people who work hard to make sure this doesn't happen to new students.

"There are two main purposes of orientation," says Michele Beckstead, Coordinator of Student Affairs and Athletics. "One is for the students to enjoy themselves, meet new people, and make them feel comfortable, at ease. The other purpose is to inform students so they know what services are available and how to access those services.

"Orientation is held on the last Wednesday of August and lasts a full day. This year's orientation was attended by over 500 people and included music, social, and athletic events. In Beckstead's words: "We provide a good time.

"Students arrived at 9 a.m. and all received tie-dye t-shirts that had "Humber Power" emblazoned on them. The day begins with a slide show but quickly progresses to games and activities outside. Afterwards, students got a short tour through an orientation fair where they received free give-aways eye-glass holders, mini footballs, and pens, to name a few.

According to Beckstead, the whole day went very well and accomplished its objective.

"At the beginning of the day, students were quiet, they didn't know a lot

of people, so they kept to themselves. This is exactly what we try to eliminate. We do that by bringing the students outside and organizing group activities so they get everyone involved and everyone must cooperate. This eases tension and they begin to meet people."

After games were completed, everyone joined in a sing a long, led by Michele who was accompanied by two Ninja Turtles to the tune of Hands Up, the Club Med song. At lunch, where barbecued hot dogs and hamburgers were offered, there was a noticeable difference in the air. People were communicating, little groups hung around talking and eating; there was familiarity, and the tension had worn off. Orientation had been a success.

"Orientation is very important as a first impact and impression," says Beckstead. "At the start of the day people were nervous and uptight, but by the end everyone was laughing and joking. People met people, made friends, and had a good time.

"Orientation, however, doesn't end at the close of the day. Beckstead explains that there was a noticeable improvement in intramural participa-

tion at the beginning of the year. People used the facilities. They were in the gyms; they signed up for volleyball and softball teams." ■□■

## View from Here Cont'd

### "Angel"

by Marzelena Piekos

When I came to Canada, my husband and I started working at a small Italian restaurant, "Arlecino." One time, the owner told us a joke about an angel. When he finished, everybody was laughing very loudly. Only we were quiet because we didn't understand what the word "angel" meant. The owner started to explain to us, but we still didn't understand. He had a good idea and he started running between the tables and waving his hands. Guests who were in the restaurant started paying bills and quietly leaving. The guests didn't know why he was doing this. Finally, we understood, but the restaurant was empty. The next day a few of the owner's friends came to ask about his health. ■□■



Photo by Richard Ostrowski

## IEEE/BEAM Robot Olympics in Micromouse Competition

# ORIENTATION 91





# MT Kelly

by Jerry Complerchlo

A small but dedicated crowd was on hand at this year's 13th annual Literary reading series at the Lakeshore Campus, to witness Michael Kelly read several selections from his novel, *A Dream Like Mine* (winner of the 1987 Governor General's Award for fiction).

The annual readings are sponsored by the Canada Council and last well over an hour. The author reads portions of a novel or short story and then opens the floor to questions.

The questioning is an important part of the event as it allows the audience to experience some of Kelly's personal feelings about the book and the research that went into it and also about the writing profession in general.

The novel, now in theatres under the title *Clearcut*, has won many praises from critics. Set in a native community in Northern Ontario, the novel chronicles aboriginal revenge against the white man's destruction of the environment.

Perhaps the most exciting fact about the novel is that the inspiration came to him in a "sweat ceremony", an ancient Indian ritual that was actually used for inspirations and important decision making. But, as Kelly explained, he has been fascinated by the Native Indian since he was eight years old.

Overall the crowd was very attentive, and response was very positive. Ben Labovitch, an instructor of Human Studies at Lakeshore, says the event plays an important part in inspiring students and allowing them to experience the process of writing.

Labovitch also praises the event for creating awareness of Canadian literature which he describes as "one of the most interesting literary styles," and for importance to students who have studied the book in their courses.

"It's great for students to be able to experience the novel or story as the author meant it to be, his voice, his feeling" says Labovitch. "They may also get the opportunity to hear new mate-

## 13th Annual Literary Reading Series



rial, a novel the author is working on or one that isn't out on the market yet."

Barbara Gowdy, whose novel *Falling Angels* has received rave reviews, will be reading at Lakeshore on February 19, 1992.



### NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor : Peter Maybury  
Assistant Editor: George Byrnes  
Layout & Photography : Jim Brady  
Typesetting : AV/Graphics



### New course a success

by Chris DiCesare

A new course has been set up at Humber's Lakeshore campus to help social service workers hone their management skills.

The new program, Human Services Management (HSM), started in September and has taken off.

"Being the first course with Humber, we're really excited. Usually it takes a semester or two to get established, but we have 15 people in it," said Jane Russ, program manager of Research and Development.

Russ is a co developer of HSM, which was designed to enhance the skill of workers in the social and community service sector. Occupations such as Social Service Worker, Childcare Worker, and Developmental Service Worker (counselling for the developmentally handicapped) are those within the HSM sphere.

The program provides background in all phases of management in the human service industry.

The classes are eight sessions long and the complete course should take "two to two and a half years to complete," Russ said.

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**HUMBER COLLEGE**

LAKESHORE  
**News and Views**

**SPRING 1991**

**No.8**



**INSIDE**

Austin Clarke  
You and I  
Spicer  
Stewart  
Forum  
Cuba Cross-Cultural

No Problems here .....

**Company of Sirens .... Page 5**

## The Transformation of Dr. Sayer in Awakenings

By Andre' De Pasqua

In the beginning of the film Awakenings Dr. Sayer is an emotionally unfulfilled man. He leads an unbalanced life centred around science and intellectual pursuits. In a sense he is sleepwalking through life in that he is not aware of these shortcomings and takes much of life for granted. As a result of his experiences throughout the film, at the end he is awake. He realizes how lonely he really is and gains a greater appreciation of the simple pleasures in life.

The imbalance in Dr. Sayer's life becomes apparent early on in the film. At his interview for employment at the chronic care hospital, he has misgivings about the idea of working with people. He explains that he has had no previous experience with patients and that so far he has devoted his entire career to laboratory research, the last five years of which were spent performing tests on earthworms. He prefers his earthworms and experiments to interaction with people.

Dr. Sayer's social ineptness is obvious at the lecture on the new drug L-DOPA. He stands up and raises his hand to ask a question at an inappropriate moment, coming between the projector and the screen and obscuring the slide show. He has to be told to wait until after the presentation.

In the scene in which Dr. Sayer watches the panther, having read the poem "The Panther," he begins to realize that the poem is a metaphor for his life as well as Leonard's. For him the bars represent not imprisonment as they do for the panther or physical disability as they do for Leonard, but his own inhibitions.

He is emotionally closed off behind walls of science.

When Leonard calls him to the hospital in the middle of the night to share with him his excitement and joy at being alive and to explain the great pleasure he attains from simple things, Dr. Sayer gains more insight into his own life. He sees more clearly that while Leonard has missed so much living in the past thirty years, he, too, has missed out. Their conversation helps him to regain an appreciation for life's more basic virtues.

In his speech at the end of the film he sums up well. He says that it "has been a summer of awakenings, not just of a few brain-damaged patients, but also the awakening of the human spirit."

In the final scene Dr. Sayer is a changed man. He has come to some realizations. He knows his life is empty and he wants to change it. He takes the first step by asking Elaine to go for coffee with him. When he takes off his lab coat, it is as if he is leaving that part of his life behind, at the hospital, and is ready to enjoy another aspect. Instead of accepting a ride, he wants to walk. He is finally awake. ■□■

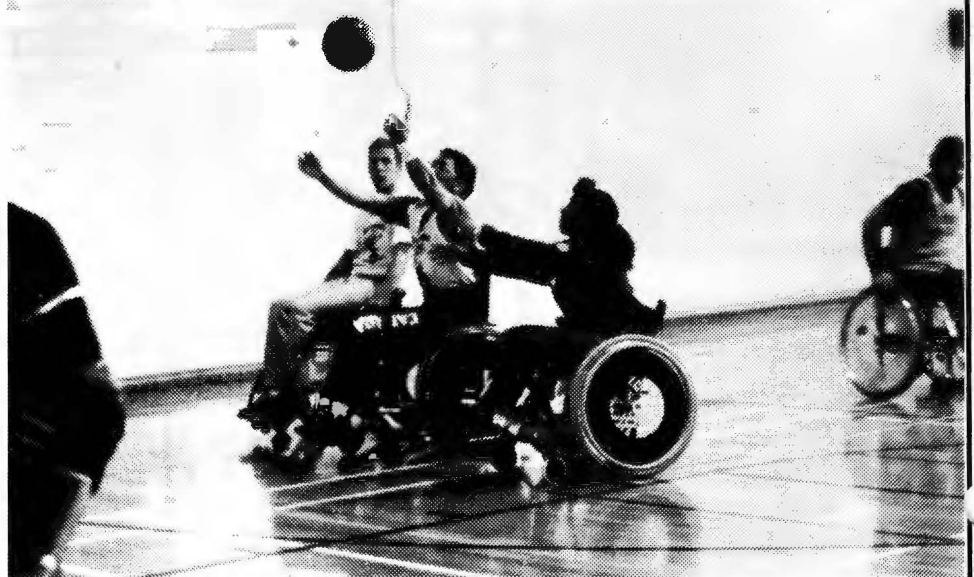
## MESSAGE FROM THE DEAN

John D. Liphardt

This eighth issue of Lakeshore News and Views has a major new component - a forum for student writing, called "View From Here." We hope that you enjoy their work and learn from the rich and varied personal experiences of our students. I certainly have.

This past academic year has been filled with outstanding activities and events: intramural volleyball and basketball, coupled with tournaments involving other colleges; literary readings by Canadian authors, Austin Clarke and Constance Beresford-Howe; and numerous forums and workshops concerning timely issues: community building, women's issues, aboriginal issues, the Gulf War, the Lakeshore Watershed Report, and the Spicer Citizen's Forums. These activities are the focus of many of the articles in this issue of Lakeshore News and Views.

I encourage you to become more familiar with activity at the Lakeshore Campus. Plan to visit us at the annual community Lakeshore Festival to be held Saturday, June 8th. It promises to be an exciting day. ■□■



WHEELCHAIR BASKETBALL

## THE GULF MATCH

By Slavash Daghighian

Although there are lots of aspects of the Gulf War to look at, I want to emphasize only one point of view: the North American one.

People in North America were bored; they didn't feel any excitement in their daily lives. They had started to complain about their lives' conditions. The government was losing its popularity.

"People are right," the Manager of Managers said. "They haven't had a real entertainment since the Vietnam Game finished. "Furthermore," he continued, "we lost that game although we made a good benefit for a while. And now, it seems to be the time to arrange a very big match which we have to win."

"How can we be sure to win the match?" his fellow asked. "Simply by choosing a very weak rival," the Manager of Managers answered.

But how can we make the match exciting if the rival is very weak?" "Propaganda," the Manager of Managers said, emphasizing the first word. "We have to introduce him and show him to the world as a very strong and dangerous rival."

"Excuse me, but how do you get him to play?" his fellow asked apologetically.

"We don't get him; we trick him into playing," the Manager of all answered, and continued as he left his office to go to the order room, "We encourage him; we tell him that he will come through the game as a hero."

And that's how the Gulf Game started. At first, as in all tournaments, in the beginning people were not interested in supporting it, but, then, when the final got close, more and more people started to watch it and enjoy it.<sup>1</sup>

Day after day, the game became more exciting; it looked like a real wrestling match; that was why the men enjoyed it more than women.<sup>2</sup>

Suddenly something unusual happened; the rival didn't want to continue the game—he finally felt that the match was real. The feeble rival expressed regret and asked to finish the game. But it was too late; he was in the ring and he couldn't get out without the Manager of Manager's consent. The match continued. The rival was suffering from the new attacks; his face was drowned by blood. Spectators shouted "Hur-ray." The reporter asked some of them if they would like to get involved in the game; most people answered that they only enjoyed watching it.



BUSINESS STUDENTS PIZZA PARTY

At this time, the rival's manager asked that the match be stopped; he said that the rival had accepted all the conditions to finish the game. But the Manager of Managers didn't accept this request; he had lots of reasons not to agree with the rival's manager. First of all, he didn't want to share the benefits of the game with anybody else. Second and most important, he wanted to make a historic victory, not an incomplete one. So he insisted on continuing the game till the end. To accomplish his goal, the Manager of all changed the possible conditions for ending the match a little bit to

make the end impossible.

"Our wrestling culture doesn't accept such an insipid victory," he said to his fellow. "We shouldn't let a rival surrender. Spectators are used to watching a victory by countdown, not points." He continued after a short pause, "If we want the biggest victory, we have to inflict the biggest defeat on our rival."

Therefore, the last round started: There was a shower of blows on the rival's body. Now, all his body was weltering in blood. Spectators, in loud voices, shouted, "Hit him; don't pity him; kill him," and raised their yellow ribbons.

The rival was almost falling down; his real death seemed very close. Everybody was admiring the Manager of Managers who had given the people back their lost self-confidence. "Hur-ray," the spectators shouted as they stood up. "Hur-ray," they shouted non-stop.

Without any action, the rival was on the floor of the ring, defeated and humiliated, and his blood was clotted in the shape of a flower. The Manager of Managers had the same flower on his coat; he was smiling.

1 "A new Gallup poll shows 21 percent increase in support for Canadian involvement in the war since ... Gallup's early January poll."

Toronto Star,  
Feb. 22, 1991

2 "Males are considerably more inclined than females to back a Canadian presence in the conflict (66 percent vs. 51 percent)."

Same reference

3 "...45 percent (of people) said they would be unwilling (to fight for their country in the Gulf War.) 20 percent viewed themselves as too old to be considered for participation."

Same reference



## SOME CHANGES IN POLAND OVER THE LAST TEN YEARS

By Anna Polony

There have been several significant changes in Poland over the last ten years. In 1980 Poland was in a state of economic depression which was characterized by inexplicable shortages of the most elementary items such as food, clothing, and medicine. In addition, the prices increased enormously, which resulted in a falling standard of living for the population. As a result, protests swept across the country. A strike at the Lenin Shipyard in Gdansk caused that the independent union Solidarity be created. With Lech Walesa as a spokesman, Solidarity won freedom from the Communist Party's control.

Solidarity, which in a very short time had gained ten million

members, sought ways to rescue Poland's chaotic economy to obtain greater political pluralism. Poles felt free for the first time in many years.

That freedom ended on December 13, 1981 when the head of state General Wojciech Jaruzelski declared martial law and used the army and the secret police to intern 10,000 Solidarity activists, thus smashing the union structure. Then, Solidarity was driven underground, but it did not stop its demands for democracy or reforms, which were fulfilled eight years later. In 1989, in the first democratic election since World War II, a member of Solidarity, Tadeusz Mazowiecki, was elected as president. In November, 1990 Lech Walesa became Poland's first popularity chosen president. In summary, the changes that occurred in Poland over the last ten years have been significant. ■□■

## SILENCE IS NOT GOLDEN

By Joyce Cadogan

Silence is not golden because being silent communicates false information. For instance, when someone expresses his opinion to you and your feelings on the subject are opposite to what the person is saying, the other person sees no reason to believe that you have differing ideas if you do not give your opinion.

In this case, your silence signifies agreement. Similarly, silence builds barriers that can break down or can prevent a meaningful relationship. If there is a possibility of a relationship flourishing but silence dominates the situation, not allowing your feelings to be known can be interpreted as being disinterested or uncaring.

In the same way, by not speaking out you could find yourself in situations you would rather not be in. For example, if you are in a store with a friend and your friend tells you that she is going to steal something, your friend's actions could possibly get you both in serious trouble if at that moment you are not prepared to give one or two reasons why your friend should not steal. Again, by not saying anything, your silence is interpreted as consent.

Moreover, to get ahead in the work force, you must be verbal. Although you might be the best person for a particular job, not allowing your views to be heard will hamper your chances of getting ahead. Your silence will demonstrate a lack of confidence and promotions will be difficult to attain. Finally, silence is not golden because silence conveys false messages. ■□■



SUPPORT STAFF SEMINAR

# Race relations key to forum

By Michelle Nicholson

On February 27, Lakeshore Campus played hosted *Building Community*, a day long forum on racism.

With over 60 students attending, guest speakers, and a professional theatre troop performing, organization for the event began in November.

The forum was organized to be a workshop, with those attending actively participating.

John Liphardt, Dean of Lakeshore Campus, said the idea of the forum was "to assist those involved in building a harmonious environment."

Shortly after 9 a.m. the hall outside the auditorium was buzzing with people as they checked in and were assigned a room number for the afternoon discussion sessions.

At 10 a.m. the capacity crowd was addressed by Kimberly Mills, a student at Lakeshore who helped organize the forum.

"We need events like this to make Humber pro-active, to stop racism before it begins", Mills

told the audience.

Keynote speaker Patricia Daenzer was then introduced. Daenzer is the president of the Canadian Alliance of Black Educators as well as a board member of the Urban Alliance for Race Relations.

Daenzer stressed education was the key to combatting racism and that it "provides the skills needed to grow, to evolve in terms of your humanity".

"The process of growing and shedding beliefs is much like physical growth, as you grow you leave your old clothes behind," said Daenzer.

The highlight of the forum was the performance "No Problems Here", by Company of Sirens. When asked about the name of the troop one actor stated it's their aim to sound a siren without alarming anyone.

The play was commissioned by the Ministry of Citizenship and Culture and the company performs before a variety of audiences.

"We use humor and satire to take a light look at a hard subject" stage manager Diane Roberts said.

The play looks at examples of racism and sexism that are so prevalent in today's society that they are accepted, she said.

Skits such as "Minority Marketing", combined the recent rash of 1-800 phone services, with the placing of minorities in jobs. "Don't delay, get multicultural today", was the motto of the organization who offered blacks as cleaning women and labourers, orientals as timid china dolls who naturally knew the ancient art of kung fu, and tomahawk toting Native Indians who can protest better than anyone due to their years of practice.

Throughout the performance applause accompanied shouts of "Amen".

Following the play and skits there was a question and answer period for members of the audience to voice their opinions. The issue of race relations between blacks and police was one topic discussed. Art Lockhart, who organized the forum, concluded the first part, and invited participants back after lunch to take part in the various group discussions.

After the group discussion came to a close, the groups gathered collectively in the audience to review suggestions.

Lockhart said he was pleased with the outcome of the event. "The forum did what we wanted, it provoked both awareness and emotion. We would like to think that by being more aware, people will be less inclined to use violence."

Comments and suggestions taken from the forum will be used to formulate an action plan by Humber to combat racism. ■□■

## WORD PLAY

By Maria Korol

One time I wrote that I didn't want to be attached to objects and the "feelless" way of living. Your comments regarding the above sentence were, "the word 'feelless' doesn't exist", and you were not sure what I meant.

I have invented a new word and I could claim rights as the first person who used the word "feelless". However, there is a small detail which is difficult to omit; no one knows the meaning of the word. The meaning is only in my mind. This kind of "invention" has been created millions of times a year, by thousands of people in Toronto.

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ROLLER SKATING DEMONSTRATION

# STEWART

By Michelle Nicholson

Among the cluster of students shuffling and sliding across the ire into the north door of Lakeshore campus, Harvey stands out. The golden labrador is Paul Stewart's guide dog. Harvey's boss blends in among the bundled figures, knapsacks and clouds of breath as people make their way from the street-car, except that his toque is pulled down to the tip of his nose.

At a table in the cafeteria Stewart pauses over his coffee and comments, "I think they have a course here on euchre," as one of the foursome next to him shuffles the deck. He then returns to explaining why he came back to school, after working for nine years at Canadian Wheel Chair Ltd. He wanted a change since "it got to the point where I could do it with my eyes closed."

Stewart is in the T.H.A.T. program (Training the Handicapped Adult in Transition) at Humber, which runs for 40 weeks and includes an exhaustive list of courses. In class generally from 9 a.m. to 4 p.m., Monday to Friday, Stewart and his 13 classmates study English, Math, and Computers along with life skills and career planning.

Instructor Pat Newby became involved with T.H.A.T. last year, though she has been at Humber for 16 years. Many of the students come hoping to simply increase their options in the job market, she said, while others "come in with an idea already of what they want to do, and are here to hone skills." She added that many students also go on in post-secondary courses.

Stewart is already auditing an English class at Lakeshore outside of the program curriculum. With his strong writing skills, Newby said it is sometimes a "challenge to keep him occupied." Stewart says he has al-

ways liked playing with words and enjoys poetry, which he writes along with some short stories.

Stewart uses a computer, assisted by a device called SLIM; a voice synthesizer which electronically reads text. He has renamed it, though, to "fathead" because occasionally it "drives you crazy, especially when it talks back to you."

Stewart's writing, in particular some of his poetry, was a highlight at Lakeshore's Humanities Week last term. Along with a presentation by the class about their program, Stewart recited a poem, Harmony, while playing guitar. Originally written during the Vietnam War, its relevance has re-emerged over the last few months.

Lakeshore SAC president Patrice Lang said Stewart's poetry and music were enthusiastically received, during both his performances. Therefore for the closing of Lakeshore's forum on the Gulf War, Lang invited Stewart back to share this poem.

Stewart says he writes more music than poetry, and has a song published. Entitled Going Home, it has been recorded by a friend of his, Gerri Regular, and released in Newfoundland. Ste-

wart said he has been told it's being played, but he has not received any money from it yet. He would like to do more recording, "but it costs a lot of money. It cost \$5,000 to record that last song."

Instructor Newby considers broadcasting to be an area Stewart would do well in. "He enjoys listening to music, and is very clever with words," she said.

But Stewart hasn't decided what he will do after the course ends, except it won't be anything mathematical. He explained that he usually memorizes as he writes, but can't do that with numbers. "I'm beginning to hate blackboards since so much math work is done on them. "Blackboards are a blind man's nightmare," he adds with a toss of his head.

Back in the classroom after the coffee-break, Newby needs to get some papers from her office so asks for someone to put some overheads up and begin going through them for her. A voice from the other side of the room volunteers Stewart.

He turns away from his computer replying, "You want me to do the overheads?" Laughing, he says, "Sure! Harvey, come here." ■□■

## DREAMER

**Dream on dreamer; dream on and on.**

**If you do not dream; all hope will be gone.**

**Dream on dreamer; dream of success that will be yours tomorrow.**

**Forget the years of heartache and sorrow.**

**Dream on dreamer; dream of happy years that lie ahead; forget the memories that you dread.**

**Dream on dreamer; dream of lending a helping hand to a needy child, woman, or needy man.**

**Dream on dreamer; dream on and on whatever you do.**

**Dreams at least give you hope; hope that some day your dreams will come true.**

**Paul Stewart  
T.H.A.T.**

# MEETING CHALLENGES

By Gail Hoermann

Twelve years ago, Cathy Darling left high school without a diploma. No Cathy didn't drop out. It would be truer to say she was pushed out. Pushed out by her peers who did not understand, and in some instances feared, her hearing loss. Pushed out by her teachers who found it difficult to adapt their teaching styles to Cathy's needs. Pushed out by a school system that failed to recognize Cathy's hearing loss until she was in Grade 8 and continued to fail her after that.

Cathy has now returned to school. With the direction and support of Vocational Rehabilitation Services, she enrolled in the Training the Handicapped Adult in Transition (THAT) program at Humber College in September 1989. Through her effort, her teachers, and enhanced technologies for hearing impairment, Cathy graduated to the Developmental Service Worker Program.

Cathy describes the teachers as caring, likeable and understanding of the problem she has. Her classmates, she says, are excellent. She is included by them on all levels of the college experience.

Gail Hoermann, seen here with Cathy, describes Cathy as "inspirational, generously providing insight into her personal world of challenges and making my course on Developmental Disabilities come alive."

Cathy states, "Here I feel good about myself. I want to show people that disabled children can be brought up to learn to be the best that they can be. To show that not all disabled people are doomed to workshops or monetary handouts. I feel



that I am making a real contribution here."

Cathy is not the only one who has come a long way. A school's responsibility to accommodate students with special needs is now universally acknowledged, and some, like Humber, Lakeshore, have created committees to oversee the accommodation process as well as introduce technology as it becomes available to ensure the academic success of special needs students.

Cathy, however, bears witness to a time when all of this wasn't so. Her experience is an important one for all of us to understand, for it reveals how easy it is for anyone to be excluded, whether through people's fears or society's indifference, from what life has to offer. ■■■

# CUBA CROSS-CULTURAL INITIATIVE

By Art Lockhart & Jonathan Watts

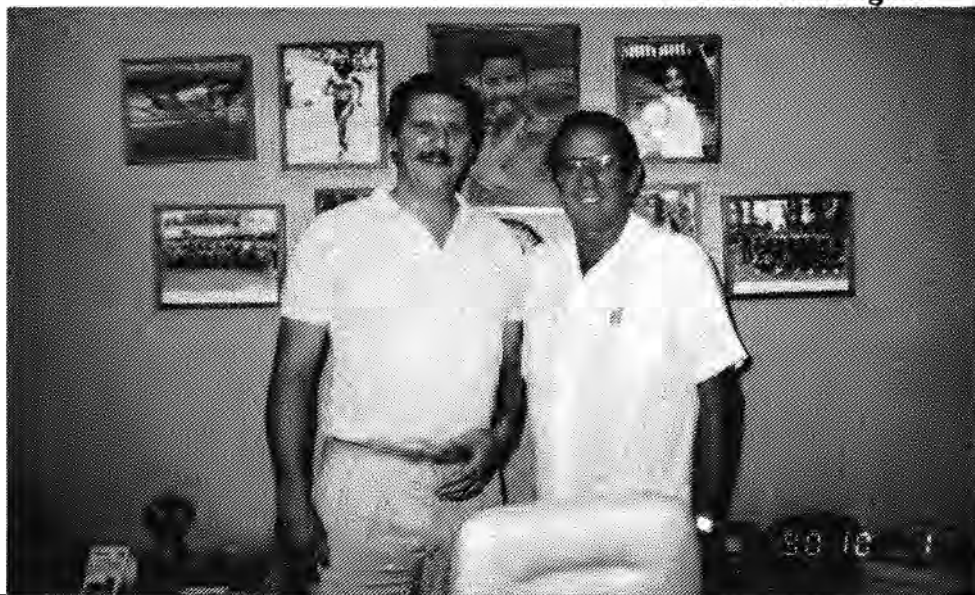
As our society grows rich in diversity, so too does the need for us to promote development of knowledge, attitudes, and skills that are necessary for delivery of effective human services in a multicultural society.

To meet this need, The School of Social and Community Services and Humber's Student Life Department, in association with Jonathan Watts, Director of the Canada-Cuba Sport and Cultural Festival, are exploring the opportunity to put in place a formal learning process that allows students to experience a foreign culture — Cuba's.

The cross-cultural initiative would provide students with an opportunity to live and travel within Cuba in the context of a work related/field study program. This learning process would be part of the student's formal program curriculum and would focus on the following objectives:

1. Students will gain an understanding of cross-cultural communications and their implications for the work setting in the students' chosen profession.

