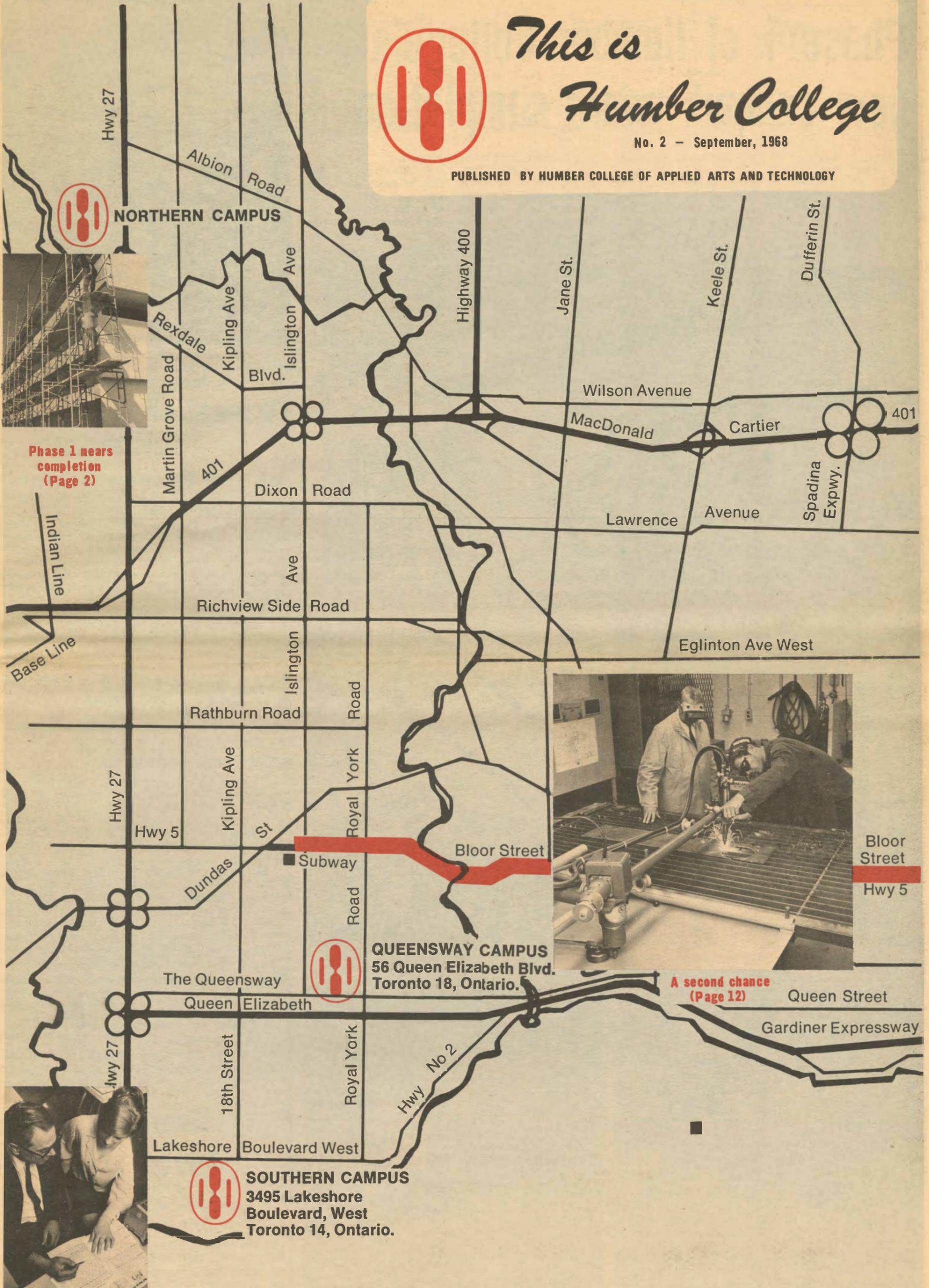




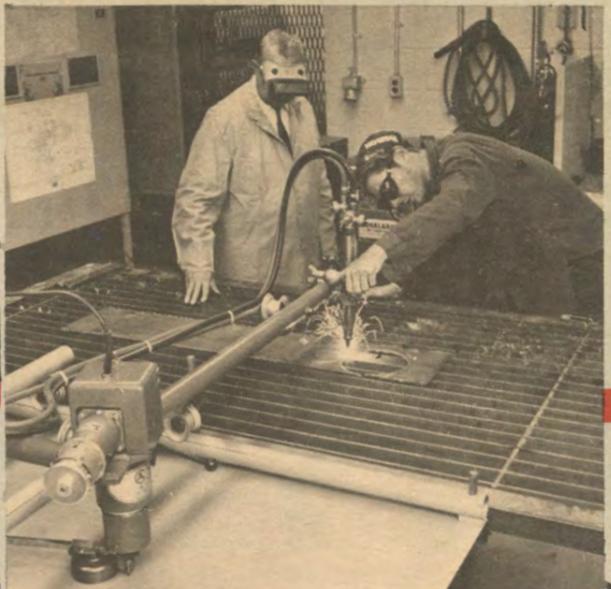
# This is Humber College

No. 2 - September, 1968

PUBLISHED BY HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY



Phase 1 nears completion (Page 2)



Bloor Street Hwy 5

A second chance (Page 12)



"Drop in and Take one" (Page 5)

**NORTHERN CAMPUS**

**QUEENSWAY CAMPUS**  
56 Queen Elizabeth Blvd.  
Toronto 18, Ontario.

**SOUTHERN CAMPUS**  
3495 Lakeshore Boulevard, West  
Toronto 14, Ontario.



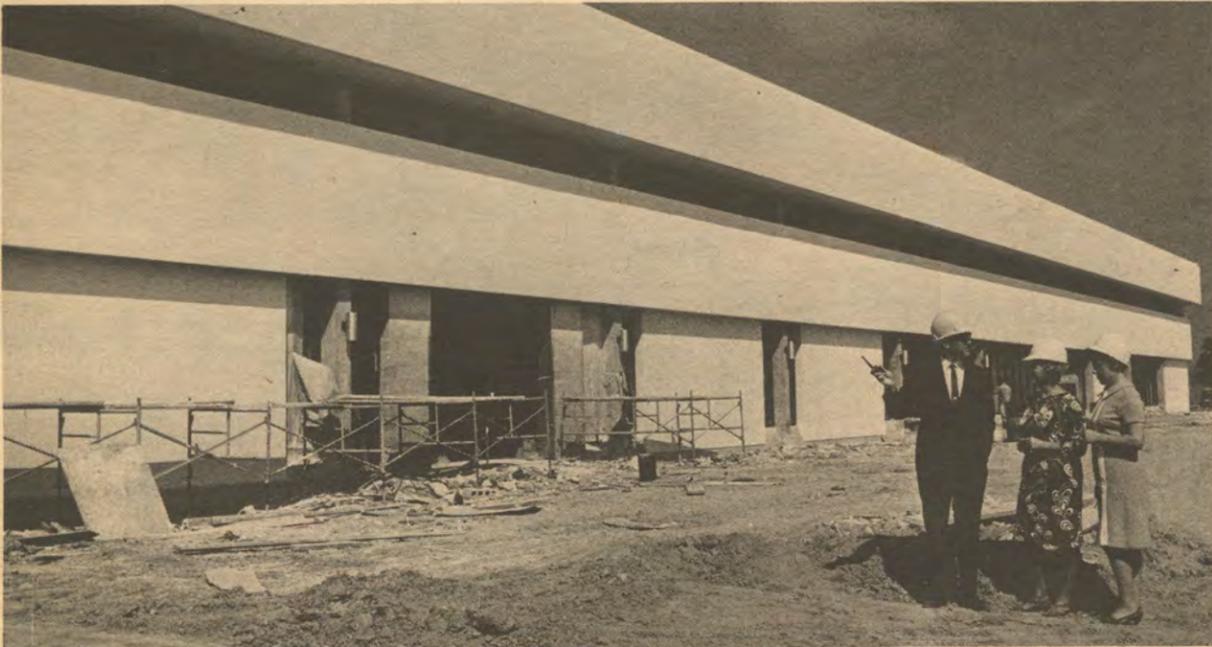
# Phase 1 of Humber College's new campus nears completion

Printers' deadlines often mean that readers can't "see it like it is" at the moment of receiving a publication. That's why we're asking you to use your imagination — a little — when you look at

the pictures on this page. They were taken about three weeks ago, at the building site of Humber College's new Northern Campus at Highway 27 and Albion Road. Most of the building's exterior

was finished in its bright cladding of white stucco. Inside, a hive-like atmosphere prevailed as construction and finishing trades worked to transform the roughed-in areas into the realities of

Phase I. By the time you read this, a great deal more will have been done to bring the Northern Campus towards readiness for Orientation Day on September 23.



Front of new building was already finished in bright stucco when Dean Douglas E. Light gave a guided tour to his secretary, Ruth Shaw (centre) and Doris Tallon, secretary to President, Gordon Wragg.



On goes the lath! Sub - foreman Bill Park tries it on for size.



Large sky - light brightens work for plasterer Fred Arnold, finishing corridor area.



Preparing to finish south side of building are stucco specialists.



Electrician Dave Rollo works against backdrop of rolling country - side that lends freshness, charm to Northern Campus.

## Discussing Humber progress



Mud and slush didn't lower spirits of Humber Board Chairman E. S. Jarvis (right) and Etobicoke's Mayor E. A. Horton when they visited site after a downpour.

## "Growing intelligently" — — chairman's message

By E. S. Jarvis, Chairman of the Board of Governors

As it prepares to re-open for the fall semester, Humber College can point with pride to significant growth during its first twelve months' existence. From one location, with an enrolment of 500 students, it has grown to three campuses and an expected student body of over 2,000. This number will increase through what is hoped will be a substantial enrolment of evening students in our Continuing Education classes.

In this publication you will find a report on Phase II of our expansion program, which will offer to the community even further opportunities for study and personal growth.

Quantity alone, however, is never sufficient to the success of an educational undertaking, in this regard your Board of Governors — speaking for the community — is well satisfied at the splendid performance of President Gordon Wragg and his able administrators and teaching staff in the establishment of a dynamic and creative new institute of higher learning.

### wider range of programs

With greatly expanded facilities, Humber College can now offer a wide range of interesting and useful programs in Continuing Education, thus fulfilling its pledge to serve the entire community at a nominal cost. On behalf of your Board of Governors, I would like to urge all our readers to consider these programs.

The success of our first year must never blind us to the hazards of the future. Growth, however well-founded, brings with it attendant problems. In the first year, this growth has occurred because we have established a fine relationship with the community we serve. It is our continuing pledge, therefore, to maintain and strengthen these ties — to remind you at every opportunity that Humber College is your college.

## This is Humber College

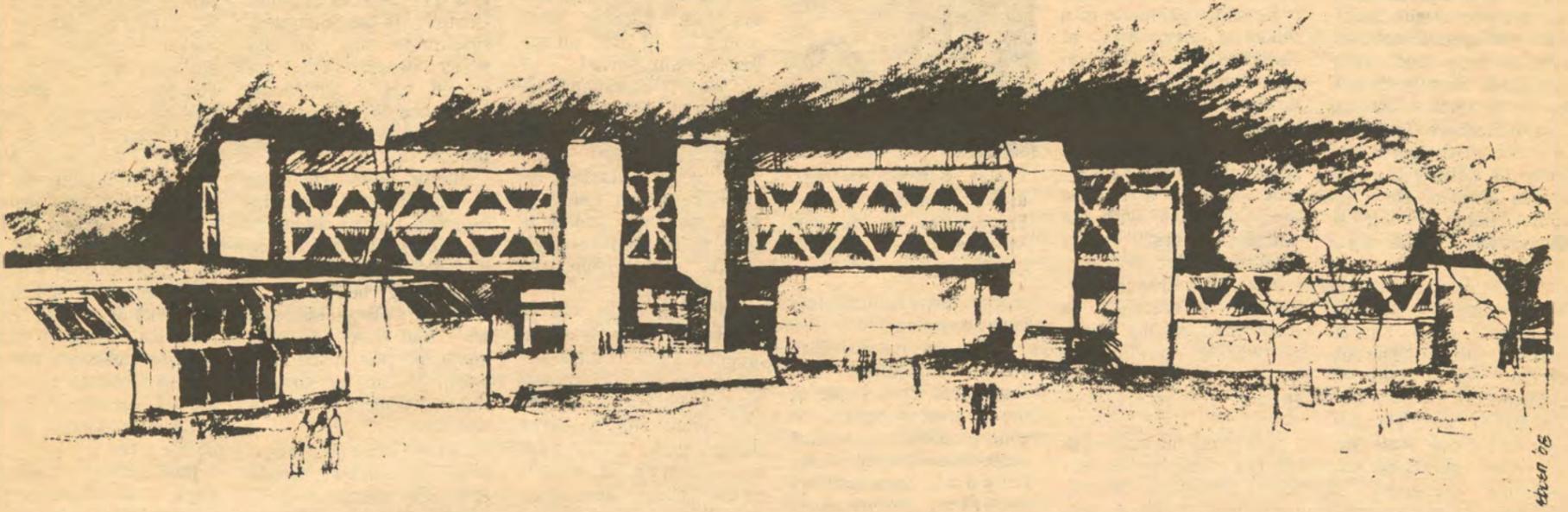
Published by Humber College of Applied Arts and Technology, 3495 Lakeshore Boulevard, W., Toronto 14.

## Board of Governors

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- S.L. Britton, Vice-Chairman
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# Phase 2: Plans graphically bring to life the vision of Humber College to be



Architect's sketch of Phase II shows contemporary design with criss-cross steel truss girding upper floors. Construction of 150,000 sq. ft. building will commence in November '68, is due for completion a year from now.

