

# Dialogue

## Rules of the game

Dr. Robert A. Gordon,  
President

The following is an edited version of the address given by Dr. Robert A. Gordon at the annual President's Breakfast, held August 28, 1984.

I'd like to talk about the college, its people and their behavior. That is not to say that we don't have issues that could be addressed relating to physical facilities. We still do not have a York campus and with an election looming in Ontario, it's a moot point whether we will receive monies to finally get a decent campus in the city of York. We are still too crowded at the North and there's no relief in sight because there's no reason to build more colleges or campuses in this province if you look at the demographic data related to high school enrolment. We still don't have enough monies for renovations or new equipment and I certainly can't promise you that we ever will. We'll do our very best to try to stay up-to-date. Finance, therefore, will always be an issue particularly as the provincial budgets are fuelled by growth. This, in turn, forces the college to grow but does not provide for more space to do so. Nevertheless, I believe that this college has a certain momentum and morale which is very high. Our admissions have never been so healthy. Our confirmation rates are high and I think students like to come to Humber. They seem to be prepared to travel great distances to do so. Quite clearly, we have a lot of strong points — our history, our students, our faculty, our support staff, our student life, our student leaders, some of the things we're into with our comprehensive, unique programming and some of the new ventures we are pursuing. Nevertheless, I think it's time to guard against being smug about how good Humber College is. It's time to make sure that we don't rest on our laurels and that we don't take things for granted or become too complacent.

Having been here for two years now, I believe I know something about this col-

lege. And we have a long way to go as an organization. The behavior of management, staff, and faculty is the single most important point if we are going to be considered a college which is meeting its challenge. We are an educational institution, something we all so easily tend to forget, particularly in the summer. It's so pleasant here, isn't it, without the students? But, we only exist for the students. More importantly we have an educational philosophy which we have a requirement to emulate. We are looked upon by the general public as a model for our society; a model which has not served all the problems of Canada. As a result, higher education has somewhat fallen into disfavor. I think there is a very great challenge for us to demonstrate that we believe in the philosophy of human growth. If we do not have shared values as an institution, how can we, as one large organization, move forward collectively?

I'm not asking people to give up their souls or their personal identities. But I am asking you to consider some of the things we believe in, some of the things we stand for, and to think about those things when you deal with your students this year, and when you deal with the staff on an ongoing basis. Everyone is an ambassador for this college. If you aren't proud of working here, if you are poor-mouthing the institution when you go home, it stands to reason with 1300 full-time employees and 2000 part-time, we cover a large network. Pride in the institution goes a long way to having people believe that this is the place they'd like to come to.

Turning to more specific points, I believe those with responsibilities of leadership have a very real obligation to show some leadership, to take risks, and to show courage because those who are prepared to simply sit by and say "we survived another year," are really not accomplishing very much. All I would ask is that you try. You will never be in trouble around here for taking risks and taking chances. We'll be a little less impressed with those that are simply trying

to preserve their situations until retirement.

Staff development is also a major focus. Some of the activities that we have put into place have been mutually beneficial and we are by no means finished. In fact, we are trying to build a team around here, not a group of individuals.

The process of growth is not simply one of learning more skills. It's a total process. And as we get older, we see the world in a somewhat different perspective. Certainly, I do. At the same time, there is a real pressure to look at the people with whom you interact on a daily basis and ask yourself "how many people have I helped today other than myself?" Now that I am included on some committees or organization where I got information which I needed, have I shared that? Have I given more to other people? How many people have you applauded for doing a good job? Everyone likes to be told they're doing a good job. And it's a very important function of leadership to make sure people are told they're doing well.

Loyalty to the institution is extremely important too, as is loyalty to one's colleagues. There is nothing wrong with honest, direct behavior if it seeks to help and to heal wounds. There is a lot wrong with keeping your mouth shut to avoid confrontation, because in the long run, the cancer can only grow. Far better, surely, to cut it out early and move ahead to healthier times.

You don't always have to be correct, but just by trying, you give some inspiration to others. I'd like to close with a list of what I call "The Ten Commandments of Humber College."

**We must be:**

1. **Clever.** Given an inevitable shortage of funding for the future, productivity gains and innovative responses must be found by using our wits rather than counting on unlimited resources; to think smarter and, better, to accomplish more with the same.
2. **Competent.** The rapidly changing pace of information and technology forces us constantly to update our own knowledge bases and strive for excellence in everything we do. Accepting

the mediocre may allow us to survive but is a professional cop-out.

3. **Creative.** Just as Olympic athletes stretch themselves to their best performance for the pride and sense of accomplishment, we must do the same and expand our horizons to see the future of the world, rather than simply the maintenance of the status quo.

4. **Cooperative.** While individuals should strive to accomplish their maximum in chosen fields, we must, nevertheless, remember we are all part of a large unit which can only function as well as the coordination and teamwork amongst the various parts.

5. **Consultative.** Those affected have a right to be involved in decision-making, and besides, wide consultation produces more viable and productive input.

6. **Caring.** We must demonstrate values that we believe are important for our students to embody once they leave (particularly because of the me-too materialistic society in which we have grown up). We should focus particularly on sincerity of purpose and an honest interest in the welfare of others.

7. **Compassionate.** Remember that there must always be room for exceptions to be made from standard regulations and that "private" concerns of our students and fellow staff members (particularly support) are not always as comfortable and solid as they might appear.

8. **Constructive.** The organization has no need for armchair quarterbacks, and worse, for cassandras; energies must be channelled into positive, optimistic perspectives rather than negative, destructive activities, particularly if of a personal nature.

9. **Critical.** Strong enough to improve on our weaknesses, the organization must not be defensive about the need to constantly seek ways to improve; criticism properly stated in a frank, honest manner and accepted in that spirit can lead to creative, progressive responses.

10. **Confident.** Belief in ourselves and what we are doing is crucial to success, and more important, is infectious. Moving with momentum can work wonders for morale, motivation, and accomplishment.



"He who pays the Piper calls the tune."

**EDITOR**  
Madeleine Matte

**ASSISTANT EDITOR & SENIOR WRITER**  
Judy Dunlop

**EDITORIAL ASSISTANT**  
Evelyn Smith

**LAYOUT AND TYPESETTING**  
The Etobicoke Guardian

**PHOTOGRAPHY**  
Gary Gellert  
Norm Taub

**CONTRIBUTORS**  
Gwen Francis  
Dr. Robert A. Gordon  
Art Knowles  
Renate Krakauer  
Don Stemp

DIALOGUE is published monthly during the academic year by the Public Relations Office for staff and faculty at Humber College of Applied Arts and Technology, 205 Humber College Blvd., Rexdale, Ontario M9W 5L7 (416-675-5095).

DIALOGUE welcomes Letters to the Editor and article submissions. Please address same to the Public Relations Office, Room D149. Unsigned material will not be published.

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

# Quality & Participation

by Madelein Matte, Public Relations

The theme of this year's Management Workshop (for all Humber managers, from S.P.C.'s to the President) was *Implementing The Mission With Quality and Participation*.

Often these titles prove to be just an exaggerated come-on. This year, however, the theme was dramatically exemplified by the two keynote speakers: Dr. Terry O'Banion and Dr. Ruth Shaw. Both gave seminars of the highest quality. Both stimulated and encouraged participation. Both spoke directly to the concerns of the Humber Mission Statement. Terry O'Banion's list of academic credentials and literary achievements is an impressive one. In addition to having authored eight books and more than 50 articles, he's been consultant to over 150 community colleges throughout the United States and Canada. A graduate of Florida State University with a Ph.D. in Administration in Higher Education, Dr. O'Banion went on to serve as Dean of Students at Central Florida Junior College and Santa Fe Community College. In 1967, he became Professor of Higher Education at the University of Illinois and in 1975, Executive Director of the League for Innovation in the Community College. He was Vice-Chancellor for Educational Affairs for the Dallas Community Colleges in Texas for two years before resuming his executive responsibilities with the League.

