

“Occupational Health,” sponsored by Humber College in association with University of Toronto, in Calgary, Halifax and Toronto. A Conference and Seminar Service brochure exulted the department’s willingness to accommodate clients: “Conference and Seminar Services—for any day or night of the year at the location of your choice—are only a phone call away.” And they did indeed phone, from near and far; the department extended its sphere of operations beyond Canada, handling inquiries from delegates as distant as the Canal Zone and Saudi Arabia. The team of expert conference and seminar managers at Humber College offered to an ever-expanding community a list of services which included assistance in the planning for meetings, the provision of suitable space, furniture, equipment, food and lodgings, advertising and promotion, financial and records control, translation services and video recording. The department could even provide world-famous specialists to serve as speakers and moderators. More than 120 projects were handled by this department in 1979/80, involving a total of more than 4,300 registrations.

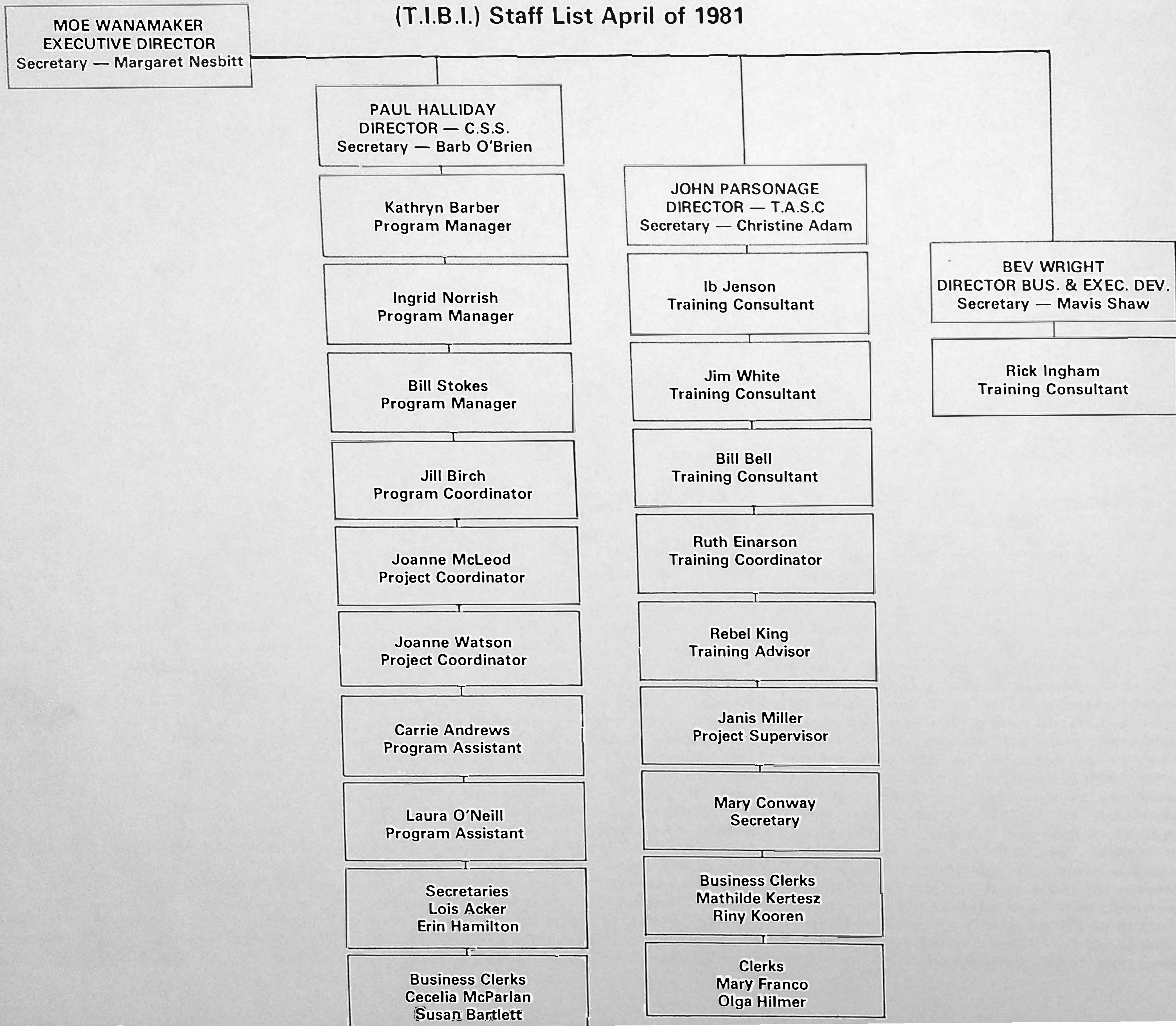


Through Humber College’s Speakers’ Bureau, organized by former director of college relations David Grossman, community groups could acquire, free of charge, a speaker or seminar leader for meetings or other functions held anywhere in Metropolitan Toronto. There was a choice of 98 individuals, made up of faculty and administrators, who had volunteered their time to take their expertise out into the community, and share their views on a total of 500 subjects. In 1980, the bureau provided clients with more than 40 speakers, with topics ranging from things as diverse as “The Psychology of Colour”, or “A Visit to Alcatraz”, to “Marriage, Alcohol and Drug Dependency.”

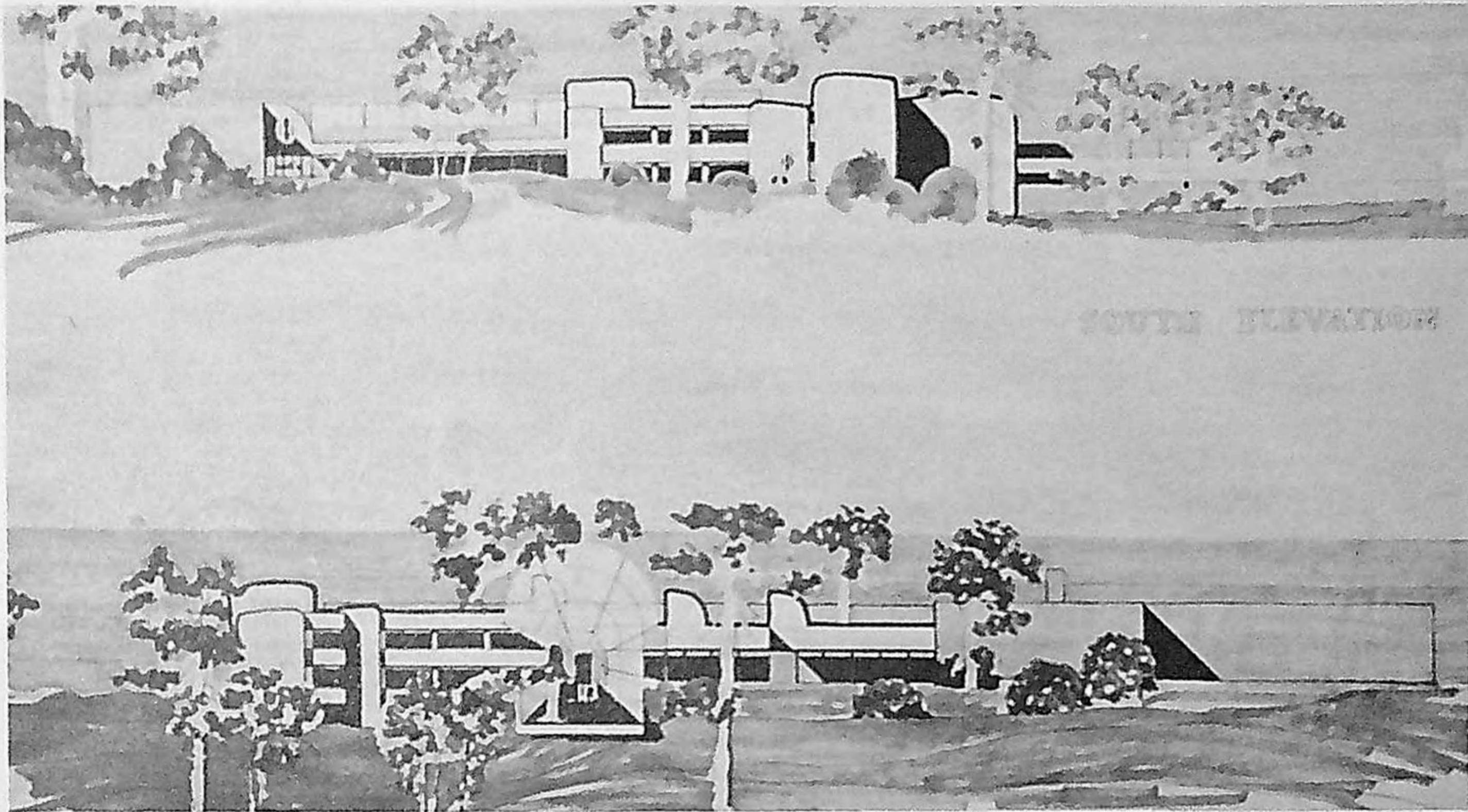
Of Humber College it could truly have been said that, if the student would not come to the school, the school was more than willing to come out looking for the student.