In September, 1969, students at Humber College will meet and mingle in a covered concourse complete with information centre, exhibit area, sidewalk cafe and sweeping staircases leading to upstairs study areas.

They'll be instructed in classrooms built with moveable walls, allowing the teaching units to expand or contract according to the eventual requirements of the college.

A 450-seat auditorium will serve as a lecture room, theatre or concert hall, according to the demands of the moment.

These are some of the innovations planned for Phase II of Humber College's gradual expansion of its Northern Campus into a permanent location for the entire staff and student body. In the fall of '69 some 2,300 full-time students will be instructed there.

Ten years from now, Phase I, which will be ready for college re-opening in September '68, will be in use as a field house, for athletic activities. Phase II, construction of which is expected to commence in November this year, will be occupied entirely with Humber's Business Division.

By that time, the college expects to have a total enrolment of 9,500 full-time students with separate buildings for each of its teaching divisions. A recently-made study of community growth patterns and future educational needs formed the basis of this conclusion and the development of a master plan.

But to Humber College architects, Allward and Gouinlock, and the college's governors and administrators, a "master plan" doesn't mean a fixed plan. While they've established the character and function of the Northern Campus, they recognized the nature of our changing times. Thus, buildings presently agreed on are organized in such a way that, depending on actual needs, future additions can be made in the most practical, economical fashion without creating disharmony in either the building complex or the total environment.

Peter A. Allward, senior partner of Allward and Gouinlock, assigned a team of three architects to Phase II: structural expert Eriks Bebris, planning specialist Phillip Carter and systems analyst Jay Potts.

"Phase II", says Mr. Carter, "will be the first evidence of our original concept of the Northern Campus as a 'controlled environment'. We've recognized the fact that a community college has no past traditions; it must develop its own.

"In everyday terms, 'controlled environment' means that the permanent campus will be an all-weather campus. The traditional campus, with isolated buildings grouped around an outdoor area, is ideal for California, but — let's face it — Canada has long winters.

"Why isolate students, inhibit their opportunities for getting together outside the classroom? The Northern Campus, unlike an institution in a downtown area, needs to develop its own between-class social facilities. Students here can't slip over to Yorkville for a cup of coffee.

"We're working towards integrating the whole campus, however large it becomes. All the buildings will be physically connected, to give the college a sense of unity, just as Phase II will be linked to Phase I."

Phase II is based on a functional pattern which may well set the pattern of content, if not the final architectural form, of most buildings on the new campus.

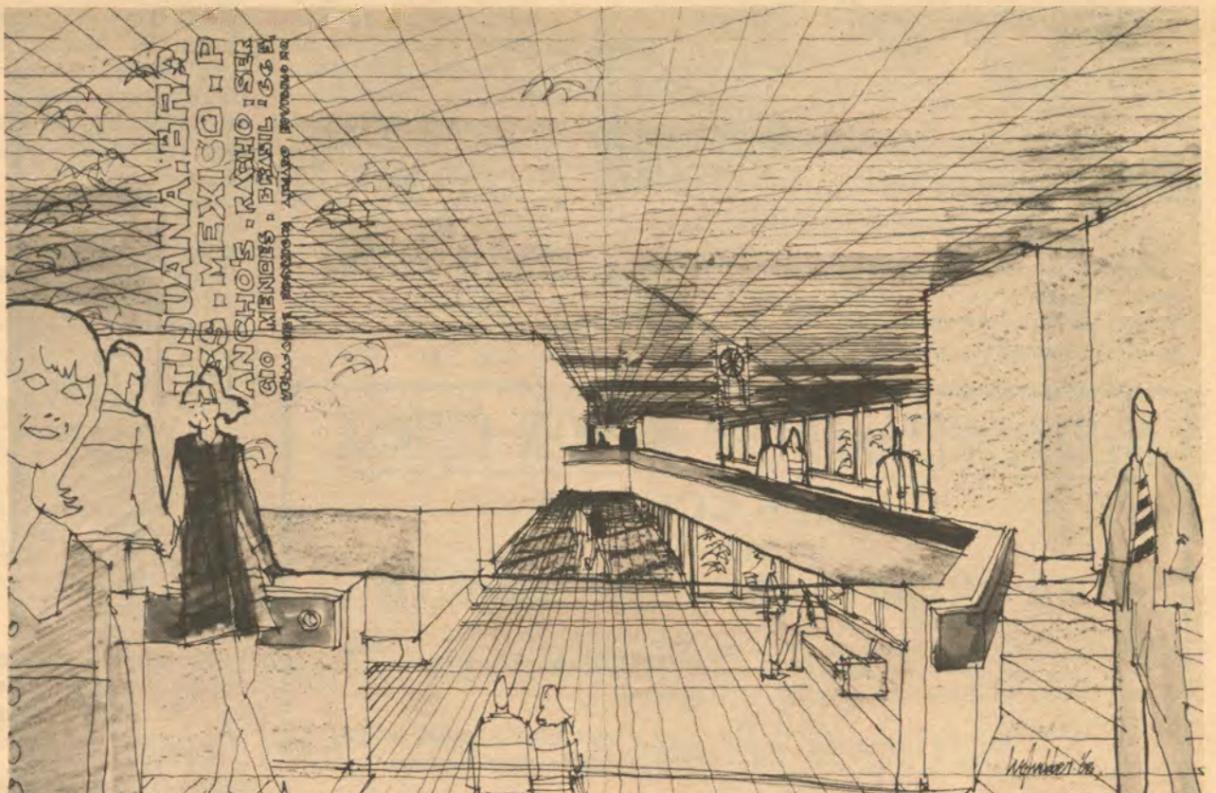
Heavily peopled activities will be located at ground level: the concourse; staff and student lounges; the auditorium; food service; locker rooms and washrooms; the college's computer centre and other areas where noise level is high.

Utilities will be located in the basement. Two upper floors will contain classrooms, seminar rooms and laboratories. Here organized efficiency will prevail, in contrast to the spontaneous feeling of the ground level.

The design of the 150,000 square foot building is as

untraditional as it could be. No 'academic gothic' here, but a long, low modern structure of gleaming white stucco, glass and steel. Upper floors are criss-crossed with exterior steel truss which, while accentuating the contemporary nature of Humber College, also performs a vital function. The truss eliminates the need for indoor columns on the classroom floors, to give complete freedom for use of the moveable steel wall partitions.

The determination to be spontaneous, flexible and efficient that governs the creation of Northern Campus' Phase I and II shows that Humber College believes it's more important to capture and maintain a spirit than march into the future with fixed ideas, say the architects.



By Fall Semester, 1969, some 2,300 college students will enjoy this covered concourse in second new building to be erected at Northern Campus. First building opens to students in September '68.

## PARKING, TRANSPORTATION FACILITIES

### PARKING:

Northern Campus: Unlimited  
Southern Campus: Excellent  
Queensway Campus: Limited

### TRANSPORTATION:

Good T.T.C. service to  
Southern Campus and  
Queensway Campus

### NORTHERN CAMPUS:

(Daytime) Shuttle bus service from T.T.C. terminus at Albion and Martin Grove Rds.  
(Evenings) Shuttle service will be arranged if demand warrants.



# Humber students to run local paper for a week

Early next year, an entire issue of one of Canada's most honored weeklies will be staffed by Humber College Journalism students.

They'll go out on news assignments, write editorials and special features, rewrite copy and write headlines. Finally, they'll have the thrill of seeing The Lakeshore Advertiser come off the press and speed on its way to readers in Mimico, New Toronto, Long Branch, Queensway, Alderwood and Lakeview.

"The experience should do two things for Humber students", says Sharon Airhart, editor of The Advertiser, who with its publisher, Vincent J. MacMillan and Humber instructor Walt McDayter, arranged this practical exercise. "It will give them a splendid exposure to newspaper work under actual conditions; it will also serve to show them that while newspaper work is exciting and sometimes rewarding, there's also an unglamorous side to it: in plain language, it's hard

work".

Mrs. Airhart, recently appointed editor of the Advertiser, which has won many awards from the Canadian Weekly Newspaper Association, is herself a graduate of a school of journalism, at Northern Illinois University. The Advertiser, with its sister paper, The Etobicoke Guardian, has a combined circulation of 28,000 and is one of Canada's largest and most lively weeklies, with the nation's largest weekly want-ad section.

The new course in Journalism is designed to meet the growing needs of weekly newspapers, business magazines and smaller broadcast outlets.

It is being introduced in the fall semester as part of the three-year General Arts and Science program. Last year the journalism students received a solid grounding in such subjects as Economics, Political Science, History and Political Geography — all vital to equip them to report on and interpret community events that



Pierre Berton, distinguished Canadian writer-broadcaster, is member of Journalism advisory committee.

day by day are becoming more complex.

In the second and third years, journalism students will option out of the general program, to concentrate on such craft subjects as Graphic Arts, Layout, Speedwriting, Editing, Advertising, Photography — but with the greatest emphasis on writing to the most demanding professional standards.

Program Director McDayter, an award-winning honors graduate of Ryerson's School of Journalism, is a former reporter and syndicate managing editor of The Telegram, Toronto. Prior to joining Humber, Mr. McDayter was Assistant Editor for Pierre Berton's Centennial Library project. Mr. Berton is presently an advisor for the Humber journalism program, along with Inland Publishing director, Ray Argyle, Andrea Merry, managing editor for the Metro Mirror suburban weekly chain, J. Irwin Smith, editor Drug Merchandising and immediate past president of the Business Press Editors' Association, Ken Gould, assistant to the president of Southam



Lakeshore Advertiser will have student staff for one week. Planning the co-operative venture are Sharon Airhart, Editor of Advertiser and Walt McDayter, who's directing Journalism program.

Business Publications and Mrs. Airhart.

"Our aim at Humber is not modest", states Mr. McDayter. We're setting out to create one of the best journalism schools in Canada — bar none. We're determined to create a totally-trained graduate, one who can perform as a professional immediately on being hired, without having to be coddled by his employers, and serving what would be, in fact, an apprenticeship period.

"Weekly newspaper editors and magazine publishers lack the time to train their staff. They pay good salaries for their reporters and editors, and we intend to give them their money's worth, right from the time of hiring".

Although there will be classroom lectures on academic subjects, the stress in Journalism will be to get students out into the community, to cover assignments, to learn while they're at school, rather than hoping that they'll learn to cope later when they're being paid.

## Nursery School still has a few vacancies

Parents with pre-school children still have time to consider sending them to Humber College's nursery school, opening in September, says Miss Margaret Hincks, who directs Early Childhood Education programs at the College.

Open five days a week, September through June, the new school will be located in St. Agnes' Church at Marina and Long Branch Avenues. Children may attend either morning or afternoon sessions, at a nominal cost to parents of approximately a dollar a day. A few vacancies exist in both sessions.

The nursery school was conceived as a dual-purpose venture. It will provide a service to parents in the community by offering an up-to-date learning program for three and four year olds. Supervisor is Mrs. M. A. Zurba, with many years experience in directing such schools in Metro; she'll be assisted by a fully-qualified staff of professionals.

The school's other role will be to assist in training the future nursery school teachers now enrolled in programs at Humber College. Miss Hincks says these girls were delighted to become involved, weeks ahead of college re-opening; since August, they've been assisting the staff with final preparations for the school.

The nursery school will be a joint financial venture. Half the operational costs will come from parents' fees, the other half from the Humber College budget. Parents interested in learning more about the new school should call Mrs. Zurba at Humber College.

## First steps along a two-way street

In September, some Humber students will be participating in a history-making program — Canada's first three-year sequence in Public Relations.

Known as one of the "newer" occupations, PR is a true child of the 20th Century. It has intrigued, fascinated and puzzled many people. Yet, according to instructor Lawrence W. Holmes, it should be far from a mysterious calling.

"While public relations is lumped with advertising, the fashion industry and other 'glamour' occupations" he says, "it's a demanding business, as Humber College students will find out. All the same, in spite of the hard work, it can be absorbing, exciting and full of variety.

"First, last and always, being a successful public relations practitioner depends on how well you understand the theory and practice of communications. And how well you appreciate the fact that successful communication is a 'two-way street'. An organization that consciously practises public relations must continually determine, through research, the needs of its 'publics' and report back to these publics on how it is answering these needs.

"Humber College itself is a good example of PR in action and this newspaper is an illustration of what I mean by reporting back to the community. Public relations may be defined as 'the planned effort to gain public support through good performance and two-way communications'".

A past president of the Canadian Public Relations Society, Toronto (Inc.), Lawrence Holmes has held a number of important public relations positions. He established and managed the public relations department of the Canadian Medical Association, set up and

managed the Ontario Brewers' Institute and most recently was in charge of public relations for the Ontario Government's Health Insurance Registration Board (HIRB).

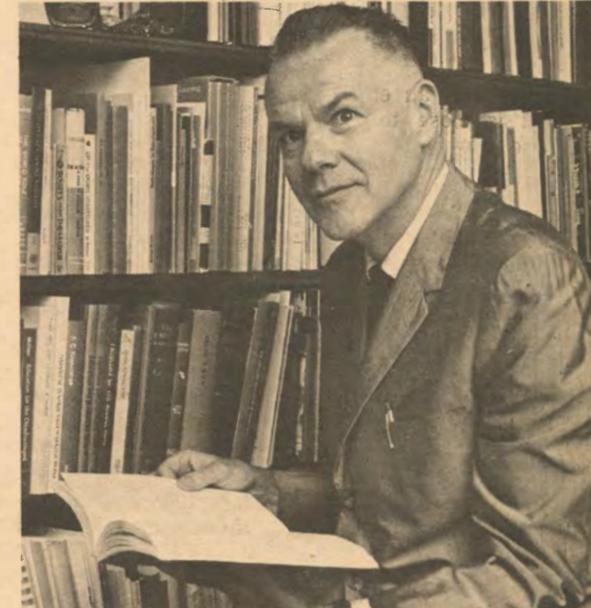
He majored in Journalism at the University of Western Ontario and served four years on the editorial staff of the London Free Press, where a fine reputation for scientific reporting led to the award of a Science Writing Assistantship at the University of Wisconsin.