But, Terry O'Banion is, above all, an idealist in a profession often characterized by cynicism and apathy. He is proudest of the fact that he was "called to be a school teacher."

He noted that there are many approaches to discussing the topic of quality education: a consideration of the social forces affecting education; a detailing of the deterioration of the schooling system itself; a look at the proliferation of programs and services and courses; or an examination of some of the suggested solutions like back-to-basics or a redesign of educational programs, or more and better educational technology.

"For my part," he stated, "I do not want to discuss the topic of quality and excellence in these ways. When I sort through all the jargon, all the media hype, and summon the oracle of my 24 years in community college education, I come to a very simple conclusion: the quality of education depends, as it always has, on the quality of educators. I believe that in the final analysis, we will not create quality and excellence in a series of commission reports or institutional manifestos, in new standards of progress or more stringent admission requirements, in newly designed programs buttressed with spiffy new equipment, or even in well-developed mission statements . . . although these things are important. For me, the quality of education depends, as it always has, on the quality of educators."

He continued, "If you buy into that assumption, even in part, then it is ourselves as educators that are in most need of review and possibly reform if we are to achieve the quality and excellence we all desire."

His next assumption seems, to this reviewer, more dubious: "The great majority of us come into this profession as youthful romantics because we felt we had something special to give, because we believed we could make a difference in the scheme of things, because we knew that education was the key to a richer and fuller life. . . we came to serve, to offer ourselves as teachers and administrators who could design and pro-



DR. TERRY O'BANION

vide quality experiences for our students and our colleagues."

Certainly many have entered the teaching profession with a considerable amount of idealism, with an expectation that worthwhile things could be achieved, that experience and expertise could be transmitted and make a valuable contribution. But, it is equally true that many, whose original careers became dead-ended, are on second careers, that some are here accidentally or by second choice; minor casualties in a rough job market.

Perhaps those who fall into this latter category should pay special heed to Dr. O'Banion's call for a renewed idealism and commitment. Perhaps this is what Squee Gordon was talking about at the President's Breakfast on August 28th.

Dr. O'Banion challenged his audience with four basic questions which he feels educators of quality and excellence must come to grips with.

1. "Do you have a clear value base?" He notes that Humber has an official compassionate, caring, value system; one that commits the college to serving the needs of a diversity of students. A value system he approves. He notes, though, that this claim to service can only be implemented if the value systems of our teachers and administrators are in accord. "Developing the mission statement is the easy part. Translating it into action is a continuing quest for quality. Do you have a clear value system?"
2. "Are you careful about selecting the tasks that you do and the people with whom you do them?" Easier said than done when working in a large bureaucracy that is not nearly its own

master. But the point is well taken. Husband your resources. Be selective in committing your energies. To the extent possible, work at what is important. He quotes the thoughts of a William Arrowsmith looking at a group of educators he was addressing: "I looked across the audience and saw nothing but gray faces. Their faces had grown gray from giving importance to what was not important." Dr. O'Banion adds, rather grimly, that he "no longer joins pilgrimages with people who are wishy-washy, who are shoddy and sloppy thinkers, who are too evangelistic, who are too self-serving, who have no higher values who are too simplistic, and who have no sense of humor."

"The characteristics I look for these days are people with strong commitments, people who are brilliant, people who are tough-minded, people who can show compassion and understanding, people with a bone-grinding honesty, people with a well-deserved sense of humor, and people with a creative bent. But the most important characteristic of all is competency for the job."

3. "Are you up-to-date on the new educational technology?" This might seem like a descent from the idealistic to the mundane, but is entirely consistent with the importance Terry O'Banion places on job competency. Here he stresses the importance of our having an appropriate familiarity with the possibilities computers have for making us more effective as educators. For managers, he feels it is vital that they be up-to-date with recent

developments in the technology affecting distance education, student information systems, and student interaction with technology as an important new mode of learning.

4. "What is the real purpose of your quest?" When all vanities or excuses have been brushed aside and you look with steady honesty at your work, what keeps you going? Why do you stay in the education business? Dr. O'Banion is in no doubt about his reasons. He repeats, "I was born to be a school teacher and I will die a school teacher."

He admits that for the usual reasons, he has often not lived up to his ideals.

He suggests that we too will probably admit to similar backsliding. He further suggests, though, that somewhere we share his idealism. "We are a great and good company and our common quest is a quest for quality."

We Canadians are not in the habit of being so up-front in public with our feelings as is Terry O'Banion. But perhaps those who chose O'Banion as a keynote speaker chose wisely. Perhaps this is a time in the life of Humber College when we should re-think our values, examine our commitments, renew our energies.

Whew! Over to you.

**Editor's Note:** Dr. Ruth Shaw, the other keynote speaker, gave an address rather different, but equally as stimulating as that of Terry O'Banion. For reasons of space limitations, we cannot report them both at length in this edition of DIALOGUE. We shall feature Dr. Shaw in our next edition.

## Now that the dust has settled

The first week of classes has faded into memory and life in the fall semester is unfolding into a settled routine. It's time for an unofficial headcount.

College Registrar, FRED EMBREE indicates that Humber's record enrolment of 11,000 students (including all post-secondary, short program, and apprenticeship), is well within the system's average of 4% growth.

The North Campus is now home to 7,500 students, with the Lakeshore expanding to accommodate 1325, as a result of the transfer of the Travel and Tourism Program. Space constraints at Lakeshore were eased by the return of the third year solar students to the North Campus and the final phase-out of the Metal Arts Program.

Program quotas were adjusted upward to balance the normal 10% attrition rate. "I always plan for a 10% drop-out rate. Although in recent years, it has been as low as 6%," says Embree.

Early in the registration cycle, program capacity was reached for the annual favorites: Nursing, Nursing Assistant, Ambulance and Emergency Care, ECE and ECEDH. The creative and communication arts programs, which were again in high demand, included

Photography, Advertising and Graphic Design, and Public Relations.

According to Embree, Computer Information Systems and Data Processing finally yielded to the saturated job market and sparked minimal interest. Arrangements were made to pick up the shortfall of students by increasing seats in the Business Administration/General Business cluster.

Pleasant surprises came in the form of "the strength of the secretarial programs," says Embree. "Also, it was gratifying that Travel and Tourism experienced no decrease with the shift to the Lakeshore. The program limit of 112 first-year students was met."

According to Embree, registration concerns this year included "the extremely slow response of returning students, the high percentage of fee deferrals, and the record number of requests for emergency loans."

When asked to comment on decreasing secondary school enrolments, Embree expressed optimism about the college's future. "I fully expect Humber will function in a capacity mode for years to come as we continue to draw an increasing proportion of students from Halton, Peel, and North York."

## VIEWPOINT

by Renate Krakauer, York-Eglinton Centre

What's the trendiest word in popular culture these days? It appears regularly in the media, and most often with reference to Michael Jackson and Boy George. It's "androgynous," meaning having the characteristics of both male and female. And it's beginning to be used in reference to management practices and organizations. Although I don't think this means that we'll suddenly see a noticeable trend toward Michael Jackson and Boy George look-alikes masquerading as senior executives, I do believe that the time is ripe for an increasing incorporation of "feminine" traits and values into the hitherto predominantly male world of organizations.

Last spring Robert Waterman, co-author of *In Search of Excellence*, ad-

dressed an overflow crowd at a luncheon at a downtown hotel reviewing some of the findings of the study of excellent American companies. The key-note word in his address was "courtesy" and how it can be applied in a business setting. In fact Waterman stated that good companies were like good mothers who cared about their people, listened to their ideas and complaints, and worked effectively without elaborate hierarchies. Traditionally, however, organizations have followed the model of the autocratic father, with tight rules and regulations to keep people under control, squelching innovation, in love with technology and treating employees like pieces on a chess board.