# Professional Services Organization

## (T.I.B.I.) Staff List April of 1981



## CHAPTER TEN LAKEFRONT DEVELOPMENTS *The South Will Rise Again*



*ROLLED AND SHELVED: in colleges across Ontario, blueprints for new buildings temporarily went into mothballs in 1972 when the government announced a “near moratorium” on capital spending.*

The fall semester of 1972 has to be black-circled as the bleakest and most traumatic period in the history of Humber College. It was a chilly November day when the provincial government stunned universities and colleges across Ontario with the announcement of a freeze on capital spending, to take effect in the 1973/74 year.

“The Cabinet didn’t call it a freeze, but a ‘near moratorium,’ ” recalled Stan Orlowski, chief architect for the Ministry of Colleges and Universities at the time. “What it meant was that all new projects in the stage of design or in the work-planning stage were to be suspended. That didn’t apply to buildings under construction, of course, since contracts had to be honoured, but colleges and universities were told by the Cabinet to pay off all their consultants if preliminary designs were completed, or if the projects were in the working stage.” Meetings were to be held in the following January and February between Ministry officials and top administrators of the colleges and universities, Orlowski continued, and every institution would be visited. All proposed projects would be studied to establish

which were deemed “*absolutely necessary*,” and a priority list would be drawn up from which some projects would be selected annually for the go-ahead. In the meantime, all plans for future building expansion were to be untacked from their drawing boards, rolled up, and shelved until further notice.

The announcement hit Humber College like a fiscal shockwave. The damage was not merely in the deferment of physical expansion; buildings that exist only on paper, after all, cannot be reduced to rubble. Parchment can be rolled and shelved, then later unrolled again and pinned back onto the drawing boards. But how do you rebuild confidence, after it had been shaken to the foundation? Months and years of long-term planning and strategy had been demolished with one sudden blow. What did the future now hold? The seismic signals emanating from Queen’s Park soon became all too easy to read. Post-secondary institutions across the province braced themselves for the series of shocks—the cutbacks and constraints in capital spending and operating budgets—that inevitably followed in the years ahead. The benign government that had fathered the

community colleges had somehow become transformed into a hurler of economic thunderbolts, a wrathful earth-shaker who seemed hell-bent on nothing less than infanticide. In truth, the province was not out to kill its creations, but it did seem intent on stunting their growth. It was perceived, perhaps, that the colleges were growing too big, too fast, and consequently becoming too expensive in upkeep.

Government concern was reflected in the changes of the funding system over the years: at the start, almost full financial backing was available, as needed; then came an open-ended formula system, that encouraged higher enrolments; this was followed by slip-year formula funding, with some provision for enrolment increase; and finally, global financing, that not only restricted growth, but could actively penalize a college for it.

“Baffled by staff layoffs at a time when student demand for programs was on the rise, some wondered whether Humber College wasn’t being punished for an overly-aggressive growth. Undoubtedly, some observers at Humber College began to wonder whether