Cont'd on Page 8





# FORUM

By Sigrid Williams

College education in post-war Kuwait will crumble unless Westerners provide assistance for the physical rebuilding of the system, into what it once was, said Mike Hatton, Assistant Principal at Humber's Lakeshore Campus.

Hatton, who went to Kuwait two years ago this month to look at the colleges system there and to make suggestions on professional development, presented a forum on higher education in Kuwait, in the campus auditorium on Thursday February 21.

Hatton discussed Kuwait's pre-war college structure which includes colleges and training institutes. There are four colleges—the College of Business, Education, Technology, and Health Sciences. Every college must have two campuses because males and females are not permitted to study together, he said.

"The colleges by and large are populated by Kuwaitis, the institutes are populated by other groups, most notably Palestinians," he said. This is mainly because Palestinians are trained for more service sector jobs as opposed to professional jobs, said Hatton.

The education system relied heavily on the West prior to the war.

"There were very few Kuwaiti instructors," said Hatton, Egypt and India were large suppliers of faculty. Hatton said there were three Canadian teachers teaching nursing at the College of Health Sciences, before the war.

Most of the instruction in the classrooms occurred in English,

Hatton said. The method of instruction was adopted from the British "who tend to be rather teacher centred in their orientation—they stand at the front and give the lecture, and somehow the students figure it out.

"A lot of the scientific teaching material comes from Russia, and most of the other information comes from the Western world," he said.

Regardless of the Western influence, the curriculum in Kuwait was tightly controlled. Islamic law and religion were very important. Hatton added that there was a "certain history" that was taught.

"I noticed in all the books at both privately and publicly supported schools that there is no reference made or there is certainly a very different reference made to the state of Israel, compared to our understanding of the history of that part of the world," he said.

He speculated on post-war education in Kuwait.

"Before the war, Kuwait had always managed to play an extremely good political game by maintaining friendly ties with both Iraq and Iran.

"In the post-war period however, Kuwait will not be able to rely on either of these two countries," he said. "Certain primary and secondary services such as housing, transportation, and electricity will have to be rebuilt." At that time the rebuilding of the education system can occur.

"There's going to be a period of time before there will be a lot of consultants readily wanting to go back into Kuwait because of the instability of the whole area."

"Westerners must commit themselves to talk with Kuwait imme-

diately following the war and to help them start over, if we don't, then I think we're in for long-term difficulties," he said. ■□■



## CUBA CROSS-CULTURAL INITIATIVE

Cont'd from Page 7

2. Students will explore the influence of their culture and its relationship to their profession within a cross-cultural/racial context.
3. Students will explore and examine their own history, culture, beliefs, and values against the background of the Cuban experience.

In a world which grows smaller through advances in technology, it is critical that we respond with similar advances in understanding our selves and our world. The Cuba Cross-Cultural Initiative is designed to form and sustain the kind of human relationships which recognize the uniqueness everyone brings to society, in ways that positively advance our understanding of the human condition.

For further information concerning this exciting initiative, please contact:

Peter Maybury, Manager, Student Life  
(416) 252-5571, Ext. 3251

Art Lockhart, Chair, School of Social and Community Services  
(416) 252-5571, Ext. 3241

## AUSTIN CLARKE READING

By Michelle Nicholson

An audience of over 200 students and staff greeted author Austin Clarke when he visited Lakeshore's library last month.

He read several selections of his short stories, including the popular *Doing Right*. The tale of an overzealous green hornet, who tickets politicians limousines with the ambition to one day become a real policeman, its humour received a very warm response from the crowd.

Following the reading, Clarke answered questions about some of his stories and his life as a writer. To be a writer, he said, one is a dreamer and a mediator. And you have to find much more contentment in being alone, even when you are with others."

When asked if many of his story ideas come from personal experiences, Clarke said when he is writing he doesn't think about whether it is from his own life or something he has observed. But he also admitted that there is a part of him in

every story, because you can't write anything without it being a part of you.

Originally from Barbados, Clarke has been writing about Toronto's West Indian community for over 25 years. His work includes several short story collections, and a trilogy beginning with the novel *The Meeting Point*.

Arriving in Toronto in 1955, Clarke attended Trinity College at the University of Toronto. He went on to work as a journalist and broadcaster, and has taught at Yale, Brandeis, and Duke University.

Currently Clarke is working on more short stories, but said in an interview that he is finding it difficult now that he is not able to write during his usual hours from nine to five. These hours are now spent as a judge on the Refugee Claim Board in Toronto.

Sitting in a courtroom at a desk has required some adjusting, but Clarke said it has also been a helpful experience. It has shown me that if you really (want to) understand a character you have to write him from many points of view. Sometimes you have to put him in a different situation to fully understand him.:"

In creating characters,

Clarke said they often come from observing people. With one person you like the way they walk and talk, then someone else for the physical characteristics, then in your mind portray the character from a certain point of view."

The audience at Lakeshore was especially amused by Clarke's description of how a conversation overheard in a washroom, will be put into some sort of context within your own mind. You each have a whole history of washrooms in your head."

Following the formal discussion, and another reading, Clarke cheerfully signed autographs on a variety of items. Two students had him sign their knapsacks, saying that they wanted it on something that they could easily show off ■■■

## WORD PLAY

Cont'd from Page 5

Instead I will try to build a new sentence. I could say, "I don't want to be attached to objects and lose the feelings associated with being among people and interacting with them." I don't like either the first or second sentence. Both are flat.

Sometimes it happens that behind one sentence is a whole life, but the sentence is weak, lean and very sick. It needs to be supported by many other sentences. It could go on welfare, commit suicide or be murdered by strange people. Poor sentence.

Sometimes it goes into a hospital where a surgeon called a teacher gives it new limbs or brains. After an amputation it has physical strength, looks attractive and could get married or be sold for profit. But no matter what hap-

Cont'd on Page 12



# SPICER

By Michelle Nicholson

Commissioner Roger Tasse from the Citizens' Forum on Canadian Unity joined a group of students at Humber's Lakeshore Campus Monday to discuss with them their views of Canada and its future.

This was the fourth of several meetings planned at the campus, but was the first to be attended by one of the twelve members on the commission. Humber was the only post-secondary institution in Toronto scheduled to be visited by a member of the Forum.

Lead by Keith Spicer, the Citizens' Forum was created in November, 1990, by the federal government to initiate public discussions and determine what kind of future Canadians want for their country.

As a native and current Quebecer, Tasse contributed some distinct insights into Quebec's possible separation from Canada. He said it should not be considered a foregone conclusion that the province will separate, but has a sense that Quebec is prepared to go if the rest of Canada does not respond to the current situation.

Responses from the 19 students to the Forum's question "Quebec; a new partnership?" While the majority voted for remaining a bilingual country, many expressed confusion over the specific concerns of Quebec.

"I'm kind of hurt that Quebec wouldn't want to be a part of such a great country," said Elliot Zovighian. A 22 year old in the Legal Assistant program, he voiced the opinion of apparently many in the room, in perceiving Quebec to be threatening the rest of the country.

"We all have our differences and we all have our cultures, but I don't think Quebec has the right to try to bully (the rest of the country) ... into having the government do what they want just because they have a different society, culture and language," said Zovighian.

The group also examined the issue of multiculturalism, and supporting continued cultural diversity. Collette Rafferty argued that by promoting separate cultures and communities it is difficult to promote unity."

Her classmate Carol Higgins, also studying to be a legal assistant, expressed a similar concern during the meeting. "Quebec is saying me, me, me. The English are saying me, me,

me. And all the other groups are saying me, me, me. Nobody is saying us."

Humanities instructor George Byrnes cautioned that while a melting pot (system) gives a clearer sense of nationalism, there is a danger of blind nationalism.

Following the formal discussion, Commissioner Tasse said, "We pride ourselves on our immigration, but we need to do something to help (immigrants) feel more Canadian."

Tasse hopes that this will be part of what the Citizens' Forum accomplishes. "We are in the process of defining a new Canada, not just for Quebec but for all Canadians."

Tasse estimates that so far there have been 500 groups meeting like this one, with about 20,000 people participating. "Hopefully we will turn this into something Canada will be better for," Tasse said.

One of his primary objectives is simply to promote discussion among Canadians, "Whenever Canadians talk to each other I'm happy." Tasse views the forums to be a dynamic process, significantly better than polls, which have the capacity to address a number of issues.

The moderator from the Unity Commission, Sandy Crawley, considers the process to be a very valuable exercise which he would like to see become a permanent feature of the country. "There's always going to be a degree of confusion in any society," said Crawley, but he is confident that from "this dialogue maybe some of these people will be less confused ... and listen with new ears when some of these subjects come up."

Crawley introduced four general discussion points, that were determined by the Commission, for the group to deliberate. These included asking what are the major issues facing Canada



Cont'd on Page 12

## GULF WAR FORUM

By Michelle Nicholson

Lakeshore's recent forum on the Gulf War allowed students and staff to share their opinions and concerns about the current crisis.

Continuing for close to two hours, response from the more than 200 persons attending was strong. Many different views on critical issues were brought forth by the panel and members of the audience.

After the opening by SAC President Patrice Lang, each of the four members of the panel expressed their opinions of the war. The audience was then invited to join the discussion at two microphones, where there was an eager response.

The first member of the panel to speak was Kim Wells, a representative of SAVE and a Law and Security Administration student. She advocated maintaining support for the troops in the Gulf, regardless of one's view of the war itself.

Journalism instructor Ray Heard raised some questions that he said many other people may not be considering. He was anxious that the same mistakes will be made in the Gulf as in Vietnam, and will Canadian and U.S. troops remain in the area for 30 years after the war to maintain peace.

Questions about the media coverage and terminology of the military were introduced by Jim Hodgson, a LASA instructor on the panel. "The language of armed hostilities is interesting," said Hodgson. He used examples such as body bags becoming 'human remains pouches' and destruction of unintended civilian targets as 'collateral damage'.

Journalism instructor Carey French, a former war correspondent from Rhodesia, responded to the issue of



sloganeering by the military. French said members of the military like to feel that they are part of a club with their own language. "It helps you feel stronger, which helps a soldier at the front," he explained.

French also cautioned against the quick choosing of sides, and the problem in being perceived as either unpatriotic or a warmonger. He said "the problem with a knee-jerk reaction is it is comfortable to grab one of the poles of the issue."

Michael Fraser, stated openly his "whole opinion revolves around being completely confused."

A palestinian member of the audience, Mohammed A. Hartash, offered some unique insights into some of the issues of the Gulf situation. Hartash said he regrets that Canada chose to become involved, and "it is not up to us to fight (Kuwait's) war."

He also questioned the motivation of the U.S. in getting involved in the conflict. "Do you think if it wasn't for oil that Bush would've sent troops in there?"

Other members of the audience also addressed a number of topics related to the crisis. These included advocating that sanctions alone should have been

continued longer, that Saddam Hussein was the enemy not the Iraqi people, and the selling of arms to Saddam over the past decade.

After the forum, organizer Art Lockhart was pleased by the strength and variety of responses shared by students and staff. Lockhart said one his primary objectives was to widen people's perspectives, and get them involved.

Due to "complacency we (unfortunately) get a small group of people doing incredible things," said Lockhart. ■■■



KARATE DEMONSTRATION

# YOU AND I

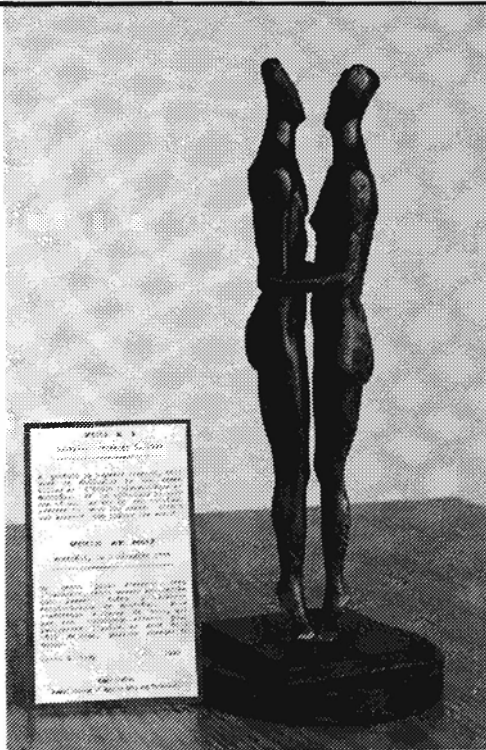
By David Kemp

The 1989 Montreal massacre of fourteen female engineering students simply because they were women was at once a public tragedy that demanded reaction from Canada's institutions and a cause of private grief and soul-searching to many individuals. Communications teacher David Kemp's personal artistic reaction, the bronze sculpture "You and I," has become Humber's tribute to the murdered women. It is on display near the main entrance of the North Campus.

Creating the work was a healing part of David's own grieving process at the tragedy, a positive effort to "bring male and female together in a generative, supportive image," to reach out for the "hopeful concord" of which he speaks in his dedication.

The work is made up of two figures, a man and a woman, facing each other. They are separate, each balanced strongly and independently, yet connected, looking into each other's faces and touching each other's arms; they are neither leaning on nor restraining each other, but sharing a gentle, chosen contact of equal beings—a new, positive connection possible only to the free. The bodies are idealized—strong, slender, beautiful—but realistic, and their contours complement each other. The present format is small, about eighteen inches high; but David would like to see it cast about eight to nine feet high, monumental but also human scale, suggesting an attainable goal.

In contrast to the bodies, the heads are stylized, abstract. Their form was suggested by a Cycladic fertility goddess of 3500 B.C. The choice was inspired by this strong feminine image and by a desire to return to the roots of our civilization, but also by a strangeness that suggests that men and women still remain



*A gesture of hopeful concord, this work is dedicated to the women killed at L'Ecole Polytechnique of Montreal. It is addressed to each one of us, we who by our constant efforts to meet the other, within and without, can reform the world.*

## WORD PLAY

Cont'd from Page 9

pens to the sentence or how somebody interprets it, its soul is safe.

Each sentence has its own soul which stays with the mother-author forever. Although the soul of a sentence is always far away from its body it never leaves the mother' mind. Even a short

mysterious, "other," to each other. Differences are real and misunderstanding remains, but we are "lurching ahead," hopefully toward understanding.

David's artistic concerns here mesh with his social ones. He says, "We are living sculptures, moving in space," with an "intimacy you can feel between you and the stars." All this came together in "You and I," so that the work "almost made itself." The creation was a healing experience. Pictures of it have been sent to the families of the women who died, and the original stands as a memorial and at the same time an expression of hope and purpose for the Humber community. ■□■

memory cannot destroy the soul of a sentence because of the subconscious. ■□■

## SPICER

Cont'd from Page 10

now, and in the future, and what is the future shape of Canada.

Among the significant concerns raised, the situation of native peoples was a strongly controversial topic. Students expressed regret over the past treatment of natives, but three-quarters of the group voted against granting them the right for self-government.

Despite some disagreements, members of the group seemed to view as a very positive experience. "This way you get to learn what other Canadians are about," said Zovighian.

His classmate Rafferty added, "It helps me think what other people are about. ■□■

## NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

**Editor:** Peter Maybury  
**Assistant Editor:** George Byrnes  
**Layout & Photography:** Jim Brady  
**Typesetter:** Morag Tierney



LAKESHORE  
**News and Views**

**FALL 1990**

**No.7**



**INSIDE**

Corporate Travel Program  
Hellow, Vietnam  
Student Residences  
Humber help/Self Defence  
Literary Readings  
Step Forward

Photo by GRAHAM PAINE, Etobicoke Guardian

**Hon. David Crombie, spoke at Humber Lakeshore on behalf of The Royal Commission on the Future of the Toronto Waterfront.**

# P. LAWSON TRAVEL/HUMBER COLLEGE

## CORPORATE TRAVEL PROGRAM

The following article appeared in the P. Lawson Travel National Newsletter.

During the last 12 months some exciting educational developments have been taking place in Ontario under the direction of Joe Colletti, Regional Manager for Ontario.

With the company's aim to double its sales by 1994, it was felt that the biggest hinderance to future growth was an employee shortage, particularly in the corporate travel area, and that there was an urgent need to improve the calibre of new employees. Consequently, they aligned with Humber College, specifically the Lakeshore Campus.

According to Joe, Humber College is the most forward thinking of the educational institutions teaching travel, and the only one to appreciate the importance of linking up with private enterprise.

An Education Committee was established to develop and assist the program, consisting of three managers with a wealth of 'front line' experience — June Hebert from Skyline, Jim Cohen from Commerce Court West, and Kathy Groves from First Canadian Place, with Al Lobo as the Program Co-ordinator, Travel & Tourism.

A 'state of the art' program was created by removing elements of Humber's diploma course that did not relate to corporate travel; and by providing a great deal of 'hands-on' training with comput-

ers (most travel courses have one computer for about 30 students — in this course under 20 students shared 10 terminals).

those who pass. The interview portion is geared to make everyone clearly understand what the program and the job involves.

**"... Humber College is the most forward thinking of the educational institutions teaching travel, and the only one to appreciate the importance of linking up with private enterprise."**

**--Joe Colletti**

The course is deliberately targeted at mature students, preferably people ready for a change of career. Would-be trainees are first tested in maths, geography and typing, as the 12 week course would be wasted on anyone without a general understanding of geography, for example. Interviews are then conducted with

The course costs \$392. The first one started last September, and despite the hindrance of a teachers' strike at Humber College, 14 students out of an initial 25 graduated and are all now working within the company. Another course commenced in April and a third is provisionally planned for

**Continued on Page 4**



## HELLO, VIETNAM

Everyday the world seems to be getting smaller. Sandi Nesbitt, a professor in the Law and Security program, has her own reason for believing this is so.

In 1969, while still a high school student at Humber College, Sandi participated in a pen-pal program with students studying English in Vietnam. She was matched with a female student living in Saigon, Do Thi Hue. Because the Vietnam war was at its peak at this time, only one of Hue's letters got through to Sandi. Despite their limited contact, Sandi often wondered what had happened to her.

Twenty years later, Sandi has found out. While continuing her own education at York University, where she has already earned two degrees, B.A., B.Ed., Sandi took a course in English as a Second Language (ESL). One of her projects involved preparing a profile of an ESL student.

Sandi contacted Margitta Dinzl of Humber's Development Division, which, with the support of Manpower, offers intensive ESL courses for Canada's new citizens. She was introduced to Nga Thi Thanh Bui, who two years ago escaped Vietnam by boat. After eighteen months in a refugee camp in Indonesia, Nga and her husband and two children were granted status in Canada.

As Sandi interviewed Nga, she was reminded of Hue. As luck would have it, Nga still had relatives in Viet Nam and she agreed to make some inquiries. About four months later, Sandi received her second letter from Hue!



### LASA Students Fail in Tug-A-War Against the Pros

As Sandi had feared, the war and the political upheaval that followed had indeed touched Hue's life. Her letter told of her husband's release after ten years in a re-education camp. Like Sandi, Hue had become a teacher but, because she was not permitted to teach, she worked in a market place. Hue's letter ended with her hopes of emigrating to the U.S.

Sandi's ESL project quickly blossomed into a deeper experience, one that testifies to the kind of upheaval that many of Canada's immigrants have faced and, more importantly, their willingness to work to make a new life for themselves.

The world may be getting smaller, but for people like Sandi, Nga, and Hue, the heart is as large as ever.



United Way Winner of Dinner for Two



## HUMBER OPENS STUDENT RESIDENCES

First the good news: student residences opened for the first time in September. Affordable rent, regular meals, and lots of friends! At last, this great idea has come to pass.

Now the not so good news: the residences are located at the North Campus.

Lakeshore students, however, are encouraged to access these accommodations. Kellie Saso, Program Co-ordinator, Student Residences, has asked that the following open letter be published:

Dear Lakeshore Student

On behalf of the Residence staff, I would like to invite you to be a part of a new era of campus living at Humber College.

As a student of a small campus, it is important to make an effort to become part of the larger scheme of College life at Humber's main campus. By living in our modern residential facilities, you have an exciting opportunity to grow and find meaning through friendships, exploration of ideas, and involvement in the residence community and College as a whole. We believe that the new Residences are more than just a place to eat and sleep; residence living is an experience in human relations that will not soon be forgotten.

Humber College Residence offers a comfortable and convenient living environment for all students and to ensure your personal comfort we offer a number of different living preferences. Based on a large number of requests for smoking/non-smoking and quiet floor options, we have created some specific floor

types to ensure that each student is living in his or her preferred environment. As part of our lifestyle preferences, we offer a number of meal plans according to one's appetite and these plans consist of four prices so that you are only paying for what you eat. Transportation is also a convenience for students of Humber's Lakeshore campus. A Humber bus which runs every fifteen minutes throughout the day, will take you to and from the Lakeshore campus safely.

Currently living in Residence are a number of Lakeshore students and as part of the residence community, their time at College has been enriched. The success of your campus experience depends on you and by being a part of a Residence community, the memories of College life will be treasured and unforgotten.

Kellie Saso



## CORPORATE TRAVEL

Cont'd from Page 2

September, to focus on vacation travel — which will mean a complete modification of the current program.

This innovative course, along with the on-going Training Centre at Humbertown, confirms the company's commitment to the importance of new and on-going training schemes. Joe's eventual aim is to establish programs up to management level, including an in-house management trainee scheme.

# SELF DEFENSE CLINIC HELD

In its continuing campaign to raise awareness about violence and to maintain an atmosphere that respects individual rights, Humber Lakeshore recently invited Henry De Lima to stage a self-defense clinic for women. Mr. De Lima is a 4th degree black belt in karate and has over twenty years experience in martial arts.

Mr. De Lima has given News and Views permission to publish a short statement of his which reflects his views about the problem of sexual assault and the need to find solutions to it:

Sexual assault is a social disease that absolutely demolishes the dignity of its victims. Not only is sexual assault the cruelest invasion of privacy, but it is also the worst violation of human rights that can be imposed upon an individual. However, long before the victim's dignity becomes destroyed, the violator's dignity has already deteriorated to a criminal extent. Within the proc-



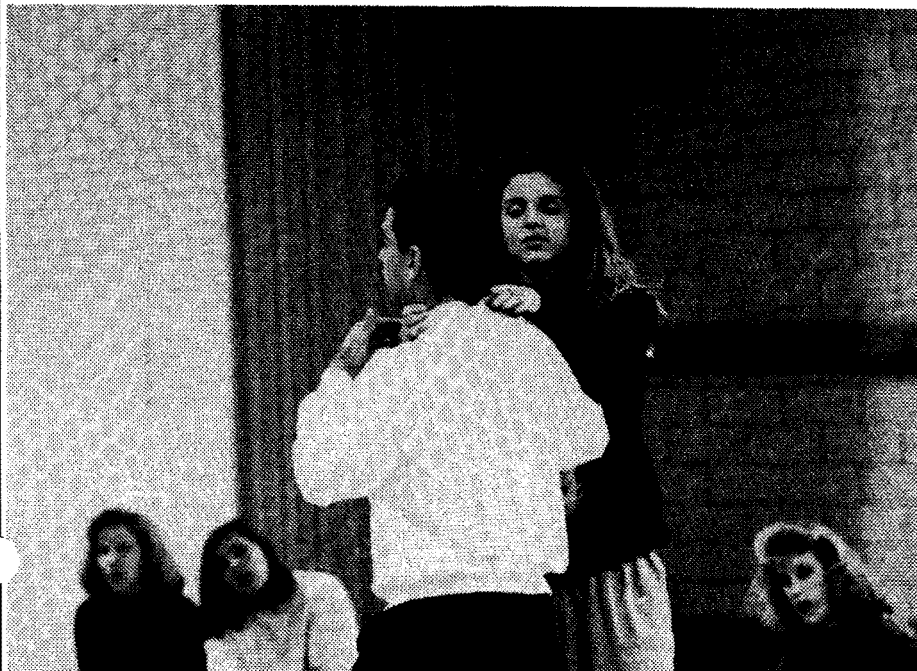
ess of that deterioration, there lies the source of the problem.

What internal or external influence has to invade a man's mind to make him think that he can force himself physically or sexually on a woman against her will? Furthermore, what influence could cause a man to become

CAPABLE of performing such an outrageous act, and to seek pleasure from it?

When a man's character, self-respect and values have descended to the level where he gains pleasure from someone else's pain then that man's integrity and dignity have died. Inevitably the death of that man's dignity will cause the loss of an INNOCENT person's dignity.

The first thing we need to do is to teach women how to best avoid some potentially dangerous situations. Secondly, we can teach them how to defend themselves. All of this has proven to be of great benefit. However, all of those actions only serve to form a partial and temporary solution, although, unfortunately a very necessary one. Our long term goal, which is by no means an easy one, should be a practical answer to the following question... "How can we make the need for Self-Defense training become OBSOLETE?"



## Education in the year 2000

# ONTARIO'S COLLEGES STEP FORWARD

By Stephen Cribar

In an effort to keep up with the times, the Ministry of Colleges and Universities dusted off its crystal ball and decided to look into the future. The question: "What will the college system look like in the year 2000 and how will we get there from here?", resulted in an 18 month collaborative study called "Vision 2000."

Riel Miller, Manager of Policy and Research at the Ontario Council of Regents for Colleges of Applied Arts and Technology believes that the report will help in all areas, but particularly in the area of prior learning assessment.

Miller says that more concentration will be given to the continuing student and prior learning assessment can better provide students with fair evaluations of both their experiential and their formal credentials.

"One of the major emphases of the entire report is on life-long learning," he says. "There is something quite important for the continuing student in providing them with easy access to further educational achievement."

The study utilized educators, students, employers and the government to find an answer. Declining enrollment, labour management disputes, lack of system-wide standards, narrow curricula and limited accessibility are a few of the problems that Vision 2000 concentrated on.

Miller says that the study is a very helpful starting point for making changes in the community college system. "The colleges are about 25 years down the road in their existence," he says. "The world around them has changed a great deal since they were established.

With over 2,000 people involved in the study, some 40 recommendations and changes were proposed. Among those were establishing closer ties with universities and broadening the curriculum.

It was also found through Vision 2000 that the career oriented focus of community colleges is a vital part of the system, a point that Miller also stresses.

"I think that if anything, Vision 2000 confirmed the central importance of the type of educational activities provided in the community by the colleges," he says. "The province's social and economic welfare will be affected greatly by the colleges, therefore the colleges are more than ever an important component of anything that happens in the future."

Humber College itself has had direct involvement in Vision 2000, including President Robert Gordon and several other representatives who were members of study teams looking into specific issues. President Gordon shrugs off the skepticism about imple-

menting the recommendations. "Those who are looking for instant change might be disappointed," he says. "But the contents of the Vision 2000 report are sure to become the catalysts for change throughout the 1990's."



There's more in the cards for Continuing Education in Ontario's College System.