These ideas are not new. They have been put forward over the years by the Tavistock Institute in England, by management theorists such as Douglas MacGregor, Peter Drucker and Chris

Argyris, by the proponents of autonomous work groups in Sweden, and more recently by the admirers of the Japanese model of management.

What has not been made clear in the past, however, is how much of this more humanistic approach to organizing work (whether it be called participative management, Theory Z, or common sense) incorporates attitudes and values that women have relied on for years. Women's concern for relationships, sensitivity to people, ability to juggle many tasks simultaneously, collaborative working relationships, and intuitiveness have been seen as weaknesses preventing corporate success which is more commonly associated with aggressiveness, competitiveness, suppression of feeling, toughness and ruthless individualism.

This is not to suggest that the positive "masculine traits" of leadership ability, objectivity, independence, and ra-

tionality are no longer useful. In fact, women have been energetically attempting to improve themselves in these areas over the last few years. However, in a rapidly changing working world faced with major upheavals through the introduction of new technology, organizations which incorporate male and female skills appear to be much better-equipped for survival. Not only does the incorporation of "feminine abilities" provide organizations with an opportunity for dealing effectively with rapid change, but it also allows women to make a contribution with their strengths rather than only focusing on their weaknesses and transforming themselves into male clones. In a world which hovers on the brink of nuclear disaster, the traditionally feminine sensibility of caring and nurturing needs to be given full expression by all human beings — and the sooner the better.

# Technology Initiates Post-Diploma Programs in Distance Education

by Don Stemp,  
Technology

During the past year, Humber College has been actively involved in the development of the structure and curriculum for post-diploma programs in Occupational Safety and Occupational Hygiene that would be offered by distance education. While print materials would carry a large portion of the content, it is envisioned that telecommunication techniques involving the microcomputer, the video cassette recorder and teleconferencing techniques will increasingly be involved. Proposals for these programs have currently been submitted for academic approval and for grant funding. The initial response has been most encouraging. It is hoped that specific course development for these programs will soon be underway.

## THE SAFETY FUNCTION WITHIN INDUSTRY

Traditionally, industry in Canada (as well as in many other countries) has appointed people to the safety function from within the ranks of their organization. In the past, this function was not accorded much importance. Not surprisingly, the people that were appointed to the safety function came from the lower levels of the organization. Seldom did the safety function advance to a senior management position.

In recent years, industry has been placing increased emphasis on its responsibility towards occupational health and safety. Many initiatives are emerging that indicate that improved programs are being put into place.

The trend, which is encouraging, indicates that organizations are appointing people to the safety function at a younger age and, increasingly, these people have a post-secondary academic education. The safety function is developing an in-

creased importance and status within the organization.

## ACADEMIC EDUCATION IN SAFETY

For whatever reasons, academic programs in occupational safety have not developed with any great vigor within the educational institutions of Canada.

For instance, no Canadian university has ever introduced an undergraduate degree program in safety. (In contrast, there are some 30 such programs in the United States).

In the 1960s, a few post-graduate programs in Canada began to permit some emphasis on occupational safety topics although the program itself was in another discipline, such as Industrial Engineering.

In 1971, Humber College introduced a three-year (technologist level) program in Safety Engineering. Two-year programs (technician level) emerged in Quebec and British Columbia.

These programs supply a small trickle of people who have some academic background in safety and who enter directly into the safety functions of various organizations. However, most people who are appointed to the safety function have no opportunity to access these academic programs in safety.

## SAFETY COURSES AND CERTIFICATES

A wide variety of short courses on safety topics abound. These generally range from one day to one week and are presented by many different organizations. While worthwhile on their own, these courses seldom fit together to make a suitable package for those in a professional function.

In recent years, a number of educational institutions throughout Canada have offered a series of safety courses that would lead to a certificate. These programs are usually presented through the continuing education departments as a series of night school courses.

However, it is apparent that these certificate programs will only be feasible in a few large centres.

## POST-DIPLOMA PROGRAMS

In order to develop and implement effective programs in occupational health and safety, people who have been appointed to the safety (and hygiene) function must demonstrate a high level of expertise in these matters.

Since an increasing number of these people already have a post-secondary diploma or degree in some discipline, it is suggested that a program to meet this need should build on to their existing background an academic structure consisting of a series of high level courses in occupational health and safety. The post-diploma format seems especially suited to this task.

It is suggested that entry to such a post-diploma program would require, as a minimum, a two-year diploma from a community college.

However, it is also apparent that these people will represent a wide range of disciplines. Some backgrounds will be better suited than others. An evaluation system will have to adapt to a wide range of disciplines and, at the same time, establish a basic core of knowledge in some fundamental categories (mathematics, physics, chemistry, etc.). Those accepted for such a post-diploma program would have a suitable background to successfully handle the advanced courses. If it appeared that a person's background was deficient in one of the basic categories, one (or more) prerequisite courses could be suggested.

There may be some people who may not have the academic background that would be necessary to undertake the complete program or who may only have an interest in one or two specific topics. Arrangements could be made so that a person could take a few courses that would meet their personal needs.

## THE NEED FOR A DISTANCE EDUCATION DELIVERY SYSTEM

Canada's industrial base is distributed over a very considerable area. It is quite apparent that the number of people who might be interested in these programs (with the exception of a few large centres) will be too small to support regional programs. "Distance education" (i.e. home study) has the potential to reach all those who are interested regardless of the geographical barriers.

In addition to the distance barrier, there may be other reasons why some people may not be too enthused with traditional educational systems.

In attempting to improve their educational status, adult learners face barriers due to geography, personal and family commitments, work demands and inflexible course times.

A suitable distance education program will overcome many different kinds of barriers. It has the potential to better adapt to the specific learning needs of people.

## DISTANCE EDUCATION TECHNIQUES

Various kinds of instructional media can be utilized in distance education program.

- \*VISUAL MEDIA
  - Microcomputer
  - Video Disc/Cassette
- \*AUDIO MEDIA
  - Teleconferencing
  - Audio Cassette
- \*PRINT MEDIA
  - Manuals
  - Textbooks

Various methods of distance education for the proposed programs are now being considered. Although print media will likely carry the bulk of the courses, video cassette, teleconferencing and the microcomputer may all play a dynamic role in presenting these new programs.

# Education - Only in the classroom...pity

by Art Knowles,  
Continuing Education & Development

## Thinking About Open Learning

When thinking about education and learning in general, is there one principle about schooling to which everyone subscribes? Is there one aspect of our view about education that is so much a part of our world that we never have to spell it out, an axiom that is subscribed to by teachers, administrators and the society at large? There is one such axiom, I think: that education should take place in classrooms inside school buildings.

I suspect that part of our problem in setting up alternative ways of learning at the community college level stems from this unchallenged conviction that real and valid education must take place in a classroom in a school or college. Our attitudes about such alternatives as open learning may therefore be prejudiced by our tendency to cling to such unexamined ideas.

The one basic concern we all share is: how can we discernibly increase the effectiveness of our college programs, without significant amounts of new capital, new buildings or numbers of teachers? New instructional delivery modes offer one solution, by providing greater accessibility and flexibility to our client/students — by open, distance, individualized, or independent learning.

But anyone beginning to think about "open," "distance," "individualized," "independent" — when followed by the word "learning" — can understandably be confused or in some difficulty. Our attempts to define terms often raise complex and controversial issues. What I'd

like to do here is to outline a few of the common features in systems sometimes described by the various terms.

Open learning is a term used to describe any flexible learning system which allows people to study when, where, and how they want as far as is possible.

Distance learning is a system where the typical student learns at some distance from the institution responsible for organizing his/her learning. It may include correspondence (print) materials, audio cassettes, radio, video cassettes, broadcast or cable, TV, teleconferencing, etc. In general, it implies that little or no face-to-face tutorial help is available, that the distance-learner is not directly under the supervision of a teacher for most of the time.