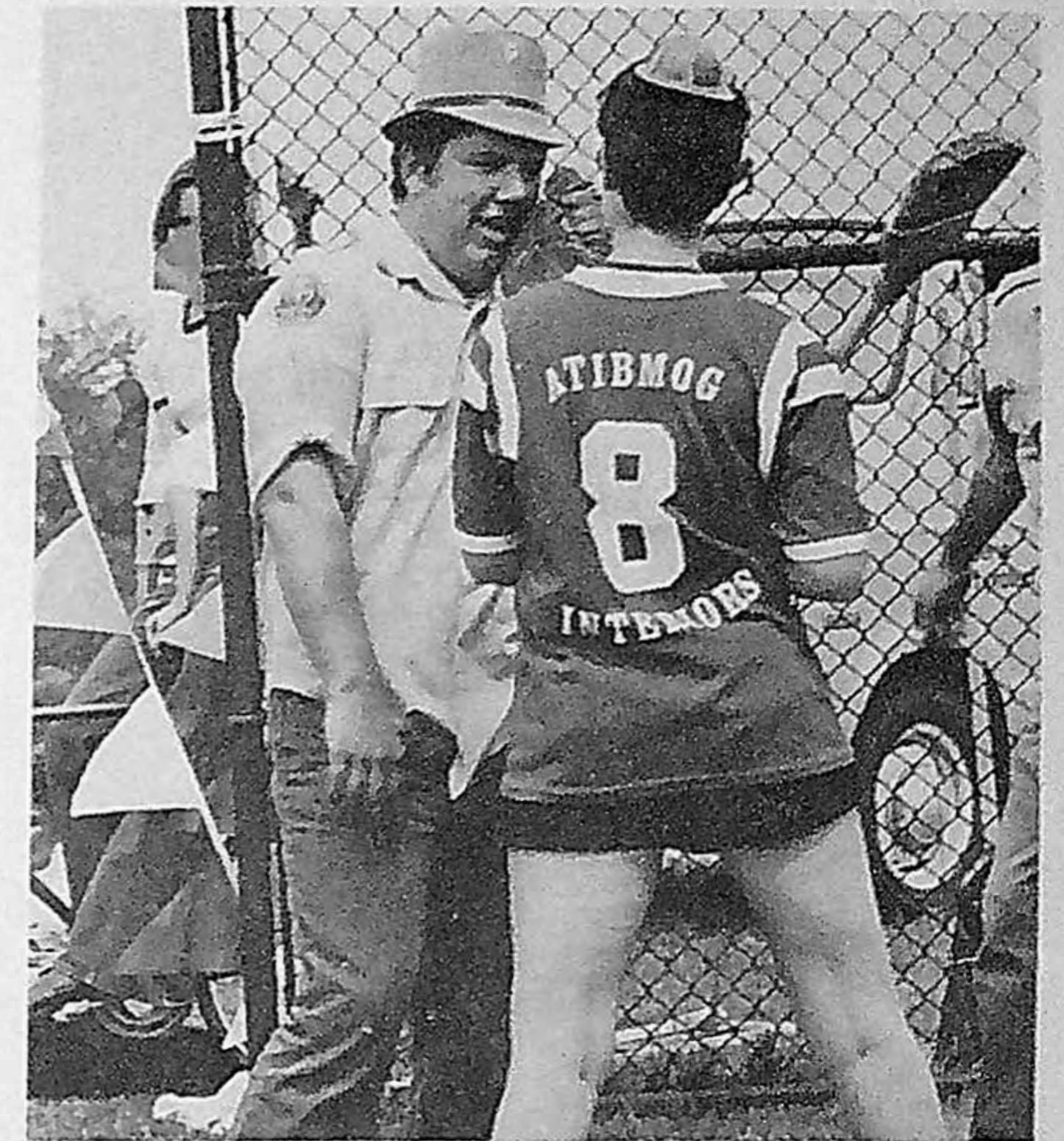
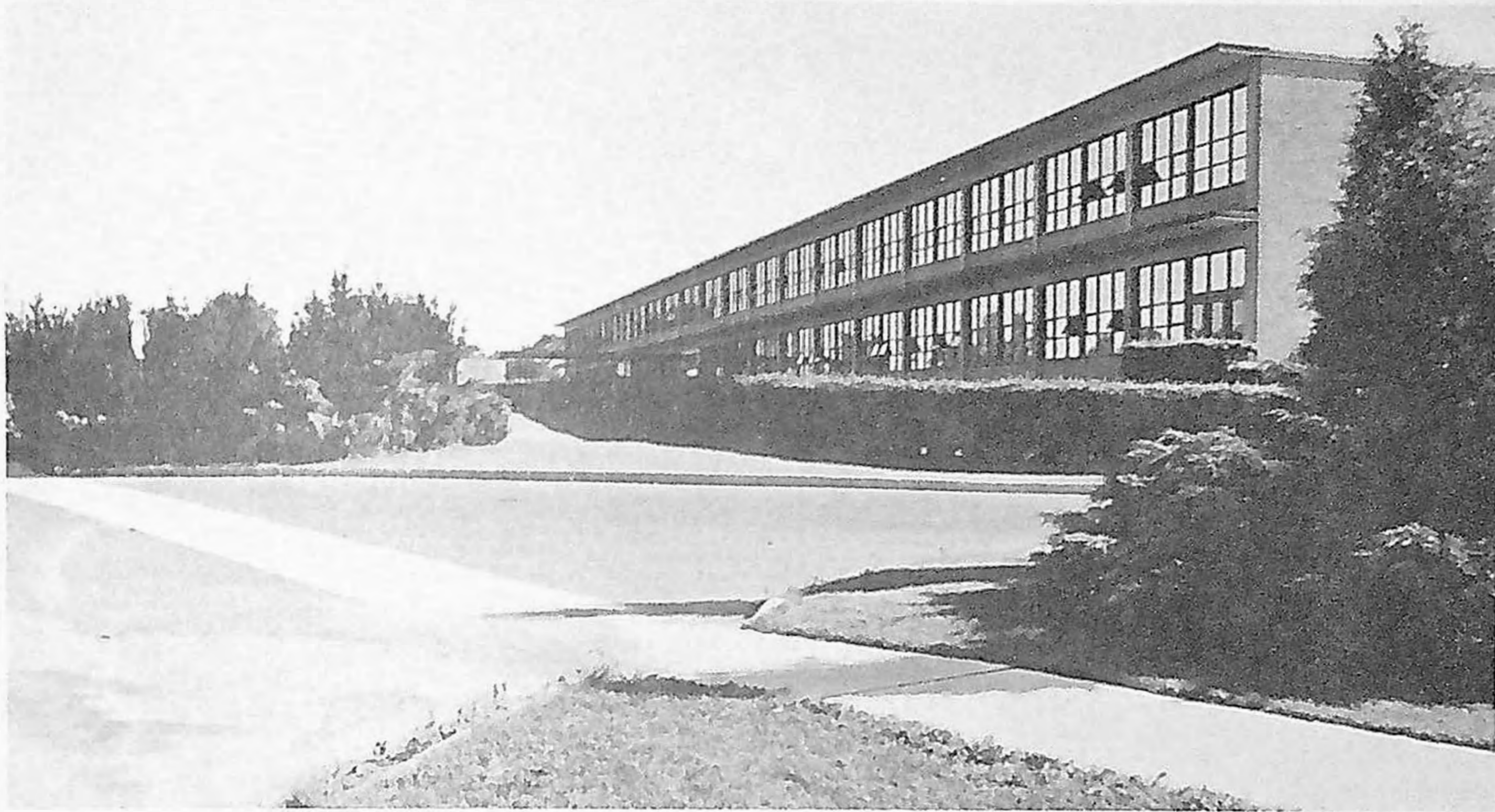


*QUEENSLAND: occupying 17,000-square-feet at 65 Culnan, near Kipling on the Queensway. The abandoned school was leased from Etobicoke after a squeeze on capital funds placed Humber's building expansion program into deep freeze.*

there was virtue or wisdom in being too successful in recruiting students. There were those who experienced a kind of queasy feeling as they watched administrators tread an economic tight-rope drawn too taut, trying to maintain their balance with overweighted increases in registration on one side and underweighted operating and capital budgets on the other. It all seemed so precarious; something was bound to topple, and that *something* could be the quality of education. The imbalance between too many students and not enough dollars was already forcing the administration to adopt some seemingly illogical and certainly unpopular solutions. Few people at the college were happy about layoffs of staff and faculty, and no one applauded the suspensions of entire programs or the 1975 reduction in the instructional hours of programs from 32 to 24 hours. Was all this necessary, some questioned. The solution seemed so obvious and simple: keep admissions down to match the space and funds available. Such an action was unconscionable to Gordon Wragg. In a communique to faculty and staff, he declared that it "would be an easy

although irresponsible solution to our problem were we to cut back on the number of students admitted to the college in order to force a match between expenses and income." To yield to such a tempting option would be to acquiesce to the imposition of a ceiling on the institution's growth, and even worse, it would be a betrayal of the very basis of Humber College philosophy, which always was to keep the doors as wide open as possible to as many people as possible. Besides, much time and effort had been spent in campaigns to attract students to Humber College. Now that so many were lining up at the registration desks, hoping to get in, it would seem an act of profligacy to turn them away.