"For two years there" he recalls "I worked towards my Master's under the mentorship of Professor Scott M. Cutlip, North America's dean of public relations teachers and author of a standard text on the subject. That's how I became interested in PR as a career."

Last spring, a questionnaire was mailed across Canada to the 800 members of the Canadian Public Relations Society, testing the validity of the proposed Humber College program and employment opportunities for graduates emerging at the technician level. A favourable response from the PR people led to a decision to establish the program.

It is available to students in the three-year General Arts and Science sequence. During their first year, students who decide on a PR career will take a substantial number of introductory subjects; in their second and third years, they'll option out of the general program and devote their full time to public relations.

Students will receive classroom instruction in: the use of good written and spoken English; the theory and techniques of communication; the forces influencing public opinion; human relations; the graphic arts and other related subjects.



J. Roby Kidd, M.A., Ed. D., LL. D., is Canada's foremost authority on adult education. Chairman of Adult Education for the Ontario Institute for Studies in Education, he is author of nine books on the subject. His foreword to our special Continuing Education section appears on opposite page.

## MENTAL RETARDATION WORKER COURSE

HUMBER COLLEGE

and

THE ONTARIO DEPT. OF HEALTH

Offer a One-Year Co-operative Work-Study Program to Train You to work effectively with mentally retarded persons of all ages.

An urgent need exists for trained personnel devoted to the care, understanding, treatment, and rehabilitation of these handicapped persons.

As a graduate, you will function as a member of a psychiatric team in one of the Ontario Hospital School facilities. You will qualify for the Mental Retardation Certificate of the Dept. of Health, Mental Health Division, and will be employed at an attractive starting salary.

### SUBJECTS STUDIED

Communication and Language; Mental Retardation facilities; Sociology, Group Dynamics; Psychology, Dynamics of Personality and Growth; Applied Human Relations in the Community; First Aid and Medical Care Techniques; Recreation Skills; Field Trips.

These will be given at our southern Campus.

ADMISSION: Grade XII or equivalent, or Mature Student Qualification.

APPLY TO: THE REGISTRAR, Humber College of Applied Arts and Technology.



## Continuing education

# Life is a continuity — so is education

By J. ROBY KIDD

Before 1967 was over, millions of people around the world knew that year as Canada's birthday.

But judged ten years hence, 1967 may be considered as a milestone of another kind — the beginning of a whole new system of education — the Colleges of Applied Arts and Technology. Nothing so important has happened in education in Ontario during our century.

The beginnings of Humber College, and the others, have been modest.

Newspapers and television have paid little attention; their pages were reserved for comments about skirts that were short, or hair that was long, and the use of certain drugs. They were too busy with such momentous happenings to notice that a board of interested citizens had been meeting and planning and working night after night for months. Or that a fine educationist, President Gordon Wragg, has been recruiting a small, distinguished faculty of devoted teachers. Or that a handful of students, soon to swell to thousands, became the first student body, an honour which they will cherish all their lives.

Such events may have seemed common enough to the newsmen. But we need not commit the same error. This is not just another footprint on a familiar street. This is not a glorified high school, nor a pint-sized university, nor a frayed copy of a technical institute.

Humber is itself; Humber and the other Colleges of Applied Arts and Technology offer an education that is an alternative to the university although some of its students may at a later date undertake university work. It is an education that is close to life — close to work and leisure and the problems and opportunities of the community.

It is — or it can be — genuine education, not just job-training. It can, and for most it will be, an exploration of ideas, of books, of science, of machines, of human relationships.

Most of those who have so far come to Humber are young people with their high school days not far behind them. However, as time goes on, Humber will be a place for all who are young in spirit but whose chronological age may range from eighteen to eighty. Here will come business and professional men who wish to keep up with rap-

id economic developments, mothers no longer tied twenty-four hours a day by the care of small children who are ready to begin, or take up again a career, as well as people of all ages who simply want to learn or practice skills because that is the kind of people they are.

Every time I hear about Nancy Green, or a CUSO volunteer, or a youth who writes a poem or composes music or finds a mineral deposit, or threads his canoe through a new river, I exult. It is a marvelous time to be young.

It is also a time for appraising and valuing that part of life that can only come with maturity, for understanding the possibilities of learning and achievement that are open primarily to the old. It is time to glory in mature people, and their capacity to learn. When he was well over eighty, Pablo Casals was asked why he continued to practice the 'cello many hours a day, and he answered, "Because I think I am making some progress." When President Roosevelt asked Justice Holmes why, at ninety-two, he was reading Plato, Holmes replied: "To improve my mind, Mr. President." It was also Holmes who, when he was out on the courthouse steps in the sun one spring day, accompanied by the equally venerable Justices Cardozo and Brandeis, and when they all noticed a beautiful young secretary come tripping along on her high heels, sighed to Brandeis: "Oh, Louis, to be seventy again!"

We need to act as the advocates of the mature. It is a simple fact that the procedures of our universities are weighted in the favour of youthfulness and against maturity. Unless we act quickly, this will be true equally of the Colleges of Applied Arts and Technology. This should be changed and it will take patience, effort, endurance and perhaps sharp conflict.

We need to understand that life is a continuity; that we must foster no schisms separating the students of any age, or the teachers of any age groups. Our primary task is to bring about an understanding of the need of lifelong integrated education, for children and youth and everyone.

Humber is a college for citizens; for you. It needs your understanding and your support. And, who knows, maybe it now offers, or could offer, the kind of learning that you need.

## Continuing education

# Drop in and take one . . .



An Invitation to

Continuing education from  
Gordon Wragg, B.Sc., M.Ed  
President of Humber College.

SINCE THE FIRST ISSUE of this publication, Ontario's colleges of applied arts and technology have acquired new status in their recognition by universities and teachers' colleges as approved channels through which students may progress to degree-granting institutions.

At the same time, these community colleges have, in their own right, begun to prove themselves capable of fulfilling the objectives laid down for them by the Minister and Department of Education.

Graduates from Humber College's first one-year certificate programs have found suitable employment for which they were trained under job-oriented conditions. Of equal importance, their employers have expressed satisfaction with their training. Since the second semester ended, many of the students from our two and three year programs have found summer employment which complements their studies.

None of this would have been possible without the energetic participation of the community; many of its members have made substantial contributions through their interest and talent. Thus, while new vistas are opening for our students, we can still best serve the community by not forgetting our original objective to serve its needs.

I recall the words of Prime Minister Trudeau during his recent trip to the Arctic. He quoted a Chinese proverb to illustrate his point on the importance of education as a way of solving employment problems. "If you give a man a fish, he will eat for one day. If you teach

him to fish, he'll be able to eat every day of his life."

This fall, Humber College will enter a new dimension of service to the community. Our Continuing Education Division is offering 120 programs for those adults in the community who desire to increase their knowledge.

A substantial portion of this newspaper is devoted to a review of the Continuing Education programs in 1969-69. It can at best, however, be a brief look at the total scope of this new undertaking, which owes its existence to an imaginative and hard working division staff and the literally hundreds of people in the community who have through their moral support, good counsel and active participation helped us to assess public needs and provided valuable contributions of their time and wisdom to help us plan these programs.

The programs offer you a wide choice of subjects. You may wish to learn something about criminology, landscaping your home, or cooking for special occasions. You may wish to participate in some of the stimulating "exploration" courses. Perhaps you'd prefer something more formal — the kind of course generally associated with an extension program, like accountancy, journalism, marketing management, computer programming, welding technology or painting?

We, at Humber College, are sure serious-minded citizens realize that education today must be a continuing process. Graduation from a school, college or university is no longer a lifetime passport to success. The majority of things we learn become obsolete, several times over, in our own lifetimes.

The growing number of citizens who are concerned about their future and the future of this nation must be prepared to become "drop-ins" again.

This publication is an invitation to you to study our list of evening programs and then "drop in and take one".

## HOW TO GET INSTANT INFORMATION ON HUMBER COLLEGE Continuing Education Programs



Would you like:

- A college calendar?
- Information on a specific program?

call us at  
**259-6333**

and ask for  
**HUMBER HOTLINE**

Continuing Education  
Registration 7-9:30 P.M.

September 23,24,25

Southern Campus



## Humber offers dozen food subjects



Master chef Igor Sokur, directs new food programs at Humber College.

## From soup to savoury - plus how to be suave maitre d'

That tired old cliché "Montrealers live to eat, but Torontonians eat only to live", is heard a lot less frequently these days, and for good reason.

Organizations like the Canadian Restaurant Association, for a editors of newspapers and magazines, the proprietors of Metro food establishments, large and small, have all worked hard to improve the culinary standards of the Queen City and its environs. In turn, we the people, are fast becoming gourmets.

Small wonder, then, that Humber College's continuing education plans should include some food subjects. What may surprise you is their range. Of course, there's a program called Practical Cooking for Homemakers. But what about the Basic Course for Maitre D'Hotel? Or Retail Meat Cutting?

Whether you're a housewife, a week-end chef or a budding professional in the food service industry, you'll find a program to interest you among the round dozen offered, all under the direction of one of Canada's most able and imaginative food service instructors.

He's master chef, Igor Sokur, who last spring began to plan two full-time programs for Humber College: the two-year Food Service Management program and the one-year Chef Training program. Instruction in these will begin in September at the Northern Campus, where 10,000 square feet of kitchens, food labs, cafeteria and classrooms will be devoted to the important dual role of instructing and feeding the students.

Chef Sokur is selecting a team of experts to assist him with these programs and with the evening classes. Six of the programs in Continuing Education will form credit subjects towards a journeyman chef certificate. They're Theory of Cooking, International Cooking, Cooking For Special Occasions, Practical Commercial Cooking, Practical Baking and Profitable Restaurant Operation. All professional programs are endorsed by the Canadian Restaurant Association.

The remaining half dozen include those already mentioned for homemakers, meat cutters and waiters who wish to acquire the polish that goes to make a good maitre d'. There are also programs in Cake Decoration and Candy Making.

Another important professional in food is also

catered for: the teacher. The twelfth program offers Theory and Methods of Practical Food Demonstration, specifically designed for home economics teachers and others who must prepare foods before groups of people.

Igor Sokur's summer has been a busy one; he'll take a brief vacation in October, once classes are running smoothly - a busman's holiday to Frankfurt, Germany, where he's a member of first team of master chefs from Canada ever to compete in the annual World Culinary Championships.

Meanwhile, for those who can't wait to enrol in one of his exciting programs, he offers one of his own recipes.

### LOBSTER CENTENNIAL

#### Ingredients

1 - 2-1/2 Lobster - live  
1 Small Carrot  
1 Medium Sized Onion  
4 Medium Sized Mushrooms Finely Diced  
1/2 Stalk of Celery  
1 Dessert Apple  
2 cups Sauce Bechamel (White Sauce)  
Pinch of powdered herbs and spice - Chervil, Nutmeg, Basil, White Pepper and Tarragon.  
1 Cup Grated Cheddar Cheese  
4 Tablespoons Parmesan Cheese  
2 Tablespoons Finely Chopped Parsley

#### Method

Insert paring knife between lobster tail and shell and cut the spinal cord to stun the lobster. Split the lobster in half, remove sand bag and discharge. Remove tomalley (green part) and reserve for future use. Baste the split lobster with oil, sprinkle very lightly with salt and put into baking pan. Bake for 20 minutes at 375°F. Baste frequently.

Shake the diced vegetable and fruit with one tablespoon of butter in a pan over low heat - do not let them brown. Add the Bechamel Sauce which you have previously prepared. Then add the spices and simmer for about 10 minutes, or until the vegetables are tender. Remove the sauce from the heat and add the tomalley (the liver of the lobster) and the grated Cheddar cheese, stirring it gently. Remove the meat from the shell and claws. Cut into bite-size pieces. Pour one third of the sauce into the empty lobster shell and place the meat on the sauce. Sprinkle the remaining sauce with brandy and sherry and cover the lobster meat with this mixture. Top with the Parmesan cheese and brown under the broiler. Garnish with chopped parsley.

## Finding the delicate balance for continuing education

Humber College's first extension programs numbered a mere handful. This fall, Continuing Education is introducing no fewer than 120, ranging from Arboriculture to Welding. You'll find them all listed on pages eight and nine.

How did Continuing Education achieve its growth and scope? Where does it go from here?

David J. Pugsley, B.Sc., P. Eng., director of Continuing Education says that community interest gave Humber College its incentive to go all out and mount a comprehensive schedule for the 1968-69 season.

"We first of all tried to identify the needs", says Mr. Pugsley. "We went to industry, service clubs, professional, technical and business associations, asked them what kind of programs we should be teaching. They were most helpful.

"We encouraged people to come to us with suggestions for programs they'd like to take. We received many suggestions and several proved quite feasible.

"Then there were our own students in full-time programs. We polled them to determine how many would take elective subjects through evening study, and what kind of electives they favoured. Far and away the most popular were programs offering human relations, psychology and sociology subjects.

"There was another important clue, provided by a couple of experimental programs we gave last winter: Community Leadership Development and the Indian-Eskimo Program. The enthusiasm of the participants in these was so great that we began to investigate the possibility of giving programs that hadn't been done before - anywhere - special interest courses that



David J. Pugsley (left) recruited community brainpower to help launch Continuing Education at Humber. He's seen here with Rev. David McGuire, Humber governor and a co-ordinator of Applied Religion program.

would help students understand some of the problems of modern day living.