Independent learning is generally understood to be independent of the teacher, but there is no suggestion of distance or physical remoteness. The term is often applied to methods — such as the Keller Plan — used in integral parts of college courses.

Individualized learning carries connotations that the work has been "individualized" for the benefit of the student, for example, as remedial work. There also seems to be an implication that the work has been "individualized" by the teacher — who is not far away.

The word "open" is often used to emphasize that the "Open Learning" system is more readily accessible than conventional courses with similar learning objectives. What all these approaches have in common is that they assume a higher degree of student autonomy. Students choosing open learning work by themselves for the greater part of their

study time, calling on help in various ways when needed, and learning primarily from specially prepared resources.

A recognition of the value of open learning systems is simply a reflection of the many factors favouring the growth of student autonomy. In society at large, much greater emphasis is placed today on the autonomy, the freedom, of the individual. Educational institutions must be sensitive to the changing aspirations of individuals, their social mobility and all the changes that create a progressively more mobile and dynamic society. As well, ever-increasing leisure time and the growth of part-time employment make it possible for new learning approaches to be explored.

In education, reflecting the growth of autonomy, there has been the shift of attention from teaching to learning, and the development of approaches that stress the essentially individual nature of the learning process. And, not to be ignored, are improvements in the preparation and presentation of learning materials and in the techniques of teaching and learning. When one adds to these impacts the major influences of changing technology —

notably advances in telecommunications and the computer — the whole thrust is towards increasing autonomy for the individual, especially for study in the home environment.

Of course, there are limitations. Not all students are prepared to be autonomous in their learning, and hence may only feel secure in the conventional classroom context. Not all mature college-level students want or can be given large measures of independence, or can be encouraged to work without direct supervision for considerable periods of time. Most technical, vocational or craft skills require practice with tools and machines. Laboratory work will continue to require supervision. Obviously any subject area or discipline requiring human interaction cannot be achieved in isolation. A great deal more study is required to clarify the limits of student autonomy.

Predictably, more and more persons will reject the "axiom" that confines their education to classrooms and buildings, and as autonomous individuals, will opt for open learning systems when available to them.

Have you won an award, published a paper, written a book? Have you taken part in, or are you the moving force behind an interesting workshop or seminar? Are your students or associates on the verge of an important new discovery? Have you recently been promoted?

If so, let us know and we'll help with promotion and publicity. We produce media releases and look after media relations for the college.

Call us at the North Campus, ext. 5095, 4324, 4597 or drop in. We're located in Room D149.

The Office of Public Relations.

# Bicentennial moments.



The truck's not too high, the bridge is too low.



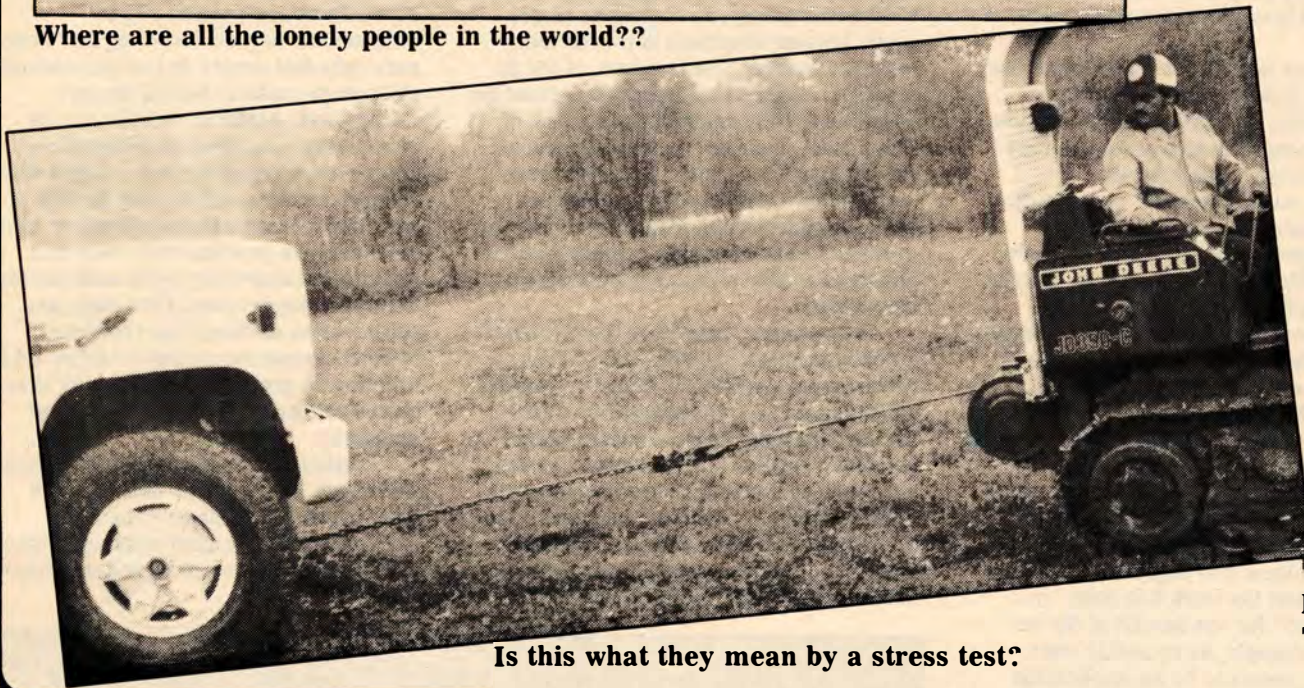
Flashing in the streets . . . To say the least, dressing rooms in Kingston proved inadequate.



Where are all the lonely people in the world??



That's better!



Is this what they mean by a stress test?



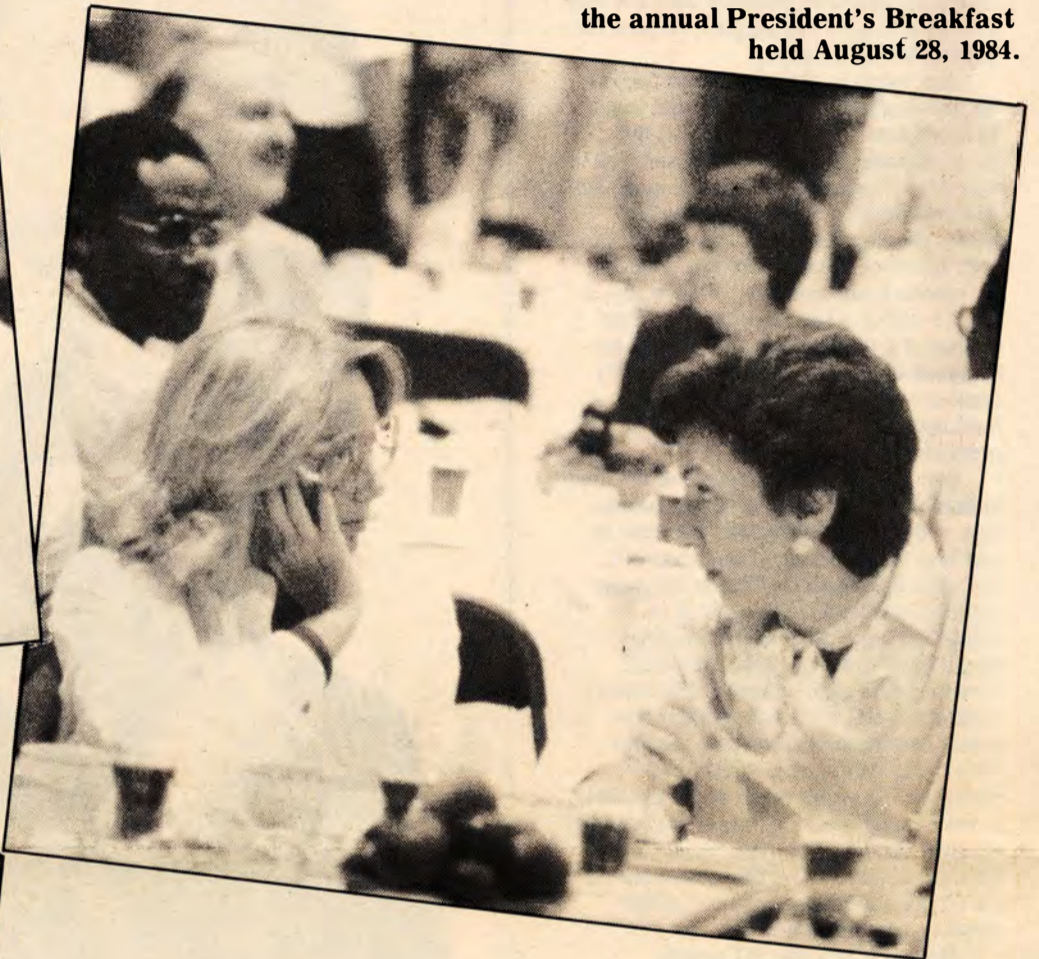
Humber College Theatre students are definitely not in a rut . . .