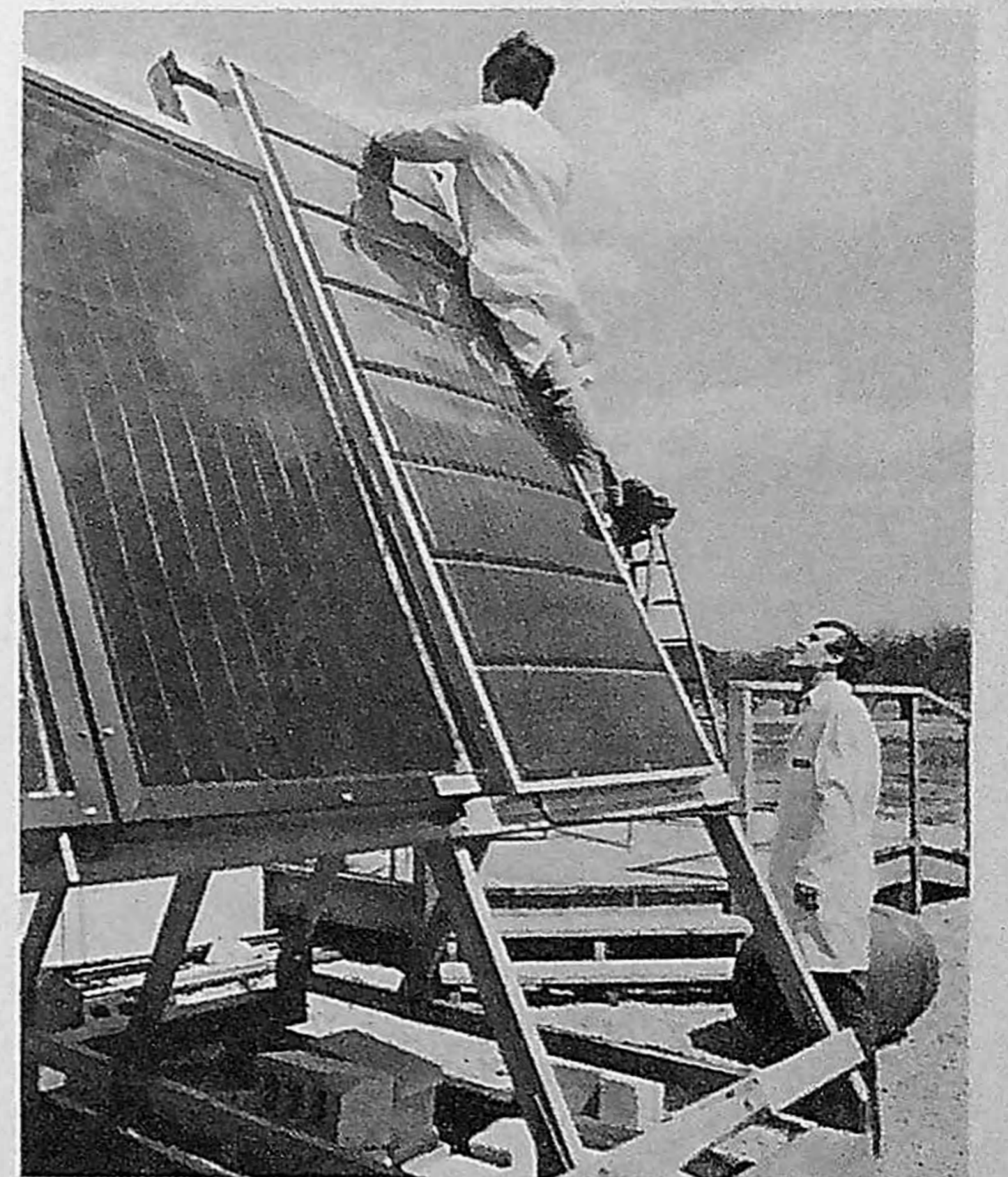
And so, the enrolment cutoff was kept as high as practically possible. At a time when universities were experiencing recurring enrolment shortfalls, and some community colleges were being thrown into a financial tailspin because of overestimated projected enrolments, Humber College was recording the highest enrolment jumps in its history—as high as 24 percent in one particular year—but more regularly around 10 percent. Such a



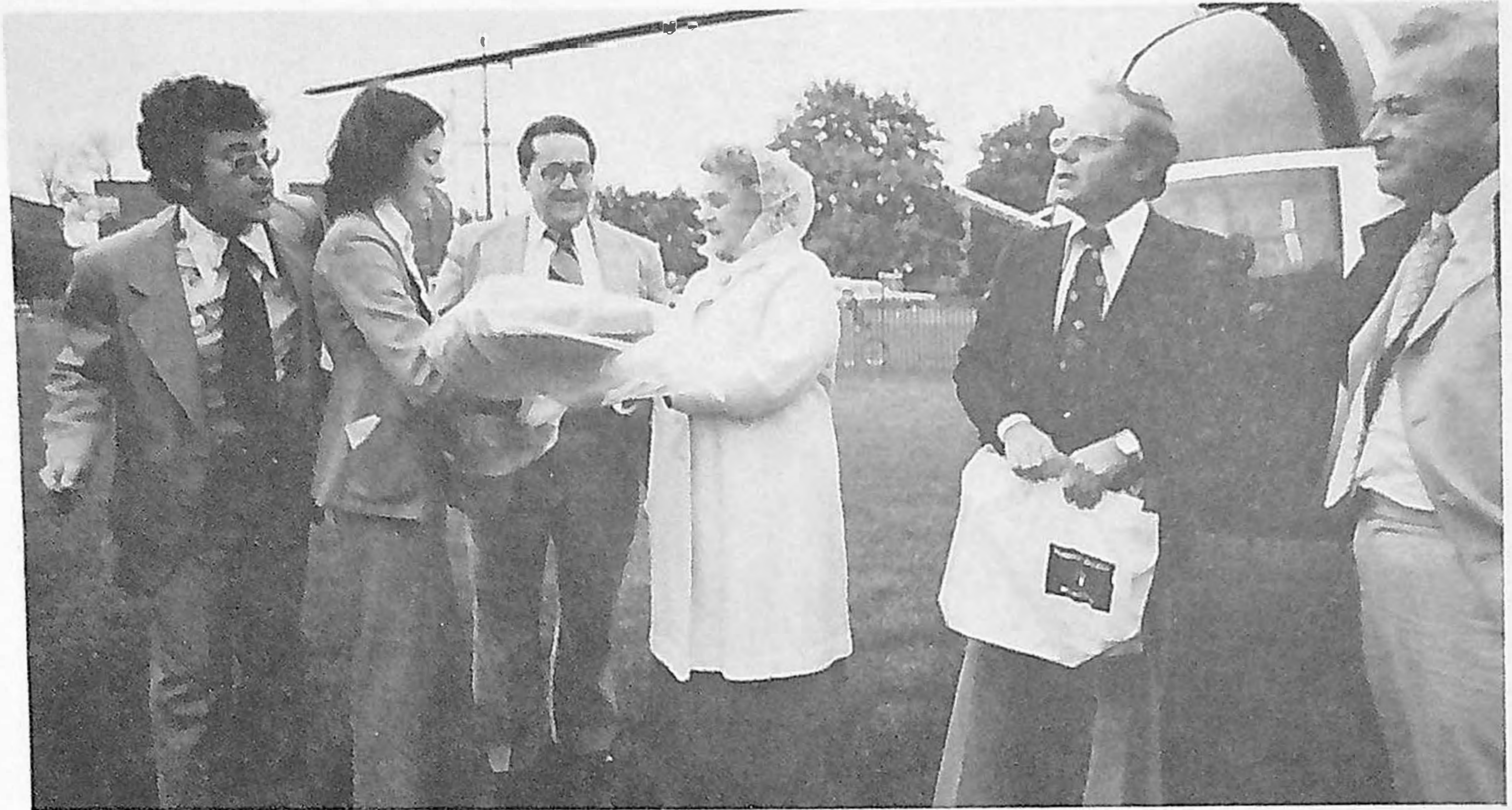
heavy intake of new students would obviously create a pressing need for more space, but the college was confronted and confounded by the “near moratorium” on new construction, an operating revenue system that was not favourable to growth, and an increasing dependence on antiquated and inadequate facilities rented on short-term leases that would shortly run out. The occupation of deserted elementary schools—James S. Bell, Queensway Public School, and Queensland Public School (the last leased from the Etobicoke Board of Education in 1974 for retraining and apprenticeship programs, and vacated on August 1, 1979)—was an interim measure at best. Their physical facilities were limited and deteriorating, and they could not be retained in service indefinitely, however much the space was needed.