"From these indications, we evolved a philosophy for Continuing Education. We naturally required to teach a full complement of programs to develop practical skills and knowledge in areas like accountancy, electronic data processing, English, mathematics, engineering and workshop technology.

"We also needed a leavening of the curriculum with programs that would enable people to achieve self-realization, through exposure to ideas, rather than formal study."

David Pugsley believes there will be a decided swing to this latter type of program and that such subjects as Applied Religion, the Human Relations Laboratory, Crime and Society and Mankind's Search for Values will prove highly popular.

He says that Humber College's aim is to learn to find and maintain the delicate balance between a permissive, highly participative environment and the traditional lecture-oriented situation.

Researching, planning and promoting the Continuing Education programs has meant a busy, work-filled summer for Mr. Pugsley and his small staff. A former engineering executive in the aviation industry, he joined Humber College's Business Division last year and for the first two semesters taught Business Organization.

In the spring, on receiving his present appointment to plan and direct Continuing Education, Mr. Pugsley plunged right into his task and began to involve some of the community's most active citizens in planning programs. Members of various advisory committees included Dr. Ronald Stokes, assistant superintendent of the Lakeshore Psychiatric Hospital, Sister Margaret Ordway, consultant in religious education for the Roman Catholic Archdiocese of Toronto, Dr. Alvin Cooper, well-known churchman and human relations specialist and Mrs. Nan Foster, of the University of Toronto's Institute of Child Study.

Some organizations that are sponsoring or endorsing evening programs are: The American Society of Industrial Engineers; The Association of Professional Engineers of Ontario; The Association of Survey Technicians; The Canadian Ceramic Society; The Canadian Restaurant Association; The Certified General Accountants Association; Etobicoke Recreation Department; The Nursery Education Association of Ontario and the Ontario Association of Mayors and Reeves.

"There are many more, too numerous to mention", says David Pugsley, "but they are all motivated by the belief that the human race, to survive, must learn to communicate, must learn to have a sense of values based on regard for others.

"Of importance to all of us in the future is the acquiring of skills that help us relate with our neighbours, solve the generation gap, get food quickly to places like Biafra and aid other nations, unselfishly in determining their destinies".

Organizationally, David Pugsley doesn't want to run a big, monolithic Continuing Education Department. "I see myself as a co-ordinator", he says. "Each of the chairmen of Humber's teaching divisions works with us to set up the various programs under the supervision of his own teaching staff. In this way we get total involvement of the whole college with Continuing Education."

"This becomes the more important as Humber grows. It may well be that we shall be able to admit housewives and others with time available to take individual subjects in the daytime programs, where classroom space permits. This, in itself, is a desirable aim, since it will see students of varying ages mixing together in an academic atmosphere. With the College's whole staff involved, plans like this will be easier to achieve."

## Law school that never was, helps her students

If by chance you come across a letter originating from "Hill, Johnson & Grant, Barristers and Solicitors," and signed by "Peter Grant, Q.C." don't take it too seriously - unless you're training at Humber College in one of the courses for legal secretaries. You see, the firm doesn't really exist.

The imaginary law office and letterhead were devised by Elsie Swartz, C.P.S. as part of her plan to make the Legal Secretary program a lively, practical way of study.

"If you are going to teach a specialized secretarial service, such as this, you have to cover all aspects of it," says Miss Swartz.

"The majority of ladies who go to work as secretaries in legal offices have to learn on the job. Our program is designed to familiarize students with the special techniques and terminology required, so that they may go into a situation with the requisite background."

The first graduates from the one-year program received their certificates last May and all were placed in legal offices. Because of the need for good legal secretaries, many of them had found employment before the end of the final semester.

This fall, Miss Swartz, one of only 57 people in the whole of Canada holding the coveted rank of Certified Public Secretary, will also establish a Legal Office Practice program in the Continuing Education Division. Covering 24 weeks of study, it will be a credit course.

The program will cover basic legal practices, terminology and procedures. Four general areas of law will be studied: Real Estate: Corporate: Estate and Litigation.

A parallel credit course of 24 sessions on legal shorthand will also be given to emphasize the differing vocabulary and specialized procedures in this profession.



## ATEC at Humber will train the engineer's team mates

The vital and dramatic part that engineering has played in the growth of modern Canada is self-evident. Look around and you'll see proof of it: in towering buildings, wide super highways, massive hydro projects and machinery, machinery everywhere.

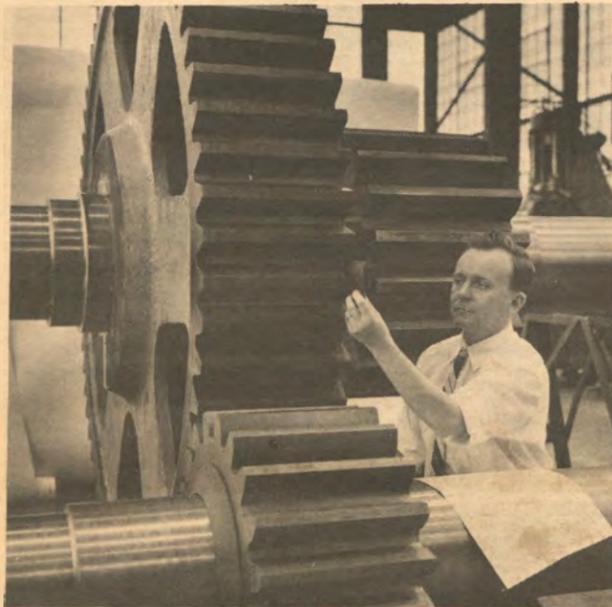
For many years, the engineering industries have been absorbing talent at a great rate. At one time, many employers raised the cry: "There aren't enough engineers to go around".

One organization that thought differently was the Association of Professional Engineers of Ontario. In 1957, APEO recognised that there was no actual shortage of en-

production planning and scheduling. The technician would be closely involved with actual operations.

Out of APEO's observations and determination to do something, grew a new organization: The Ontario Association of Certified Engineering Technologists and Technicians. With the Ontario Department of Education, OACETT developed a syllabus and a classification program to train three levels: Engineering Technician; Senior Engineering Technician and Engineering Technologist.

Later, the Department of Education with OACETT as the certifying body, developed Ad-



There's a valuable place in industry for engineering technicians and technologists. (photo courtesy Hamilton Gear).

ineers either on the job or in training. There were, however, levels of qualification needed, and being used by industry, below the level of a professional engineer. What was needed was a means of providing formalized training and certification for these people, who could be identified as technologists and technicians.

The profession and the industries it served would work together to develop an engineering team, comprising the professional engineer, the technologists and the technician.

The engineer would operate at the policy-making level and be responsible for design and process. The technologist would look after day-to-day operations, such as

vanced Technical Evening Classes (ATEC) to make available courses in the three levels of training through after-hours study at schools throughout Ontario.

Three ATEC programs formerly taught at Etobicoke Board of Education schools will be introduced at Humber College this fall and will offer, initially, three certificate courses enabling the graduate to achieve technical status. The three are in Mechanical Engineering, Civil Engineering and Electrical Engineering.

It is foreseen that, during succeeding years, Humber Continuing Education will arrange with the Etobicoke Board to take over instruction in the senior technician and technologist programs.

## You and the law — protecting individuals

In spite of our supposedly enlightened times, most people deliberately avoid contact with the very laws made to protect them. Most laymen's references to the law are confined to inane remarks like the current catchphrase "Here come de judge". Or the mild expressions of indignity over newspaper reports on miscarriages of justice.

"Few people care about the law until trouble

breaks over their heads", says John Skala, a successful young lawyer practising in Metro. "Even when they're in trouble, they act in a confused manner and frequently seek advice from non-professionals".

This fall Mr. Skala is giving a 12-session Continuing Education program called Law: Protection of the Individual.

"There seems to be a widespread fear of 'falling into the clutches' of a lawyer on the grounds that the profession is only interested in clients who can pay extortionate amounts", Mr. Skala states.

"For instance, recently I read in a newspaper the story of a lady with an excellent case against a manufacturer whose product had injured her. Instead of paying a confidential visit to a lawyer, at nominal cost, to decide whether she had a case, she had written to a columnist, and had thus made known her story to hundreds of thousands of people. Make no mistake, I think that these columns offering help do an excellent job in righting wrongs, but I feel that the lady in question substantially impaired her opportunity to gain fair monetary compensation by alerting the manufacturer."

Mr. Skala, who graduated from Osgoode Hall thinks that people need to know and understand first why and how laws are made. Then they should be given an overall view of the manner in which law operates in practice.

"Each of us, every day, puts our life and liberty in the hands of others, just as others do with us. Most of us try to behave with responsibility towards our fellow men, but we should all be aware of the potential means through which we could incur criminal or civil liability.

"Civil rights, and the growing concern about police power will also be discussed. A system of laws is created for the protection of every one of us. We must learn not to be afraid of it, but rather how to use it properly."

## What's it all about? The puzzle of us

What do the anti-heroes and heroines of films like *Alfie*, *Georgy Girl* and *The Graduate* have to offer students of a Humber College Continuing Education program?

"A great deal," says Larry Richard, M.A. PhD, "They'll provide excellent study material for our experimental program *Contemporary Man in Search of Himself*. These people, though fictional characters, are true products of our modern society. Their popu-



"The Graduate" — a modern anti-hero — symbolizes unfulfilled longings and frustrations. Dustin Hoffman in a scene from the currently popular *Embassy* film.

larity is due to the fact that they're recognizable types; they epitomize the unfulfilled longings and frustrations that so many of us feel, to some degree or another. In the words of *Alfie's* song, they ask themselves, "What's It All About?"

"Take Ben Braddock — *The Graduate* — who finds as the film progresses, that everything his elders do is set up to repress him. He begins to see himself as a person fighting for his very existence. The audience identifies with him because his problem is a real one."

Dr. Richard, who teaches English in Humber College daytime programs, has a wide experience in conducting group discussions and meetings, where participation and involvement are the keynote. For the new evening program he's looking for a group of people who are interested in thinking, in working things out with their fellow students.

"We want this course to be relaxed," he states. "We want people to learn to think of themselves as individuals, but also to learn to do something together. If they can learn to create, within themselves, a good barometer for their behavior and attitudes, the artificial stimuli in our society can't change them as individuals.

"We'll study anything that can provoke us into personal growth. If there's a suitable play or a film running, we may go to see it together. The stimulus might be a current best-seller or a book of poetry.

"Students — I hesitate to use that word — perhaps 'searchers' is better, will be encouraged to discuss the things which bother them."

How can the program be summed up? Is it psychological, philosophical, literary? "Really," says Dr. Richard, "we hope it will be a combination of many things. It should be, to use a rather misunderstood expression, a *Happening*."

## Of the people — a course in civics

So you feel the urge to do something for your community, like participating in municipal life? A Tuesday evening program will be of interest to you, then.

It's your chance to take a close look at the structure and operation of municipal government with some of Canada's best-informed people; the list of guest instructors reads like a *Who's Who* of municipal experts. It's headed by Metro Chairman William Allen.

It includes Toronto's Mayor William Dennison and Alderman Hugh Bruce, East York's Mayor True Davidson, Etobicoke's Mayor E. A. Horton, York's Mayor Jack Mould, Metro's Deputy Treasurer Jack Pickford, Leslie Cook, former Mayor of Barrie and Mel Swart, former Reeve of Thorold, and past president of the Ontario Association of Mayors and Reeves.

The idea for the program originated with Hugh M. Griggs, whose service to the community includes 20 years on Mimico Town Council as councillor, deputy reeve, reeve and finally mayor, a service which ended only when Mimico ceased to exist with the establishment of a six-borough Metro.

Concurrently, Mr. Griggs was also pursuing a distinguished career as a newspaperman at the *Telegram*, for whom he has reported the news for 39 years.

Quick to accept and endorse the idea was the Ontario Association of Mayors and Reeves, whose lively and active president is Miss True Davidson, one of Metro's best-known mayors, and whose secretary is former Long Branch Reeve Marie Curtis. They'll work closely with program co-ordinator Griggs, and Mayor Davidson will also instruct.

Each of the guest instructors will discuss a specialty and the emphasis will be on class participation, Hugh Griggs says. "Communicating an important subject like Municipal Government means more than delivering a series of lectures. We're trying for maximum involvement.

"This should be an ideal program for an institution with aims like Humber College. Many citizens today want to do something, politically or administra-



Metro Chairman William Allen and Hugh M. Griggs, two experts in civics, will participate in new evening program, *Municipal Government*.

tively, for their communities. Our Municipal Government program will enable them to get the complete picture, understand the relationships between local government and Metro and in turn their relationships with the Province.

"We'll study the history of municipal government in Ontario and review the structure of township, village, borough and city councils. We'll look at the function of appointed boards such as hydro, communications and education.

"There will likely be one or two field trips and a 'live show'. The 12-week program will finish with students holding their own mock council'.