Above article reprinted with permission from EMCORE, Humber's Continuing Education Newsletter

# ORIENTATION FAIR 1990



## HUMBER HELPS

125 students from Lakeshores Law and Security Administration Program recently had the opportunity to experience a function of police work first hand. On October 18 the Metropolitan Toronto Police Force contacted faculty member Jim Hodgson and requested assistance in the search for six year old Andrea Atkinson. The student body was canvassed and the response was overwhelming. The students marshalled in Taylor Creek Park at 9:00 a.m. in what can best be described as difficult weather conditions. In conjunction with Metro Police officers the students participated in a foot search of the entire Park and surrounding Don Valley areas.

Faculty members Ron Stansfield and Frank Coburn also participated in the search and acted as liaison between the police and the students. Both instructors spoke highly of the students efforts and their community spirit.

The students also spoke highly of the experience. Second year student Brian Bergeron said "we saw the less glamorous side of policing, its not all red lights and sirens". This sentiment was echoed by fellow student Bill Ritchie who went on to say "it was good experience. It helped bring together things we learned in class".

Sadly the two day search ended in tragedy, but the benefits of the students participation will serve them well in their chosen fields. Their involvement in a community effort will be invaluable to them when they in turn become Law Enforcement professionals. As second year student Pal Sharma said "it was beneficial in that we saw how the police and the community can work together for one common goal".

## CANADIAN AUTHOR READING SERIES Constance Beresford-Howe at Humber Lakeshore



### BERESFORD-HOWE LITERARY READING

Thanks again to the generous assistance of the Canada Council, Constance Beresford-Howe, one of Toronto's and Canada's most popular authors, read from one of her recent novels, The Marriage Bed, on Wednesday October 31 to enthusiastic response.

Of the over one hundred people

in attendance were senior students from Unionville High School, Lakeshore Collegiate, Earl Haig Collegiate, and King Secondary School, as well as members of the public.

Ben Labovitch, who arranges the literary readings for the Lakeshore Campus, and who was acknowledged for his efforts by being named one of Humber's Innovators of the Year for 1989, is concerned to give students opportunities to experience culture first-hand. Through the reading series and his courses, he encourages students to trust their own responses to art, to sample art forms they may not have tried before, and to be curious about the artists themselves.

His efforts are paying off. Judy Reid, a Law and Security student said after the reading, "I understand the book much better now. I want to re-read it." Another Law and Security student, Farshid Homayoun, noted that having a chance to meet an author "is what college is all about."

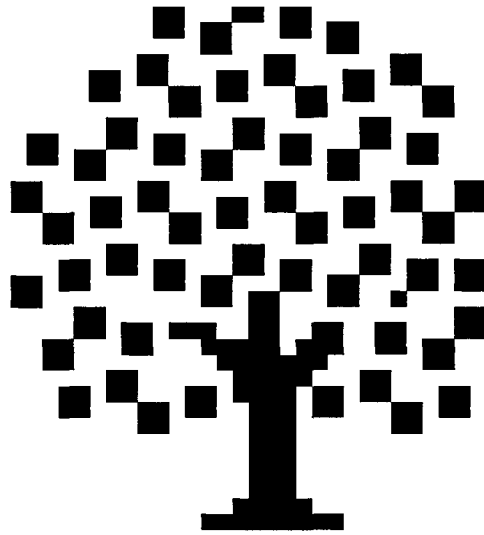
### NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

**Editor:** Peter Maybury  
**Assistant Editor:** George Byrnes  
**Layout & Photography:** Jim Brady  
**Typesetter:** Morag Tierney



# **BECKY BELONGS**



**VOICES RAISED IN  
SUPPORT OF INTEGRATION**

**HUMBER COLLEGE**

**LAKESHORE**

# News and Views

**SPRING 1990**

**No.6**

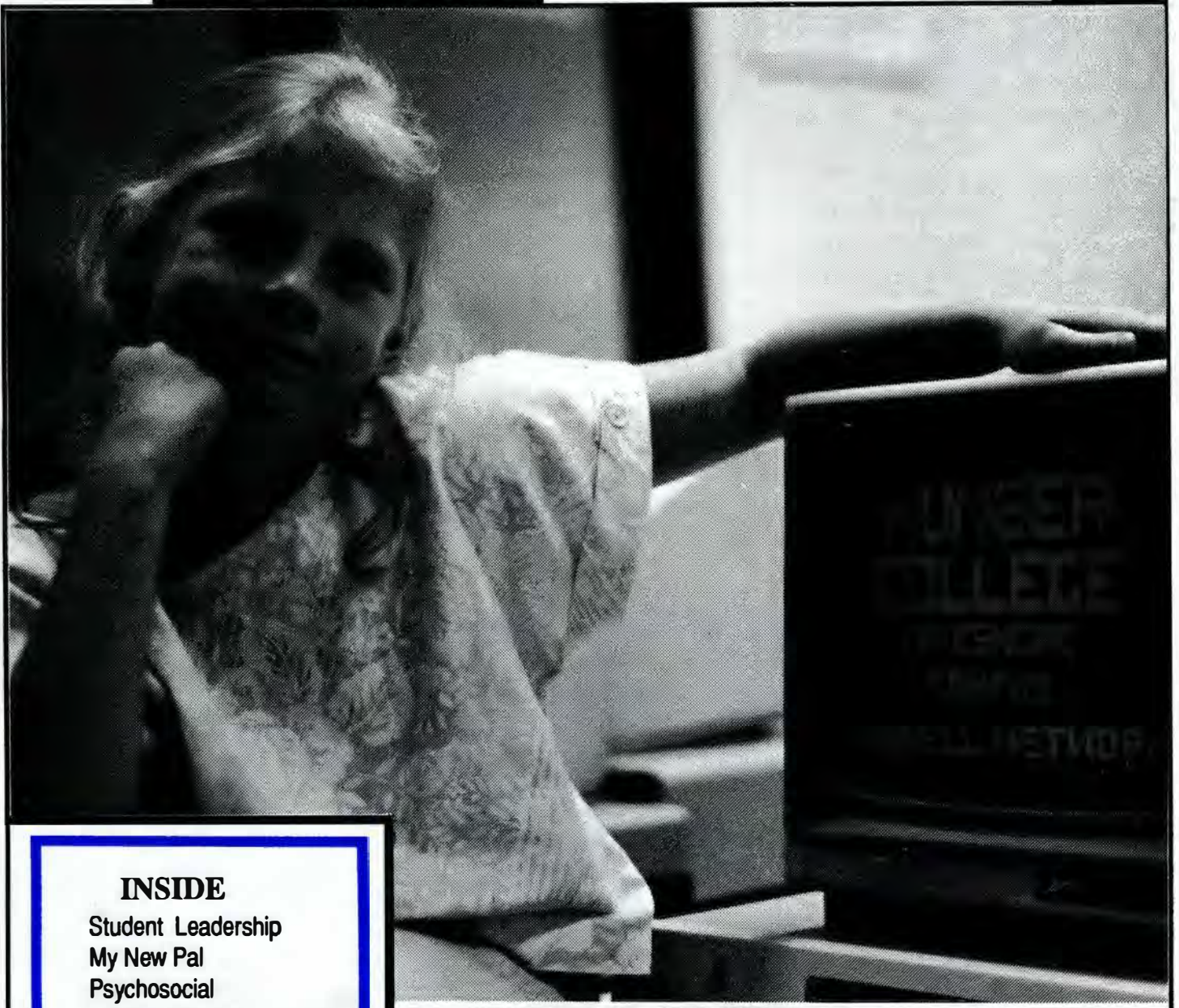


Photo by Nancy Raycroft

**INSIDE**

- Student Leadership
- My New Pal
- Psychosocial  
Rehabilitation
- Job Loss
- Business Management

**MY NEW PAL Page 3**

# STUDENT LEADERSHIP AT HUMBER

By Roy F. Giroux, Ph. D.

Vice President - Educational & Faculty Services

Many of today's students will form the next generation of leaders. They will take their place in the world of work and climb career ladders to become supervisors, managers and executives. It is essential therefore that the educational process identifies, develops and trains these leaders early, and part of Humber's philosophy in student services is to design experiences in co-curricular activities that enhance the opportunity for leadership training. There are a multitude of important roles that students can, and do, play on a college campus that compliment their in-classroom activities. They assume responsibilities as student government executive, managing social, educational and cultural programs on campus. These range from socialization of students, to orientation and information sessions and providing a broad base of cultural experiences, all of which are important to today's society. Leadership opportunities can be experienced by being a member of the Humber College Athletic Association whose focus is the design and delivery of intramural pro-

grams, as well as intercollegiate competition. Similarly experiences can be obtained through becoming a college ambassador, assisting the integration of new students into the college community and hosting a wide variety of campus events. Students are trained as peer tutors, special needs assistants or computer lab assistants, all of which enhance the academic learning environment. In assuming these leadership roles, Humber's students not only help themselves, but they contribute immensely to the quality of campus life for their fellow students and the college as a whole. Their enthusiasm and energetic commitment to the tasks in hand is very evident and

often provides the stimulus for new initiatives.

As educators and community members, it is important that we identify the themes that cut across these appearingly broad and different activities. These themes can be categorized as follows:

- (a) a commitment to student growth through purposefully designed activities outside the classroom to increase student responsibility.
- (b) the provision of opportunities for students to work for and with other students for the enhancement of their success.
- (c) the encouragement of students to develop abilities to care for, support, and relate effectively with peers and members of the college community.

*Continued on Page 3*



Photo by Gary Gellert



## Student Leadership

*Continued*

- (d) a commitment to enhance the individual's personal skills, increase the level of personal confidence and self esteem toward acknowledging that they have the ability to assist others.

These are not skills for success merely in student life - they are skills for successful living. One of the most rewarding experiences a teacher, staff member, or college administrator can undertake is to assist a student in developing leadership skills, and watch as these skills are employed for the benefit of other students. Even more rewarding is to observe students five to ten years after graduation at an alumni activity, knowing that the skills gained in academic and co-curricular experiences contributed so much to their personal success. We are all leaders in life, champions of some cause, be it personal or community, and must gain as many experiences as possible to be effective in controlling our own destinies. Humber, or any college, can never provide enough activities and experiences for students to develop leadership skills. However, we can be sure of one thing - we will keep trying.

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Photo by Gary Gellert

## MY NEW PAL

By George Byrnes

Corrina Raycroft is this nine year old's "login" name, photographed here visiting one of Lakeshore's three computer labs by her mother, Nancy, a university-stream General Arts and Science student.

Nancy plans to move to British Columbia this summer where she will put her academic and word processing skills to good use pursuing a combined English/Education degree at the University of Victoria. She hopes one day to become a teacher.

Once associated exclusively with Business courses, computers now play a role in every program study at the Lakeshore Campus.

Lakeshore's computer-infused Communications classes are one of the ways traditional educational approaches are being enhanced by computers.

---

## NOTICE: IMPORTANT UPCOMING EVENT

By Carolyn Beatty

The Women's Educational council, Lakeshore Committee, will again be arranging a women's week, March 26 to March 30. The theme of this year's women's week is "Empowering Ourselves". The committee believes that this subject will be of interest to students, staff and members of the community. For further information, please call 252-5571 ext. 3342.

## HUMBER LAKESHORE LAUNCHES FIRST POST-DIPLOMA TRAINING PROGRAM IN PSYCHOSOCIAL REHABILITATION IN CANADA

By Trish Spindel

On January 18, 1990, Humber Lakeshore's Institute for Community Integration, with the considerable support of the International Association of Psychosocial Rehabilitation Services (Ontario Chapter), launched the first Post-Diploma Certificate Program in Psychosocial Rehabilitation in Canada.

The first course, entitled Principles and Practices of Psychosocial Rehabilitation, was a huge success, with thirty six adult learners registered. Many are professionals working in the mental health system in Ontario. This is one of the most popular evening courses ever offered at the Lakeshore.

Five more courses are expected to be offered as part of the Program. They are:

**Introduction to Case Management in Mental Health**

**Skills Assessment and Development**

**Program Design and Evaluation**

**Advanced Case Management in Mental Health**

**Practicum in Mental Health**

All teachers in the Program are leaders in the mental health field in Ontario.

Until this program was offered at Lakeshore, professionals, volunteers, and service users in the mental health system in this province were forced to travel to the United States to obtain this specialized training. But not any more! Thanks to the teamwork, initiative, and clinical expertise of the Association, and special efforts of Trish Spindel and Art Lockhart at Lakeshore, Canada now has its own first class training program.

## FIND OUT ABOUT COLLEGE FOR YOURSELF

By John D. Liphardt  
Dean, Lakeshore

You may be like so many people who really don't know exactly what career direction lies ahead. We find that many feel pressured into having too much information. People need to get a "feeling" for where they are going to be in the future.

With the above in mind, we are extending an **invitation to all people to enrol in a Humber Lakeshore program for a day.** Our programs are in Business, Travel, Developmental Services Worker, Child Care

*Continued on Page 8*



Photo by Kim Eade

# HUMBER COLLEGE RESPONDS TO JOB LOSS

By Larry Marno  
Faculty

The experience of unemployment, for a handful of people, might be considered a luxury. For the vast majority however, the reality can be devastating. In a society in which we are largely defined by what we do for a living, losing a job, particularly a job which one has worked at for a considerable number of years, can mean losing a whole lot more. At stake are such things as self-esteem, financial security, one's sense of purpose, and friends. Those who have never been in this situation themselves, who have never visited a Canada Employment Center, who have never had to ask themselves "How do I get a job?" may not understand what the unemployed worker is going through. If the worker is mid forties and older, the concerns are even more frightening.

The Career Development Department of Humber College at the Lakeshore Campus has responded to this need with a program called J.O.B.

Job Options Building is a 10 week program targeted at older workers who either by choice, or situation find themselves currently unemployed.



Photo by Kim Eade

During the first eight weeks of the program careers are reassessed, new targets are established, and job search strategies are studied and practised. During the final 2 weeks, individual strategies are implemented and

monitored by trained coaches.

J.O.B. is proving that it is meeting the challenge. Results from the first intake of 15 students showed

*Continued on Page 8*



Photo by Kim Eade

# NEW BUSINESS MANAGEMENT DIPLOMA

## Lakeshore Campus

By Ken Simon, Chairman, Business

Humber's new two-year Business Management Diploma provides a great opportunity and career potential for high school graduates who are interested in Management, Financial Accounting or Microcomputer. We believe that the unique mix offered by this new program is ideal for the graduate of the nineties. We are therefore confident that students will benefit from this new program. This flexible program has the following features:

An option specialization in either Accounting/Financial Services or Microcomputer Management.

The Accounting/Financial Services Option offers unique features which are at the cutting edge of today's Financial Services industry. These features include:

1. Courses in Personal Financial Planning, Estate Planning, and Financial Institutions and Services.
2. Courses in computerized accounting systems.

The Microcomputer Management Option is designed to provide the business graduate with the technical skills required for customizing and developing applications software, as well as system development. Among the fea-

tures of this option are:

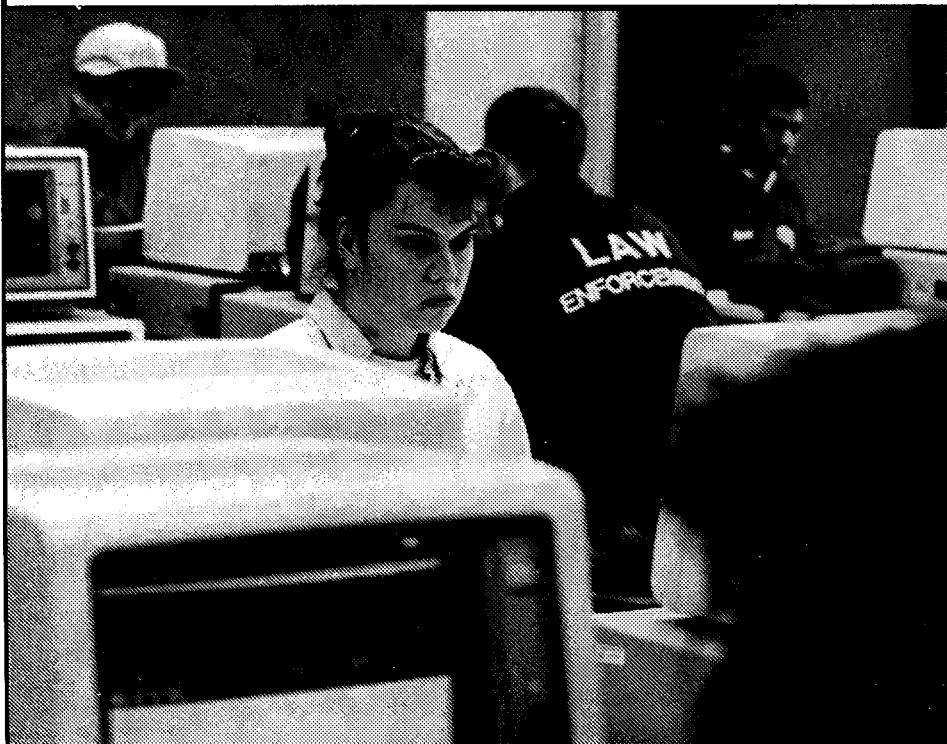
1. The hands-on experience in using applications programs such as Lotus 1-2-3, dBase IV, WordPerfect and Page-maker.
2. The Programming experience in languages such as Turbo C, Quick Basic and Turbo Assembler.
3. The working experience in state-of-the-art labs - Novell.

The management component consists of three courses in the Human Resource Development: Personnel, Organizational Management I and Organizational Management II.

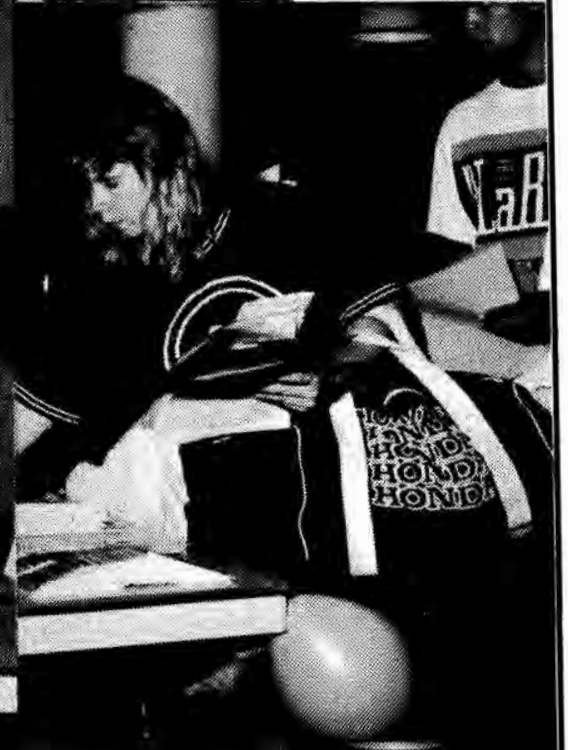
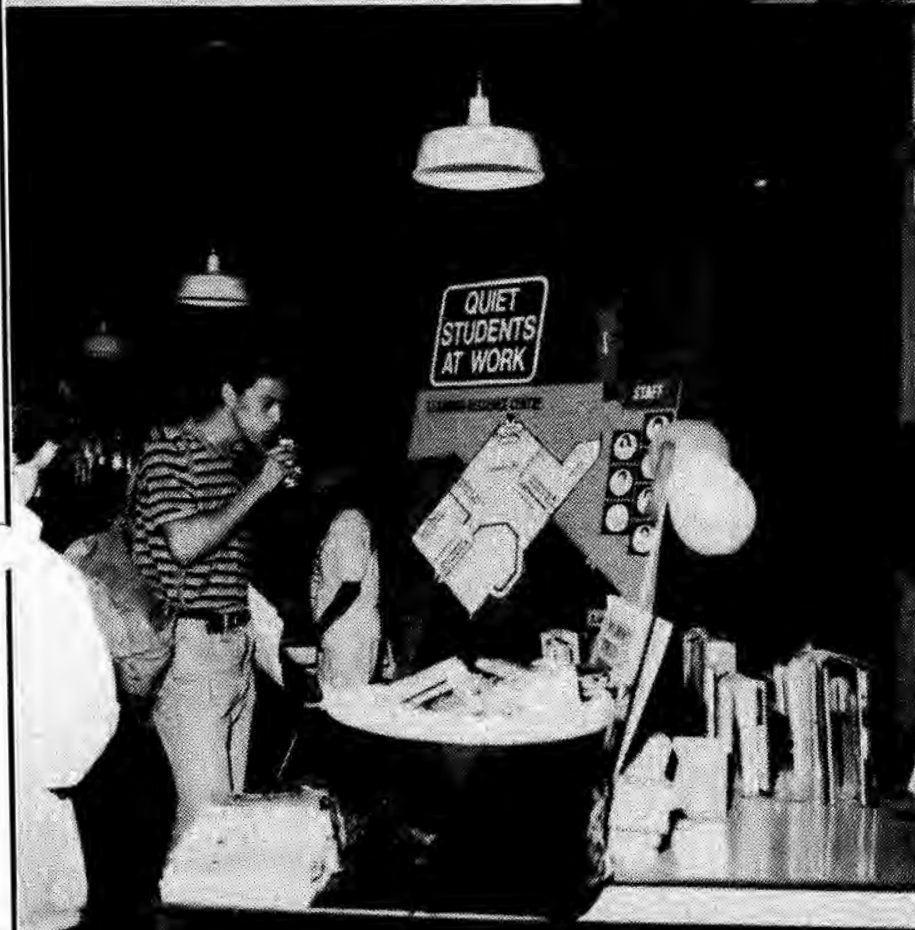
This program provides an opportunity to take some business courses that are eligible for Certified General Accountants' (C.G.A.) exemptions.

Students in this program will benefit from our common first semester in all the programs. This generic first semester gives students the opportunity of participating in the various disciplines before they are forced to make a decision on the profile they wish to select.

Information about this program is available from the **Business Division coordinators** at the **Lakeshore Campus**. Please call us at **252-5571**.



# ORIENTATION FAIR 1989



## FIND OUT ABOUT COLLEGE FOR YOURSELF

*Continued from Page 4*

Worker, Rehabilitation Worker, Social Services, Law and Security and General Arts and Science.

The invitation includes registering by phone for any Thursday in February, March, April, October or November to attend classes for a day.

As a student for a day, you will arrive at the campus registrar's office to receive a timetable of the program of your choice. You will then be escorted to attend regular classes for that day, to meet the teachers, the students and to sample normal campus life which includes athletics and any event scheduled by the Student Association. In the afternoon, after classes, as a visiting student, you will have the opportunity to ask questions of our registrar and counsellors about anything that involves life at Humber College.

Take advantage of our invitation to give you an opportunity to sample college life for a day. Telephone 252-5571 and ask for the Director of Admissions, Joyce Hillier.

## CANADIAN AUTHOR READING SERIES ... Neil Bissoondath at Humber Lakeshore



## HUMBER COLLEGE RESPONDS TO JOB LOSS

*Continued from Page 5*

that all (100%) are currently employed or enrolled in a training program consistent with their career goals. From the second group, which

completed their program only 6 weeks ago, 8 of the starting 14 are already similarly engaged.

With new-found confidence and the necessary job search skills older workers are making their way back into the work force.

J.O.B. is a federally sponsored program. For program and sponsorship details call Humber Lakeshore campus at 252-5571 ext. 3342 or your local Canada Employment Center.

### NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor: **John Liphardt**  
Assistant Editor: **George Byrnes**  
Layout & Photography: **Jim Brady**  
Editorial Staff: **Joe Kertes**  
Typesetter: **Morag Tierney**  
Technical Advisor: **Jonathan Singh**



**HUMBER COLLEGE**

# LAKESHORE News and Views

**SPRING - SUMMER 1989**

**No. 5**

## **HUMBER AUTHOR WINS LEACOCK MEDAL**

Joseph Kertes (Human Studies, Lakeshore) has won the 1989 Stephen Leacock Medal for his novel Winter Tulips. The prestigious award honours the novel that best exemplifies the Leacock tradition of humour.

Set in Montreal and Toronto, Winter Tulips is a love story as well as a Canadian story. The main characters are both children of immigrants, but from different cultures. When Montreal Jewish boy meets Greek Christian girl, their families are brought to the forefront of the novel. It is in charting the relationship between the contemporary individuals and the traditional families that Kertes' humour is most telling, for even as he sides with the lovers' right to the freedom of their love and the modern world, he also recognizes the right of the families to be inexplicably as they are, as their cultures have made them.

This is a novel that will make you laugh out loud, but always with the characters, never at them. It is this aspect that makes Winter Tulips in the best tradition of Stephen Leacock.

### **INSIDE**

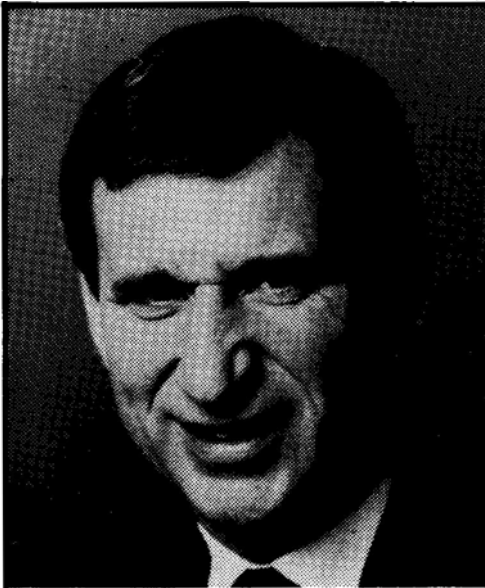
**Lakeshore  
Land Development**

**Financial Services  
Administration**

**General Arts & Science**



**LAKESHORE COMMUNITY FESTIVAL COVER- PAGE 3**



**President Robert A. Gordon**  
Photo by Gary Gellert

## **Lakeshore Land Development**

There has been much talk lately about the disposition of surplus Humber College lands at the Lakeshore and, indeed, about the future intentions of the College. This short article will attempt to place these matters into perspective and will, I trust, clarify some of the misconceptions which have been circulating.

May I say, immediately, that the long-term plans of Humber College definitely include a major presence in the Etobicoke/Lakeshore area. While it is true that our North Campus in Rexdale will continue to be our largest centre of operation, it is our intent to have well-equipped and fully-programmed campuses not only at the Lakeshore, but also in the City of York and, in future, in the Nobleton/Kleinburg area.

With regard to the Lakeshore,

our first choice would be that the College vacate its present location and move to renovated Psychiatric Hospital buildings. This move would serve a number of purposes: Namely:

it would put to practical use the number of heritage buildings that could be used for few other purposes.

it would address the controversial issue of housing east of Kipling.

it would provide more acceptable land for development west of Kipling.

If the College is to spend significant sums of money on renovating the hospital facility, quite clearly, it would be foolish to suggest that the College is not committed to a long-term future at the Lakeshore. If, however, this project does not come about, it's safe to say that we would remain in our present location and that renovations would be undertaken to upgrade the existing facilities.

There seems, at the moment to be some upheaval. There are two valid reasons for this: first of all, there's the demographic situation concerning the number of high school graduates in the Lakeshore area and, second, there's the equal need to consider the formulation of an appropriate program mix. There is no question, however, that the situation will become more stable in the future. We want, after all, to be in a position of being able to serve our community more

effectively. This includes being ready to meet their demands with the right programs and the most favourable space resources.