# s....anything but dull!

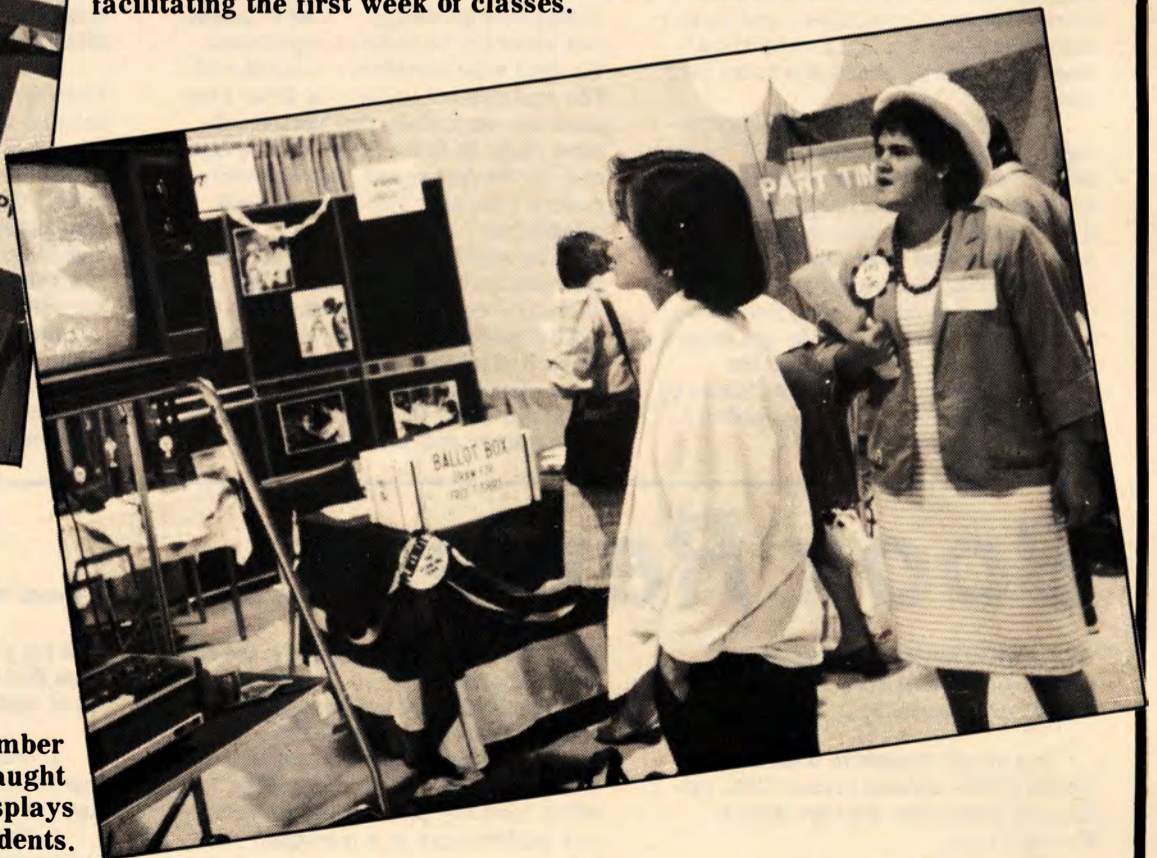


Happy faces . . .

. . . . . and quiet conversations set the tone for the annual President's Breakfast held August 28, 1984.



The first Orientation Fair held at Humber college during the last week of August proved a bonanza in facilitating the first week of classes.



In some cases, Humber staff were just as caught up in the displays as the students.

Bicentennial  
Photos  
courtesy  
Norm Taub,  
Computer Centre

# Profile: Jim Peddie

by Gwen Francis,  
Third Year, Public Relations

If he were a member of a circus, he'd be a juggler. Happy-go-lucky, yet intense and disciplined about his craft.

Theatre is part of who, and what, JIM PEDDIE is all about. It consumes much of his thinking time and you can tell he finds it magical and exciting. It also makes him anxious. Jim seems to take it all in stride. Theatre does not control his life. Like the juggler, he sees the importance of balance.

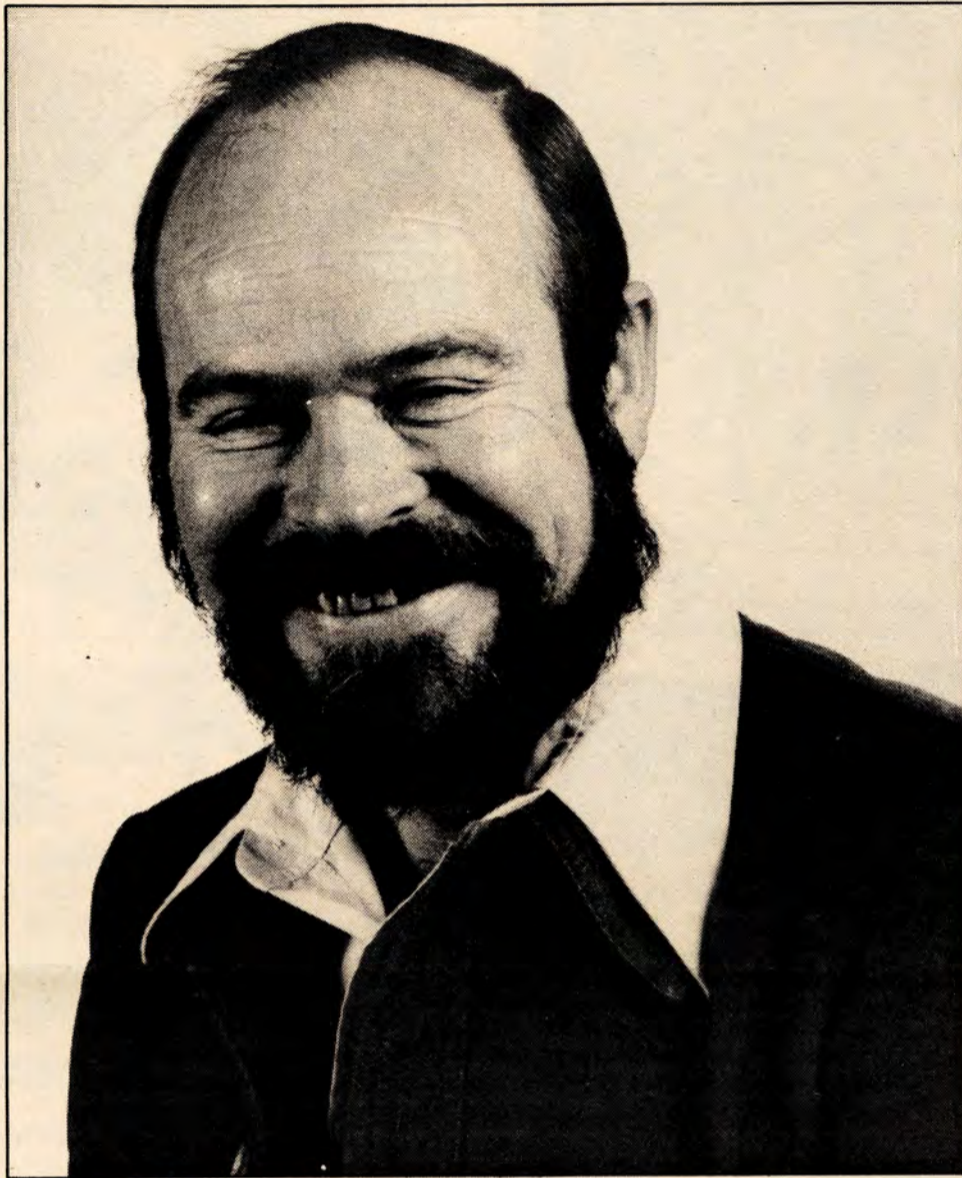
Jim came to Humber in the fall of '69, helping to create and expand the Theatre Arts Program. From it, the Radio Broadcasting and Film and Television Arts Programs were developed. Jim was coordinator of the latter for five years. He stepped down from that position, however, because he felt a fresh perspective was needed. "Personally, I knew I couldn't take the program any further. I think coordinators should be replaced every five years or so, as it's done in universities. This injects freshness and renewal into the program."