# These Are The Humber College

APPLIED AND LIBERAL ARTS

PROGRAM	fee \$	number of semesters	evening and time				location			notes	
			mon.	tues.	wed.	thurs.	southern	northern	queensway		
<b>credit subjects</b>											
200	35	2	7-10					X			
201	35	2		7-9				X			
202	35	2			7-10			X			
203	35	2				7-10		X			
204	35	2	7-10					X			
205	20	1	7-10						X		
206	20	1		7-10					X		
207	35	2			7-10				X		
208	35	1		7-10		7-10		X		2 sessions per wk.	
209	35	2			7-10			X			
210	35	2	7-10					X			
211	35	2		7-10				X			
<b>certificate programs</b>											
JOURNEYMAN CHEF			See description on reverse side.						X		Details of these programs are available upon request.
PREPARATION OF TEACHERS IN PRE-SCHOOL EDUCATION	60	3			7-10			X			
COMMUNITY LEADERSHIP AND LEADERSHIP DEVELOPMENT	60	3			7-9:30			X			
FAMILY LIFE DEVELOPMENT			See description on reverse side.						X		
LEADERSHIP AND FAMILY LIFE COUNSELLING	40/yr	2 yrs				7-10		X			
REHABILITATION AND WELFARE COUNSELLING	70/yr	2 yrs	7-9:30		7-9:30			X			
<b>special interest courses</b>											
237	20	1			7-9:30			X			
238	20	1				7-9:30		X		Commences January 23/69.	
239	35	2	7-9:30					X			
240	20	1		7-9:30				X			
241	35	2			7-9:30			X			
242	35	2				7-10		X			
243	35	2	7-10					X			
244	30	2		7-10					X	Total of 20 sessions.	
245	20	1			7-10			X			
246	20	1				7-10		X			
247	35	2	7-9:30					X			
248	20	1		7-9:30				X			
249	35	2	7-9:30						X		
250	35	2				7-9:30		X			
251	35	2	7-9:30						X		
252	35	2			7-9:30				X		
253	35	2	→						X		Fridays 7-9:30

BUSINESS

<b>credit subjects</b>										
400	50	2		7-9:30		7-9:30		X		2 sessions per wk.
401	35	2			7-9:30			X		
402	35	2	7-10					X		
403	35	2			7-10			X		
404	35	2			7-10			X		
405	50	2		7-10		7-10		X		2 sessions per wk.
406	50	2	7-9		7-9			X		2 sessions per wk.
407	35	2	7-10					X		
408	50	2		7-10		7-10		X		2 sessions per wk.
409	35	2	7-10					X		
410	50	2		7-9:30		7-9:30		X		2 sessions per wk.
411	50	2		7-9:30		7-9:30		X		2 sessions per wk.
412	50	2		7-9:30		7-9:30		X		2 sessions per wk.
<b>certificate programs</b>										
EFFECTIVE SUPERVISION — PRODUCTION	60/yr.	2 yrs.	7-9					X		Details of these programs are available upon request. Industrial Engineering is held Saturdays 9:30 a.m. to 12:00 noon. Tutorial Classes.
EFFECTIVE SUPERVISION — ADMINISTRATION	60/yr.	2 yrs.			7-9			X		
ELECTRONIC DATA PROCESSING	50/yr.	2 yrs.				7-9:30		X		
MARKETING MANAGEMENT	60/yr.	2 yrs.	7-9:30					X		
INDUSTRIAL ENGINEERING	50/yr.	3 yrs.	→						X	
CERTIFIED GENERAL ACCOUNTANTS COURSE	*	5 yrs.	7-9:30					X		
CERTIFIED PROFESSIONAL SECRETARIES	40/yr.	3 yrs.	7-9					X		
<b>special interest courses</b>										
439	25	1		7-9:30				X		
440	25	1			7-9:30			X		
441	20	1	7-9:30					X		
442	35	2			7-9:30			X		
443	35	2			7-10			X		
444	35	2			7-9			X		
445	35	1	7-9:30					X		
446	50	2		7-9:30		7-9:30			X	Total of 32 sessions.

**Technology Programs**

The requirements for certification under the O.A.C.E.T.T., A.T.E.C., O.L.S., and Humber Technology Programs listed on the opposite side of this sheet are available upon request. The subjects offered are listed below. All subjects consist of 24 sessions, 7:00 p.m. to 9:30 p.m., 1 night per week at a cost of \$35.00 per subject unless otherwise indicated.

<b>subject</b>	<b>evening</b>
700 Chemistry	Mondays
701 Physics I	Wednesdays
703 Mathematics I	Mondays
704 Mathematics II	Tuesdays
705 Mathematics III	Wednesdays

708 Thermodynamics	Mondays
709 Metallurgy	Tuesdays
710 Alternating Current Circuits	Wednesdays
711 Business Communications	Thursdays
713 Electrical Equipment	Tuesdays
714 Electrical Fundamentals	Thursdays
715 Electrical Measurements	Mondays
716 Electronic Circuits	Wednesdays
717 Electronic Fundamentals	Tuesdays
719 Highway Technology	Wednesdays
721 Mechanics I	Tuesdays
722 Mechanics II	Wednesdays
723 Mechanics of Materials I	Tuesdays

724 Surveying	Sat. 9:30 a.m.-12:00 noon
725 Technical Drawing	Wednesdays
726 Theory of Machines	Mondays
728 Theory of Simple Structures	Wednesdays
731 Advanced Plane Surveying	Sat. 9:30 a.m.-12:00 noon
733 Control and Electronic Surveying	Sat. 9:30 a.m.-12:00 noon
734 Legal Surveying	Thursdays
735 Photogrammetry	Tuesdays
736 Plane Surveying	Sat. 9:30 a.m.-12:00 noon



# Continuing Education Programs

PROGRAM	fee \$	number of semesters	evening and time				location			notes
			mon.	tues.	wed.	thurs.	southern	northern	queensway	
<b>CREATIVE ARTS</b>										
<b>special interest courses</b>										
600 ART APPRECIATION	20	1		7-9:30					X	
601 CERAMICS	35	2		7-10					X	
602 CREATIVE PHOTOGRAPHY	35	2		7-10					X	
603 DESIGN	35	2		7-10					X	
604 HISTORY OF ART	20	1		7-9:30					X	
605 ILLUSTRATION	35	2	7-10						X	
606 INTERIOR DESIGN	35	2	7-10						X	
607 METAL ARTS	35	2		7-10					X	
608 MODERN DANCE	35	2		7-10					X	
609 MUSIC APPRECIATION	20	1		7-9:30					X	
610 PAINTING	35	2		7-10					X	
611 SCULPTURE	35	2	7-10						X	
612 WEAVING AND FABRIC DESIGN	35	2	7-10						X	
613 WOOD DESIGN	35	2		7-10					X	
<b>TECHNOLOGY</b>										
<b>certificate programs</b>										
O.A.C.E.T.T. MECHANICAL ENGINEERING									X	For information on these Technology Programs refer below
O.A.C.E.T.T. CIVIL ENGINEERING									X	
O.A.C.E.T.T. ELECTRICAL ENGINEERING									X	
A.T.E.C. GRADE I CERTIFICATE									X	
O.L.S. SURVEY TECHNICIAN COURSE									X	
HUMBER MECHANICAL TECHNOLOGY									X	
HUMBER CIVIL TECHNOLOGY									X	
HUMBER ELECTRICAL TECHNOLOGY									X	
CERAMIC TECHNOLOGY	70/yr.	3 yrs.	7-9						X	
<b>special interest subjects</b>										
702 ELEMENTARY NEW MATHEMATICS	20	1					7-9:30	X		
706 WORKSHOP TECHNOLOGY I	35	2					7-9:30	X		
712 COMPUTER PROGRAMMING	35	2	7-9:30					X		
718 HEATING AND AIR CONDITIONING	20	1					7-9:30	X		
720 INDUSTRIAL CONTROL	20	1	7-9:30					X		
729 WELDING TECHNOLOGY	35	2	7-9:30					X		
730 MODERN SURVEY METHODS	20	1						X		Sat. 9:30 a.m.-12:00 noon
<b>PREPARATORY</b>										
<b>college preparatory subjects</b>										
900 BASIC TECHNICAL ENGLISH	20	1		7-10					X	
901 BASIC TECHNICAL MATHEMATICS	20	1					7-10		X	
902 BASIC SCIENCE	20	1					7-10		X	
903 BASIC MECHANICAL DRAFTING	20	1	7-9						X	
904 INTRODUCTION TO ELECTRONICS	35	2					7-9		X	
905 ENGLISH I	35	2		7-9:30					X	
906 MATHEMATICS I	35	2	7-9:30						X	
907 MECHANICS I	35	2					7-9:30		X	
<b>TRADES</b>										
<b>trade subjects</b>										
908 SHEET METAL THEORY PART I	20	1	7-9:30						X	
909 SHEET METAL THEORY PART II	20	1	7-9:30						X	Commences January 20/69.
910 SHEET METAL PART I	20	1		7-9:30					X	
911 SHEET METAL PART II	20	1			7-9:30				X	
912 SHEET METAL DESIGN AND INSTALLATION	20	1					7-9:30		X	
913 BASIC STEAMFITTING	20	1			7-9:30				X	
914 STEAMFITTING-QUALIFICATION COURSE	20	1		7-9:30					X	
915 STEAMFITTING DESIGN AND INSTALLATION	20	1					7-9:30		X	
916 PLUMBING QUALIFICATION COURSE	20	1			7-9:30				X	
917 ELECTRICAL CONSTRUCTION I	20	1	7-9:30						X	
918 ELECTRICAL CONSTRUCTION II	20	1		7-9:30					X	
919 ELECTRICAL CONSTRUCTION III	20	1			7-9:30				X	
920 ESTIMATING FOR THE ELECTRICAL TRADE	20	1			7-9:30				X	
921 HYDRO ELECTRIC POWER COMMISSION REGULATIONS	20	1	7-9:30						X	
922 WELDING	35	2					7-10		X	
923 CARPET LAYING	35	2					7-10		X	
924 ELECTRONICS FOR THE AMATEUR	20	1					7-10		X	

\*Applications for CGA course are to be made directly to the CGA Association, 25 Adelaide St. East, Toronto 1, Ontario.

### Journeyman Chef Certificate Program

A certificate is granted by Humber College upon satisfactory completion of the subjects listed below. All classes are held 7:00 to 9:30 p.m. at the Northern Campus and consist of 24 sessions, one session per week at a cost of \$35.00 per subject.

212 International Cooking	Tuesdays
213 Cooking for Special Occasions	Wednesdays
214 Practical Commercial Cooking for Hotels and Restaurants	Tuesdays
215 Practical Baking I	Wednesdays
216 Theory of Cooking	Thursdays
217 Profitable Restaurant Operation	Thursdays

### Family Life Development

This is a two year certificate program dealing with all aspects of family life from infancy to old age. Persons obtaining certificates must complete the following subjects:

Subject	Evening and Time	Fee \$	Comments
225 Childhood	Tues. 7-10 p.m.	35	24 sessions. Offered in first year.
226 Adolescence	Thurs. 7-10 p.m.	35	24 sessions. Offered in first year.
227 Married Life	Wed. 7-10 p.m.	20	12 sessions. Offered in second year.
228 Family Life	Wed. 7-10 p.m.	20	12 sessions. Offered in second year.



From orthodox to hippie, religious systems are to be found everywhere, say organizers of Discovering Religion and Human Rights programs. They represent

Humber's bold new approach to Continuing Education programs. (photos courtesy The Telegram).

## For inquisitive people - a modern exploration

You'll find religion everywhere — from the pews of orthodox churches to Yorkville's teeming streets — say the organizers of a new, two-semester program on Humber College's Continuing Education schedule. Everywhere? Yes, even on the golf course and on the hustings — in the theatre and in the discotheque.

"You see", says Donald MacNeill, M.A., B.D., who's one of the three co-ordinators of the Applied Religion Program, as it's called, "We're taking the term religion in its broadest concept. This program isn't a survey of comparative religion, which will show a student what the other fellow believes in, and how he worships.

"Religion can be defined as any system of belief or conduct involving a code of ethics or philosophy. Religion arises out of our experience of the world's events. We combine myths and reality into a system we find believable and comfortable; belief in this system can give us some measure of dignity in an alien world. The hippie movement, Black Power, the cult of leisure all have religious elements for the adherents."

The program has been co-ordinated by Mr. MacNeill, Sister Margaret Ordway and the Reverend David McGuire. Their own backgrounds give them the

required breadth of experience to establish such a course.

Donald MacNeill, who spent 15 years abroad as a staff member of the Near East Council of Churches, is editor of Continuous Learning, the magazine of the Canadian Association for Adult Education. Sister Ordway is consultant in religious education for the Roman Catholic Archdiocese of Toronto; she's a member of the board of directors for the Diggers home and the youth bureau in Yorkville. David McGuire is rector of the Church of Christ the King in Etobicoke, a governor of Humber College and a tireless worker in the community for social betterment.

The three regard the program as, frankly, experimental in nature, an exploration — not a course of instruction. "We're looking for really inquisitive people — men and women who want to learn to ask the right questions, sooner than have us try to tell them the answers", says Mr. MacNeill.

The program will be divided into two semesters and it is hoped that the majority of persons who attend the first, beginning in September, will be so stimulated by it that they'll enrol for the second, beginning after Christmas.

"We're naming the first semester 'Discovering Religion', says Mr. McGuire; "the second will be called 'Human Rights, or The Right to be Human'. While prominent members of the clergy, sociologists, historians and philosophers will be guest lecturers,

(continued on page 15)

## Learning to understand the billion dollar brain

In the past 10 years, hundreds of millions of words have been spoken and written about the computer and the science of its use, Electronic Data-Processing (EDP). In spite of all the theorizing and speculating, the plaudits and the condemnations, the computer is getting a great deal of practical attention and application. Its growth rate of usage in industry alone is now 40 percent per year.

That's why Ernest Lawson, who's industry consultant for Honeywell Controls Limited and instructor in Humber College's new program, EDP for Executives, thinks the course will attract a full enrolment.

Since 1956, Mr. Lawson has been engaged in a variety of positions and assignments in the computer industry. He has designed the program specifically for the executive who isn't directly involved in EDP, but on whom the growing use of the computer places the responsibility for acquiring greater personal knowledge.