Like so many other public institutions today, we are strapped for cash and it has always been our intent to address that issue with the disposal of some surplus land. Also, the sale of some of our lands in the Lakeshore would facilitate the building of an adequate campus in the City of York - an area which, for some 22 years, has been inadequately served.

Let me stress again, however, that at no time has it been our intention to leave the Lakeshore. But, there is one caveat to this assertion. If, in the future, student numbers fail to justify running a campus on the Lakeshore, we would have no option but to downsize. This might include the leasing of some of our buildings until such time as enrolments warrant a return to full operation. **This is an eventuality I do not foresee. If plans proceed on target, in fact, Lakeshore, the new marina, the conservation of parklands, and the development of the area in general will all come together to become one of the most attractive and publicly accessible places in the metro area.**

Once again, let me state that we are committed to playing a full role in this development and I hope, sincerely, that this article puts to rest some of your concerns.



# LAKESHORE COMMUNITY FESTIVAL



Celebrating its 18th Year

## Lakeshore Community Festival

Humber College - Lakeshore Campus  
Lakeshore Blvd. - Just West of Kipling

Saturday June 10th, 1989  
10:00 a.m. - 6:00 p.m.

Rain or Shine  
Admission Free      Everyone Welcome



## FINANCIAL SERVICES ADMINISTRATION

By Ken Simon

It is not often that new career opportunities are realized. One may even argue that Financial Services Administration is not a new career per se. It certainly presents new career opportunities for Business Administration graduates.

Presently some 18 percent of our graduates in the Business Administration Diploma Program are employed in the financial sector of the economy. These graduates find employment in chartered banks, and other financial institutions. Changes in the government regulations within the last four years now permit these institutions to provide services in areas traditionally reserved for specialist groups such as brokers. We anticipate that this program will increase the percentage of students with careers in the financial sector of the economy.

For the student this change means additional career choices. Our program will place students on a career path which has specific goals. While this career path starts at the same base point it diverges into several career goals. Some of these include customer service representative, assistant financial planner, or technical assistant to tax consultant, or brokers. Graduates may elect career paths which ultimately lead to full professional designations.

Humber's new Financial Services Administration Diploma has

been developed to give our graduates the critical training which employers are seeking. Industry has projected that the growth which will take place will result in increased employment opportunities for those students who are prepared to take advantage of these changes. At Humber, we are taking the lead.

The program has been developed with the assistance and guidance of an advisory committee comprised of major players in the financial sector of the economy. These individuals have participated in curriculum design and have kept us on track. Support for the program in the industry is great. Within two days of a promotion campaign firms such as Sun Life, Bank of Nova Scotia Midland Doherty Ltd., and Investors Syndicate Ltd. have phoned asking to interview graduates of this program.

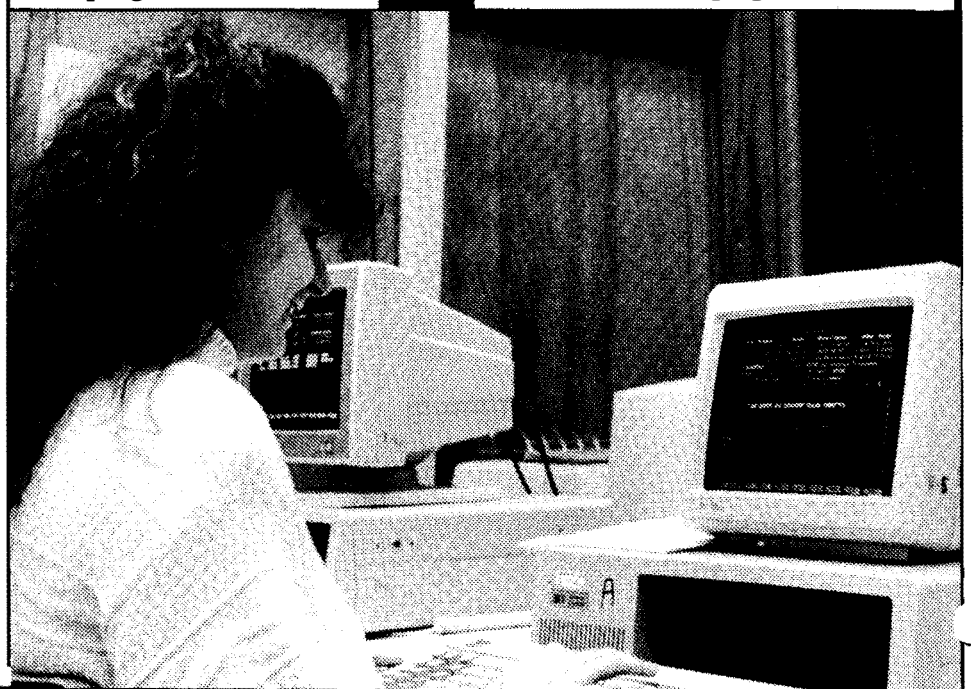
## GENERAL ARTS & SCIENCE

### Opening Doors To The Future

By Nancy Raycroft

The Humber College Calendar will tell you that the General Arts and Science Program (G.A.S.) at the Humber Lakeshore campus is for students who are uncertain about their future plans, though they wish to remain in the mainstream of education. The calendar also suggests that the G.A.S. program helps those who wish to amplify or fine tune their academic capacity to prepare for university. The G.A.S. program, however, offers much more than this.

While it is true that one of the main objectives of education is to learn some marketable skill in order to become financially self-sufficient, one cannot be blind to education's other purposes. Those



## General Arts & Sciences

Continued from Page 4

studying liberal arts view education as a vehicle by which they can mentally travel, and the G.A.S. program sends their minds to places rich with ideas and opportunities to develop intellectually.

Students' awareness and understanding of humanity, society and the world around them are increased by exposure to "Human Studies". The General Arts and Science Program not only prepares students for further learning, but also teaches them to view education as a personal investment and to see knowledge as something other than a tool for acquiring employment.

The G.A.S. program at Humber Lakeshore offers tremendous opportunity for students seeking a focal point to their academic futures. The electives offered in General Arts expose students to a wide range of human studies and social sciences enabling the student to make educated choices regarding their futures. In short, the program opens doors, not only career and university doors, but also the doors within one's own mind.

## TRUE CONFESSIONS

BY ANDREW JOSEPH

I'll never quite forget the first time I entered the halls of the Lakeshore campus. Talk about a stranger in a strange land!

It was my first day on the job as a reporter for Coven, our school newspaper up at the North campus. No one else wanted the job. They said it was too weird, too strange, too childish. I took the job... not so much as I love a challenge, but because I was curious. How weird, I wondered, could this place really be?

Well, I'm afraid they were right. The place was weird. A lot weirder than the North. You see, as soon as I walked in, a girl looked at me, smiled and said "Hi." I nearly fainted. We don't do that sort of thing up at the North. Nope. We've got that 'BIG CITY' mentality which says not to acknowledge anyone but yourself.

But the Lake... ah, the Lake, that's a whole different scenario. Because the campus isn't as large as the North, students are able to live their academic life in a more relaxed atmosphere. Whether this is brought on because of the cool Dean, John Liphardt, or the fact that everybody knows your name, I don't know.

What I do know, is that I've made a lot of new friends here. So, why don't I go to school here? Well, my course is at the other place, but I do still manage to come down about three times a week. No, I'm not looking for a juicy, news story. I come to have fun with my friends. Welcome to Lakeshore. May you have as much fun as I do.



*High School Students At Open House*

## JOIN HUMBER LAKESHORE'S SAC PAC IN 1989

By Sheila McLaughlin,  
President Student  
Association Council  
(S.A.C.)

Pubs! Laughs! Travels! and lots and lots of fun! That just about sums up what I have to say!

Welcome - from S.A.C. In case you didn't know, there's more to Humber than study, study, study (although, we don't discourage it). We have all sorts of activities to help you release a little tension and have fun at the same time.

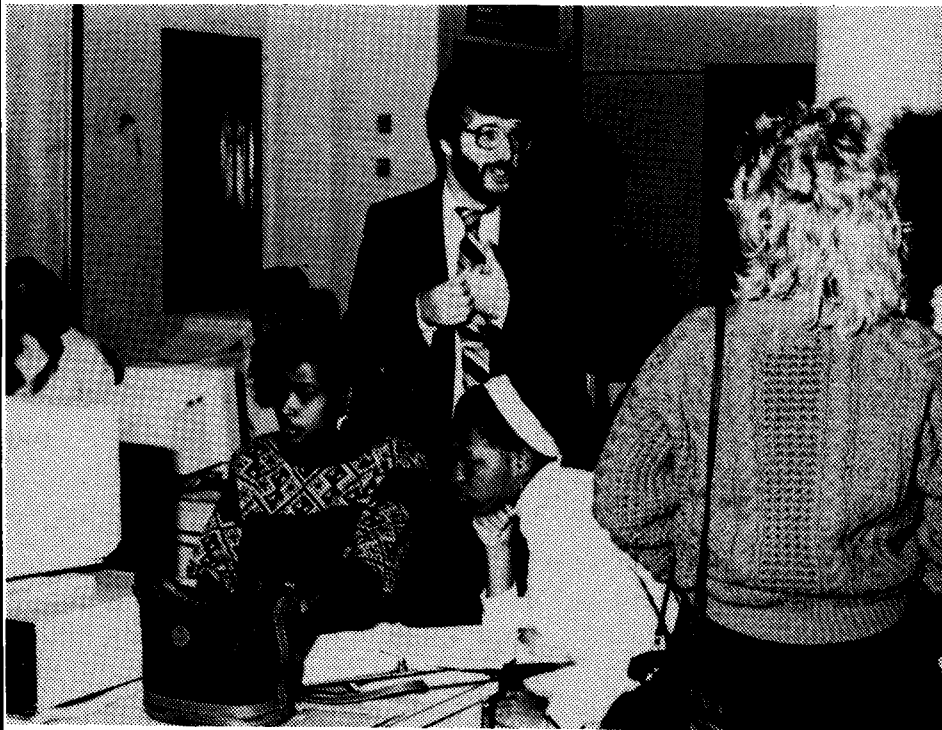
Throughout the year we'll be offering excursions to such places as Lu-Lu's in Kitchener, Argo Games, and Ski Trips. There will also be the "biggy" during the study break in which we may visit a place like Jamaica, Florida, or Mexico, to name a few.

There will be at least two pubs a month - one day and one night. And, if that's not enough for you, we visit "Chatters" next door every Thursday there's not a social event on campus.

If you're a movie buff, we show the latest and greatest video amusement every week!

There's also a used book service in the S.A.C. office for those who wish to save a few dollars; a

**Continued on Page 7**



### NEW PROGRAM

By Chun Shin

The School of Business is offering a new two-year diploma program on **Microcomputer Management** to high school graduates (general level). From this program, students will gain hands-on experience on Desktop Publishing System, ACCPAC, DBASE III Plus, Lotus 1-2-3, WordPerfect, Programming in C, and Novell Network. Also, they will take business courses such as Personnel, Organizational Management, Law, Accounting, Marketing, Economics and Business System Analysis.

The aim of the program is to produce a graduate who can solve business problems by using computer related tools efficiently and effectively. Our graduates may enter the job market as

Application Programmer, System Analysis/Programmer, DBASE Programmer, Microcomputer Trainer/Consultant, Administrator/Co-ordinator, Assistant Manager, Marketing Representative... As they gain experience, they may move into supervisory or management positions.

You can enter the program in September without any background in computers or business. All you need as admission requirements are: Ontario Secondary School Diploma (OSSD) at or above the general level or equivalent or mature student status; Grade 12 English (general level), Grade 12 Business & Consumers Mathematics (general level) or any other math at the general level or higher. Your application will be processed now on a first-come-first-serve basis. For further information, please contact Chun Shin at 252-5571 Ext. 3227.

## SAC PAC IN 1989

Continued

gamesroom for those who wish to spend a few dollars; typing services for those who like to save time and spend money and a wonderful president who would love your contributions.

Speaking of money, getting sick while attending Humber will save you 80% on your prescription drugs and accidental dental mishaps (cracked or chipped teeth) while on the Humber Campus.

If you have any questions about anything, ask the S.A.C. Pac - we've been through it all!! (and if we haven't, we'll still be there for you).

If you're interested in joining our S.A.C. Pac, there's lots of room and you're guaranteed lots of fun in return.

Looking forward to meeting you in the Fall!



## A LOOK AT T.H.A.T.

By George Nellas

The T.H.A.T. or Training the Handicapped Adult in Transition program at Humber College enables physically disabled adults to create a career for themselves. Using research tactics, such as investigating career fields and companies, the students begin to

form an idea of what career most appeals to them. The student conducting the research goes through five occupational guide books each examining a different area. Physical ability, temperamental factors, environmental conditions, special interests and education are all taken into consideration when a student is looking for occupations in his chosen career.

Life skills lessons are a major part of the program. They help the student to fully develop their communication and listening skills. Through role playing and acting out mock interviews, the student is able to acknowledge his weak points and work towards improving them. The student also learns to become more assertive, and is able to overcome barriers such as shyness and insecurity.

Once a student has improved his  
Continued on Page 8



## LOOK AT T.H.A.T.

Continued from Page 6

skills and has conducted his research, he then composes a list of 10 to 15 questions to ask employers in his chosen field. The student will actually go out to different companies and interview employers to gain as much information about the occupation and its requirements. From these interviews, the student arranges a two week work placement in order to get some "hands on experience" in his field.

Determination is greatly needed in order to succeed in the T.H.A.T. program. Improvement and change will only happen if you have the willingness to push yourself through the course. It is by no means a simple step by step process, but with effort and hard work it can certainly pay off.

Unfortunately, some students do lack the determination to see themselves through the course and therefore drop out for one reason or another. The majority of students though, come out of the course and either go straight into the work force or attend university or college in order to get the education required for their specific field.

English, math and word processing are also taught in the program giving students the opportunity to upgrade their



### *Fund Raising for the St. Vincent Project*

academic skills. Using instructional units, students work at their own pace and level and gradually move upwards towards their desired goal. Computers are used, so that students learn to type up their own resumes and covering letters.

The teachers associated with the program do more than their actual

job. They help the student solve personal problems, or any other kind of problem that might arise. They might take students to exercise or swimming lessons, or take them to special exhibits or outings. If you are working on a personal project, the teacher will be more than willing to help and give you advice. All and all, these teachers make the time that the student spends in the program a rewarding and joyful experience.

I enjoyed writing this article since I am a student in the T.H.A.T. program. I strongly recommend the course to anyone who has a physical disability wishing to rediscover themselves and achieve their lifelong goals. My handicap is blindness, but I feel with effort and hard work I will be successful in the career which I've chosen which is journalism.

### NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor: **John Liphardt**  
Assistant Editor: **George Byrnes**  
Layout & Photography: **Jim Brady**  
Editorial Staff: **Joe Kertes**  
Typesetter: **Morag Tierney**  
Technical Advisor: **Jonathan Singh**



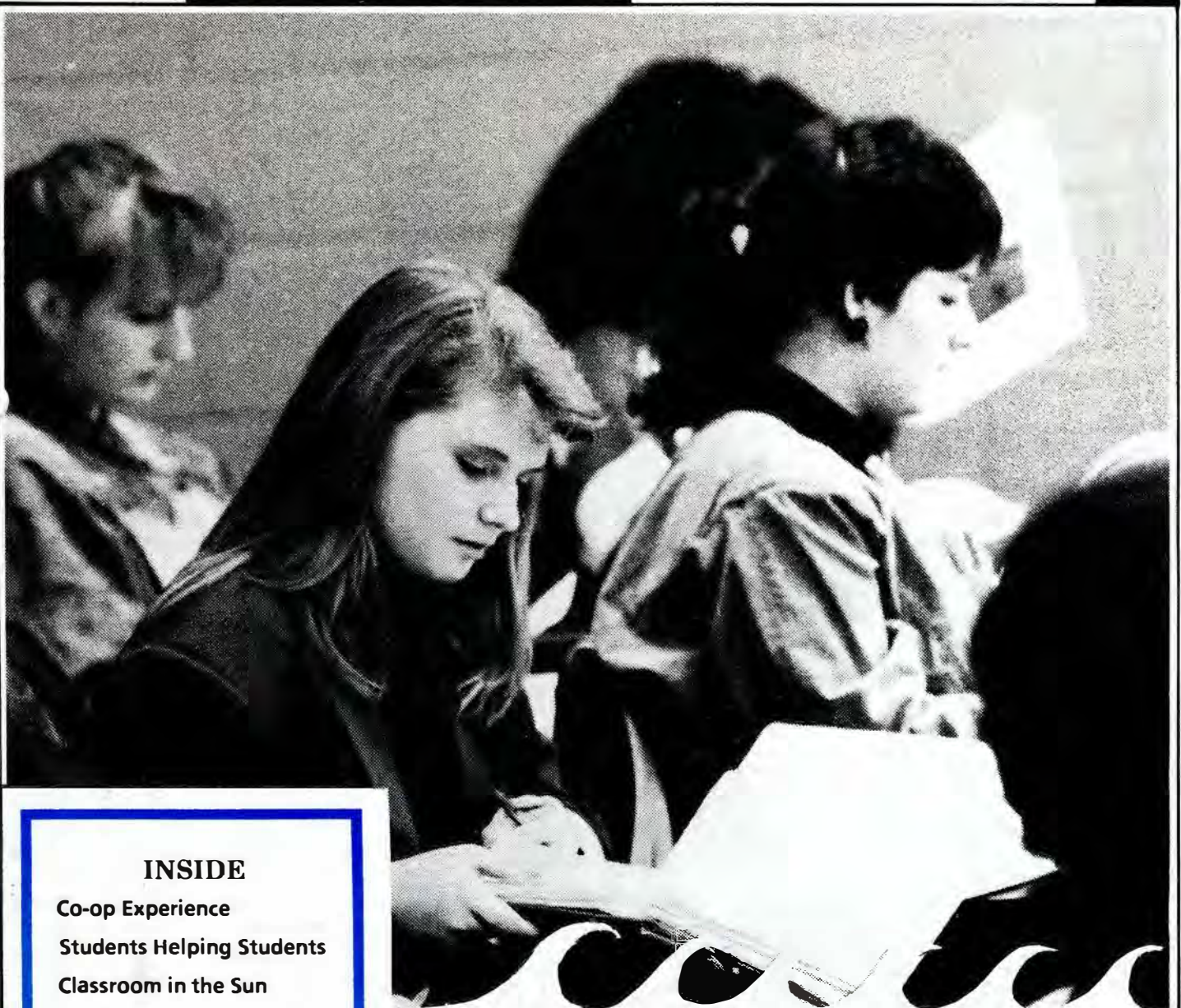
**HUMBER COLLEGE**

**LAKESHORE**

# News and Views

**FALL 1988**

**No. 4**



**INSIDE**

- Co-op Experience
- Students Helping Students
- Classroom in the Sun
- Police Study Computers
- New Evening Courses

**CATCH OUR WAVE**

Page 2

## CATCH OUR WAVE

We're inviting you to "Catch Our Wave"!

On November 17, from 10:00 a.m. to 6:30 p.m., the Lakeshore Campus of Humber College is holding an open house called "Catch Our Wave". It's an opportunity for high school students to experience college life at our Campus - to attend classes, meet our graduates, meet potential employers, students and faculty, and to learn about student life from the inside.

And, if you're from out of town, the day may be more important than ever. Not only will you get a chance to meet people here, but you will also discover whether or not life in the City is right for you.

So remember November 17. It's a day to get the facts. It's a day to get the feeling. It's a day to "Catch Our Wave".

For more information about "Catch Our Wave", call Patricia Connelly at (416) 252-5571, ext. 3231.

See you here!

# The Co-op Experience Comes to Lakeshore

by Ken Simon,  
Chairman, School of Business

Over the years, co-operative education has provided excellent opportunities for students to develop strong academic skills and at the same time gain useful on-the-job training. For more than eight years Laurie Turner and Nancy Epner have managed a very successful co-op program in Retail Management, and other programs at the North Campus offer the co-op option as well.

The Lakeshore Campus can now boast of its co-op offerings in two major areas - Law and Security Administration and Business Administration. Some twenty-five students in Business Administration and forty in Law and Security have enrolled in the co-op programs which began this past September.

We at Lakeshore are committed to developing co-op opportunities for our students. Co-op helps us to

maintain currency in our curriculum, as it offers us the immediate feedback from employers and students.

But many other benefits accrue to the participants of co-op education. As the College's co-op theme--teamwork for tomorrow--suggests, we are indeed partners in education with employers and students. Employers benefit from the opportunity to reduce training and selection costs and students have an opportunity to develop good job search techniques while still at school.

Once Lakeshore became involved in co-op, we explored the tremendous network of human and physical resources internal and external that were available to us internally and externally.

Internally, we have set up an implementation committee to assist academic divisions, coordinate all activity, and determine policy as it relates to co-op. Externally, the support was even more profound. The provincial body responsible for the management of co-op can only be described as true crusaders of co-op education. Through their seminars and workshops we have shared from their experience.

As a result of the tremendous planning and thought that has gone into our two co-op programs at Lakeshore, students are unlikely to face many of the growing pains associated with implementing something new. We have drawn substantially on many years of dedicated work in this area and feel quite confident of success.

For more information contact Sandy Nesbitt or Brian Shaughnessy at 252-5571.



Halloween at Humber



# Humber Lakeshore Leads the Province in Advocacy Training

by Trish Spindel  
Teaching Master  
Community & Social Service  
Worker Program

Humber Lakeshore is leading the province in preparing Community and Social Service Worker graduates to be advocates for disadvantaged people according to the report of an Ontario Government commission.

Entitled You've Got a Friend: A Review of Advocacy in Ontario, the report says, "In this regard, (advocacy training), Humber College now offers a Case Management/Advocacy course which would provide an excellent resource in the development of appropriate programs" (O'Sullivan, 1987).

This Review resulted in a strong recommendation that the Ontario government establish a system whereby trained professional advocates would work hand in hand with volunteers to ensure that individuals with disabilities and elderly people are able to exercise their rights, gain access to programs and services to which they are entitled, and enjoy full citizenship.

One of the areas identified as being of primary importance is the training of advocates. Humber College was the only college or university identified as currently offering a course in case management and advocacy.

Humber can expect to remain on the leading edge in the training of advocates who are likely to have a significant impact in creating a more just society for all of Ontario's citizens.

A copy of You've Got a Friend can be obtained at a cost of \$6.00 from the Ontario Government Bookstore at 880 Bay Street or by calling 965-6015.

## Students Helping Students

by Anne Barker-Voisin, Counsellor  
Anne Chesterton, Counsellor

The Peer Tutoring Program at Humber College offers one-to-one assistance to full-time Humber students having difficulties with specific courses. Peer Tutors are hired, trained and supervised by College Counsellors. Tutors must have a sound understanding of their academic program, good study habits, and above average

grades. It is critical that they have good communication skills, exhibit the ability to work independently and to take initiative. As a result, the Tutoring Program has been getting great reviews.

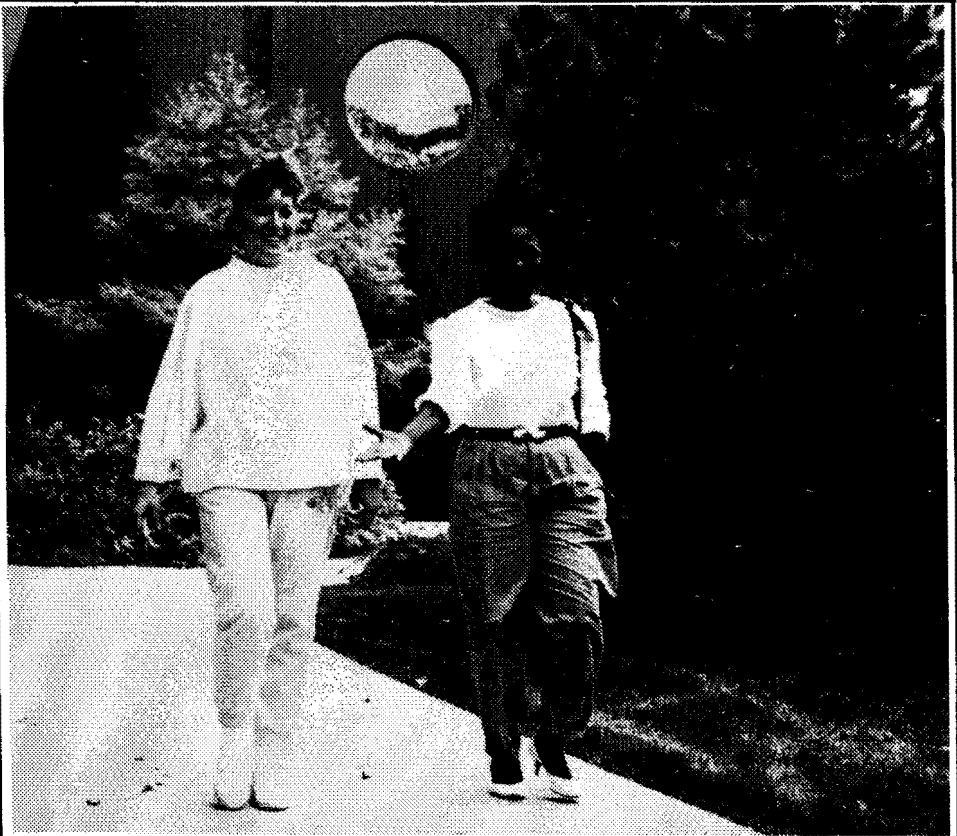
"This positive support was very helpful because I thought I wasn't capable."

"I was so far behind, I could not grasp what was being taught. I was about to quit. Because of the tutoring, I have caught up. I am no longer behind in my work and I feel good about my next semester."

"I enjoyed the one-on-one contact I had with my tutor; I found it easier to relate to another student."

This personal one-on-one contact with tutors, frequently results in increased student grades as well as greater feelings of self-confidence.  
**STUDENTS HELPING STUDENTS**

- \* It's free
- \* It's convenient
- \* It's a great idea



## Afraid of Computers .....

by Pam Welsh

It occurred to me that last time I was in the bank how intimidating computers are to a great many people. The line up for the tellers was extremely long while the automated banking machines (ABMs) had no customers at all. I sped over to the machine and in less than one minute had cold cash in my hot hands. I estimated that the last person in the line up would be there for at least 20 minutes. I left the bank with a smug feeling of technical superiority and extra time to shop.

As an instructor of first year computer courses at Humber College, I have observed the same hesitancy in the classroom. However, after a few "hands on" sessions with "user friendly" programs, the fear is lessened considerably.

This intimidation was surely born in the early days of computers when the only people to use the huge mainframes were highly educated specialists who used a different language sequestered behind glass walls in controlled environments. Over the last 20 years, as computers have become smaller in size and in price, they also have increased in sophistication. These same computer experts are now writing programs to allow lay persons to use computers as a tool to get jobs done more efficiently and with greater professional results. The integration of the microcomputer into the workplace has become part of a logical progression.