One of the main reasons Jim decided to take a break from the acting profession and start teaching was because he and his wife had a child and they felt stability was needed. "The money was awfully tight and we thought if we wanted to have other children there would have to be a secure homelife. Twenty years ago, actors had to move around a lot more. I had worked five seasons at Stratford and five seasons with the touring group "Canadian Players." The only way I could continue to work would be by going to the regional theatres in Winnipeg, Vancouver, and Halifax. I didn't think that this would be too stable an environment for either children or marriage."

Jim acted mainly in Canada, although he travelled widely across the United States with university tours. He says he never particularly wanted to go to the States, feeling that Canadian performers should work at developing Canadian theatre and film. "We're so inundated with American culture, and I can't understand why Canadians who know what theatre is all about, don't stay here and fight for it."

The public's less than enthusiastic reaction to Canadian talent is a different matter, and Jim feels the reasons for it are varied. "First, we don't want to give it a chance, because it's much easier to accept American entertainment. I've talked to students about it and there's no doubt that since they've seen and grown up with it, they automatically gravitate towards it. Also we don't spend the amount of money they do in the States on film and television, which can lead to a lower production value."

## "We're so inundated with American culture"



JIM PEDDIE

Another factor is the lack of widespread promotion. "A lot of people talk about the Canadian temperament. We don't push ourselves . . . we should. The Americans certainly do. If we have someone worthwhile, that person will most likely go to the States and be fussed over by the Americans. But we won't make a fuss, ever after they've been established."

The world of theatre does not experience the same problems. It has a distinctive quality of its own. "Theatre is a different form of art and entertainment. It is a little more specialized and has a universal appeal. Actors and actresses in theatre tend to be much more international and less competitive,

because the big dollars aren't involved. Americans are very conscious of the dollar."

In Canadian theatre there is not the mass exodus of performers to the States, because they know their skills can be developed as well here. They measure themselves against more proficient talent, without the pressure of fierce competition. "It's like athletes playing on a good team. When you play Stratford for example, you've hit the big league, and the difference can be felt. When I was working with Christopher Plummer, you really felt him as a presence, and you tried to rise to his level. For the young performer, this is an exciting challenge."

Jim believes this kind of attitude will

help to create a strong theatre and eventually, a stronger film, television, and radio industry.

Jim has focused most of his talents on acting, although since coming to Humber he has directed shows and enjoyed it a great deal. It is something however, that he never thought he'd be capable of. "I worked for some extremely good directors, and I always thought 'I could never do that,' but as I got older I stopped being overwhelmed by it and realized that I *could* direct. Producing is something I stay away from though. I produced a high school musical once and for me it was a nightmare."

As a youngster Jim played children's parts in radio dramas, until his voice started to change. At age eleven, he did a feature film and later high school and university plays. His father, Frank Peddie, was a well-known Canadian actor who worked in radio, theatre, the National Film Board, and in television. For a long time he maintained a dual career as an actor and lawyer, until the acting took precedence. "He would go into the office in the morning, pick up rehearsals at night, and eventually it just got to be too much. So, he gave up his law practice."

The demands of the acting profession together with the chaotic period of World War II, did not leave much time for father and son to get to know each other. Only when Jim was in his late teens, did they begin to establish a relationship. "The fact that my father wasn't around a lot did not upset me. There was a war on, so everyone was terribly busy. When we finally did get together, we really enjoyed each other's company. But I've felt since then that I didn't get enough of the man, because he died when I was in my early twenties. In a way . . . I felt cheated."

Jim describes theatrical performers as those who want to express something, but quite often don't know what it is. "It's difficult to say anything definitive about performers because they all have their differences. There are those who are very businesslike and seem to have nerves of steel. Then there are those who are terribly neurotic, which I think stems from the sensitivity needed to play a role. You have to be very self-concerned in order to get inside a character, and get inside yourself."

Now after twenty years of absence, Jim has launched himself back into the rhythm of the business. He has hired an agent and is concentrating on making new contacts and getting re-established. "I didn't want acting to interfere with my teaching . . . I felt the students deserved my full attention. But now, we're past the formative stages and have a good ten years under our belt. It's time for me to start acting again and expanding my knowledge. The experience can only benefit me, and in turn the students."

# Book Review

by Madelein Matte, Public Relations

## THE ONE MINUTE MANAGER

By: Kenneth Blanchard, Ph.D.  
& Spencer Johnson, M.D.

In a small, expensive book that claims it will increase productivity, profits, and prosperity, the One Minute Manager says:

"People who feel good about themselves produce good results."

This One Minute Manager is a very quotable guy. He goes on to say things like:

"Productivity is both quantity and quality."

And:

"Help people reach their full potential — catch them doing something right."

And, finally:

"The best minute I spend is the one I invest in people."

This is all very well, you say, for a book written as an extended parable about corporate behavior. And, after all, it is more than a little entertaining. But, will it have any practical effect on my own performance as a manager? you ask.

Will it help me become the kind of manager that everybody wants — that everybody needs?

Possibly.

Will it make me better?

Absolutely.

The One Minute Manager, by Blanchard and Johnson, is a business bestseller. The book's lead character, the One Minute Manager, has a mysterious way of making people in his organization

into top performers. He uses three techniques that work well for him and make a lot of sense when dealing with people.

1. Start with one minute goals, which can be summarized on one sheet of paper and can be read in one minute.

2. Watch an employee closely, looking for opportunities to give a one minute praising. This consists of telling the person exactly what he or she did right and how you feel about it. Encourage, shake hands, and proceed to further success.

3. Give one minute reprimands when necessary. Focus on the behavior, not the individual. Be specific when telling the person what he or she did wrong and how you feel about it. Then encourage, shake hands and proceed to anticipated success.

Of course there's a little more to it than this — even for a One Minute Manager. Every now and again he admits that he must take people all the way back to one minute goal-setting before he can hope to straighten them out.

That may well be, you say, but is there then hope for the rest of us?

You bet.

But you'll have to work on your quotability. How many people at Humber can you imagine spinning something like this off the top of their heads?

"Everyone is a potential winner. Some people are disguised as losers. Don't let their appearances fool you."

Yes, I can think of a couple too. Maybe they should write a best-seller.