"Small industry", says Mr. Lawson, "spends from \$2,800 per month on a computer rental. Big industry spends as much as \$50,000. When we consider that this rental fee represents only 35 percent of the total cost of running an EDP department, we see that the whole thing adds up to a sizeable investment for any business. Top and middle management just have to know something about the computer's role in and significance to, the overall business."

"The decision-making executive must first understand the 'why' of the computer, its philosophy if you like", says Mr. Lawson. "Too many executives have developed, without thinking, a violent aversion or a faddish addiction to the computer. Its true purpose and usefulness becomes obscured. We intend that this program shall first give students a broad-brush exposure to EDP.

"We'll go into the economics of EDP, and the kind of personnel required. The latter area is particularly important. Several companies are known to have installed expensive EDP equipment, and tried to man it with untrained or unsuitable personnel; the result has often been financial disaster, even bankruptcy.

"The computer is, if you like, a blank-minded genius. Its future potential is enormous, but all of us who use it must learn to grow along with its capabilities. As it becomes increasingly more versatile, so will we need an increasing understanding.

"For instance, there's a great deal of discussion today about central banks of personal data for quick retrieval purposes — the whole nation's medical histories stored in one place, say. Gathering such information and releasing it only for medical purposes requires concern for the rights of the individual."

"The program should attract executives from both big and small industry," says Ernest Lawson. "The use of the computer by smaller companies has already proven valuable for inventory, production control, general accounts, payroll, sales analysis and forecasting. For the larger industry EDP can be extended to include such things as long-range forecasting of business trends, sales predictions and resource planning."

## But do you read the fine print?

"How many young marrieds buying household goods 'on time' actually read through their contract?" asks Linda Townsend. She believes that, too often, the excitement of the acquisition blinds newlyweds, and for that matter, people of all ages, to the necessity to read through to the end, any contract involving their credit.

For ten years a credit specialist with two major Canadian corporations, Mrs. Townsend has always wanted to become involved in helping people orientate themselves intelligently towards credit. Her opportunity has arrived with a new Continuing Education program to be introduced this fall: Credit in Today's Society.

Mrs. Townsend feels that too few people understand the role of credit in the second half of the 20th Century. "It's proliferating at an amazing rate," she says. "With chartered banks issuing credit cards and thus competing with other credit card organizations, finance companies and even their own bank loan departments, the function of credit in the nation's financial structure becomes even more complex. Sometimes it seems as though cash is going out of style.

"Then there's the function of credit in business and industry, a fascinating study in itself. We hope that this program will show how the credit system affects literally every Canadian. Students, whether as individuals or proprietors of their own businesses, will be able to get an overall picture of this system.

"Credit is here to stay. What we have to do is learn to handle it more intelligently. It's essential to understand interest rates for the many different kinds of credit available and to compare them with the value of what is being purchased.

"It's important to understand how a person or a company's credit rating is established. It's vital that



Credit is proliferating at an amazing rate. Above, a phenomenon of the Fifties and Sixties — The Credit Card. (Courtesy, The Telegram).

the individual know how credit may be made to work to his advantage.

"Then there are fascinating subjects like the anti-credit movements; cash and carry stores which do enormous volumes and a new Montreal-based plan that offers for \$12 per year a card, with discounts of about 10 percent for cash purchases at some 400 stores honoring the card. It's rumoured that this scheme will be introduced in the Metro Toronto area later this year."

Credit in Today's Society will examine the various types of credit contract, chattel mortgages, home mortgages and bank loans. Students will review the operation of the Ontario Department of Financial and Commercial Affairs and the 1966 Consumer Protection Act. Mrs. Townsend plans to have students visit a credit bureau to learn how individuals and businesses are given credit ratings.

The program, thinks Mrs. Townsend, should appeal to many serious-minded people who want to map a clear patch of understanding through the confusion of the "credit jungle."



Margaret Hart, whose reading program is extended to Continuing Education classes is seen at study carrel with Wolf Magder. Program, using latest aids, allows students to develop individually.

## How to read your way to greater worth

The person who can increase his reading speed by 50 percent can be worth up to \$10,000 more per year to his employer, according to Norman Lewis, world's leading authority on reading skills.

You figure it this way. Many of us spend up to four hours per day poring over letters, memos, briefs, technical papers and publications — all in the course of business. A saving of two hours per day makes the faster reader who earns \$10,000 per year worth \$2,856 more per year. At \$35,000 per year he's worth \$10,000 more.

"But faster reading is only part of the story", says Margaret Hart, who has for several years taught reading skills to students, business executives and professional people. That's why she prefers the name Efficiency Reading to Speed Reading for the program she'll be teaching in Humber College's Continuing Education this fall.

## More than speed needed

"Speed alone isn't enough", says Miss Hart. "To make your reading a truly effective and rewarding experience, comprehension and retention of what you read are of prime importance too".

Before planned study, the average person reads at between 150 and 300 words per minute, quite often with a low level of comprehension, sometimes even as low as 10 percent.

Social or educational background makes little difference — some top executives and university professors have a speed of only 150 words per minute.

After study, and practice between classes, the same person can achieve excellent comprehension. "Incidentally," says Miss Hart, "his speed should have improved to a rate of about 550 words per minute. If he does exceptionally well, he can even attain 1,000 words."

## To use modern teaching aids

Miss Hart, who has taught reading and comprehension skills at Humber College since its establishment a year ago, intends to teach the new evening program in a "lab" situation. Each student in the 10-week course will be working at his own initial speed and will first be encouraged to increase his comprehension. Tests are made at the beginning and conclusion of the course.

Students are encouraged to look at their existing capacity for study, listening, concentration and mental organization. Up-to-date teaching aids like controlled readers and tachistoscopes will be used to help them.

"Nobody need be ashamed of a low reading speed on commencement. The brain is capable of taking in 60,000 words per minute, but so far man hasn't devised a means of harnessing his other physical assets to allow absorption at anywhere near this rate. We can however, very well be content with 550 to 1,000 words per minute.

"After all, at 1,000 words per minute, one could read 'Gone with the Wind' in about five hours".

## Wanted: 25 people with social conscience

Recently, eighteen year-old John M. was admitted, on a magistrate's request, to an Ontario Hospital in Metro. He had a years-long pattern of violence which included bodily assault on several persons and had finally been charged.

After diagnosis as a "psychopathic" personality, John was returned to the court. Since, according to existing law he could not be classified as "mentally ill" and be given adequate treatment, he was convicted and is now in Guelph reformatory.

"The pattern of John's life hereafter can be predicted," says Mrs. Paddy Pugsley, B.A., Certificate in Social Science and Admin. (London School of Economics), social worker at the Lakeshore Psychiatric Hospital. "Adequate treatment could make him a useful contributor to society, but punishment for a 'crime' is likely to lead to further acts of violence."

Mrs. Pugsley, in company with thousands of other mental health workers, abhors such a situation. "It's impossible to have anything but a negative outlook about this kind of attitude — which amounts to a one-way ticket to oblivion for John."

As instructor in Humber Continuing Education's new program "Mental Health," Mrs. Pugsley says the course will stress the positive aspects of the subject. She's looking for twenty-five people who care enough about improving mental health education and services to want to attend the 24 lectures and group discussions that will make up the course.

"First, we intend to establish the ideal situation by asking, and answering, the question: 'What is good mental health?'" says Mrs. Pugsley. "To return to John's case. Many people in his community should have been able to identify the boy's needs because of his acts, but were either too proud, as in the case of his parents, aware of the problem but without adequate resources to deal with it, like so many teachers, or condemning rather than concerned, like many relatives and neighbours.

"When the class itself has determined the most productive topics, then we'll use guest lecturers — clergymen, psychiatrists and social workers — to discuss what has been achieved to date in mental health, and what needs to be done in the future.

"Although there's a long way to go before Canada gets ideal mental health services, it is a task each community can approach positively. There is growing impact from the work of the Canadian Mental Health Association, the newspapers and the social work profession.

"Through our advisory committee, we have established the fact that such a program as our Mental Health Course is highly desirable in the community. We need more and more people who are capable of giving leadership to promote better understanding of mental health and to work for better services.

"Statistics tell us that one out of every ten Canadians will, in his life-time, need formal treatment for mental ill health, yet good mental health in the community should be just as much a target as are sound hearts and limbs, cancer free bodies and well fed children.

"If the course, small in numbers as it may be, develops understanding of mental health and some of the means by which it may be promoted, it will have been of service."



Those suffering mental ill health shouldn't be considered outcasts. Humber College program on subject aims to promote better understanding of this widespread problem. (Photo courtesy Canadian Mental Health Association).



Different attitudes to design are shown by these reactions to Sculpture '67 exhibition at Toronto's City Hall. (Photo courtesy The Telegram).

## Understanding Design

Humber College's newly-established Creative Arts Division, to begin teaching in September, hasn't let the grass grow under its feet.

There are 14 programs available to evening students. They include: Art Appreciation, Creative Photography, Modern Dance, Painting, Sculpture and Wood Design.

Creative Arts Chairman Hero W. Kielman says that most of the evening programs will use the daytime instructors. The aim is to provide courses which will be of interest to both the professional and the serious amateur. The standards of instruction for both day and evening will be equally exacting.

Interior Design, a Monday evening program, illustrates well the division's in-depth approach and philosophy towards instruction in the creative arts. Here's what instructor Keith Gavigan has to say:

"People who wish to investigate this program must be prepared to equip themselves with open minds and look objectively at what is both a practical and abstract involvement in the shaping of our environment.

"Unfortunately, there's a widespread lack of understanding of interior design and interior designers.

"We're not teaching home decorating. If you're interested in being an interior decorator, you should equip yourself with a white suit, a four-inch brush, a ladder and of course a hat to protect your hair. I have no intention of belittling the painting and decorating trade. My sole aim is to 'clear the attic' of the misconceptions stored there.

"People tend to see interior designers as temperamental, irrational neurotics on whom they waste money to have their homes wrecked professionally. Again, this is far from the truth. Today, the interior designer is a serious professional who very frequently works in close partnership with the architect."

Born in Inverness, Scotland, Mr. Gavigan is a graduate of the Glasgow School of Arts and a former instructor at the Salford, England, Technical School. As a designer of both interiors and furniture, he has worked with many architects and design groups in the United Kingdom. Some of his furniture has been displayed at London's famed Design Centre.

He believes that many people today feel an increasing need to come to terms with their environment, particularly within their own living and working areas. But first, they must understand the fundamentals of good design.

"Aesthetics is a word most people shudder at" says Keith Gavigan "but it has always played a vital part in the development of civilizations. We need to acquire aesthetic appreciation of such elements and principles of design as form, structure, pattern, spatial relationships, shape, colour, light texture and materials.

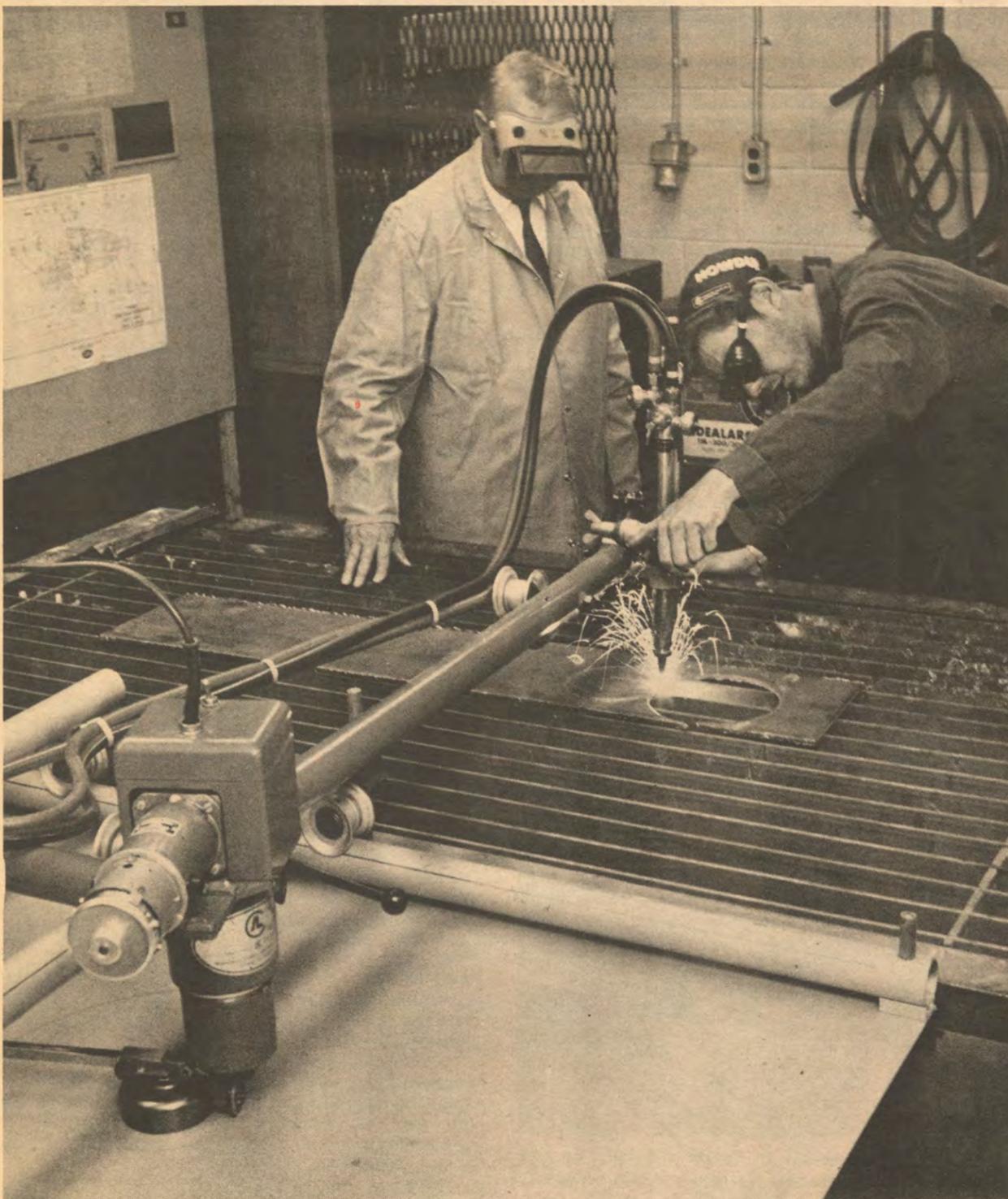
"If we understand these things, then we can creatively organize objects in space — by this I mean furniture and fittings, colour and lighting. In this way, we can learn how to plan interiors that will satisfy the physical and emotional needs of man in the Sixties and Seventies.