But what about ordinary people who have had computers thrust upon them with resulting fear and resentment? How do they "start" to make what is considered a giant leap to join the ranks of the computer-literate?

The answer is simple -- a typing course on a computer. By doing this two things are achieved. First, if they learn to type on a computer, they will learn how to turn the computer on and "load" the typing program, and also will become familiar with the computer keyboard's "special" keys, and how graphics or computer pictures help in the learning process. Second, learning any other computer program will be much easier. After this gentle introduction to computers, taking a word processing or spreadsheet course will be a more comfortable, less intimidating step.

Maybe after taking a typing/keyboarding course people won't be as afraid of using that automated banking machine. In the meantime, don't be too envious of techno-wizards like me who breeze in and out of the bank in little more time than it takes a sprinter to do the 100 metre dash.

## NEW CONTINUING EDUCATION COURSES

### An Introduction to World Literature: The Harbourfront Reading Series

by Jim Knight

Have you ever read a book and dreamt about what the real-life author was like? Have you ever imagined the sound of an author's voice as you read a novel, short story, or poem? If so, then this winter your dreams and imagining can be realized as Humber College, Lakeshore Campus, presents a new course designed to enrich the world-renowned Harbourfront Reading Series.

For over 15 years, the Harbourfront Reading Series has brought to Toronto the world's finest authors

Humber College presents

## W An Introduction to World Literature

### THE HARBOURFRONT READINGS

to read at weekly Tuesday readings. Each week audiences line up to hear famous writers like Margaret Atwood, Saul Bellow, and John Irving read from their works. This winter, Humber's course, "An Introduction to World Literature: The Harbourfront Readings," will provide interested readers with an opportunity to discuss writers before hearing them at Harbourfront.

This course creates a rare and exciting opportunity. Each Tuesday before the reading takes place, course members will meet at the Little Cafe, at 410 Queens Quay West, to discuss the works of the author reading that evening. Discussions will explore the genres, themes, and methods used in the material read as well as interesting biographical information about the author. Following the reading, the class will meet again informally to discuss the evening's reading.

If you are interested in this course, visit the Continuing Education Department at Humber College, Lakeshore Campus, 3199 Lakeshore Blvd. W. and pick up a course brochure, or feel free to phone Joe Kertes or Jim Knight at (416) 252-5571 for a brochure to be sent to you.



## ADVENTURE! Human Services: Classroom in the Sun

by Anne Brobyn  
Grace Nostbakken-Young  
Pat McCracken

Have you ever dreamed of sitting in a classroom surrounded by tropical flowers, warm sun and the sound of the surf lapping in the background?

This is not a dream -- this is a reality! The Human Services Division at Humber College's Lakeshore Campus offers its senior students the option to participate in a work/study project on the island of St. Vincent in the West Indies.

The purpose of this program is to promote an awareness and understanding of the variations in culture, life style, values and attitudes which may contribute to cultural adjustment when families

migrate to Canada.

Cultural sensitivity is increased through formal lectures, seminars, discussions, tours and first-hand experiences. St. Vincent representatives from political, educational, religious, legal, medical, social and economic circles contribute their time and expertise.

Students who participate in this exciting project can benefit in many ways. Learning about West Indian culture develops skills which are helpful in working with people from other cultures. This extra area of expertise can increase the employability of our graduates in the human services field.

During this intensive living and travelling experience, students learn a great deal from each other. Sharing accommodation, cooking,

taking care of each other, and exchanging feelings and impressions contribute to a special closeness among participants. The human services are interdisciplinary and students from different programs learn how their common interests and diversity of professional backgrounds lead to a richer, more varied experience. Students get a chance to discover their own abilities to cope and adapt in an unfamiliar setting. This can be a real confidence booster.

This program is unique to Humber College's Human Services Division and may be a deciding factor when new applicants are selecting a college.

For further information, people are invited to contact Anne Brobyn, Project Director, at 252-5571, ext 3263.



curriculum and proposal for the training course. Faculty and staff of Humber's Lakeshore Campus in Etobicoke tailored a course to meet the needs of the police force which is growing at a rate of 400 employees a year. Humber was awarded the project and quickly turned a semi-obsolete typewriter room into a training facility.

Humber's computer literacy course is designed to train 15 Metro employees each week for 35 hours. Participants in the program are chosen by their unit commanders and range from support staff and criminal investigators to supervisors and staff sergeants.

The course is expected to become a permanent part of the College's newly formed Centre for Justice Studies, which already includes the full-time Law and Security Administration Program, continuous learning courses, seminars, distance education and outreach programs. Metro Police currently refer about 30 to 40 post secondary students, yearly, to the LASA program.

## Metro Police Study Computers at Humber Lakeshore

by Alison Hope  
Public Relations

Metropolitan Toronto Police have joined forces with Humber College (Lakeshore Campus) and Unisys Canada Inc. to train 630 police employees in micro-computer operation over the next 42 weeks.

Staff Sgt. Peter Csefko, of the Business Systems Analysis Unit initiated the partnership with Humber in an effort to reduce the cost of educating an increasing number of employees using micro-computers.

Under the guidance of recently appointed Staff Superintendent Jean Boyd (the highest ranking female officer in Canada), Csefko secured a contract with Unisys, chief computer suppliers to the police force, to provide 15 training computers, worth \$150,000.00 to the project.

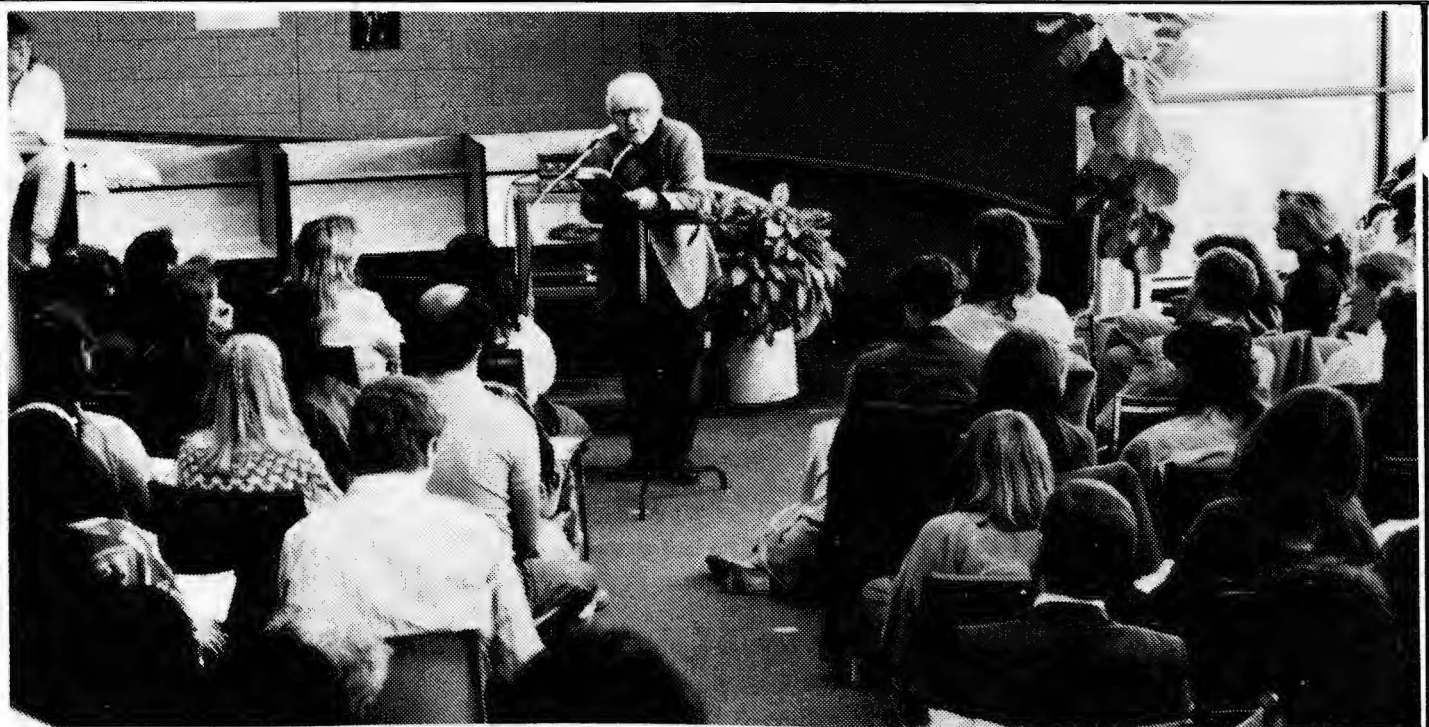
In May 1988, Csefko approached Humber, one of four metro community colleges, to draft a



Joe Clark and Patrick Boyer on the Campaign Trail at Humber



**Orientation '88**



Irving Layton reading at Humber Library

## Invitation to Literary Reading at Humber College

Thanks to the generous assistance of the Canada Council, Humber College will again be hosting a series of literary readings during the upcoming academic year. The writers will read selections from their work and will answer questions from the audience after each reading. The readings will take place at 2:00 p.m. in the library of Humber's Lakeshore Campus.

*Irving Layton*, "one of the century's most eloquent, most prolific, most imaginative, and most stirring poetic voices," opened the series on Wednesday, October 19, 1988. Mr. Layton is the first Canadian poet to be nominated for a Nobel Prize for Literature. His most recent books include Waiting for the Messiah, the first volume of his memoirs, and Fortunate Exile, a selection of some of his finest poems.

*Matt Cohen*, who has received critical acclaim for many books, notably "The Salem Novels" - The Disinherited, The Colours of War,

The Sweet Second Summer of Kitty Malone, and Flowers of Darkness - followed on Wednesday, November 2. According to novelist Anthony Hyde, Nadine, Mr. Cohen's latest book, "is a triumph for Cohen, and finally a triumph for the reader."

*Paul Quarrington*, Toronto novelist and author of Home Game,

The Life of Hope, and King Leary, for which he recently received the Stephen Leacock Medal, will read on Wednesday, February 15, 1989. Author Jack MacLeod says of Mr. Quarrington: "Throw your hat into the air; there's a major new talent on the scene, and he's a rip-snorting, spine-tingling, sumbitch writer."

*John Metcalf*, considered by many to be Canada's most elegant prose stylist, will close the series on Wednesday, March 1. His short fiction has become so respected that both Fiddlehead Magazine and the Malahat Review have devoted special issues to his work. His last novel, General Ludd, was described by John Moss and George Woodcock as "probably the finest comic novel ever published in Canada." Adult Entertainment is his most recent collection of short fiction.

For more information, contact Ben Labovitch at 252-5571 (Ext. 3283).

The readings are free and open to the public.

### NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor: John Liphardt  
 Assistant Editor: George Byrnes  
 Layout & Photography: Jim Brady  
 Editorial Staff: Joe Kertes  
 Madeleine Matte  
 Typesetter: Morag Tierney  
 Technical Advisor: Jonathan Singh

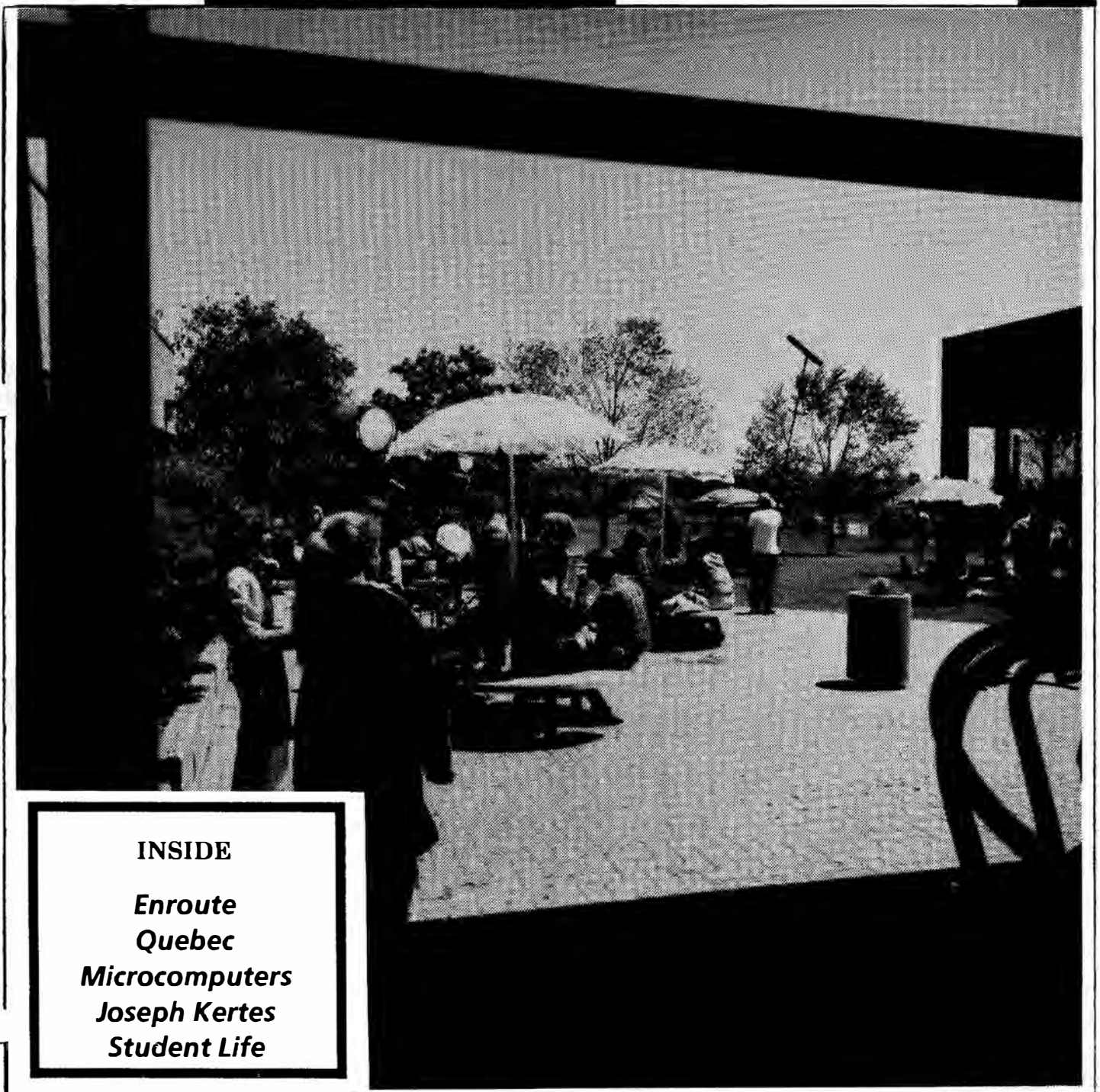


**HUMBER COLLEGE**

# News and Views

**SPRING 1988**

**No. 3**



**INSIDE**

*Enroute  
Quebec*

*Microcomputers*

*Joseph Kertes*

*Student Life*

## **Enroute: From Humber Lakeshore to Carleton University**

**By Ben Labovitch**

Cindy Waldmann, a former General Arts and Science student at Humber, Lakeshore has just completed the first year of an Arts degree at Carleton University in Ottawa, where she is a combined English and Russian major.

Originally from Edmonton, Cindy came to Humber to enrol in the General Arts & Science Program. The G.A.S. program is designed to help several kinds of students: those who have not chosen a vocational field, those who are waiting for future entry in a career program, those who want to develop their academic skills, and those who are preparing for university admission.

It was the last two aspects which appealed to Cindy. She knew she wanted to attend university, but she also knew that she needed time to develop her skills and choose her field of study.

The G.A.S. courses, furthermore, sounded interesting: Psychology, Philosophy, Sociology, Canadian Literature, Film Study, and Politics. And the idea of living in Toronto was also appealing.

Cindy chose the Lakeshore Campus for two reasons: The campus was small and environmentally pleasing:

"It seemed like an oasis; grass, apple trees, flower beds, gulls, the lake. And there was something comforting about the size of the campus. I felt that I could handle things there, that I wouldn't get lost in the shuffle."

Living in downtown Toronto with two other students, Cindy had the best of both worlds:



"I just loved the contrast. Where I lived, it was intense and busy, but it was isolated and calm where I went to school. This situation helped me to concentrate when I needed to study."

Cindy found academic life at Lakeshore nourishing. She appreciated the small class sizes and the fact that people were on a first-name basis:

"You were no longer student versus teacher. You felt you were smarter because you could discuss things; you were not just told things. You were taught to examine your values. You were allowed to find the answers with experienced guidance. The atmosphere was completely non-authoritarian. You relied on yourself more; what you did, you did for yourself. You did it because you knew you could and because you wanted to."

She also appreciated the emphasis all courses placed on communication skills, both written and oral. "You learned to express your ideas concisely." And she was

impressed with the quality of instruction and with the dedication of her instructors. "Communications skills were taught better than I had ever experienced before. The written comments on my essays were thorough and helpful; criticism was always constructive."

She remembers the literary readings by distinguished Canadian writers. "It was exciting seeing important literary figures right there in the intimate atmosphere of the library. Not only did you study them, but you got to meet them, too." She fondly recalls the stirring reading by Nobel Prize nominee Irving Layton and Timothy Findley's dramatic reading of excerpts from Not Wanted on the Voyage, a novel that was published to great critical acclaim.

Asked for a final statement, Cindy says, "I thrive on positive reinforcement. At Humber, I met some great teachers who encouraged me. Humber gave me so much confidence academically that I knew that I could achieve anything that I wanted to."



# Quebec Talks to the Lakeshore .....

*By Raymond Charette*

The sounds differed; the laughter was louder; fun felt unmistakably French. On this early Monday morning thirty three students from the CEGEP Ste Foy, situated in a suburb of Quebec city, started their two-day exchange visit to Humber at our Lakeshore campus. Our students on their recent exchange to Quebec had been so

in Accounting, and five Humber students will be spending their fall semester at CEGEP Ste Foy, four in the "Techniques Administratives" section and one in the Hospitality and Tourism section.

This is the first for both Colleges and sets the tone for further exchange opportunities for

students as well as instructors. Both Colleges offer courses not available in the other's institution. This expands the course opportunities of the exchange for all students. The major advantage is undoubtedly the experience gained in studying and living in the other's culture and language. Our Humber students are spending six weeks this summer in an intensive French immersion program to prepare for their fall session which, of course, will be taught entirely in French. Of the six Ste Foy students, two have taken summer jobs in Toronto to practice their English while the others attend an English Communications course.

The exchange program is a significant innovation because it offers Humber students, be they English or French speaking, an opportunity to spend their fifth semester in Quebec City while attending a Quebec College and completing their own program of studies in the process.



well received, we were obliged to accept the challenge to put forth our best Humber hospitality and savoir faire.

Following breakfast, francophone students from our La Bureautique program gave our visitors a tour of the campus. In the afternoon they visited the Toronto Stock Exchange and the Eaton Centre. Tuesday was dedicated to the North Campus where program and course offerings were explained and discussed.

Six Ste Foy students will be attending a full semester at Humber in the fall of this year, four in our Marketing program and two



# Microcomputer Business Applications at Lakeshore Prepares to Enter its Eighth Year

By Bill Painter

In January of 1982, Humber Lakeshore Campus began a three-semester certificate program to give graduates a thorough mastery of skills for working with microcomputers. The program title, "Microcomputer Business Applications Certificate", was carefully selected to convey the clear understanding that students would not only be exposed to computer training but would also be conversant, with a wide range of business concepts and problems.

A major distinction of the program was that a new class was enrolled at the start of every semester, fall, winter and spring for 52 consecutive weeks. Alternatively, any student, who found it inconvenient in the 'fast track' for three consecutive semesters, could take a semester off and then return to the program where he/she left off.

An advantage of being in the microcomputer field early is that Lakeshore was able to fine tune its program as microcomputers changed and their applications evolved in the volatile mid-1980's market. Thus, the hardware changed from 35 PET's and four TRS-80's to the present 54 IBM PC's and compatibles, 29 of which are linked on a JANET local area network. Three air-conditioned computer laboratories were constructed, as well as a repair shop where a full-time microcomputer technologist, Mr. Jonathan Singh, is on duty to keep the equipment running and to distribute manuals and disks to students. Where students once learned Visicalc, they now study Lotus 1-2-3 and Symphony.

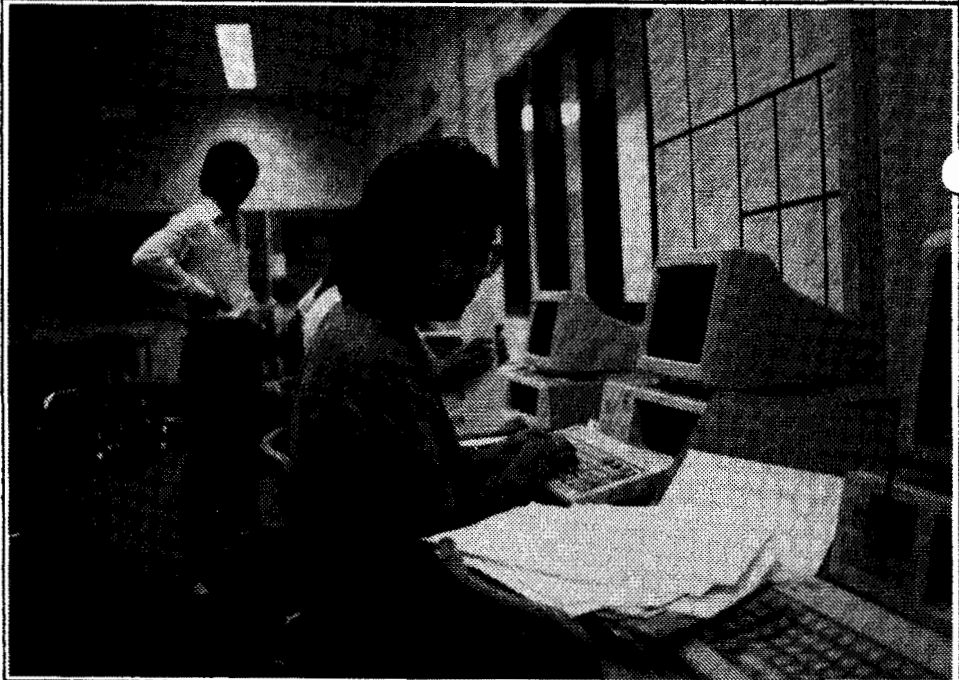
Wordstar has been replaced in the curriculum with WordPerfect, which seems to have become the industry preference.

In addition, new topics such as data communications concepts and the AccPac accounting package have been included.

Besides these more obvious changes in curriculum, there have been numerous refinements of course content as a result of input from the teaching staff, most of whom have been closely involved with the program since its

programming, computer sales, teaching, computerized accounting, and systems analysis, as well as in numerous capacities in industry where the jobs have not been as data processing personnel but have, nevertheless, required considerable computer expertise. Several graduates have found a demand for their knowledge in teaching night school courses in microcomputing at other institutions.

Although the majority of graduates have remained in the Toronto area,



inception.

Mrs. Maggie Trott, who manages the campus library, has assembled a first-class collection of computer books and publications, for the students to use in completion of assignments.

## Career Paths of Graduates:

Graduates have landed positions in

some have relocated when employment prospects elsewhere seemed particularly lucrative. One is a manager of a computer store in Vancouver. Another found a position as a data communications specialist in West Germany, where he reports that his starting salary is nearly \$30,000 per year and his benefits include a Mercedes Benz;

Continued on Page 5

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*Micros from Page 4*

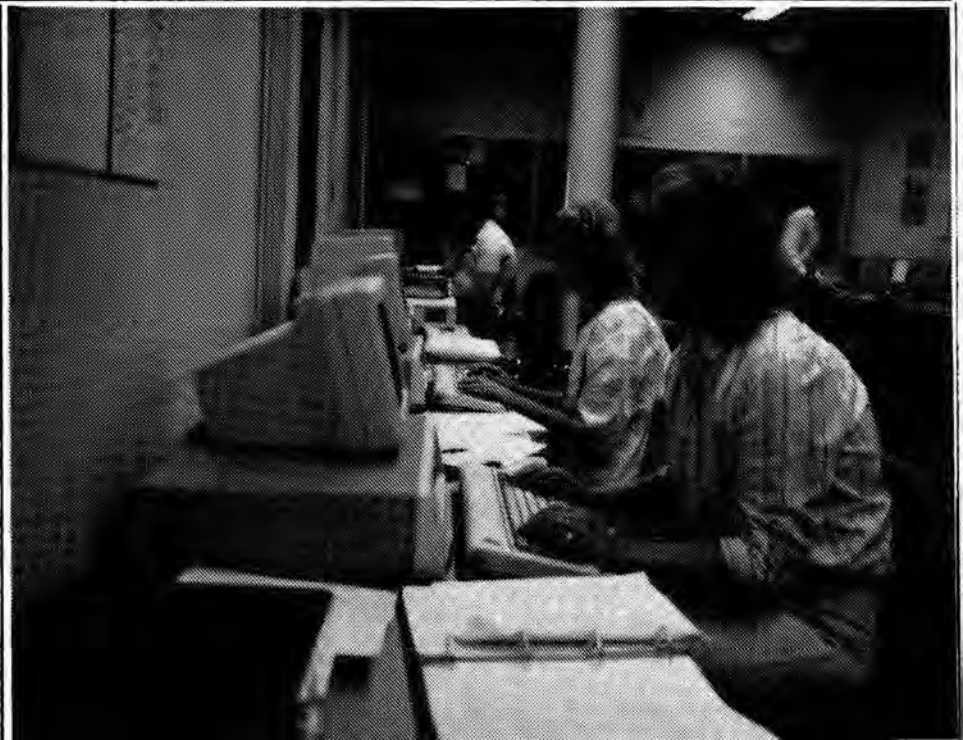
perhaps the most remarkable aspect of this student's placement is that he does not speak German. Many students, upon graduation, have combined their knowledge of micros with an interest in other subjects, such as accounting, or with previous experience in a particular industry.

Firms which have employed Lakeshore Microcomputer Business Applications graduates have ranged from small companies to large organizations such as Digital Equipment Corporation (DEC), Sperry (Unisys) Corporation, Sun Life, and the Ontario Government. Other employers of our graduates include the City of Mississauga, Network Data Systems, Compu Group, Coopers and Lybrand, Moore Business Forms, Eaton's, I.P. Sharp Associates, Devry Institute, Sony of Canada, Ryerson Polytechnical Institute, IBM, MacLean-Hunter, the Bank of Nova Scotia, C.I.B.C., the University of Toronto, Control Data, and Holt, Rinehart & Winston. Occasionally students who have not fulfilled all their course requirements and, hence, have not graduated, have secured good positions. Students who have completed most of the course toward the certificate but, due to a variety of circumstances, are short one or two course, can generally fulfill the remaining requirements with night school credits.

### How Grads Regard the Program:

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1  
One of the most meaningful ways to estimate the value of a program is to contact graduates who have had a period of time to ascertain how their careers are developing as a result of the course.