# What's New and Who

by Judy Dunlop,  
Public Relations

I find writing about the Canadian theatre or drama depressingly like discussing the art of dinghy sailing among Bedouins. There is so little to be said on the subject save to point out there is none."

Merrill Denison in B. Booker, ed.,  
Yearbook of the Arts in Canada, 1929.



Dynamic and enthusiastic, JOEL GREENBERG, Humber's new Director of Theatre, will probably raise more dust than the physical renovations to the Lecture Theatre that his program inspired.

In 1971, Joel graduated in Theatre Arts from Sir George Williams University in Montreal. Actively involved in the theatre world since his undergraduate days, Joel brings an extensive stage background to his new responsibilities at Humber.

Working as a freelance writer, director, and choreographer, Joel's most recent accomplishments include the Dora Mavor Moore Award for his direction of last year's popular musical, "Ain't Misbehaving."

Joel's one-act play for children, "The Nuclear Power Play" won the Chalmer's Award for its balanced portrayal of nuclear technology — pro and con.

Joel's teaching credentials include drama at the secondary school level and with professionals at the Maggie Bassett Studio.

Since joining Humber in early August, Joel has managed to revamp the first and second year curriculum and is receiving very positive responses from students. As well, he has brought on-stream high profile professionals to teach on a sessional basis. For example, Stage Management will be taught by the business manager of the Stratford Festival, Paul Shaw. Set and Costume Design will be offered by Rod Hillier and Debra Hanson who also operate in this capacity at Stratford.

Plans for the current academic year include small scale studio work with the emphasis on technical expertise. Although there will not be a major theatrical production this year, Joel plans a touring road company which will circuit secondary schools in the metro region. Students will schedule, manage and execute the production. "As well as being an effective promotional vehicle for the college and the program, the practical experience and exposure to the 'real world' will be invaluable for students."

Also on the agenda will be the guest lecturers representing all aspects of the theatre.



DAVID MAZMANIAN, Humber's recently appointed Coordinator of Radio Broadcasting, brings to Humber 15 years of experience in radio, television, and the

music industry.

A native of Waukegan, Illinois, David arrived in Canada in 1971. Through high school and work organizations, David specialized in Radio Technician courses.

As a production director and radio producer in Chicago, David's role was "to set policies and procedures and maintain a standard. A production director is responsible for all on-air material — recordings, commercials, promotions, news specials and documentaries." On his arrival in Toronto, David performed similar duties for CHUM, Q107, and CFNY.

More recently David acted as operations manager and program director for CKAR and CKQT — FM.

His music industry background includes management positions with Capitol Records in marketing, artist and repertoire, and the music publishing divisions.

David has offered his production expertise as a consultant to the University of Chicago and here at Humber.

His new mandate at Humber includes, "as I see it, coordinating all courses and instructors so that staff and facilities are utilized most effectively to enable the students to reach their individual goals in the broadcast industry."

David hopes to implement several changes over the next few months. He plans to treat Humber's radio stations as professional workplaces rather than classrooms where operations are at times, choppy and piecemeal. He also hopes for a stronger dialogue with the program's advisory committee. A vital, active, alumni association is also high on his list of priorities. Finally, David hopes to establish a mutually beneficial relationship with associations such as the Radio Bureau of Canada, the Canadian Association of Broadcasters, and The Broadcasters Executive Association.



KATE DORBYK, Humber's recently appointed Director of Development Services, Continuing Education Division, brings flair and an established record to her new responsibilities.

Kate, a graduate of Branksome Hall and the University of Toronto, taught her specialities of Math, Natural Science, and English at Centennial and Seneca Colleges before joining Humber in the Fall of 1980.

In her initial position within the college as a program manager, Kate developed general interest programs for the community. She provided the spark and impetus behind the Driving Instructors Program and the Motorcycle Training Program. Both went on to become the largest of their kind in the province.

Kate indicates the key to effective program development lies in the personalities of the incumbents. "Self-starters are definitely at an advantage. No one can teach the steps to successful program development. Innovative, creative thinkers with the ability to juggle large amounts of information at the same time are essential. Also, the confidence and informed judgment to abandon a no-win project for one more viable is an added asset."

After a year with the college Kate was promoted to the position of Associate Director of Development. In this capacity, she was accountable for involving the divisions in the development of specialized part-time courses. Her role was primarily a consulting one — informing, advising, persuading, and assisting.

With her expanded mandate, Kate will direct development activities not just within the division but on a college-wide basis. Among her first priorities will be to streamline a vehicle for the "rational allocation of development funds. We must sharpen the criteria by which we assess projects."

Kate, a resident of Toronto, is married and has a daughter, Anna, who is four.



PETER DIETSCHKE joined the staff of the Professional Development Department as of August 1, 1984.

A graduate of McGill University, Peter holds a Bachelor of Science degree in Psychology. He then went on to obtain a Master's degree in Physiological Psychology from the University of Western Ontario and completed several courses towards his doctorate.

Initially, Peter chose to teach in the university setting at Western and later moved to the Lennoxville Campus of Champlain College in Quebec. Another teaching assignment led him to Dawson College.

There, for the past four years, Peter held dual responsibilities as the Dean of Arts and the Campus Coordinator of the Lafontaine Campus.

Supporting these roles, Peter's area of specialization included institutional self-study and research. Defined in simple terms, this was to ensure that the goals of both the individual and the institution were compatible and were being met. "I believe that the education system in general should be structured to allow each student to meet their full potential. They are the first priority. It is the responsibility of the institution to provide programs and services to meet the needs of each student. However, it should be realized that this is an interactive process with effort required on both parts."

Peter's duties at Humber will also focus on research. His first project for the fall semester will be to profile the new Humber College student.

Peter has adapted a questionnaire to reflect the Ontario education system and hopes, through a series of 45 multi-part questions, to fully define the scope of the first year students.

Feedback from this study will be analyzed and ready for distribution by Christmas.

In the interim, Peter is readily available to the divisions as a resource person to discuss their specific needs and concerns.

A resident of Mississauga, Peter, is married and has two children.



TONY MERGEL, accomplished composer and performer, was recently appointed Director of Music.

A 13-year veteran of Humber's Music

Department, Tony was owner and manager of his own music studio, store, and publishing company before coming to Humber as faculty member in the, then fledgling, Music Program.

In addition to his responsibilities at the college, Tony also acted as Musical Director of the Queen Elizabeth Theatre at the Canadian National Exhibition and has been Musical Director for major conventions and industrial shows including Radio Shack, Nissan, and Duracel. In his "spare" time, he collects stamps and plays basketball. He studied music at the University of Toronto, the Eastman School of Music in Rochester, New York, and with the late Gordon Delamont, Canada's best known music teacher.

As Director of Music, Tony is responsible for coordinating the operations of Humber's highly acclaimed three-year Music Program, making sure that the needs of faculty, staff, and especially, the students are met.

A strong sense of energy, focus, direction, and positive innovation come across in any discussion with Tony which relates to music and his newly expanded role.

Changes have already taken place in the Music Department and recently, \$30,000 worth of keyboard equipment was installed.

According to Tony, other innovative ideas are "in the works."

A resident of Mississauga, Tony, 44, is married and the father of three daughters.



RICK BENDERA, Humber's recently appointed Director of Student Life, has enjoyed a career at the college which almost spans the existence of the institution itself.

In 1969, Rick graduated from the University of Toronto with a degree in Physical Education. He was hired immediately by Humber to teach part-time in the Recreation Leadership Program. In the Fall of 1970, he joined the faculty full-time.

In February of 1972, with the college expanding at a rapid rate, Rick became the founding Director of Athletics.

His new role as the Director of Student Life brings into focus the marketing thrust of the college in general. "With declining secondary school enrolment, customer service is definitely a priority. Student life is just not pubs but has many components; athletics, leisure planning, leadership training, and housing. It is an integral aspect of college life which enhances an individual's academic program."