When the college was finally forced to evacuate the South Campus at James S. Bell in 1973, it was fortunate that there were eight classrooms available to be leased at the former Lakeshore Teachers’ College, to accommodate the ESL and academic upgrading programs that had been dispossessed from the old

elementary school building. The Lakeshore Teachers’ College was phased out as an autonomous institution by the provincial government in August of 1971, following a decision by Education Minister Robert Welch to integrate the teacher-training institutions into the universities. After the function of the Lakeshore Teachers’ College was ceded to York University, Humber College immediately began to petition for a takeover of the abandoned site at 3199 Lakeshore Boulevard West. Situated on a location with excellent public transportation access and surrounded by a well-established residential area that could supply adequate private housing for students from outside the Etobicoke and York boroughs, the site was clearly a prime piece of property. Above all, it would admirably serve to consolidate the college presence in the heavily-populated southern region of Etobicoke—a region that was separated by about eight miles from the facilities and services available at the North Campus in Rexdale. There were the Queensway Campuses in between (and later Queensland), but these were operating at optimum capacity in



*LANDING PARTY: dignitaries are flown in by helicopter to officiate at the opening ceremonies of Lakeshore 1 Campus on October 13, 1976.*



upgrading, retraining and apprenticeship courses, without space or staff to spare for post-secondary daytime diploma programming or additional community outreach projects. Recognizing that the college did, however, have a responsibility to meet the needs of the Lakeshore community with facilities reasonably close at hand to the residents, in October of 1971 the school established Storefront Humber, in a converted store at 2945 Lakeshore Boulevard West. Operating as a branch of the Continuing Education department with a budget of \$35,000, Storefront Humber sponsored workshops on various urban issues, loaned videotape equipment to residents for community projects, and offered an informational and advisory service on as wide a range of topics as how to revitalize sagging retail sales on the Lakeshore merchant strip, and how to find the appropriate resources to deal with legal problems. Storefront Humber was initially coordinated by Sharon Hillier, working under director Vince Battestelli and assisted by Paul Hueng, Michael Quiggin, and Vicki Stainton. However, as intended from the outset, the

operation of this community action centre was soon after turned over to a board of directors made up of Lakeshore residents. It was foreseen that as federal, provincial and Metro departments replaced Humber College as the funding source, the school's involvement in the centre would diminish and, it was feared, the college's visibility in the Lakeshore community would correspondingly fade.

Inadequate southern exposure would no longer be a problem after January of 1975, when the ownership of the former Lakeshore Teachers' College was transferred to Humber. It was an acquisition that Lakeshore MPP Pat Lawlor (NDP) would herald as a repatriation of the college "in the South end." The South would indeed rise again, but first, considerable restoration was required in the deserted teacher-training building. Walls had to be knocked down to produce larger open areas, windows had to be glazed, sidewalks had to be repaired, and the lighting and heating systems had to be modernized...assuming funds could be found to pay for the repairs. Humber College in January of 1975 was facing a budget deficit of more than \$2.8 million, and although

by April much of this deficit was pared down by phasing out 25 administrative posts through attrition, the college still was left with a \$1.3 million deficit. This deficit was not due to any irresponsibility in spending on the part of the college, but was directly the result of a shift in the funding system—the third such shift in the grant system since the inception of the colleges. In the year previous to 1975, the colleges operated on "slip-year" financing. In other words, the coming year's budget was to be based on the previous year's enrolment, and in 1974/75 Humber College believed it could safely admit an additional 640 students into full-time programs, secure in the knowledge that the 1975/76 budget would provide the funds for those students. Then without warning, the Ministry of Colleges and Universities announced that this funding system would no longer be applied, but would be replaced by per-pupil funding, which meant a new ceiling and substantial cutbacks. Layoffs were announced in many of Ontario's colleges, and compounding the problem was the fact that a two-year dispute between the Civil Service Association of Ontario (CSAO) and the



Council of Regents was before an arbitration board, with the union seeking, among other things, a reduction in workload and the establishment of a seniority-based layoff policy. The consequence of any reduction in teacher workload would ironically eat further into each college's already emaciated budget, and make additional staff slashings seem inevitable. James Auld, Minister of Colleges and Universities, refused a CSAO demand for a meeting to discuss the layoff issue, maintaining that since that was before arbitration, to discuss it would be, according to a spokesman for the Ministry, tantamount to tampering with the arbitration process. CSAO information officer John Ward countered that Auld was already interfering with the process "by encouraging the colleges to lay off when the issue is still in the hands of the arbitration board."

In the midst of this mess, President Wragg publically despaired of a government guideline "so restrictive in its provisions as to bring the growth of the young college system to a halt." At Humber College, enrolment was to be frozen at last year's level, the introduction

of nine programs was to be deferred, and the expansion plans for the new Lakeshore Campus had to be curtailed. In April of 1975 it was projected that only 10 percent of the new programs originally planned for the Lakeshore Teachers' College campus could be initiated in September, and there would be an indefinite delay in plans to erect a learning resource centre adjacent to the existing building.

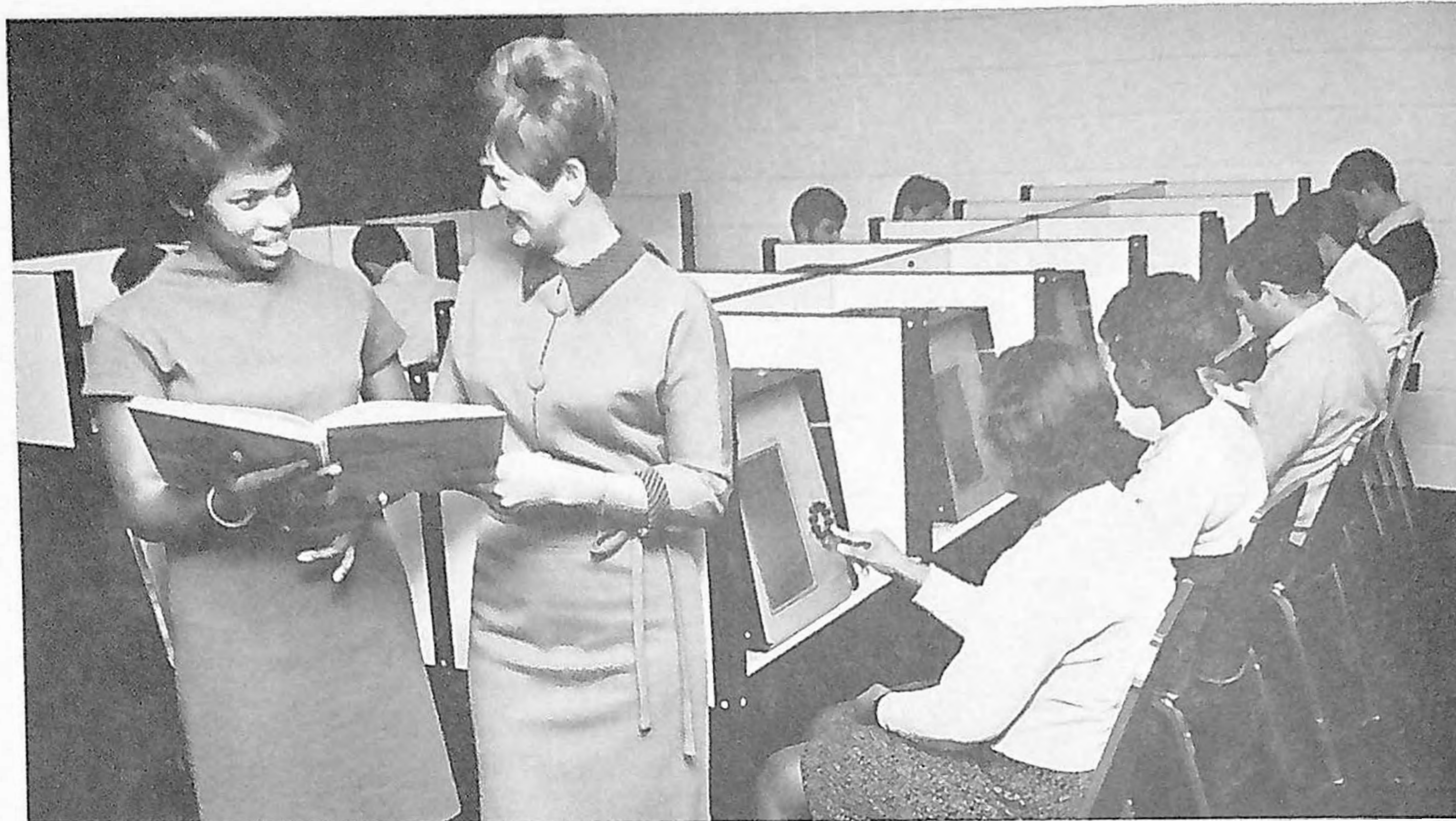
It was not a propitious beginning for what was in 1976 to become the central base for all Humber College operations in the southern Etobicoke region, but prospects became considerably brighter when Humber College was awarded a \$305,530 winter works capital project grant from the Ontario government—\$222,000 of which was earmarked for renovations of the Lakeshore building. The site was fully operable in September of 1976, although the official opening was postponed until October 13, when Humber College's newest campus started off with the bang of fireworks and a musical fanfare, courtesy of the Etobicoke Oakland Crusaders Marching Band. There were also displays of gymnastics and judo, and demonstrations of solar heating