A typical response is that of Mr. Patrick Maloney (graduated August, 1983), now Manager of Sales and Marketing for the CLARIS



software division of Apple Canada. Patrick says, "I wouldn't be where I am today if it weren't for the course. I think that business courses with computer courses was a nice balance. There wasn't a single course I took that wasn't of value."

Mr. Frank Hobor (graduated May, 1984), Manager of the Bay Street Radio Shack Computer Centre, says,

"The program definitely helped me in furthering my career and got me a very well-paying and satisfying job.

### Future Directions for the Program:

As the market changes, so do the equipment needs of the program.

Continued on Page 6



*Audrey Thomas*

*reading*

# Travelling to Learn --- Learning to Travel

By Al Lobo

The TRAVEL & TOURISM program at Lakeshore has had an eventful and interesting semester. A new addition to our teaching faculty, Doreen Farrugia, brings a wealth of industry experience to the program. She has worked as an airline flight attendant, a cruise director in the Mediterranean, a group tour organizer and a retail travel agent. Besides teaching at Humber and working as a travel agent on Saturdays, she is a part-time student at York University.

of the catering arrangements during the week. Their comments are particularly significant since British Airways is rated as one of the top three international airlines for in-flight service.

Colin Cooper has pulled off another coup! He negotiated an incredibly low - \$199.00 - return airfare to Amsterdam for Travel & Tourism students. The flight leaves on May 27th with a choice of two return dates - June 3rd and 10th.

They spared no expense to make this a party to remember and the entire teaching faculty was present to wish these fine graduates an exciting and rewarding career in the World of Travel.

## Micros Continued

Mr. John Liphardt, Dean of the Lakeshore Campus, hopes to see a significant number of new state-of-the-art PS/2 microcomputers arrive in time for the beginning of the eighth year of the Certificate program.

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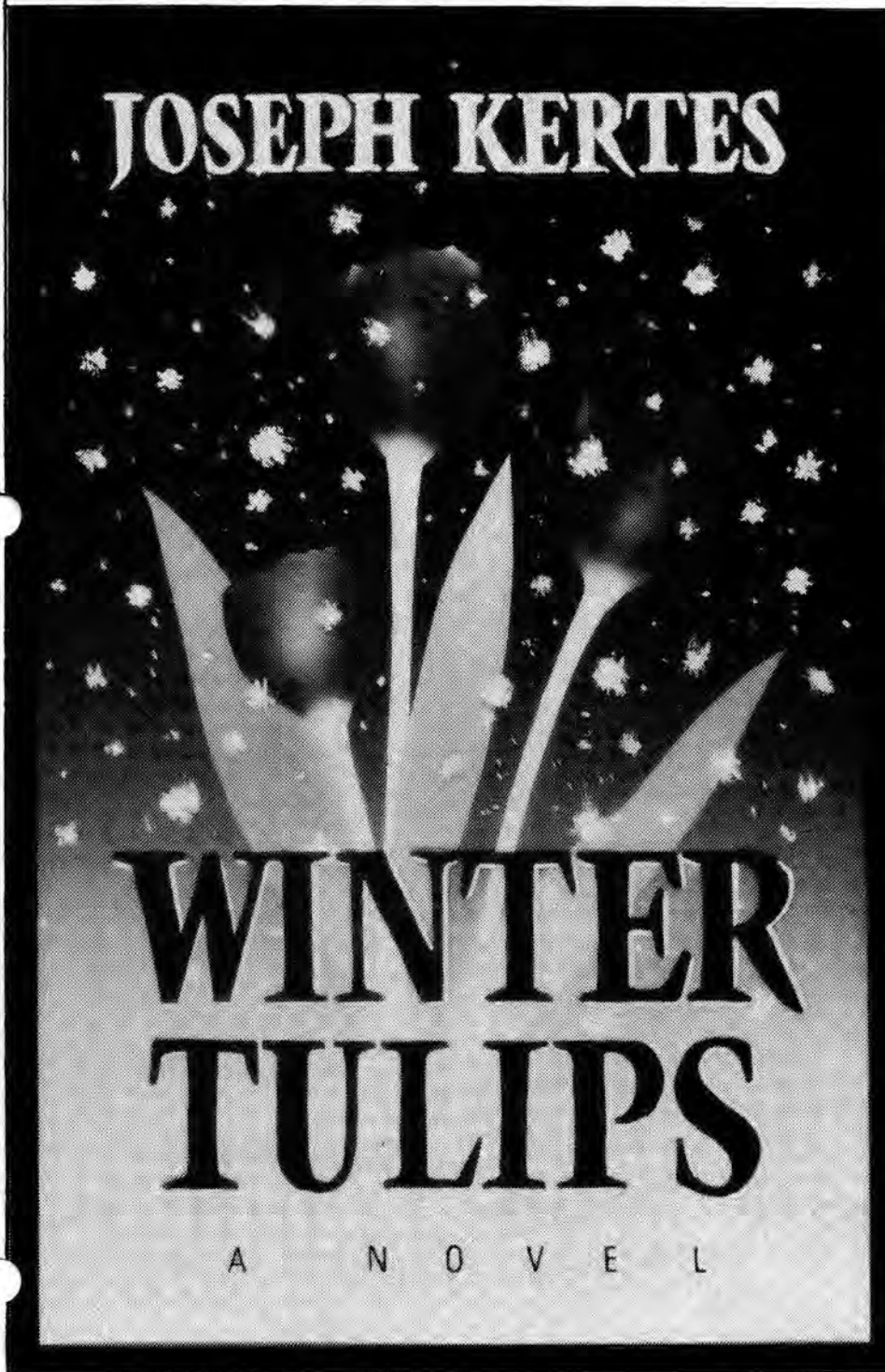
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We have planned many events for you to enjoy in the upcoming year: **DISCOVERY WEEK**, a time to meet

opportunity to start your own clubs to help students with a common interest get together.

S.A.C. also makes available many additional services, such as a games room, video days, quiet lounge, typing service, used book store, photocopying and many more to help ease your time at Humber.

We at S.A.C. are looking forward to an exciting and fun year. I hope you find a way to get involved and

enjoy your year at Humber.

See you soon. Have a good summer.

Continued from Page 7

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News & Views  
c/o Dean  
Humber College  
Lakeshore Campus  
3199 Lakeshore Blvd. W.  
Etobicoke, Ontario  
M8V 1K8

## NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor: **John Liphardt**  
Assistant Editor: **George Byrnes**  
Layout & Photography: **Jim Brady**  
Editorial Staff: **Joe Kertes**  
Typesetter: **Morag Tierney**  
Technical Advisor: **Jonathan Singh**



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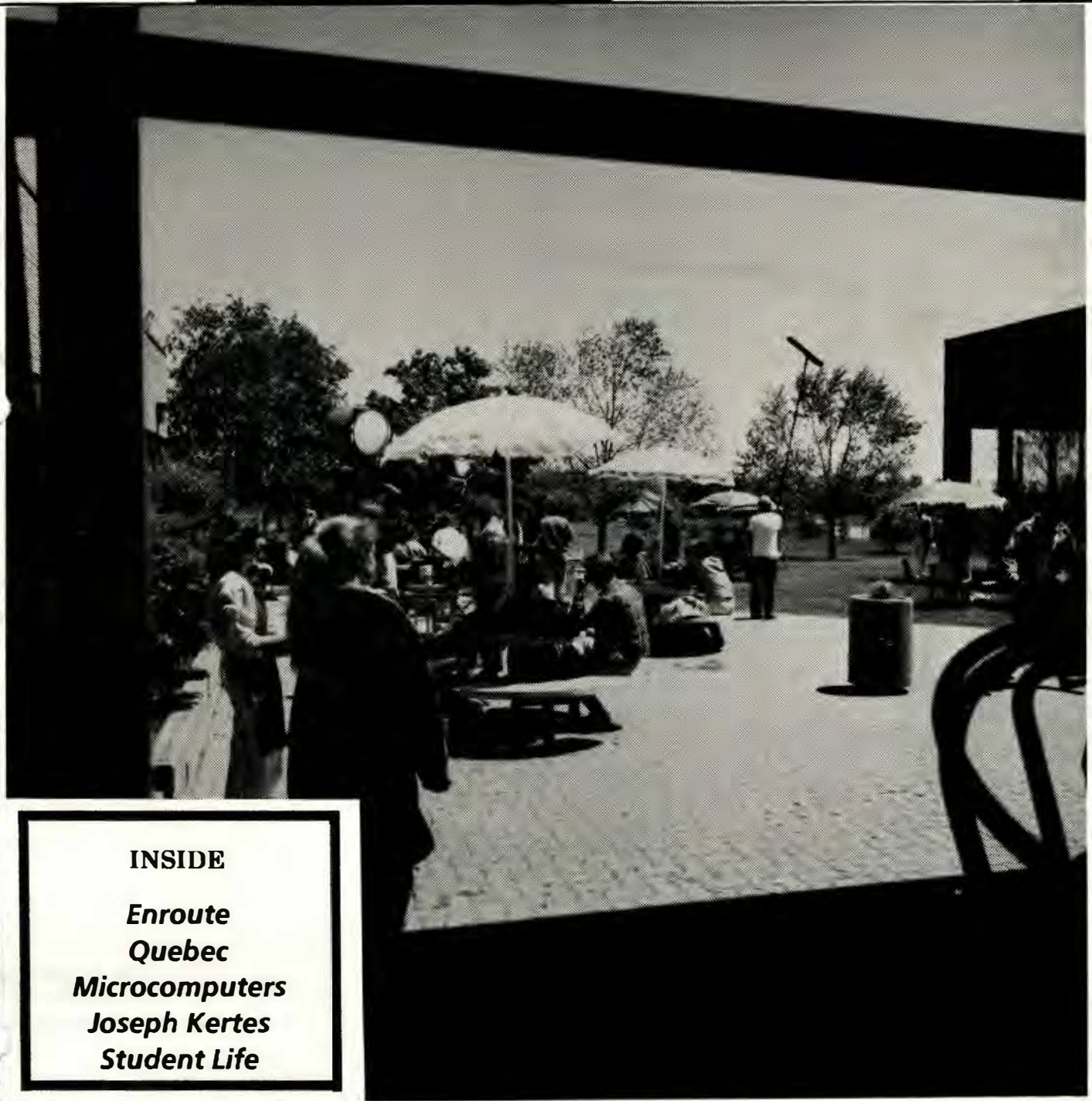
# SPLIT SCREEN

AN  
INFORMATION  
SYSTEMS  
NEWSLETTER

PUBLISHED BY THE BUSINESS DIVISION, HUMBER COLLEGE

**SPRING 1988**

**No. 3**



**INSIDE**

*Enroute*

*Quebec*

*Microcomputers*

*Joseph Kertes*

*Student Life*

## **Enroute: From Humber Lakeshore to Carleton University**

**By Ben Labovitch**

Cindy Waldmann, a former General Arts and Science student at Humber, Lakeshore has just completed the first year of an Arts degree at Carleton University in Ottawa, where she is a combined English and Russian major.

Originally from Edmonton, Cindy came to Humber to enrol in the General Arts & Science Program. The G.A.S. program is designed to help several kinds of students: those who have not chosen a vocational field, those who are waiting for future entry in a career program, those who want to develop their academic skills, and those who are preparing for university admission.

It was the last two aspects which appealed to Cindy. She knew she wanted to attend university, but she also knew that she needed time to develop her skills and choose her field of study.

The G.A.S. courses, furthermore, sounded interesting: Psychology, Philosophy, Sociology, Canadian Literature, Film Study, and Politics. And the idea of living in Toronto was also appealing.

Cindy chose the Lakeshore Campus for two reasons: The campus was small and environmentally pleasing:

"It seemed like an oasis; grass, apple trees, flower beds, gulls, the lake. And there was something comforting about the size of the campus. I felt that I could handle things there, that I wouldn't get lost in the shuffle."

Living in downtown Toronto with two other students, Cindy had the best of both worlds:



"I just loved the contrast. Where I lived, it was intense and busy, but it was isolated and calm where I went to school. This situation helped me to concentrate when I needed to study."

Cindy found academic life at Lakeshore nourishing. She appreciated the small class sizes and the fact that people were on a first-name basis:

"You were no longer student versus teacher. You felt you were smarter because you could discuss things; you were not just told things. You were taught to examine your values. You were allowed to find the answers with experienced guidance. The atmosphere was completely non-authoritarian. You relied on yourself more; what you did, you did for yourself. You did it because you knew you could and because you wanted to."

She also appreciated the emphasis all courses placed on communication skills, both written and oral. "You learned to express your ideas concisely." And she was

impressed with the quality of instruction and with the dedication of her instructors. "Communications skills were taught better than I had ever experienced before. The written comments on my essays were thorough and helpful; criticism was always constructive."

She remembers the literary readings by distinguished Canadian writers. "It was exciting seeing important literary figures right there in the intimate atmosphere of the library. Not only did you study them, but you got to meet them, too." She fondly recalls the stirring reading by Nobel Prize nominee Irving Layton and Timothy Findley's dramatic reading of excerpts from Not Wanted on the Voyage, a novel that was published to great critical acclaim.

Asked for a final statement, Cindy says, "I thrive on positive reinforcement. At Humber, I met some great teachers who encouraged me. Humber gave me so much confidence academically that I knew that I could achieve anything that I wanted to."



# Quebec Talks to the Lakeshore .....

By Raymond Charette

The sounds differed; the laughter was louder; fun felt unmistakably French. On this early Monday morning thirty three students from the CEGEP Ste Foy, situated in a suburb of Quebec city, started their two-day exchange visit to Humber at our Lakeshore campus. Our students on their recent exchange to Quebec had been so

in Accounting, and five Humber students will be spending their fall semester at CEGEP Ste Foy, four in the "Techniques Administratives" section and one in the Hospitality and Tourism section.

This is the first for both Colleges and sets the tone for further exchange opportunities for

students as well as instructors. Both Colleges offer courses not available in the other's institution. This expands the course opportunities of the exchange for all students. The major advantage is undoubtedly the experience gained in studying and living in the other's culture and language. Our Humber students are spending six weeks this summer in an intensive French immersion program to prepare for their fall session which, of course, will be taught entirely in French. Of the six Ste Foy students, two have taken summer jobs in Toronto to practice their English while the others attend an English Communications course.

The exchange program is a significant innovation because it offers Humber students, be they English or French speaking, an opportunity to spend their fifth semester in Quebec City while attending a Quebec College and completing their own program of studies in the process.



well received, we were obliged to accept the challenge to put forth our best Humber hospitality and savoir faire.

Following breakfast, francophone students from our La Bureautique program gave our visitors a tour of the campus. In the afternoon they visited the Toronto Stock Exchange and the Eaton Centre. Tuesday was dedicated to the North Campus where program and course offerings were explained and discussed.

Six Ste Foy students will be attending a full semester at Humber in the fall of this year, four in our Marketing program and two



# Microcomputer Business Applications at Lakeshore Prepares to Enter its Eighth Year

By Bill Painter

In January of 1982, Humber Lakeshore Campus began a three-semester certificate program to give graduates a thorough mastery of skills for working with microcomputers. The program title, "Microcomputer Business Applications Certificate", was carefully selected to convey the clear understanding that students would not only be exposed to computer training but would also be conversant, with a wide range of business concepts and problems.

A major distinction of the program was that a new class was enrolled at the start of every semester, fall, winter and spring for 52 consecutive weeks. Alternatively, any student, who found it inconvenient in the 'fast track' for three consecutive semesters, could take a semester off and then return to the program where he/she left off.

An advantage of being in the microcomputer field early is that Lakeshore was able to fine tune its program as microcomputers changed and their applications evolved in the volatile mid-1980's market. Thus, the hardware changed from 35 PET's and four TRS-80's to the present 54 IBM PC's and compatibles, 29 of which are linked on a JANET local area network. Three air-conditioned computer laboratories were constructed, as well as a repair shop where a full-time microcomputer technologist, Mr. Jonathan Singh, is on duty to keep the equipment running and to distribute manuals and disks to students. Where students once learned Visicalc, they now study Lotus 1-2-3 and Symphony.

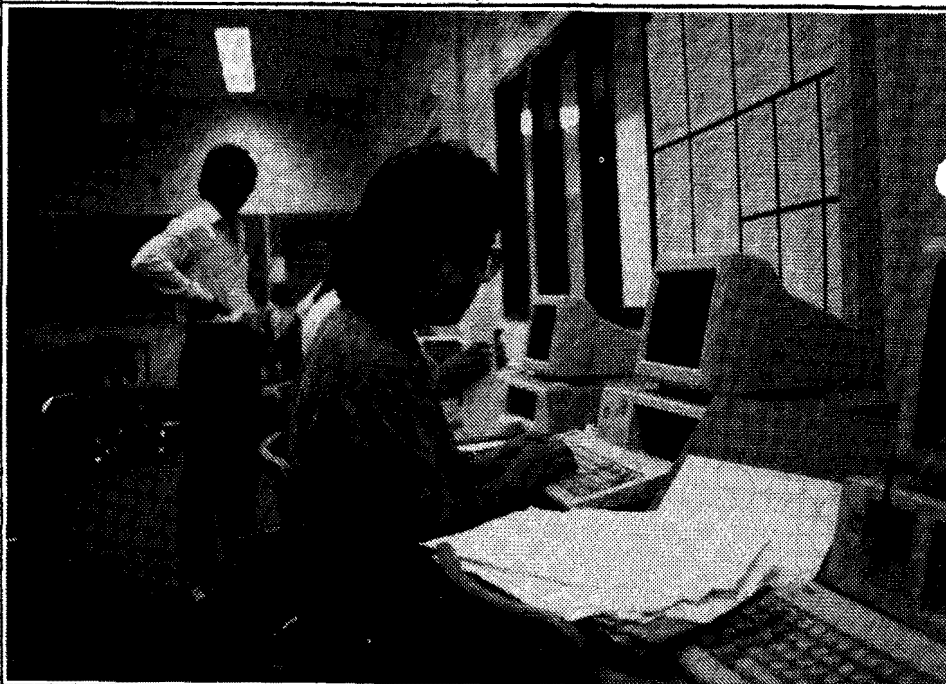
Wordstar has been replaced in the curriculum with WordPerfect, which seems to have become the industry preference.

In addition, new topics such as data communications concepts and the AccPac accounting package have been included.

Besides these more obvious changes in curriculum, there have been numerous refinements of course content as a result of input from the teaching staff, most of whom have been closely involved with the program since its

programming, computer sales, teaching, computerized accounting, and systems analysis, as well as in numerous capacities in industry where the jobs have not been as data processing personnel but have, nevertheless, required considerable computer expertise. Several graduates have found a demand for their knowledge in teaching night school courses in microcomputing at other institutions.

Although the majority of graduates have remained in the Toronto area,



inception.

Mrs. Maggie Trott, who manages the campus library, has assembled a first-class collection of computer books and publications for the students to use in completion of assignments.

### Career Paths of Graduates:

Graduates have landed positions in

some have relocated when employment prospects elsewhere seemed particularly lucrative. One is a manager of a computer store in Vancouver. Another found a position as a data communications specialist in West Germany, where he reports that his starting salary is nearly \$30,000 per year and his benefits include a Mercedes Benz;

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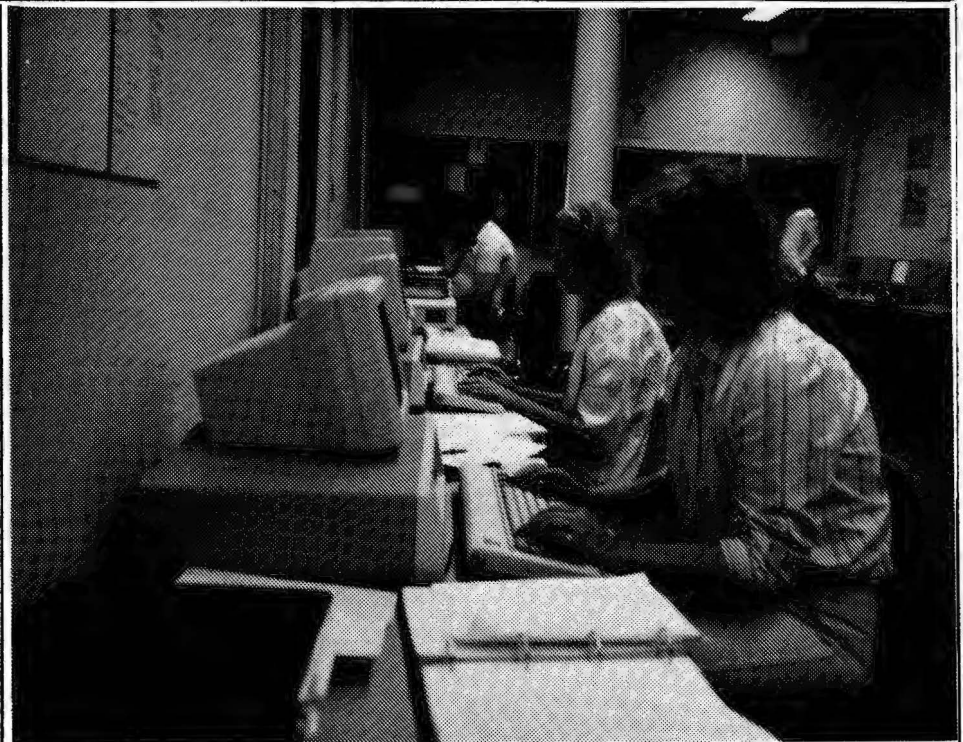
perhaps the most remarkable aspect of this student's placement is that he does not speak German. Many students, upon graduation, have combined their knowledge of micros with an interest in other subjects, such as accounting, or with previous experience in a particular industry.

Firms which have employed Lakeshore Microcomputer Business Applications graduates have ranged from small companies to large organizations such as Digital Equipment Corporation (DEC), Sperry (Unisys) Corporation, Sun Life, and the Ontario Government. Other employers of our graduates include the City of Mississauga, Network Data Systems, Compu Group, Coopers and Lybrand, Moore Business Forms, Eaton's, I.P. Sharp Associates, Devry Institute, Sony of Canada, Ryerson Polytechnical Institute, IBM, MacLean-Hunter, the Bank of Nova Scotia, C.I.B.C., the University of Toronto, Control Data, and Holt, Rinehart & Winston. Occasionally students who have not fulfilled all their course requirements and, hence, have not graduated, have secured good positions. Students who have completed most of the course toward the certificate but, due to a variety of circumstances, are short one or two course, can generally fulfill the remaining requirements with night school credits.

**How Grads Regard the Program:**

One of the most meaningful ways to estimate the value of a program is to contact graduates who have had a period of time to ascertain how their careers are developing as a result of the course.

A typical response is that of Mr. Patrick Maloney (graduated August, 1983), now Manager of Sales and Marketing for the CLARIS



software division of Apple Canada. Patrick says, "I wouldn't be where I am today if it weren't for the course. I think that business courses with computer courses was a nice balance. There wasn't a single course I took that wasn't of value."

Mr. Frank Hobor (graduated May, 1984), Manager of the Bay Street Radio Shack Computer Centre, says,

"The program definitely helped me in furthering my career and got me a very well-paying and satisfying job.

**Future Directions for the Program:**

As the market changes, so do the equipment needs of the program.

Continued on Page 6



**Audrey Thomas**

**reading**

# Travelling to Learn --- Learning to Travel

By Al Lobo

The TRAVEL & TOURISM program at Lakeshore has had an eventful and interesting semester. A new addition to our teaching faculty, Doreen Farrugia, brings a wealth of industry experience to the program. She has worked as an airline flight attendant, a cruise director in the Mediterranean, a group tour organizer and a retail travel agent. Besides teaching at Humber and working as a travel agent on Saturdays, she is a part-time student at York University.

of the catering arrangements during the week. Their comments are particularly significant since British Airways is rated as one of the top three international airlines for in-flight service.

Colin Cooper has pulled off another coup! He negotiated an incredibly low - \$199.00 - return airfare to Amsterdam for Travel & Tourism students. The flight leaves on May 27th with a choice of two return dates - June 3rd and 10th.

They spared no expense to make this a party to remember and the entire teaching faculty was present to wish these fine graduates an exciting and rewarding career in the World of Travel.

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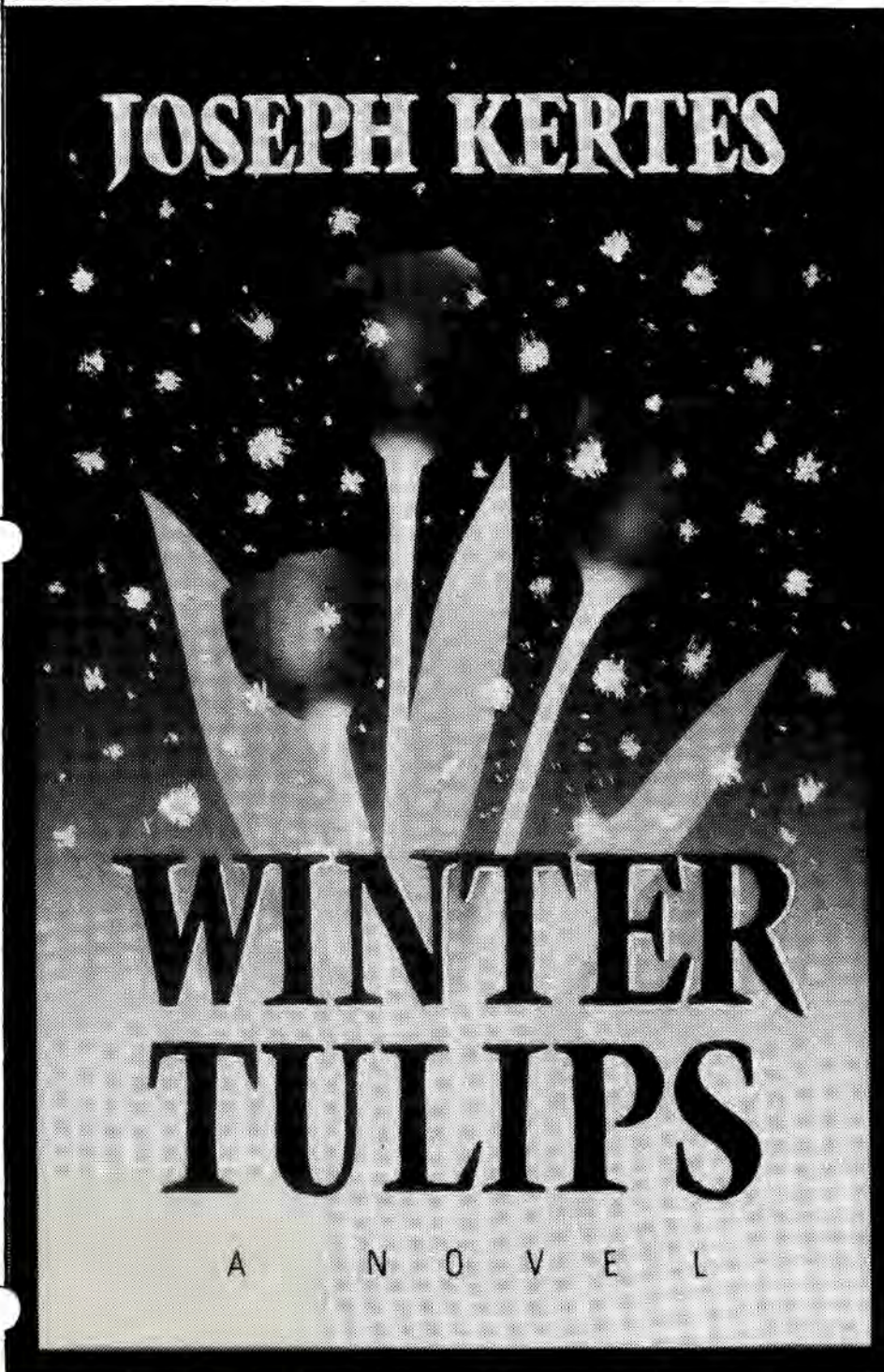
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Assistant Editor: **George Byrnes**  
Layout & Photography: **Jim Brady**  
Editorial Staff: **Joe Kertes**  
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## HUMBER COLLEGE STORES

The Bookstore will have extended hours during late August. This will enable students to obtain parking permits and lockers before the September rush.