"These, then, are some of the things that students of Interior Design will learn. It's going to be a program that the mature, sensitive adult will enjoy."

# Manpower — a second chance



Helen Rankin instructs New Canadians in English. 24-week program at Humber's Queensway Campus is highly popular, has helped many adjust, find good jobs, in their new home.



Queensway's welding shop is equipped with up-to-date machinery and tools. Here, student Don Grainger uses flame cutter, under watchful eye of instructor Tom Nelson.

## New skills, more security for unemployed, under employed

What does Humber College's Queensway Campus mean?

It means a second chance for people who left school too soon.

It means a new, secure future for unemployed people.

It means new skills for under-employed people.

It means mastery of a new language for New Canadians.

It means new ideas, new techniques for apprentices.

But above all, it means people. People who, for one of many reasons have seen that, without economic security, the future is a threat — not a promise. People who see that, without economic freedom, the other highly valued freedoms of our society are just words.

Formerly the Etobicoke Adult Education Centre, Queensway Campus' history goes back to the initiation of the Ontario Government's Program V in 1961, and since that time, thousands of adult students have found their "second chance."

The transfer of the Centre to Humber College on April 1, 1968, has given further significance to the idea of a community college offering a broad range of practical educational facilities.

The programs offered are varied and change quickly in response to the needs of industry. Some general components, however, remain constant:

1. College Preparatory Programs, through which students can achieve the Grade 12 equivalent demanded more and more by industry;
2. Commercial Programs, of varying lengths each designed specifically for a definite commercial opening;
3. Technical Programs, designed either to update old skills or teach entirely new skills to make people competitive in the labour market;
4. Apprenticeship Courses, for those requiring the in-school portion of apprenticeship training;
5. English for New Canadians, designed so that our economy can benefit from the skills of our newest Canadians as quickly as possible.

By September, more than 1,000 adult students will be attending the bright, air-conditioned school, taking advantage of the 40,000 square foot addition which is currently being constructed.

James Davison, Director of Humber's Apprenticeship and Manpower Division, says that the Queensway Campus has managed to establish a close and rewarding relationship between students and instructors, even though the programs are mainly of shorter duration than in the other Humber divisions.

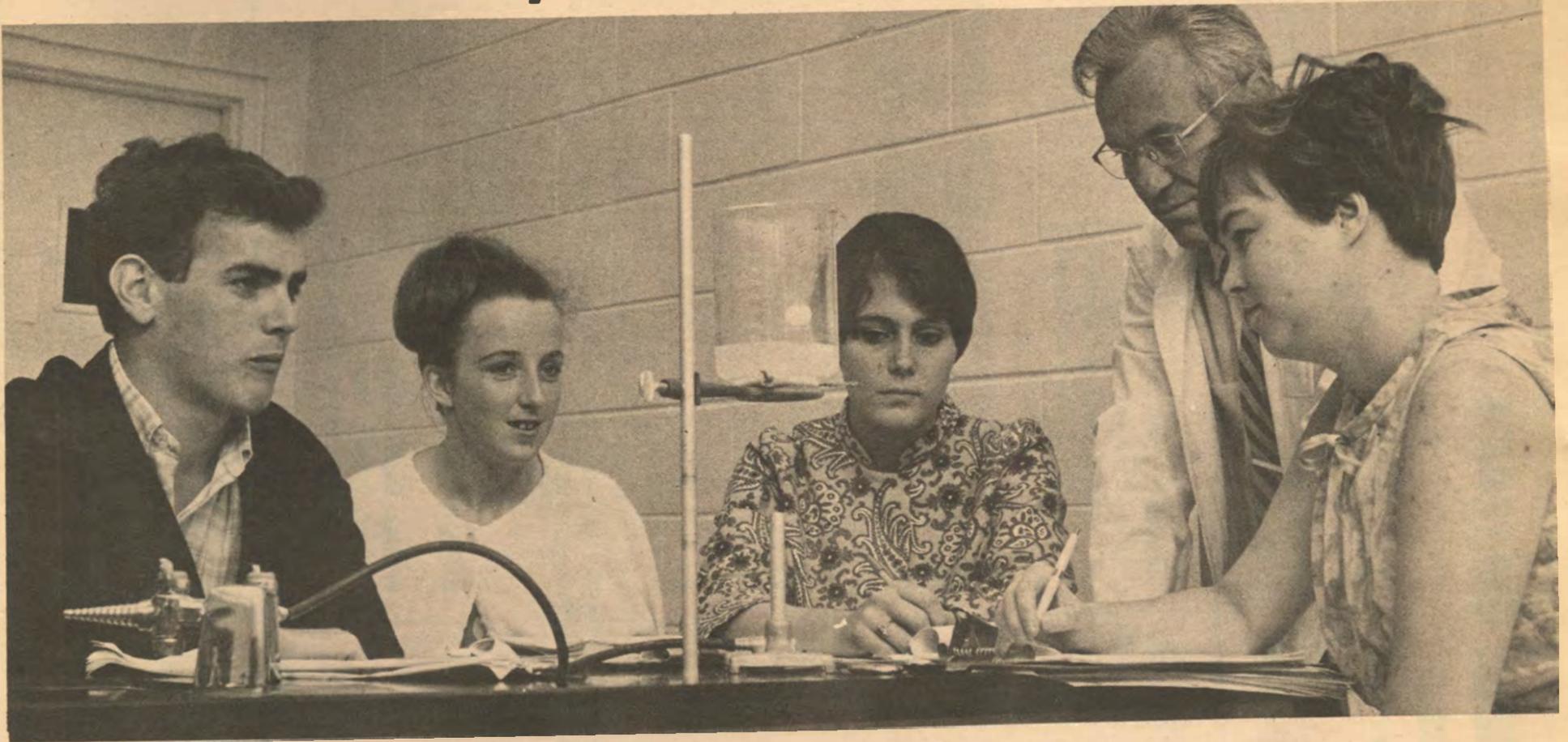
"We are proud of this relationship and the way we can bring along most of the students who, formerly, got off to a bad start. As part of Humber College, we intend to maintain the standards set under the former jurisdiction and continue to have Manpower known as a live and vital community undertaking; an undertaking where the most important input is people."



Intent on aligning this broadloom strip are Carpet Laying Program instructor Sid White (right) and student Raymond Amirault.



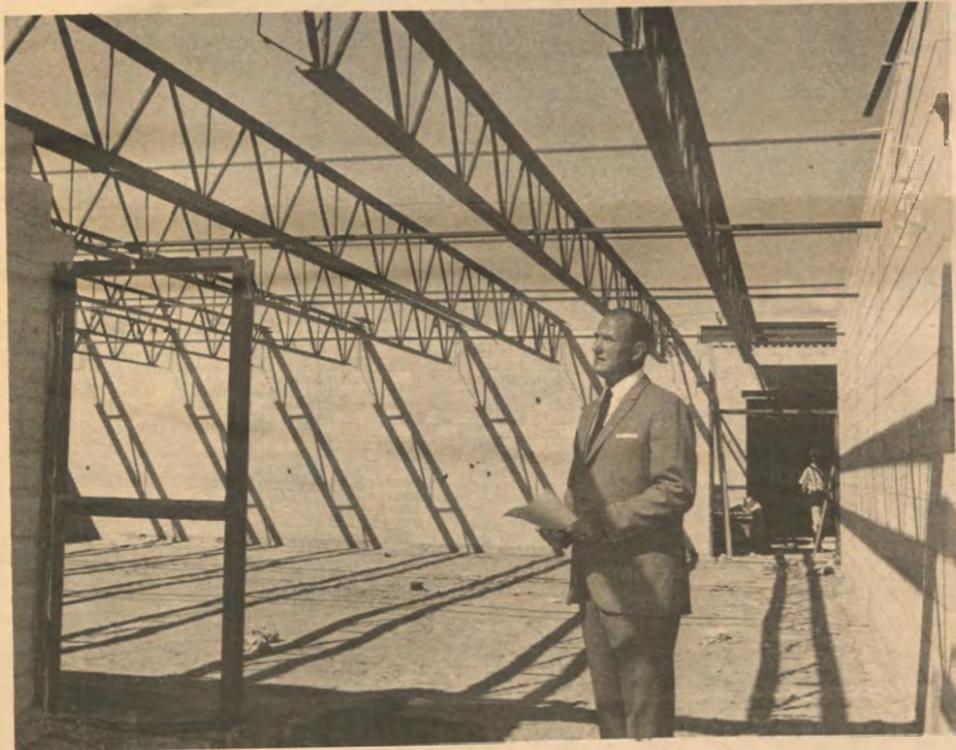
# in a live, vital community



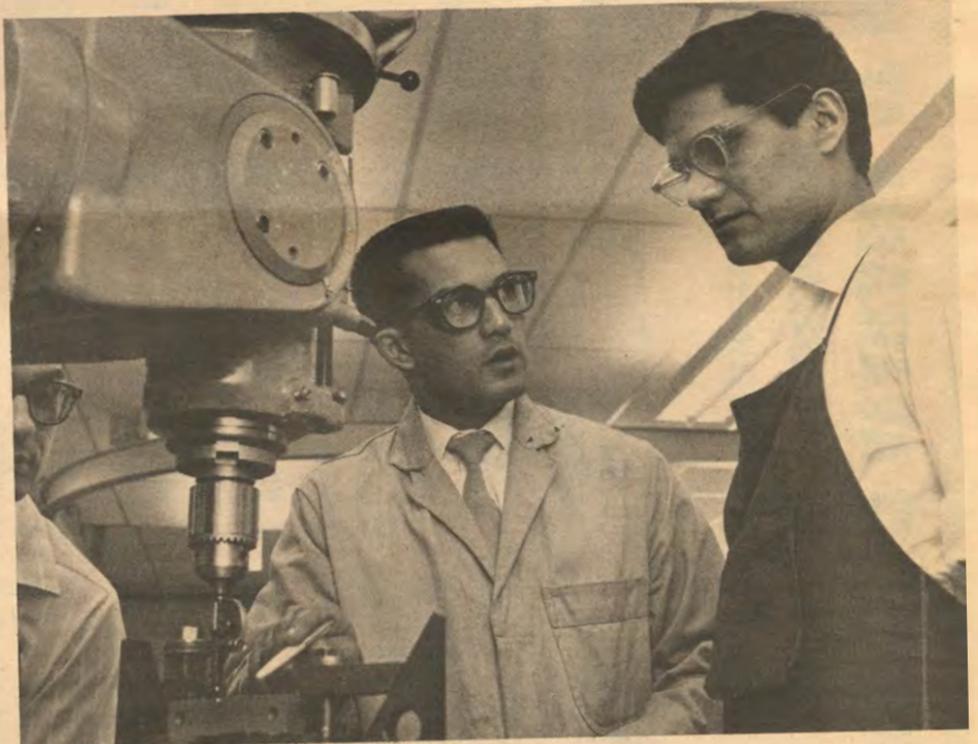
College Preparatory Programs help many achieve new grade levels and new econ-

omic security. Harold Weichel (Standing) gives a chemistry lesson to C.P.P. stu-

dents. For further information on programs see page 15.



James Davison, Director of Apprentices and Manpower Division at Humber College, views expansion operations in progress. 40,000 sq. ft. are being added to Queensway Campus.



Latest machine shop techniques are taught at Humber College's Queensway Campus. Instructor Douglas Lomberg (centre) demonstrates milling machine to Andrew Dziubak (left) and Ajit Dhanoa.



Apprentices from all over Ontario attend Queensway Campus to take Hairdressing Program. Five intent young ladies watch instructor Jacques Granville "comb out".



Andrew Scott instructs typing class in one of Queensway Campus Commercial Programs.