*TOP LEFT: an integral part of the Lakeshore addition, completed in 1979, was this expanded cafeteria. To provide a capability for 1,400 full-time day students, the building addition of 3,900 square metres provided 23 more classrooms as well as new learning resource centre facilities.*

*AN EXTENDED HAND: James Auld, Minister of Colleges and Universities, seems to warily eye the hand extended to him by Humber instructor Ab Mellor. Cuts in CAAT operating budgets in 1975 had led to staff layoffs at several colleges, and Auld was reported to have warned presidents that delaying layoffs would only compound the problem. Forced into a "no-growth" situation, President Gordon Wragg in April, 1975 announced a temporary delay in the development of Lakeshore I.*

ABOVE ▲



with a scale-model home. Etobicoke Mayor Dennis Flynn and alderwoman Ruth Grier were flown in by helicopter to officiate at the ribbon-cutting ceremony, and to cap the event, in the evening giant searchlights were rolled in to slice wide swaths of light across the Lakeshore sky, proclaiming—a bit ostentatiously, perhaps—a new presence in the neighbourhood.

But apart from a day of pomp and pageantry that attracted 500 curious observers, what precisely had Humber College created? Was this to be merely a mini-version of the North Campus in a waterfront setting, offering the same kinds of programming and using the same formulae as had been tried and tested in Rexdale? Tom Norton, former dean of Manpower who became principal of the South Campus in July of 1974 (and later vice president academic), was determined to give some new directions to its educational course.

One point of departure would be in the particular type of students that programs at Lakeshore would be designed to serve. Norton set out to develop curricula that were especially—although not exclusively—suitable

for students more mature than high school grads, for older people who chose to return to school in the hope of finding new careers after spending some years in the work force. To allow for family life and even work shifts, he envisaged courses that would be built around a flexible time frame, available on weekends as well as on weekdays extending from 8:00 a.m. to 11:00 p.m., twelve months a year.

“I think in many ways the future of Humber College—the total college—will depend on how it responds to the needs of the part-time learner in the daytime,” prophesied Norton. “Much will depend on the degree to which the college is prepared to commit real resources and real energies into bringing part-time students into all college programs. The college must be reorganized in such a way that we not only *tell* people that they’re welcome to come and study in the daytime for a few hours here and there, but we honestly make it possible for them to exercise that option.

“Because the regular daytime, semestered student is so easy to deal with, and because there *appears* to be an infinity of them out there—although we know that *really* isn’t the

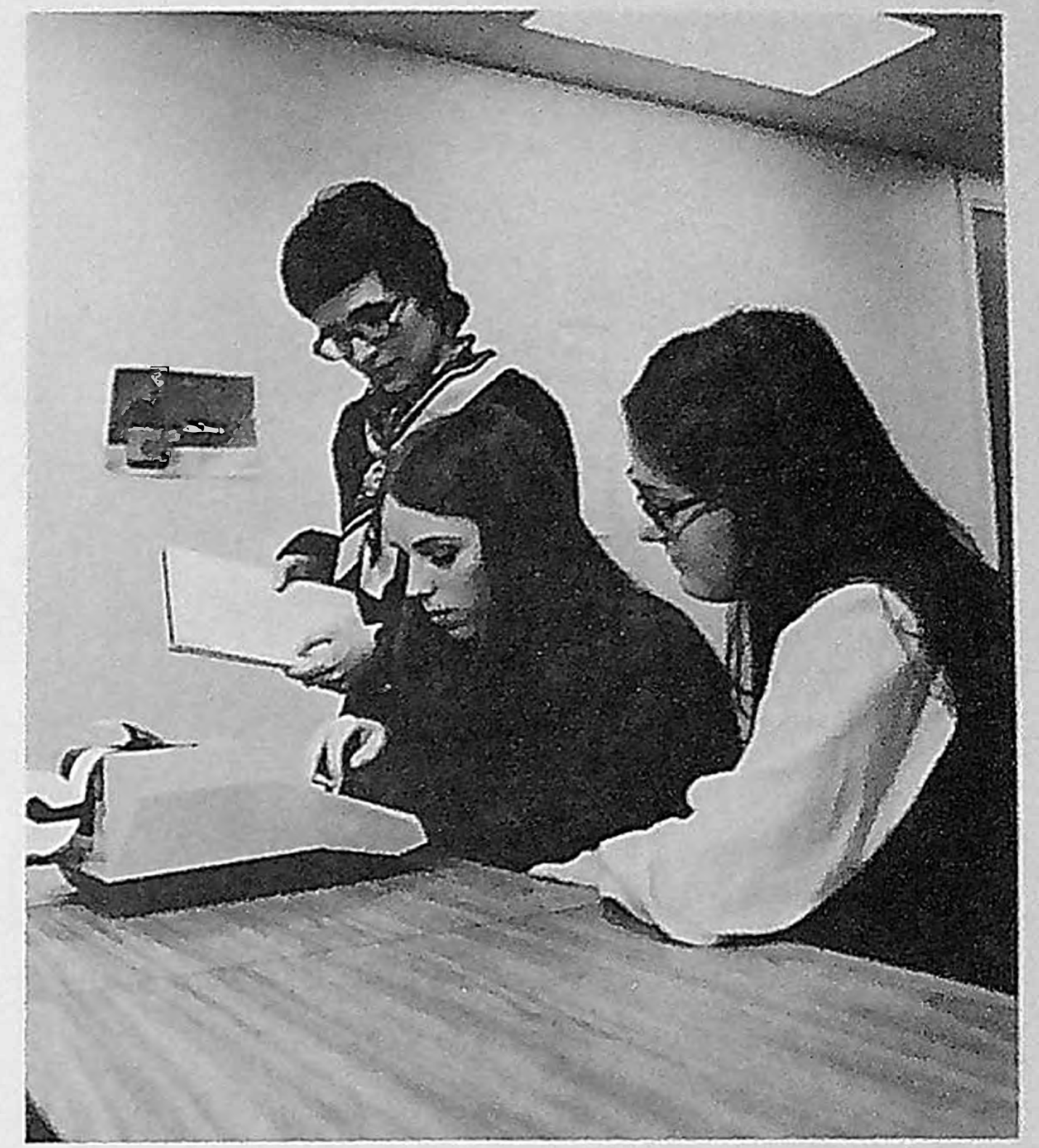
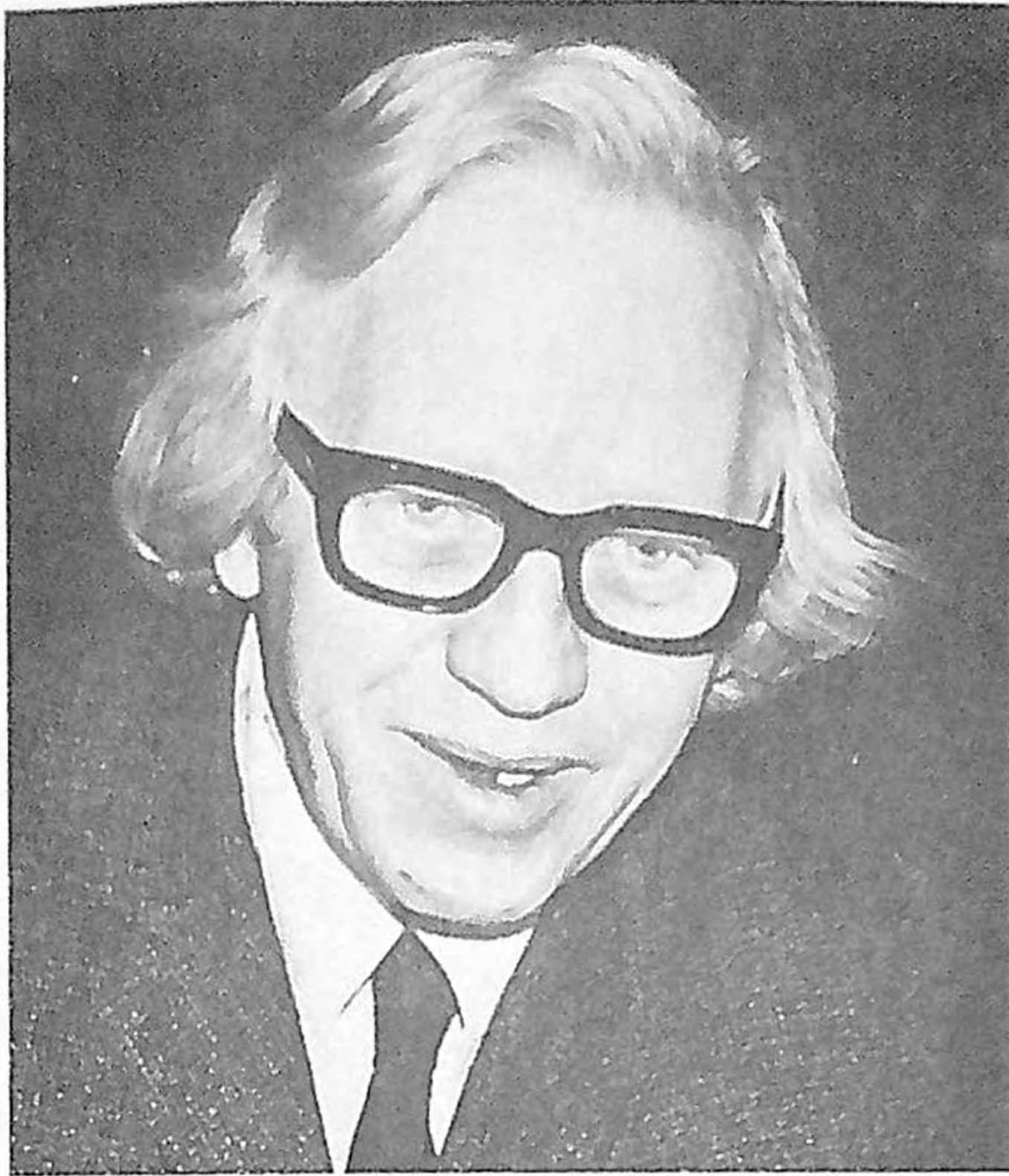
case—there is no sense of urgency to effect change. The pressure is still there to operate at Humber College on the basis of what is more convenient to administer, as opposed to what makes the most sense for a part-time learner.