## Good Times at Humber

The Student Association Council has organized special Orientation activities for the period September 18 - 22. Details of these events will be made available on your first day at the College.

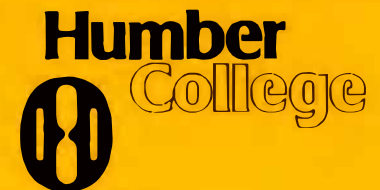


# ORIENTATION

## '89



Lakeshore  
Campus



## ORIENTATION FOR NEW STUDENTS

Starting college life on the right foot is important to a successful college career. We believe that this is so important that a group of people have been working throughout the year to plan ways to help you through that first critical semester. Start the year by meeting other freshman students, and your faculty at the Lakeshore Campus on Wednesday August 30th. You will discover first-hand the variety of services that are available to help you make the most of the learning experience at Lakeshore. As this program will be entirely different from the one you may have attended in one of the Freshman Focus sessions, we encourage all new students to join us on August 30th.

- 9:00 a.m. New Post-Secondary Students meet in the Auditorium, Lakeshore Campus.
- 9:15 a.m. General Information Session in the Auditorium.
- 9:30 a.m. Students meet with Faculty to receive program information.
- 10:00 a.m. Test. Students who have not previously taken the Communications Placement Inventory meet in the Auditorium.
- 11:30 a.m. Orientation Fair - small cafeteria.
- 12:30 p.m. Campus Barbecue on the patio. A great opportunity to meet all the Lakeshore faces while enjoying hot dogs and hamburgers at reasonable prices.

## RETURNING STUDENTS

Thursday, August 31 and/or  
Friday, September 1

Returning students are not expected to attend the Orientation Program on August 30th. You are, however, invited to take part in the Campus Barbecue on Wednesday at 12:30 and to visit the Orientation Fair in the Gymnasium

For students in semesters other than first, timetables and related information may be obtained as follows:

- Business Programs - Summer Registration July 31 - August 4 (by appointment)
- Thursday, August 31 1:00 p.m. - 3:00 p.m. Room A218
- Friday, September 1 1:00 p.m. - 2:30 p.m. Room A218
- Social Service Worker - Thursday, August 31 1:00 p.m. - 3:00 p.m. Room B208
- Community Worker - Room A242
- Child & Youth Worker - Room B205
- Rehabilitation Worker
- Law and Security Administration - Thursday, August 31 1:00 p.m. - 3:00 p.m. Auditorium
- Developmental Services Worker - Thursday, August 31 1:00 p.m. - 3:00 p.m. Room A242
- Travel and Tourism - Thursday, August 31 1:00 p.m. - 3:00 p.m. Room A121

## OPENING OF CLASSES

Tuesday, September 5

Regular classes begin at 8:30 a.m. on Tuesday, September 5th with the exception of Communications courses.

Students who have not yet selected General Studies Elective courses will be able to do so in their first scheduled Elective class period beginning September 5. Following the selection process, students will proceed to classrooms for instruction.



Students who did not pick up their timetables during orientation may do so prior to classes on Tuesday September 5th.

For additional program information check the program directory at the back of the "Freshman Focus" brochure.



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## Lakeshore Campus

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- 9:45 a.m. General Information Session in the Auditorium.
- 10:15 a.m. Students meet with Program Coordinators to receive program information.
- 10:45 a.m. Students tour the campus and visit the Orientation Fair in the Gymnasium.
- 12:30 p.m. Campus Barbecue on the patio. A great opportunity to meet all the Lakeshore faces while enjoying hot dogs and hamburgers at reasonable prices.
- 1:30 p.m. Students who have not previously written the Communications Placement Inventory meet in the Auditorium. (Please bring a dictionary).
- 1:30 p.m. - 3:00 Orientation Fair continues in the Gymnasium.

## RETURNING STUDENTS

Thursday, September 1 and/or  
Friday, September 2

Returning students are not expected to attend the formal Orientation Program on August 31st. You are, however, invited to take part in the Campus Barbecue at 12:30 and to visit the Orientation Fair in the Gymnasium.

For students in semesters other than first, time-tables and related information may be obtained as follows:

- Business Program - Thursday, September 1  
1:00 p.m. - 3:00 p.m.  
Room A218
- Friday, September 2  
1:00 p.m. - 2:30 p.m.  
Room A218
- Social Service Worker - Thursday, September 1  
Community Worker 1:00 p.m. - 3:00 p.m.  
Room B208
- Child Care Worker - Room A242  
Rehabilitation Worker - Room B205
- Law and Security Admin. - Thursday, September 1  
1:00 p.m. - 3:00 p.m.  
Auditorium
- Developmental Services Worker - Thursday, September 1  
1:00 p.m. - 3:00 p.m.  
Room A242
- Travel and Tourism - Thursday, September 1  
1:00 p.m. - 3:00 p.m.  
Room A121
- Recreation Leadership - Friday, September 2  
1:00 p.m. - 3:00 p.m.  
Room A217

## OPENING OF CLASSES

Tuesday, September 6

Regular classes begin at 8:30 a.m. on Tuesday, September 6th with the exception of Communications courses.

Students who have not yet selected General Studies Elective courses will be able to do so in their first scheduled Elective class period beginning September 8th. Following the selection process, students will proceed to classrooms for instruction.



# **HUMBER STUDENT HOLDS ART SHOW**

**By Melanie Panitch  
Co-ordinator  
C.I.C.E. Program**

Monette Daigle, 23, is currently enrolled in the Community Integration Through Cooperative Education Program at Humber College. She is an established artist with a string of awards to her name. Most recently, she was the winner of a Christmas Card contest sponsored by the Metro Toronto Association for Community Living with her watercolour entitled, "Three Candles". Included in the collection were designs by Harold Town and James Keirstead.

The C.I.C.E. Program, in which Monette is a second year student, provides academic upgrading and vocational training for students whose experiences before coming to Humber have included sheltered workshops, segregated or integrated  
Continued on Page 2



## **INSIDE**

- Student on Board**
- To Math With Love**
- Profile: Jane Russ**
- University Grads**

**Continued ...**

opportunities at school, or in some cases, years of staying at home. Because the program is small, the strengths and interest of each student can be pursued with a focus on integrated opportunities to learn and work. Equally important are the opportunities to meet other College students and to participate in whatever it is that's going on - pubs, aerobics, or even spaghetti-eating contests.

C.I.C.E. Program has allowed Monette to balance her interest in art with relevant work experiences. She has taken courses in Drawing and Floral Design. In addition, she worked one summer for Real Canada Post Cards, visiting downtown stores to ensure that stocks and the racks were full. Last fall, she painted murals for the Brampton Art Gallery and assisted the artist in the Mississauga Library System with making posters, typing, paste-ups and photography.

Whatever skills and encouragement that Humber has offered this enthusiastic student to develop her talent, Monette has reciprocated with her presence and growing reputation. Imaginings, a collection of her watercolours and acrylics, will be shown at the Mississauga Central Library throughout the month of February.

If you would like more information about Monette's Art Show, or the C.I.C.E. Program, please feel free to contact the Program Coordinator.

## John Fortin:

### FIRST STUDENT REPRESENTATIVE ON HUMBER'S BOARD OF GOVERNORS

**By John D. Liphardt**  
Dean  
Lakeshore Campus

In January, John Fortin, a bilingual Lakeshore business student, was elected as the first student representative to Humber's Board of Governors. Though a non-voting member, he will be the official voice of the students at Board meetings, a job he is looking forward to because it offers the opportunity to contribute to the discussion which set educational policies for the college. Following his election, I interviewed John and came away impressed with his intelligence and dedication. I was even more impressed, however, with the story behind John's election story, for it revealed something important about the Lakeshore Campus in general.

John has travelled over 600 kilometers to attend Humber. He is from Larder Lake, near Kirkland Lake in Northern Ontario. In high school, he was a good student and involved in community sports. In fact, he was the coach of the local ski team.

After graduating from high school, John decided to seek his post-secondary education in a major city, but he did not want to be overwhelmed by a large campus. He didn't want to feel he was just a "number", a faceless student among the crowd. He looked for a small campus setting where personal attention from teachers was possible, but where most of the activities found at large institutions would still be available. Furthermore, he wanted an active intramural athletic program, an involved student association which hosted activities such as ski trips, festivals, speaker series and so on. For all these reasons, John chose Humber's Lakeshore campus with its 1500 student population.

Once he was in Toronto, John felt that the best way to avoid culture shock was to "get involved quickly". He did that. He got elected to the Student Academic Council as Finance Director and participated in intramural activities. In early January, he organized a ski trip to Jay Peak, Vermont, for 34 students. Then came his election to the Board of Governors, an honour and responsibility which also illuminate

how far John has travelled from his home in Larder Lake.

John's story attests to his fine qualities, and the students and the College are fortunate to have him on the Board, but his story also illustrates the positive learning environment the Lakeshore Campus offers to students. John may be from Larder Lake but he is clearly one of us now, and we are fortunate to have him.

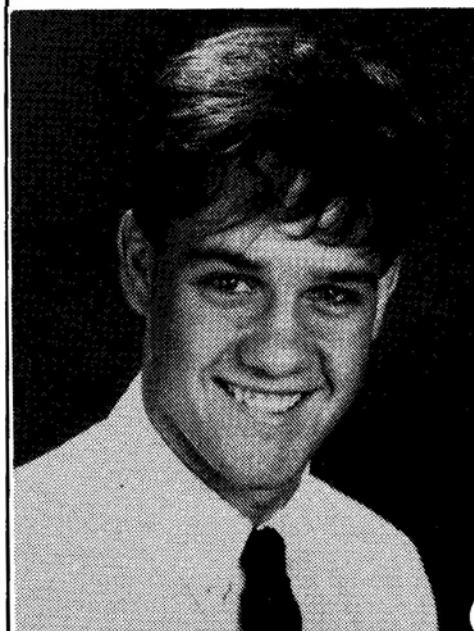


Photo by Gary Gellert- Marketing

# TO MATH WITH LOVE

By Alan Tarant  
Math Faculty  
Lakeshore Campus

Editor's Note: Interspersed in the following article are comments made by two of Alan's students, Janet Bryson and Kin Carriere.

I sometimes wonder if the methods that teachers use in their classroom reflect to some degree how they themselves were taught. In my own case my highschool education took place in Manchester England during the 50's and early 60's. My math teacher employed the fear method, that is, if you didn't perform as he expected you could expect to receive the strap ..... I experienced the strap with great regularity.

When quite unexpectedly, I became a teacher, I wanted to be the kind of teacher that I wished I had had, one who could teach math without causing the student any anxiety. This is especially important in mathematics. For many people, the word "mathematics" is closely connected with anxiety and the fear of failure. What I attempt to do in the classroom is to help each student feel comfortable and secure so that the classroom experience is positive and non-stressful.

*Alan was Janet Bryson's ninth math teacher: "This has been my first experience ever of actually enjoying math. It was quite extraordinary for me to understand the concepts and to know that the teacher felt what we felt. I had always approached math before with a great deal of fear, knowing that I'd have to memorize because I never did understand the concepts."*

Teaching for me is a sharing of thoughts and feelings between student and teacher in such a way that a relationship of mutual trust

and respect is built. If I were to use a single phrase to describe my teaching method, I would say that I teach with love. This method is a process of teaching by being caring, understanding, helpful and nurturing. I love teaching and honestly care about each and every one of my students. This does not mean that the standards I expect from my students are relaxed - far from it. I help my students to motivate themselves to produce the highest standard in math of which they are capable.

*"Alan told us from the first, don't feel shy about asking questions, and if we had trouble over a particular concept, he'd have many different ways of explaining until we did understand" said Kin Carriere.*

Providing a positive environment in which students can realize their highest potential in solving math problems has a dual effect. Firstly, it strengthens their problem solving ability in math and secondly, and most importantly, it helps them become more confident in their own

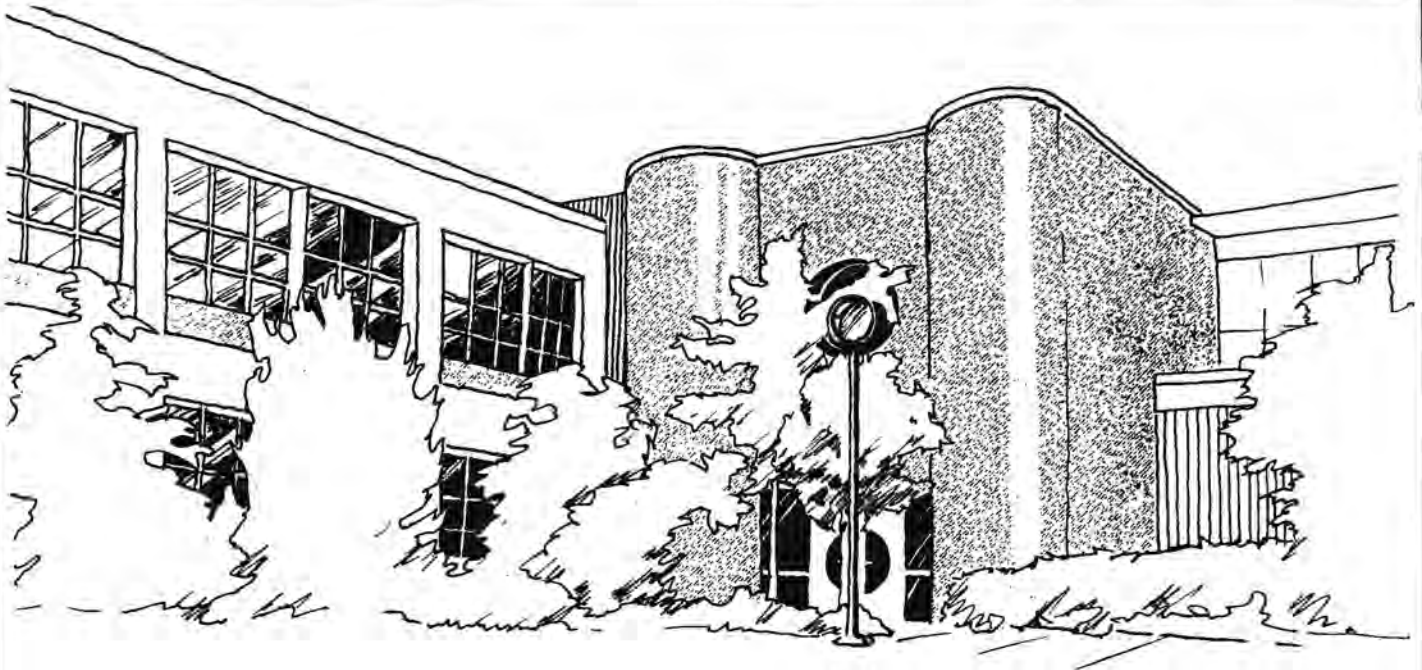
abilities in other areas in their life.

*"His enthusiasm for the subject was infectious" added Janet Bryson. "I have no qualms about saying that Alan is the best math teacher I have ever had."*

The process of problem solving allows the student to understand the process of finding solutions in math by thinking for themselves rather than memorizing only what the teacher has shown them in the classroom. In my math class students stop memorizing solutions to math problems and start to understand how to solve problems in math. In the words of W.W. Sawyer, a mathematician and a brilliant teacher, "In discovering something for ourselves, we have a sense of freedom and conquest. In memorizing what another person tells us and that we do not understand we are slaves."

By learning to think for oneself, the student will be better prepared to live an emotionally healthy and satisfying life .... and math can be one of the ways to accomplish this goal.





## LAKESHORE CAMPUS -- NEW AND BEAUTIFUL FOR THE 1990's

With beautiful Lake Ontario to the south, a park to the east and a pleasant residential setting to the west, the Campus is already situated in a beautiful setting. To match this setting for the 1990's, we are now entering the planning stage to re-build and expand a large part of the campus.

Our plans call for the Campus to be increased to accommodate 2,000 full-time and a greater number of part-time students. The building will be contemporary and the Campus as a whole dedicated to providing excellent personal educational experiences for students. We also want to have the facilities to provide a stimulating campus life. Though we will be a smaller campus - don't be misled by the term smaller - we will be complete and more exciting than ever.

We will include ample and well-equipped class and seminar rooms, an improved library and resource centre, a larger food service centre, an expanded student area with provision for greater planned athletic and leisure activities. There may be a planned 100,000

square feet of additional space added.

The plan will be driven by the desire to provide a well-designed environment for learning with an

exciting environment for the campus life of all adult students and participants from the community.

The 1990's look very optimistic for Humber, Lakeshore.



# PROFILE:

**Jane Russ**  
**Co-ordinator**  
**Continuing Education**



**By George Byrnes**  
**Communications**  
**Lakeshore Campus**

"Continuing Education, Jane Russ." These are the words you will hear when you phone the Lakeshore Continuing Education Program to find out about one of our many night and weekend class offerings. When you hear Jane's greeting, relax. You've reached one of the professionals at Humber who has the experience and program knowledge to answer your questions.

Jane has worked in the Continuing Education department for the last eight years, at both the North and Lakeshore campuses, and has seen

the department grow dramatically in that time. She praises the "great team" she joined at the North campus in 1980 which considerably reduced her qualms about returning to the workforce, but by 1985 she was ready for a new challenge. In moving to Lakeshore, she also moved up to assume the position of Coordinator. As Coordinator, she continues to look after non-credit courses (for example, the Canine Training Course) and is also responsible for scheduling post-secondary credit courses (from Communications to Computer Programming) and for establishing programs to meet the training needs of various groups such as the Association of Municipal Clerks and Treasurers. In April, a part-time tutorial course is starting up to complement the Canadian

Securities Correspondence Course.

Given the above description, it is no surprise that Jane's phone is continually ringing. She picks it up: "Yes, it started last night. What I could do for you is ....." A few moments later, the phone rings again. As she listens, she punches a few keys on her computer and finds the answer to another problem.

It's the variety of the job that Jane likes. Each day is different, and she is given the opportunity to be involved at many different levels -- with students, instructors, administrators -- doing many different jobs -- counselling, negotiating, scheduling. Her job takes her into the planning councils of the college and into the community.

Jane is also impressed with the Continuing Education Program's multi-year plan. She points out, "the artsy-craft days are gone. Personal growth classes (Assertiveness Training, Public Speaking, Time Management, for example) are still popular, but we are working to offer more top-quality business courses. Our job is to meet the specific needs of the community. We do that by researching magazines and newspapers to keep on top of trends. To teach the skills that are needed we must have the facilities in place."

Jane sees the Lakeshore Continuing Education Program expanding in the future and looks forward to the new challenges this will bring her. She would like to see career counselling established as a night-time service as well as other services which will support the adult learner who is updating or changing careers or who is returning to the workforce.

The phone rings again. "Continuing Education, Jane Russ." Yes, she certainly is doing that -- continuing education.



## Planning for Personal Change? ... Contact Humber Lakeshore

Humber College is a community college. What does that actually mean? It means meeting the diverse educational, personal, and social needs of community members and students. One of the ways this responsibility is met is through the efforts of the counselling office.

College counsellors work with a variety of people who come directly

community people who see a counsellor want a career change. This more complex process involves four distinct steps.

The first step is self-assessment in terms of skills, interests, abilities, needs, and values. Sometimes the process may only involve a discussion with a counsellor, or in addition, it may mean some interest

testing. The testing is used as a tool to help people explore new possibilities or to act as a confirmation of their chosen direction. The second step is knowing your options. With a completed self-assessment, the counsellor and client can begin to explore a variety of career options. This part of the process involves doing occupational research. The third step is knowing how to decide. A large part of a counsellor's work is to help the client learn more about effective decision making. The last step is action planning. It is important to have an action plan because some people make a decision but don't act on it. Other people rush into a career change prematurely. These two problems can be avoided by developing a specific plan.

Exploring alternatives and career planning are part of a process that require some time for reflection and commitment. The counsellors encourage anyone who is interested to come in and discover new directions.



from the community, including career changers, displaced workers, housewives returning to school, and single mothers.

Today people are continually changing, growing, and developing, which often requires new career and personal direction. In fact, recent research indicates that the average person may change his or her career direction 4-5 times in a lifetime. One of the counsellor's roles is to work with various people from the community. For people who know what they want, this process is quite simple and involves providing general information on programs, entry requirements, registration, and financial aid. However, most





### New Program To Help University Grads Tap Into Market for Executive Assistants.

In response to the business sector's increasing demand for well-rounded, promotable self-starters, Humber Lakeshore is mounting a new program beginning September 1988, the Executive Assistant Program is directed to university graduates, other post-secondary graduates, and individuals who have had comparable work experience. Students of the Executive Assistant Program will be mature individuals who have developed study skills and/or work skills during their years of education or employment but have had only minimal exposure to formal business education.

#### Select Class

Humber has assigned a number of experienced instructors to the development of special, intensive courses tailored to the needs of this very select, limited-enrollment class, which will probably be filled on an interview basis. The instructors, specialists in fields such as accounting, office automation, management and marketing, have been asked to design a program of study which will quickly cover the basics in each field. In the case of prerequisite computer skills, for example, students would be given reasonable proficiency in major hardware and software (e.g. word processing and spreadsheets), concentrated into several weeks rather than spread over several

### New Programs in Business at Lakeshore Campus

Financial Services Administration	- 3 years	Sept. 1988
Microcomputer Management	- 2 years	Sept. 1988
Business Administration Co-op	- 3 years	Sept. 1988
Executive Assistant * (Post-Diploma)	- 1 year	Sept. 1988
Accounting Co-op *	- 2 years	Sept. 1989
Financial Administration Certificate * (Post-Diploma)		Sept. 1989

\* Pending approval

months. The students will then be able to use this knowledge in accounting, management and marketing applications.

#### Emphasis on Innovation

Rather than relying solely on a traditional in-college course delivery, Humber is examining ideas such as a seminar mode with frequent visits by guest speakers from industry as well as student placements with co-operating firms, which might later serve as potential employers for graduates from the Executive Assistant Program.

A number of aspects of the courses should set them apart from usual post-secondary courses. The courses will be more in-depth

and will require a degree of independent effort on the part of the student. There will be projects designed to give the students the time and opportunity to make useful contacts in industry and to develop expertise in fields of particular interest to the students. The faculty anticipates using a team-teaching approach in some courses so that one course may have more than one teacher, each of whom presents the course's contents from the point of view of his/her particular area of expertise. In addition, the faculty will function as resource people to advise the students how to best pursue their interests.

For information about the course, contact Christine Tomchak (Program Coordinator) or Ken Simon (Chairman-Business) at Humber College, Lakeshore Campus at 252-5571.

## HUMBER HEARS GREAT CANADIAN AUTHORS

Did you know that at Humber Lakeshore you can meet some of Canada's finest writers? Yes, thanks to the generous sponsorship of the Canada Council, since 1979 Humber has been hosting a series of literary readings in the Lakeshore library.

The format is simple. For about 40 minutes the writers read selected passages from their work. The readings are followed by a brief question period, and the afternoons conclude with an autographing session and the chance to chat informally with the writers.

The sessions are often

unpredictable. After one reading, a curious student asked Irving Layton where he had acquired his mandalla. The poet playfully replied that it was a talisman to ward off virgins. He explained that he purchased it in Morocco after a vendor in the Casbah had told him that if he wore it, virgins would never cross his path.

On another occasion, W.P. Kinsella was startled by an inquisitive member of the audience who asked if the author had any daughters who were single. Kinsella unwisely replied, "Um, yes. As a matter of fact, I have two." Later, during the

informal autographing session, the questioner approached and asked the author if he had any pictures of his daughters. Taking some photos from his wallet, Kinsella regained enough of his composure to say, "You'd better hurry, though. They're both engaged."

At another reading, the mystical Susan Musgrave captivated her audience with her haunting images and her simple rhythms. She seemed to cast a spell over her enchanted audience. After the reading, several young men tentatively approached to buy copies

Continued on Page 8



## Humber Hears Great Canadian Authors Continued

of A Man to Marry, A Man to Bury and Songs of the Sea-Witch. They were taken aback, however, when she paused to take her purse out of her knapsack. Her purse was a long, black woollen sock with an impstone, a witch's fertility symbol buried in the heel.

This coming semester promises to be just as dramatic. Eric Wright, the winner of the 1984 Cressy Award for the best first crime novel of the year for The Night the Gods Smiled, will appear on Wednesday, February 17, 1988. After accepting his invitation to read at Humber, Wright explained that he would like to do something different. He asked if he could do "a sort of vaudeville act entitled 'My Life in Crime.'"

News & Views  
c/o Dean  
Humber College  
Lakeshore Campus  
3199 Lakeshore Blvd. W.  
Etobicoke, Ontario  
M8V 1K8

This presentation should be interesting.

The entertaining British Columbia Novelist and short fiction writer Audrey Thomas will close this year's series on Wednesday, March 9. In the New York Times, Margaret Atwood wrote of Audrey Thomas: "Miss Thomas has a faultless ear for dialogue ... a

camera eye for physical detail... (she is) a spinner of prose, a teller of surprising ... tales." Her most recent work includes the celebrated novel Intertidal Life and Goodbye Harold, Good Luck, a collection of short stories.

All of the readings begin at 2 p.m. in the Lakeshore library. Come and bring your friends for an engaging afternoon of free entertainment.

If you would like more information or if you would like to be put on our mailing list, please call Ben Labovitch at 252-5571.

### NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor: **John Liphardt**  
Assistant Editor: **George Byrnes**  
Layout & Photography: **Jim Brady**  
Editorial Staff: **Joe Kertes**  
Typesetter: **Morag Tierney**  
Technical Advisor: **Jonathan Singh**



### UPCOMING EVENTS

British Columbia novelist and short fiction writer Audrey Thomas will appear on March 9, 1988 at 2:00 p.m.

Women's Educational Council presents "Awareness Week" March 21 - 25, 1988 from 12:00 to 1:30 p.m. in the Lakeshore Campus Auditorium.