# PROGRAMS AVAILABLE AT HUMBER COLLEGE'S QUEENSWAY CAMPUS

56 Queen Elizabeth Boulevard  
Toronto 18

DEPARTMENT	PROGRAM**	ENTRANCE REQUIREMENTS	LENGTH OF PROGRAM	COURSE BEGINS*	ENDS	COST	RELATED SUBJECTS
I. ACADEMIC	1. Upgrading 9 - 12	Previous Grade	16 weeks (each)	Sept. 3	Dec. 20	\$ 50.00 (per unit)	a) English, Mathematics, Science b) One of Typing or Drafting c) electives: Geography, History, Economics, Sociology.
	2. English as 2nd Language	Open	24 weeks	Sept. 9	Feb. 21	75.00	Nil.
II. COMMERCIAL	1. Refresher	Open	16 weeks	Sept. 9	Dec. 27	50.00	Business Correspondence & Machines, Typing, Office Practice.
	2. Clerk Typist	Grade 10	24 weeks	Sept. 9	Feb. 21	75.00	Above & Mathematics, Record Keeping.
	3. Clerical	Grade 8	40 weeks	Sept. 9	June 13	150.00	Above & Filing
	4. Accountancy	Grade 10	40 weeks	Sept. 9	June 13	150.00	Above & Book Keeping, Economics, Business Organization & Law.
	5. Stenographic	Grade 10	40 weeks	Sept. 9	June 13	150.00	Above & Pitman.Shorthand.
III. TECHNICAL	1. Carpet Laying	Open	16 weeks	Sept. 9	Dec. 27	50.00	English, Mathematics, Drafting
	2. Nurses' Aide	Open	20 weeks	Sept. 9	Jan. 24	60.00	English, Math, Science.
	3. Welder Operator	Grade 8	20 weeks	Sept. 9	Jan. 24	60.00	Blue-print Reading.
	4. Drafting	Grade 10	40 weeks	Sept. 9	June 13	150.00	Blue-print Reading, Layout, Fitting, Math.
	5. Domestic Electronics	Grade 10	40 weeks	Sept. 9	June 13	150.00	Drafting, English, Math
	6. Machine Shop	Grade 10	40 weeks	Sept. 9	June 13	150.00	Drafting, English, Math.
	7. Welder Fitter	Grade 10	40 weeks	Sept. 9	June 13	150.00	English, Blue-print Reading, Drafting, Math.
IV. APPRENTICESHIP ***	1. Electrical Construction	Registered Apprentice	7 weeks basic 7 weeks intermediate	Sept. 3 Oct. 28	Oct. 18 Dec. 13	Nil Nil	Blue-print Reading, English, Math.
	2. Sheet Metal	Registered Apprentice	7 weeks basic	Sept. 3	Oct. 25	Nil	Drafting, English, Math.
	3. Steamfitting	Registered Apprentice	8 weeks basic	Sept. 3	Oct. 25	Nil	Drafting, English, Math
	4. Hair Dressing	Registered Apprentice	15 weeks	Sept 3	Dec. 13	Nil	Business Management, Chemistry, Math
	5. Funeral Service	Grade 12 and Registered Apprentice	7 weeks	Sept. 16	Nov. 1	100.00	Same as above

\* Programs continue throughout the Year. Shown here are commencement dates for the Fall of 1968 only.  
For further commencement dates, please contact Admissions Officer. Queensway Campus.

\*\* All above programs are available at no cost to qualified persons under the Ontario Manpower Retraining Program. To determine eligibility, contact your nearest Canada Manpower Centre.

\*\*\* Apprenticeship programs are available to registered apprentices only. For information regarding admission to programs, apply as follows: -  
Programs 1 - 4 The Industrial Training Board,  
Department of Labour,  
74 Victoria Street, Toronto 1.

Program 5 The Registrar, Board of Administration,  
Department of Health, Room 302,  
863 Bay Street, Toronto 1a.



## On the carpet

# A popular program with students



Valerie Haigh, visiting CNE's Queen Elizabeth Building sees king-size carpet, worked into Humber College symbol by Queensway Campus students. She is seen with Cyril Bulanda, counsellor for Manpower and Apprentice students.

To Humber Queensway Campus students, being 'on the carpet' doesn't necessarily mean you're due for that quiet little disciplinary chat with your instructor. More probably, you're down on your knees, stitching and cutting, as one of the students in the popular Carpet Laying Program.

The only one of its kind in Ontario, the program has met with broad acceptance by the carpet industry. It has given encouragement to many adults who wish to achieve economic security, combined with an occupation that's interesting and offers lots of variety.

Increasing notice is being paid by all kinds of organizations — business, industry, education, welfare — to the fact that carpeting isn't just the most attractive kind of floor-covering. It can also, in many cases, be more economical, with the additional value of better comfort and sound-proofing. Queensway Campus has responded to the growth in demand for manpower in the industry.

Students enjoy the 20-week program; it gives them, and Humber College, many interesting points of contact with the community.

In 1967, as a practical exercise, rugs were cut

and clipped in a number of Centennial designs; the best was sent to Queen Elizabeth at Buckingham Palace.

At the 1968 Canadian National Exhibition, Humber College participated with Metro's three other community colleges — George Brown, Centennial and Seneca — in a careers exhibit. On display was a giant carpet fashioned by Humber students in a replica of the new college symbol.

A Toronto welfare agency, the West End Creche, has a good cause to remember the carpet laying students. The even, 60-year old floor of the Creche's waiting room badly needed some kind of covering, but a reduced United Appeal budget wouldn't permit its purchase. The carpet industry came to the rescue, provided discontinued lines of carpeting, seaming tape, undercushioning and other materials. Humber students, under the direction of instructors Ben Chapman and Sid White, gained excellent practical experience in laying the carpet.

The Northern Campus, too, is feeling the program's impact. The carpet laying classes have been moved up to the new site, where all carpeted areas in the building will be covered by Queensway students.

## Have you considered a College Preparatory Program?

Are you having difficulty finding secure, interesting employment because you left school too soon?

Humber College — Queensway Campus has a solution for you!

If you enrol as a full time student we can offer you a program which will meet the Grade 12 requirements of industry and Colleges of Applied Arts and Technology, like Humber.

If you have Grade 8 or the equivalent, you can, in 16 week steps, cover Grades 9 through 12 subject levels.

As well as the core subjects of English, Mathematics, Science, Physics, Chemistry, and Typing or Drafting, options like Geography, History, Economics, Sociology and Speech Arts are available.

### Our job is to help you!

For further information please call 677-6810 or even better, pay a visit to:—

Admissions Officer,

**Humber College of Applied Arts and Technology**

56 Queen Elizabeth Blvd., Toronto 18, Ontario.

## Now — a second chance in Queensway College preparatory programs

Queensway Campus people say they're justly proud of their College Preparatory programs. They're in tremendous demand with people who look for a more secure, rewarding future but who have been denied this by limited educational background.

The programs are recognized by industry as a reliable yardstick with which to make a selection of new employees.

They are also designed specifically to prepare adults for admission to Ontario's Colleges of applied arts and technology. The programs are simply organized and have three major goals.

Adults with Grade 8 equivalency can achieve Grade 12 level through 64 weeks of hard study — at a rate of 16 weeks per grade — for a total cost of \$200., or \$50 per grade unit. "We treat them as adults, with respect, and expect them to carry an adult work load while at school" say Humber administrators.

Some of the students enrolled are interested in

achieving Grade 10, so that they may enter a Humber College trade or commercial program offered at the Queensway Campus.

Others want the Grade 12 equivalent, to be more readily employable by industry, which, more and more, is demanding this academic level as a standard for hiring.

Finally, there are those seeking Grade 12 for admission to one of the two or three-year programs offered by other divisions of Humber College.

Students take the core subjects: English, mathematics, physics, chemistry, typing or drafting. They also have the opportunity to investigate specific areas of interest by taking options like geography, history, economics, sociology and speech arts.

Hundreds of graduates from these programs, since their inception, have demonstrated their success as an idea and their value to the community in offering adults a second chance.



**FROM SEPTEMBER 9**

There will be  
one telephone number  
for Humber College's  
Northern Campus  
Queensway Campus  
and  
Southern Campus  
Call:  
**677-6810**

## For inquisitive people

(continued from page 10)

we'll also use film, TV clips and tapes. Group discussions will play an important part and every student will be encouraged to speak his mind. In fact, the students will make the course".

What do the co-ordinators hope will be the end result of the two programs? Involvement, they say. Involvement and concern with issues like housing, unemployment, poverty, the status of women, alienated youth, prejudice and discrimination.

Mr. McGuire states: "We'd like to think that the people who attend the program will be motivated to act as individuals in their respective areas of concern.

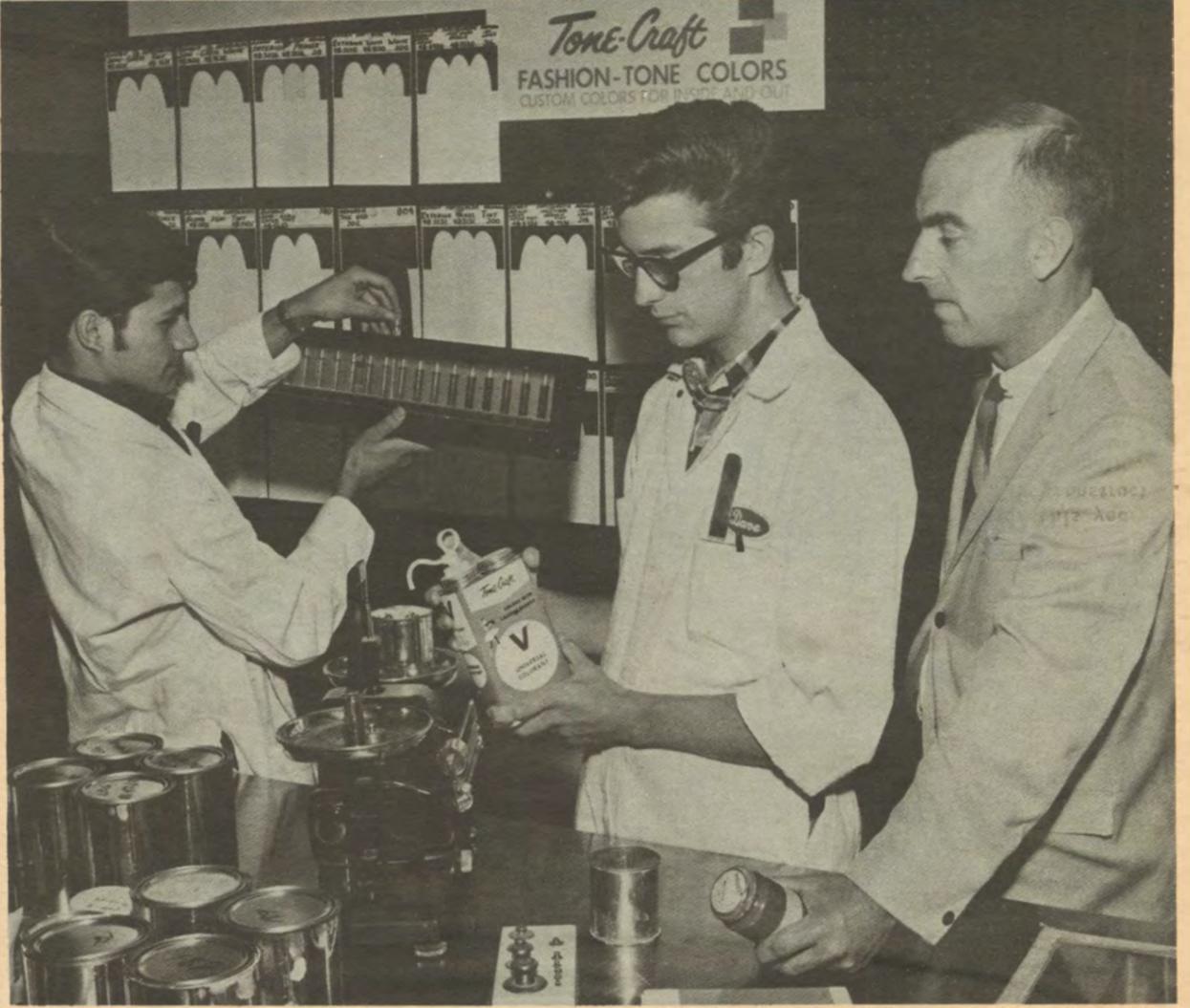
"Its success could lead to the establishment of a number of such programs at Humber College, perhaps even to the establishment of a School of Concerns. Perhaps. It will be up to us, the organizers and the students. It will be a two-way street."



# These students were ready for summer jobs



Jane Anderson, Social Service Assistant Program, did field work with West Branch of Children's Aid Society. She was logical choice for the branch, who needed help this summer to replace vacationing staff. Here she helps two young visitors to relax.



Lab Technician Program students Ralph Nunnaro (left) and David Rutherford (centre) were employed in Quality Control at Tone-Craft Paints Limited. With them is H.R. Ankenmann, technical director for the paint manufacturer.



Grant Bellows, Marketing, spent previous summers as a lifeguard. This year, he worked in EDP at Westeel-Rosco Limited, metal fabricators for the construction industry. Grant (right) is seen with Data Processing Manager Larry Hodgett, who praises his "good attitude".



Wilma Potts, Business Administration, first went on vacation with her own five boys, then supervised a staff of 26 who ran "Creative Holiday" at St. Paul's United Church, Etobicoke. Project is new, was organized for local youngsters who couldn't get out of city this summer and featured recreation, arts and crafts, music.

### Your invitation to continuing education

Want to brush up on criminology . . . learn to landscape your home . . . or participate in a stimulating exploration of religion and human rights?

Or perhaps you'd prefer something more formal — the kind of course generally associated with an extension program? Like accountancy, journalism, marketing management, computer programming, welding technology or painting?

Whatever your interests, we're sure that you, as a serious member of the community, have realized that education today must be a continuing process and are now considering some evening study this fall. In other words, we should all become "dropins".

*Our guiding principle is that a community college must reflect the community's needs.* For several months, therefore, Humber College's Continuing Education Division has been reaching outside its walls to learn about the kind of subjects you'd like to study during the 1968/69 year.

You'll find 120 credit, certificate and special interest programs, some of which you'll anticipate, others of which will surprise you. We trust that you will find the extension program with which to begin a long association with Humber College — your community college.

Humber College of Applied Arts and Technology / Application Form / Continuing Education Division

last name

first name

address

city

zone

home telephone no.

business telephone no.

program applied for

fees enclosed

This Application must be accompanied by a cheque or money order covering the necessary fees and mailed to:  
The Registrar, Humber College of Applied Arts and Technology,  
3495 Lakeshore Boulevard West, Toronto 14, Ontario.