“If we want a part-time student to come—say he wants to take English Communications, for instance—we can’t expect him to come in one hour at a time, four days a week. He needs a block of time, with vertical rather than horizontal time-tabling.

“A second thing is that we have to recognize that the part-time adult has a different social need from the institution, and that he doesn’t require to be grouped with learning peers. We can design self-paced programs for him and tell him to come back to the college when he has a problem. We have to get into educational media in a different way; we probably need to get into correspondence programming with a phone-in feature built in, so that people working a long way from the college have a phone-link to a teacher at a given time each day to get instructional help.”

Based on the premise that older students are highly self-motivated, Norton prescribed a





less traditional role for Lakeshore teachers: they were to act less as lecturers and dispensers of information, and were to function more as consultants, assisting students in a self-paced learning process. This particular approach to teaching, (or, more accurately, learning), is generally referred to as Individual Learning Program or ILP, and it had proved particularly practical in the Retraining and Apprenticeship Division, where students entered a course without the limitation of a fixed starting or completion date. Aided by faculty who were there to help solve specific problems, students progressed through the objectives of their courses at a speed relative to their own skill and initiative.

In the beginning, the RANDA (Retraining and Apprenticeship) Division made up the bulk of enrolment at the Southern Campuses. A total of 85 percent of the students were financed by Manpower, but with drastic cutbacks in federal and provincial government support, RANDA decided to decrease its dependence on government-supported courses, and beef up the fee-paying programs.

In 1974, the RANDA management team

began the development of a five-year plan based on a desire to reduce dependence on any one government source for students or funds. The hope was to balance Manpower, Apprenticeship, fee-paying students and post-secondary to provide protection to the campus from wildly fluctuating numbers in any one area. The continued commitment to this plan culminated in success by 1978, with the transformation of Queensway from a small Manpower operation into a large multi-site campus with all levels of programs.

By 1976, the year that the Lakeshore Teachers' College site was officially made the hub of the rim of southern campuses—including Queensway 1 Campus, which was redesignated Lakeshore 2, and Queensway 2, renamed Lakeshore 3—the ratio of fee-paying to government-sponsored students had shifted to about 50 percent each. In that year there was a total of 620 students attending the 14 full-time certificate and diploma courses and 9 retraining programs, and approximately another 500 student registered in 19 part-time and evening courses. By 1977/78, the total Lakeshore enrolment had grown to 2,000

students, 423 on whom were in post-secondary programs. Full-time post-secondary enrolment in 1978/79 rose to 522 students, and in 1979/80 that figure climbed to 607. By 1979/80, the total enrolment at Lakeshore 1 had grown to about 1,100.

The post-secondary programs in Business were identical to those available on the North Campus, guided by the same advisory committees, based on the same course outlines and evaluated with the same type of tests and marking schemes. Included in the course offerings were Accountancy Diploma, General Business Diploma, Marketing Diploma, Executive Secretary, Legal Secretary and Medical Secretary.

The Business area, however, was the only place where there was duplication. Metal Arts (Gold and Silversmith) was available only at Lakeshore 1. Two Applied Arts programs—Community Studies and Social Services—were uprooted from the North Campus and transplanted to the Southern site. There were originally plans to similarly relocate some of the Electrical and Mechanical technical programs from the Technology Division on the



*TUG OF WAR: a strain was said to exist between the North and Lakeshore Campuses.*  
LEFT ◀

*ADMINISTRATIVE REALIGNMENT: in 1978, Jackie Roberts, former principal of the North and Osler Campuses, became vice president academic, in charge of design and future planning of all post-secondary curricula; Tom Norton, former principal of the five Lakeshore Campuses, became vice president of Continuous Learning and non post-secondary studies; Jim Davison, former vice president of the North Campus, became vice president administration.*

NEXT PAGE ▶

North Campus to Lakeshore 1, although this was resisted by some people at the North, who insisted that each branch of technology was inter-related with the other, that each area serviced the other, and it was therefore neither economically nor educationally sound to divide them on separate campuses. However, the process of technical transplantation seemed to start with the transfer of the Electrical Control program to Lakeshore 2, and soon, three technical diploma programs—Electrical Control, Industrial Instrumentation and Precision Instrument—were available elsewhere than on the North Campus. In April of 1980, Dean of Technology Bob Higgins was made responsible for managing the technology programs—including technical and apprenticeship—at the Lakeshore in addition to the North Campus.