**HUMBER COLLEGE**

# LAKESHORE News and Views

**FALL 1987**

## **AN EXPERIMENT IN CO-OPERATIVE EDUCATION**

by Joe Kertes

Lakeshore's one hundred and fifty first semester Law and Security students are among the first of three groups in the College to participate in a new General Education Course called "Humanities". As its name suggests, the course offers students an overview of Humanities and Social Services; it begins with an examination of the individual in his/her immediate environment and broadens, ultimately, to include cultural and global influences.

Humanities is very much an experiment in co-operative education because it is the only general elective that is team-taught, combining a one-hour lecture to the entire group with a two-hour seminar class to smaller classes of thirty. The course was, moreover, written by fifteen instructors from the Human Studies Division (five of us from Lakeshore) and the textbook was compiled and edited by these same instructors,

who add and delete readings after trying them out with their classes. In its desire to keep the lines of communication open to its students, the Lakeshore team has gone as far as to invite student representatives of each seminar class to participate in the class's weekly faculty review session (known affectionately as the "post-mortem") and has adjusted lecture and seminar formats to address student concerns about their progress and ours.

*"In whatever direction the course goes," said one of the student representatives, "this experience is really unlike any we've had in high school, not only because we're being asked to think about the whole world but also because we're being asked*

*our opinion about the way in which we're going to approach the larger questions week after week."*

"The teachers in this course" said George Byrnes, one of the members of the Lakeshore team, "are more like higher learners who guide their students through the readings, but who are in a position to learn as much as do their students."

Education, in the best sense of the word, is a dialogue between teachers and students for which the lectures and readings form merely a basis. Ultimately, the success of Humanities will be determined more by its teachers' ability to communicate with their students than by the material of the course.

### **INSIDE**

**Lockhart  
Graduate O.S.O.  
Mature Students  
Goodyear**





## Welcome Back, Lockhart

by Barrie Saxton

Fifteen years ago, Art Lockhart was one of the local teenagers who used to hang around 8th Street and Lakeshore near the apartment building in which he lived. Today he is a teacher at Humber College's Lakeshore Campus.

After graduating from Mimico High School in 1972, Art and his girlfriend hitchhiked across Canada and the U.S.A. returning to Canada in 1973. After working for a while at uninteresting jobs, Art went to Humber's North Campus and enrolled in the Community Studies Program. During his two years as a student at Humber he became extremely interested in community work and helping people in trouble. Upon graduation he became a volunteer probation officer and went on to York University, where he obtained an honours degree in Sociology with intensive study in crime and delinquency courses. Art then followed with a year at McMaster University studying Social Welfare Policy and then a full time job as a probation and parole officer in 1979. A highly motivated worker, Art was promoted several times and eventually became a staff development supervisor. Meanwhile, continuing his education on a part-time basis, he obtained a Masters Degree in

Education. On September 1st this year, Art was hired as a full-time teacher in the Law and Security Administration Program, returning once more to his Alma Mater.

In between this busy career, Art married his childhood sweetheart Karen (Kian) formerly of Lakeshore Road. They now reside in the High Park area with their son Aidan, who is three years old. Art is a credit to the Lakeshore community and is living proof that local boys (and girls) can make good.

expected of them by administration and faculty. S.A.C. tells them how we, together with faculty members, try to develop an excellent student life program as well as a sound academic program.

During the semester, we have had many pubs/parties which are very popular with the students. As well, during Discovery Week for new students, we offered games and activities such as a Spaghetti Eating Contest, Sing for your



The following is a discussion between Tony Farrugia, President of the Student Association Council (S.A.C.) and John Liphardt, Dean of the Lakeshore Campus.

**Q. John Liphardt**

Tony what activities does S.A.C. offer and how well are students responding to them?

**A. Tony Farrugia**

Twice during the summer, new students come in for campus tours and orientation. In the preview session, S.A.C. tells them a little about the College, the campus, Student Government and what is

Lunch, Movies and Videos. These events were held in the Quiet Lounge in the Student Centre

**Q. John Liphardt**

Could you tell about what you will be doing this year to improve student life?

**A. Tony Farrugia**

What we are trying to do now, and this is something that goes on year round, is to ask students to take advantage of the legal aid which S.A.C. offers. We ask them to take advantage of the on-campus lawyers who are available every two weeks, free of charge. We also ask them to take advantage of the insurance

Continued on Page 3

prescription plan which covers 80% of the cost. We have started a Service Centre for the students. This centre has typewriters available and if it is found useful, we hope to have people available to type assignments. This started at the beginning of September and it has been going well. As for future S.A.C. offerings, we hope to get in lecturers to discuss current events about the business world and entrepreneurialship. We also feel it is important for students to be knowledgeable about Aids amongst other things. As a result we are recommending condom machines be installed. We are hoping to have a fund raiser with college participation at the end of S.A.C.'s fiscal year. So, we will be busy.

**Q. John Liphardt**

A fund raiser? For what?

**A. Tony Farrugia**

Suggestions have been made that instead of raising money and giving it out to other causes that we have a fund raiser and possibly donate the funds towards our S.N.A.P. Program, which is peer tutoring for the physically challenged students. The S.N.A.P. Program requires

a lot of money and the estimate for next year is approximately \$27,000. Therefore, it could be helpful for the College and Student Government to come together and raise funds for this cause.

**Q. John Liphardt**

Can you tell me more about Student Government and what it has accomplished to date?

**A. Tony Farrugia**

One of the major things that I have been working on is trying to implement sign language as a General Elective. This is something that Didi Radcliffe, Rehabilitation Worker Program Co-ordinator, has been trying to introduce for a number of years. Offering it as a General Elective choice throughout Humber College would allow every student to take this course if they wished.

**Q. John Liphardt**

What else has the Student Government accomplished?

**A. Tony Farrugia**

We have had a great response to the fact that we have re-focused the Student Centre; the atmosphere has become more business oriented. The community is starting to deal with us more readily. We are

building up communications with Mother's and Donuts Plus. In the past we did not have such communication and I believe that this is an important thing.

**Q. John Liphardt**

What are your future goals for the Student Association?

**A. Tony Farrugia**

In the past we have not done too well moneywise and we should be at least breaking even and I think it would be worthwhile for the students on the campus if we could at least make some money for a year.

**Q. John Liphardt**

Do you mean you want to establish a reserve?

**A. Tony Farrugia**

Yes. In the past we have run into a deficit and I think it would be nice if we could start putting something towards a reserve so that in the future we can expand our facilities and have the funds to do so.

**Q. John Liphardt**

Perhaps in another interview for a future issue, you will tell us a little bit more about what an expanded Student Centre would look like.

**A. Tony Farrugia**

Yes, definitely.

## THE LAUNCHING OF A NEWSLETTER

by John D. Liphardt

Campus Dean

As a newcomer to the Lakeshore after many years at the very large Northern Etobicoke campus, I arrived to take up my post as campus Dean with mixed feelings this past summer. To leave familiar surroundings, friends and acquaintances of many years, as

well as a very dynamic environment, is traumatic. Well, let me tell you how the change has been!

The Lakeshore campus is smaller, very well maintained and extremely attractive. The trees, the glimpse of

the lake on the horizon, the spacious library and pleasant cafeteria are very inviting. But what is really of importance is that a fine group of caring people have been assembled - to counsel, to teach and to nurture

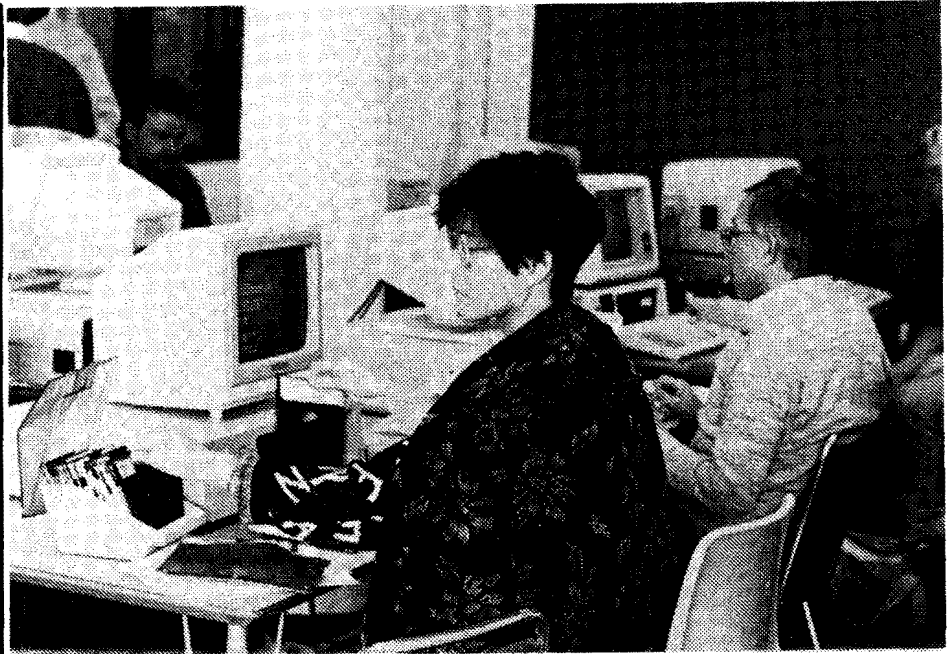
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## MATURE STUDENTS WELCOME AT HUMBER

Generally when you think of college students, you think of the average eighteen year old out of high school. In fact, approximately 10% of Humber College Lakeshore students are returning to college after having been in the workforce or at home for anywhere from fifteen to twenty years or more.

Mature students may include single parents, women returning to work, displaced workers, career changers, and those who didn't finish high school. Faculty members and Counsellors have discovered over the years that mature students have different needs than the average eighteen or nineteen year-old and therefore adjust to college life in different ways.

The Mature Student Club provides an environment in which academic, social, and emotional needs are met through networking and meeting others in similar situations.



In order to get started, each fall the Counsellors provide a structured series of workshops designed to recharge rusty study skills, teach stress management techniques, and provide an opportunity for incoming students to meet successful second and third year mature students.

As we begin another school year, we look forward to welcoming a new group of mature students and we encourage any community people thinking of returning to school to come to the Lakeshore Counselling Office for information and help with their plans.

**The Launching of A Newsletter** students, encouraging them forward towards their career goals. This place is like a smaller city as opposed to a metropolis. Here, people do care and, as a result, cooperate to get positive and progressive results. This is a campus where a quiet dynamism

exists. Innovative programs are offered, new teaching methods are tried and interesting student activities take place. As you see, I am pleased with the change. With this newsletter, we hope to reach out to you in the community with our message three times a year (Fall/Winter/Spring), to give you a

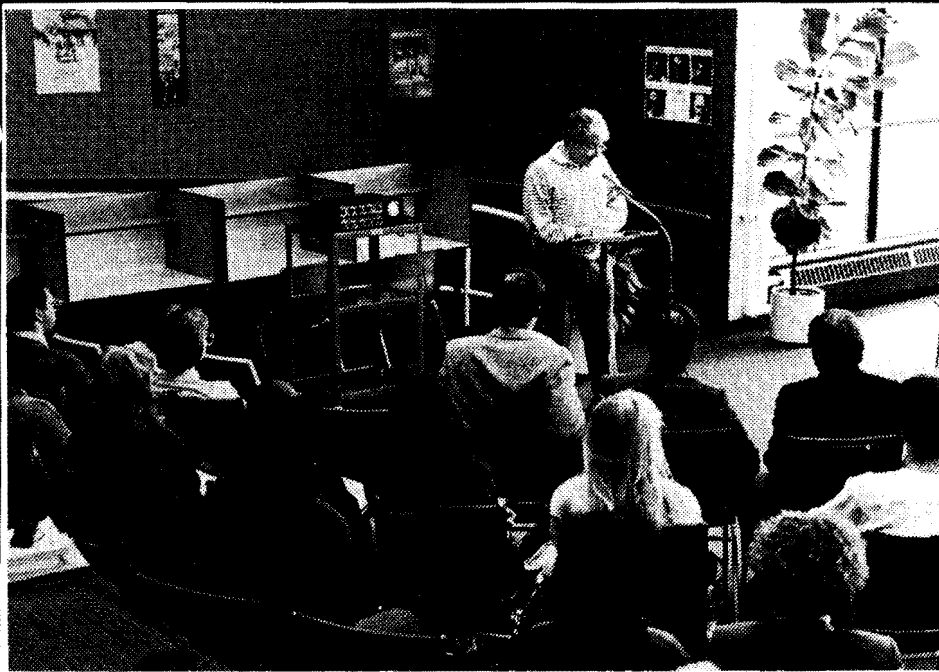
better idea of what this campus stands for, and to let you know more about it so that you will consider Humber Lakeshore as you choose further education directions. Regular features will include "Upcoming Events", "Students' Views", "Community Corner" (by local contribution), "Dean's List" (articles which highlight innovative instructional responses to the needs of students and employers).



STUDENTS IN THE LIBRARY

We also hope that this newsletter which we call "News & Views" will be a natural companion to our College Calendar for full-time study and for our seasonal Inroads Calendar for part-time. Copies of these are available to you simply by phoning us at 252-5571 and letting us know that you would like to receive them.

We sincerely hope that you will get to know this Humber campus by the lake in the near future.



FAMOUS CANADIAN AUTHOR ..... Timothy Findley

## Humber-By-The-Lake

This year, more students than ever before are electing to take programs at the Lakeshore Campus. Students have enrolled in programs such as Social Service Worker, Law and Security Administration, Travel and Tourism, and Business. This lovely campus by the lake offers all the resources of a big college within a small, friendly environment, together with all the amenities which allow students to participate together in college life outside the classroom.

## New Job Openings in D.S.W.

Jacqui is an Educational Assistant with the Etobicoke Board of Education. She is a graduate of the Developmental Services Worker Program at Humber College, a program which prepares students to work with developmentally handicapped individuals of all ages in a wide variety of settings.

During her two years as a D.S.W. student, Jacqui took subjects such as Human Growth and Development, The Abused Child, Counselling, Recreation, Sign Language, Health Care, Behaviour Management, plus 1,000 hours of field practice.

The combination of class and practical experience prepared her well for employment in the school system, in group homes, in vocational settings like ARC Industries and in various community agencies. In fact, the school where Jacqui is presently employed is the school where she did a field placement.

If you can picture yourself doing this kind of work with

developmentally handicapped people, come in and see us at Humber College. Many opportunities await you in this rewarding field. You can speak to a faculty adviser in the Developmental Services Worker

Program for more information.

\*NOTE: Developmental Services Worker was formerly known as Mental Retardation Counsellor.



HAPPY STUDENTS ENJOYING COLLEGE LIFE

## What Coming To Humber By The Lake Meant To A Successful Graduate.

Carole Mallows,  
Graduate, Office Systems  
Operations

After spending several unhappy months at an unsatisfying job, I realized the office skills I had learned twenty-five years ago were sadly outdated. Computers and word processors frightened me and I had no idea what a Fax machine was or what it was supposed to do. I realized I had to make some changes in my life if I hoped to have a rewarding career.

"After consulting with a helpful counsellor at Humber College, I decided the O.S.O. Program was just what I was looking for." The program took a very long nine months, but upon graduation I immediately obtained a position of Accounting/Office Assistant with an international toy manufacturer/distributor. Brio Toys are noted for their superb wooden toys and trains and I was to be a part of their Canadian Administrative Department.

The computer courses I had taken at Humber enabled me to learn Brio's system quickly and I was able to relate the different functions of the computer to the daily manual tasks I had performed previously. Things began to make much more sense to me when I was able to apply my new skills in an actual work environment.

Brio's Accounting Department is completely computerized. At present, I have sole responsibility for this department. I find this the most enjoyable part of my job.

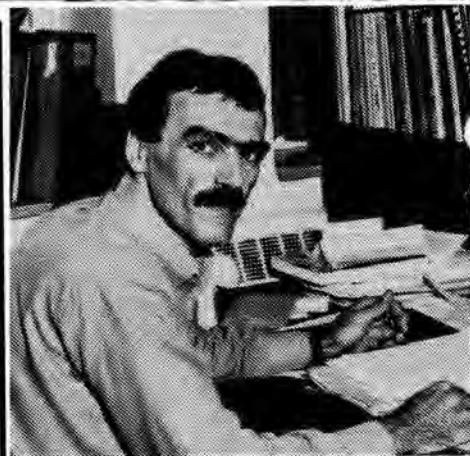
One of the courses required in the O.S.O. Program was Data Communications. Consequently, I am now familiar with and able to understand the use of modems, dedicated lines and facsimile

machines. These items are now tools I use as a regular part of my daily routine.

Due to unexpected circumstances, I was suddenly left to manage the office and the running of the daily business on my own. This meant I was now in charge of Customer Service, Office Administration, Accounting and, to a degree, shipping and ordering of product. I feel that the fact that I had successfully graduated from Humber gave me the confidence I needed to accomplish these tasks.

When I had been with the company for about a year, I was promoted to the position of Office Manager and I have just recently interviewed and hired my first employee. In this respect, I feel that the most advantageous of all the courses in the program was the Office Administration Procedures course. Among other things, this course taught me how to manage my time more effectively, how to work more efficiently and how to deal with other employees. In short, it generally helped make me feel more sure of myself and my capabilities.

To sum it all up, I would like to say that the time I spent at Humber in



## Award for Faculty Member

Leo Smits, Co-ordinator of the Community Worker program at Humber College, has been awarded the Human Rights Award this year by the Advocacy Resource Centre for the Handicapped. Leo received the award for his outstanding contribution for the advancement of handicapped people.

the O.S.O. course was one of the most rewarding experiences of my life. I now feel that I am an important, responsible member of an organization and my job is no longer "just a job" to me.

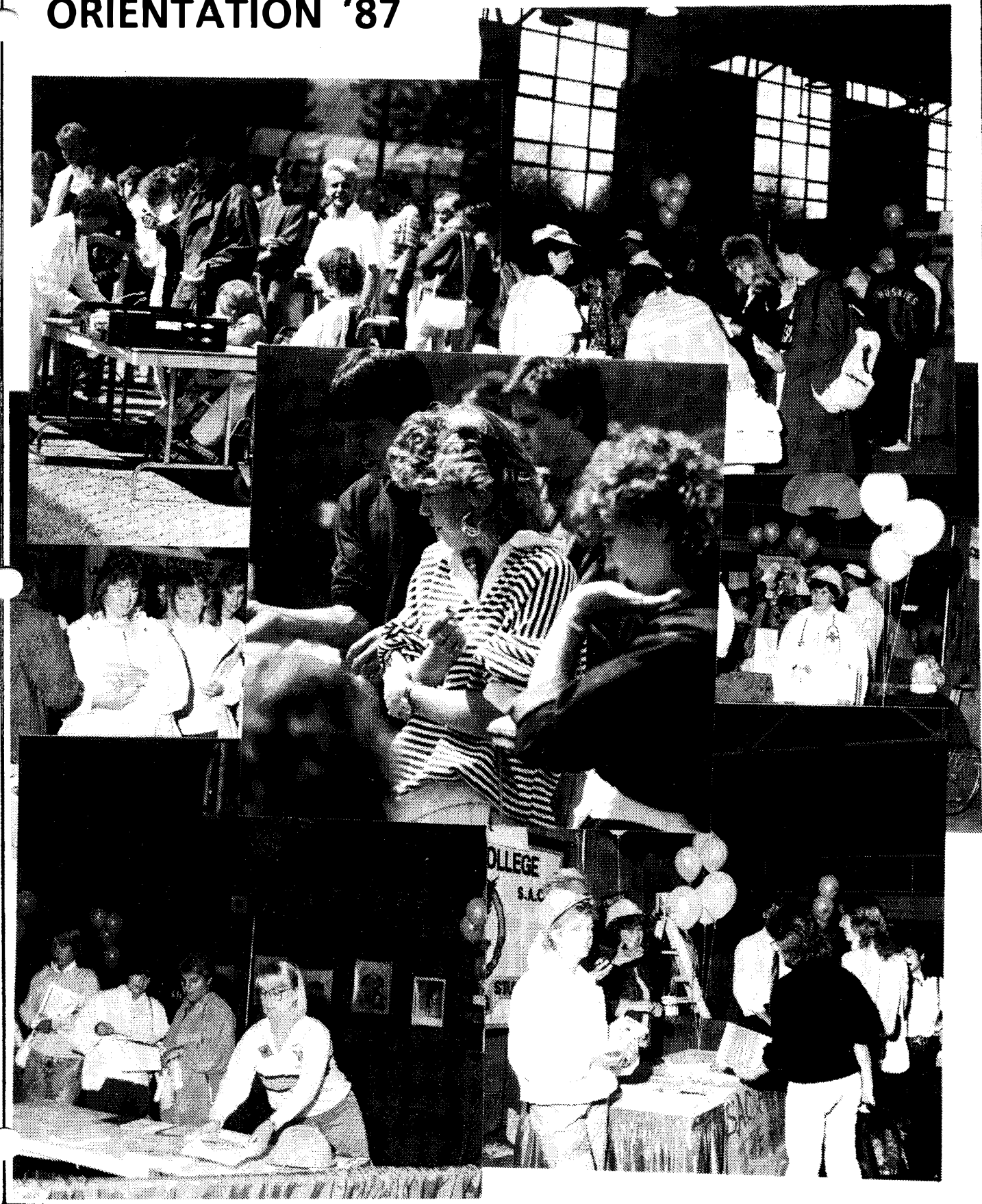
Oh yes, there is just one other thing. You are never too old to learn.



AT HUMBER WE BUILD THE BODY AS WELL AS THE MIND



# ORIENTATION '87



# HUMBER'S HELPING HAND:

## GOODYEAR PLANT CLOSING

by George Byrnes

Few experiences are more devastating than losing your job. When more than a thousand people suffer job loss simultaneously as a result of a plant closure, the world darkens. Everyone feels eclipsed by forces beyond his or her control and angry that years of loyalty and dedication have gone up in smoke. People who pride themselves on being able to provide for themselves and their families suddenly feel at a loss, powerless to do anything about their dilemma.

Recently, when the Lakeshore Goodyear plant closed down, Humber was there to help. Tom Christopher, who has co-ordinated employment counselling services following nine plant closures since 1984, describes his work as "demanding" and "gratifying."

The counselling services are both free and required by law. When a company lays off more than fifty people within a six-month period, the company is required to notify the Ministry of Labour. The Ministry, in turn, contacts the local community college to set up the first of a two stage program to help the "victims of sudden job loss" adjust and reorient themselves.

The first stage involves a five-day intensive workshop at the college or in a place convenient to the workers. Counsellors, like Tom, take the workers through a comprehensive program that includes workshops on

job readiness and job search techniques where the workers are shown how to prepare resumes and practice interview sessions are conducted. Other workshops examine the possibilities of setting up a small business or of retraining. Specialists are brought in to discuss financial planning. Most importantly, workshops on stress management, which spouses are encouraged to attend, provide workers with an opportunity to open up and explore their feelings.

In the second stage, the Adjustment Services Committee is set up to receive the workers' resumes and survey companies for new jobs. The committee continues its work for six months to one year after the plant closure.

### NEWS & VIEWS

A newsletter for the community published Fall, Winter and Spring at the Lakeshore Campus of Humber College of Applied Arts and Technology.

Editor: **John Liphardt**  
Assistant Editor: **George Byrnes**  
Layout & Photography: **Jim Brady**  
Editorial Staff: **Joe Kertes**  
**Madeleine Matte**  
Typesetter: **Morag Tierney**  
Technical Advisor: **Jonathan Singh**



Tom Christopher reports that the workers find the program very worthwhile because it gives them a way of facing their problems and to

begin to work out solutions. He points out that the workers come to the program "still in shock, angry, mistrustful of what the counsellors have to offer, but they leave feeling that they are not alone, that all has not been lost, that they have regained a sense of mastery and control over their lives."

For Tom, a social worker with twelve years of experience with various social agencies, counselling the workers allows him to mix his college responsibilities with "front-line work". Although the immediate beneficiaries of Tom's expertise are the workers, his Social Service students also gain from his experience and insight. The lessons they learn from him will help them to understand what it takes to help people who are faced with a crisis for which they are unprepared.

### UPCOMING EVENTS

Women's Educational Council presents "Streetproofing" by George Evans on November 26, 1987.

Humber College Lakeshore Campus will be hosting a series of literary reading during the upcoming academic year.

Toronto detective fiction writer Eric Wright makes his appearance on February 17, 1988.

British Columbia novelist and short fiction writer Audrey Thomas will appear on March 9, 1988.

Yes No

( ) ( ) I found this Newsletter to be interesting.

Comments:

Readers are invited to send their comments to:

News & Views  
c/o Dean  
Humber College  
Lakeshore Campus  
3199 Lakeshore Blvd. W.  
Etobicoke, Ontario  
M8V 1K8



# Community Integration through Cooperative Education (C.I.C.E.)

## What is the C.I.C.E. Program?

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This new and exciting program at Humber College is designed to offer participants an opportunity to:

- Enhance their academic skills
- Develop their vocational abilities in a number of potential work environments

Individual timetables will be developed according to the personal interests and abilities of each C.I.C.E. student.

## How does it work?

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- Participation in regular college courses and student activities
- Instruction in classrooms, labs and resource centres
- Access to student support services
- Peer tutoring
- Career development
- On-the-job training

## When is it offered?

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This is a two-year post-secondary program. It begins in September and is offered five days a week during the academic year.

## Where is it located?

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- The program is based at Lakeshore Campus (Lakeshore and Kipling)
- Some courses may be offered at other campuses
- Selected job sites

## Why should I come?

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- Meet other college students
- Improve vocational and academic skills
- Discover employment options
- Strengthen interpersonal skills
- Increase self-confidence
- Have fun

## What about graduation?

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Participants who successfully complete the Program will be presented with a Humber College Diploma at the Annual Graduation Ceremony.

## How do I apply?

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Drop into the college or phone and ask for an application. Fill it out and send it in by March.

Prospective students must:

1. Attain a minimum age of 19 years
2. Attend a program orientation session
3. Attend a personal interview
4. Demonstrate the ability to provide their own transportation to and from the College
5. Demonstrate needs which require support in order to succeed
6. Identify type of support required.

## What is the Curriculum?

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The C.I.C.E. Program attempts to connect students to:

**College courses** which offer instruction in the student's major area of vocational interest, such as:

Art Design / Hairdressing / Equine Studies / Horticulture / Hospitality / Woodworking / Health Sciences / Travel and Tourism / Recreation Leadership / Early Childhood Education.

**Opportunities for pursuing interests** in such areas as typing, drawing, photography, geography, theatre, journalism, mailroom, maintenance, sign language, office work, library work.

**Peer tutoring** for academic upgrading in applied mathematics and communication skills.

**Job Placements** related to student's interests and skills.

**Athletics** including regular aerobics classes, weight training, intra-mural sports, swimming, skating.

**Activities** sponsored by the student council, such as fashion shows, yearbook, clubs, trips, pubs and dances.

**NOTE:** The above examples represent areas of the College C.I.C.E. students have chosen to be involved in, but the list is by no means exhaustive.