Rick's responsibilities encompass all six campuses. Although the physical facilities are concentrated at the North and Lakeshore campuses, Rick hopes to provide a communication vehicle to increase students' awareness of the range of programs and opportunities available to them across the total system. "We're all equal partners," says Rick.

In addition, Rick hopes to provide off-campus recreational activities for groups, particularly at York-Eglinton, Keele, and the Queensway Campuses.

Rick's professional associations include the Ontario College Athletic Association, of which he is a past president, and the Canadian College Athletic Association where he is currently a provincial representative.

Rick lives in Etobicoke with his wife Leanne and two sons, ages 14 and 9.

# Profile: Charlotte Boulanger

by Gwen Francis,  
Third Year, Public Relations

Despite her controlled and professional manner, it's very easy to picture CHARLOTTE BOULANGER as a child, growing up on the North Shore of Montreal, surrounded by a "hugs-and-kisses" French-Canadian family. It's her laughter which tumbles forth at whim, without pretention, which enables you to immediately envision a five-year-old girl, exploring a world where joy is found in the simplest things.

Her childhood ambition was to be a kindergarten teacher. "I never knew I'd end up in Marketing as Manager of Advertising and Publications, but I've always loved writing and sharing information. The accidents of my education and work experience are giving me good results because I enjoy what I'm doing . . . most of the time," she says laughing.

After getting her B.A. in the Humanities, Charlotte worked in Montreal for several organizations. She was with Cosmair Canada Ltd., a large cosmetic company, for four years, before joining the CBC in the publicity and publications department during the 1976 Olympics. She did freelance work on an audio-visual project for CN and Air Canada, and was in customer services for the importer of educational toys. It was while working at Dawson College that Charlotte became extremely interested in education. She came to Humber in January 1983, but not before getting her Master's Degree in Journalism from the Meddill School of Journalism in Chicago, better known as the "Harvard of the Mid-west." "I am very ambitious," says Charlotte, "I have ambitions to live to be 100 years old because there are so many things I want to do in my lifetime."

While at Meddill, Charlotte had to complete various projects as part of her thesis. Her favorite was the collaborative effort of herself, and seventeen other students in creating a magazine for single parents. They were responsible for editing, printing, advertising . . . the whole works. Her police and fire "beat" however, didn't spark the same enthusiasm. "I hated it, because you can eventually develop the mentality of wishing for disaster to strike so you can get your story on the front page."

When she was assigned to cover the mayor of Chicago, Jane Byrne, it was a real challenge because of her unfamiliarity with American politics. "I went to city hall every day, attended press conferences, and generally ran after her. At the end, I wrote an article as part of my thesis, analyzing the possibility of a black mayor for Chicago. I stated that it was possible and also that it would most likely be Harold Washington . . . a statement which proved to be true. That incident gave me more confidence in my political science skills."

Academics aside, the move from Montreal to Chicago was a big adjust-

*"I find there are a lot more flowers on earth today...."*



CHARLOTTE BOULANGER

ment for Charlotte. She went from a familiar French environment, with the added security of family and friends, to a place that was quite foreign. "I had to rely on myself and go forward to create new links. The fact that my parents moved around a lot when I was a child, helped me to adapt and to be more flexible."

The second of four children, Charlotte didn't have to stray very far to find playmates. She describes herself as a very well-behaved but curious child. "My mother said I always knew what my Christmas gifts would be. I was very intuitive. Strangely enough, I knew before my father did, that my mother was pregnant." As a youngster, she was also an avid reader. Her appetite for literature

was heightened because of serious bouts of asthma which immobilized her for two months during the winter seasons, leaving her much time to make good use of her library card.

This thirst for knowledge has worked its way from childhood to adulthood, and it's not only her personal need for information that concerns her, but society's. "Education has to be kept up to date because society is going through so many phases. We went very quickly from an industrial society to a high-tech society. Now, everybody's talking about information and there's so much of it; so much sharing going on that it's got to be the right kind or we're going to be a mess."

Other issues that particularly concern Charlotte are those related to child

abuse and kidnapping. So she makes time in her busy schedule to do volunteer work for the Children's Aid Society.

Her leisure hours are devoted to reading essays, biographies, and magazines. She also enjoys writing research articles. Twice a week she attends a fitness class at Humber, and also plays on the Marketing Department's softball team.

Other interests include travelling and art. "I love museums. I really enjoy art very much. Not modern art, I just don't understand it as well as I do the impressionists, among whom I really do have my favorites, such as Van Gogh and Monet. I've been to several museums around the world to look at my favorite paintings. I can't buy them, but I can certainly enjoy them."

When asked to describe her good and bad points Charlotte said that on the negative side she talks too much and also takes things too seriously. "I can get very tense because of this and the people around me, especially at work, can pick up on my tension and that's not very good."

On the positive side she lists her love of people, her enjoyment of learning and her ability to learn quickly. She adds, "At the risk of sounding presumptuous, I'm pleased to say that I have a very good self esteem . . . at last. I used to be very pessimistic about what was going on in this world, and I felt very helpless that I couldn't do anything. But now I just dig into the pile of problems and see what happens. I find there are a lot more flowers on earth today."

Charlotte's one hero is her 90-year-old grandmother. "She's just a fabulous woman. She has arthritis in the middle finger of her right hand, but other than that she's in perfect spirits. I've never heard that woman complain or gossip about anybody, and to me, she's a genuinely good person. She also had fourteen kids which shows her resilience and patience."

In the next five years or so, Charlotte would like to take an active part in preventing the cycle of familial abuse by moving into a position where she can create or help provide education on parenting. She doesn't know whether it will be through writing or educational television. It could mean lobbying the Ministry of Education in offering parenting classes from elementary school onward. "My volunteer work with the Children's Aid Society has made me aware of the many forms of child abuse and the serious consequences in terms of criminality. I would like to participate in educating children and adults to become responsible parents by choice, not because it's assumed that when you grow up you get married and have kids."

When asked why she became so involved in this societal problem, she says, "I once knew a man who had been abused through terrible neglect and I saw the consequences it had on him and his friends who were in the same situation. I thought to myself, this is totally unacceptable and decided I had to take on a larger role in the future."

## Dateline: Divisions

Again this year, under the direction of BENNY QUAY of Continuing Education and Development, Humber students are invited to participate in an exciting exchange program with Kenya.

This exchange program is sponsored by Canada World Youth, Humber College and the Association of Canadian Community Colleges (ACCC).

Eight Humber students and eight Kenyans will be paired and will spend three months in each of their respective countries in a cross-cultural education and work experience.

The Kenyans will arrive in January '85 and the Canadians will reciprocate in mid-May.

Return airfare to Kenya and accommodation expenses are provided. Successful exchange students in the past have demonstrated good academic records, flexible personalities, and a background of community involvement. Interested students are asked to contact Benny Quay at ext. 4551.

SHOWTIME DINNERS, presenting Humber's own theatre and music students, will combine talent and gourmet meals Friday evenings, in the Humber Room, beginning this Fall. The season will kick off Friday, September 14 with a repeat performance of the successful New Orleans night of

last winter. Creole food and the Dixieland group called the Humber Room Jass Band will be featured. On subsequent Friday evenings other groups and soloists, both instrumental and vocal will entertain. Reservations are recommended. Please call 675-5022.

The QUEENSWAY CAMPUS is adding yet another letter to its alphabetical roster of locations — QUEENSWAY C. As of September 1, Humber has leased the old Queensway Public School, situated directly behind the college's existing buildings. This was effected in part to handle

the overflow of students from the Lakeshore Campus. This rental also reflects an increase in the National Training Act Programs which are funded by the federal government.

Exact program plans will be available shortly.

At present, the campus is equipped with classroom space only. "There are no immediate plans to convert it to technical use," says Queensway Associate Dean, BERT WHITE. "However we hope that the gymnasium and shower facilities will be shared with campuses A and B in demonstration of a good neighbor policy."