Also available at Lakeshore 2 were ILP non-post-secondary programs for Automatic Screw Machine Setter Operators, Drafting, Industrial Maintenance Mechanics (Packaging), Instrumentation Mechanics, Machine Shop, Marine and Small Powered Equipment Mechanics, and Welder Fitters. As

of April, 1975, Al Picard served as dean of these technical programs.

The attempt to establish viable programming in the Lakeshore area, not unpredictably, created some disruption at the North Campus, as some coordinators wondered and worried whether they and their programs might be arbitrarily shipped South. Some rivalry and resentment occurred, as rumours spread that the Lakeshore group was making a “big grab” to either take over or duplicate existing, successful programs operating in Rexdale. One faculty member caustically attributed the mounting anxiety to “the growing pains in our lower regions.” It was not uncommon to hear faculty at the North site pointedly refer to the emerging South as the Lakeshore College, rather than *Campus*. Perhaps it was a groundless fear, but there were many who foresaw a competition for students developing between the North and South—a competition more cut-throat and fierce than any prevailing rivalry between Humber and Seneca or Sheridan colleges. Territorial imperatives were threatened, and although the situation never quite escalated

into civil war between North and South, it was serious enough to prompt President Wragg to defuse the problem with a realignment of administrative functions, and with a funneling of service organizations into a central, multi-campus body. The restructuring made a statement in no uncertain terms, and eliminated all misconceptions that Lakeshore I was becoming a separate and autonomous institution.

A new vice president academic was created, for example, to assume effective curriculum control over all post-secondary programs, on whatever campus they were offered. A vice president of Continuous Education took the responsibility for all part-time studies, including apprenticeship and Manpower retraining programs, on a college-wide basis. Administrative lines were now strung horizontally, running across all campuses, rather than vertically, since in the past the administrative structure seemed to fence off each campus or cluster of campuses into independent and segregated decision-making units.

“There was a very false image created of



a Lakeshore monolith marching off to its own band, into a different future,” recalled Norton, who became vice president of Continuous Learning in the organizational shakeup (and later the vice president academic). “I have no idea where the fear of a separate Lakeshore College came from. It was just a complete illusion, a paper dragon that was used over the years. There’s been an honest and creative kind of competitiveness, but there was also a feeling of being a part of Humber College, a special part of Humber College that comes from doing things in a different way from the North Campus. I think there’s a sense of pioneering at Lakeshore which sets it apart. We have had many firsts at Lakeshore over the years—from program design, to new programs; pioneering the first programs in the post-secondary environment to be individually self-paced. These have brought a sense of pride, have made many of the people at Lakeshore feel that they have a special place in the educational galaxy. I don’t see that as a destructive separateness.

“But there is the same sense of competitiveness and separateness among Lakeshore campuses with each other as there is



between Lakeshore as a unit and the North Campus. The people at Keeleisdale felt no more a sense of alignment with the people at Lakeshore 1 than they did with the people at the North Campus. The people at Keeleisdale had a tremendous sense of place and mission about what they were doing and didn’t directly identify with the other campuses. To talk about a Lakeshore *College* makes no more sense than to talk about a Keeleisdale College...or a North College, or an Osler College. The Lakeshore people looking up at Rexdale could, with equal justification, say the North Campus is leaving Humber College, is going off in a different direction, trying to become a separate college, trying to become North College...and Lakeshore will be the only Humber College left. Strong colleges are built with variety and an openness to initiative, and not by homogeneity.”

For a time at least, sentiments of factionalism between the campuses were dispersed. Campuses remained unique, but united. The college, however, was aware of the danger of the symptoms recurring. The *possibility* of one campus breaking away from



its main branch was not a farfetched fantasy, nor was such a development impermissible within the community college guidelines. In a section entitled “The Optimum Size of a College” within the First Annual Report (1975/76) of The Council of Regents, a warning was issued about the “adverse aspects” that could result when a college exceeds an enrolment of 5,000 full-time or 6,000 full-time equivalent students. One “adverse aspect” specified was the following: “When there is a satellite campus in a community remote from the large main campus, the danger of a board becoming isolated may become even greater with respect to the remote campus. If the major decisions are made elsewhere, there is the distinct possibility that people in the remote community will view the college as an absentee landlord without real understanding of local needs.” When this negative effect of growth or numerous other undesirable factors become discernible, the report recommended, consideration *should* be given to splitting the college.

There was, as much as anything can be



*MONEY MATTERS: continual modification of funding systems by the government often forced college administrators into crisis budgeting. Two keepers of the college ledgers were, left, the late Derek G. Horne, who was business administrator and later vice-president for administration, and former comptroller Ted Carney, who preceded Bob Cardinali.*

PREVIOUS PAGE ◀

JACKIE ROBARTS LEFT ◀

TOM NORTON CENTRE ◀

JIM DAVISION RIGHT ▶

predictable, little likelihood of this happening at Humber College. The commitment of the board of governors and chief administrators has always been to the *total* college operation, unduly favouring no one campus at the expense of the others. There were shortages of space and resources, admittedly, but these at least were equalized, and were spread with equal sparsity, everywhere...poverty could be better endured when it was shared, and when there wasn't someone too wealthy nearby, flaunting his riches. And meanwhile, there were advantages in large size that offset the disadvantages. The Council of Regents' report listed some of these: the college could afford a more extensive library; the audio-visual department could offer more services and better equipment; counselling services could be more diverse; greater opportunities were possible in athletic, cultural, recreational and social activities; professional development for staff could be more extensive; a wider variety of programming could be offered; and a larger faculty meant there was a wider variety of knowledge and skills which could be developed.

"It's true that there are some negative

dimensions to growth," elaborated Vice President of Administration Davison. "Some say that problems begin to emerge that can't find any vent; they merely circulate like eddying currents in the bureaucracy, and never do get resolved. I believe the deans of the college call them perennial unsolved problems...or 'pups'.

"By the same token, growth has enabled us to offer a wide range of very interesting activities. Humber has emerged as a very interesting place, and I believe that is the reason the public comes to us in such large numbers. Virtually every day of the year, there's something going on at Humber College.

"There has been a report which indicated that there are negative economic effects in growth: beyond a certain size, the costs of a college begin to spiral, the economics of scale reach an optimum point beyond which there is no control. We haven't reached that point. Our costs are continuing to decrease on a per-unit basis. Our costs for total college programming are clearly the lowest in the province, and some \$400 per full-time student equivalent under the provincial average."

Davison, like Norton, speculated that the growth area of the future would be in part-time studies, particularly with credit programs. However, he pointed out that this could very much depend on the funding system used by the government. "Any funding system has strong steering effects on how a community college addresses its mandate, and how it organizes itself to address its public," he said. "For example, under formula financing, the financial formula for part-time students was extremely liberal—so liberal, in fact, that it had a very strong steering effect on community colleges. The basic income unit for a part-time student was 1.8 times the funding for a full-time student. That was done on purpose by the government, to ensure that all colleges in the province addressed that particular part of their mandate, to develop their part-time student clientele."

This clearly was the policy that the Ministry of Colleges was pursuing with a new funding formula released for study in 1980. The funding structure was designed to reduce the part-time post-secondary tuition fees to the same level as tuition for daytime credit courses.



To achieve this goal, the Ministry proposed to increase its grant to the part-time studies programs, to compensate for the anticipated revenue loss caused by the reduction in the part-time students' fees. In the past, the colleges attempted to recover most of the costs for part-time courses directly through part-time students' fees, and this meant that part-time students paid considerably more per course than their full-time colleagues. Some observers in the college—such as Continuing and Community Education Chairman Stewart Hall—saw the proposal to equalize tuitions as fair, while others—such as Comptroller Bob Cardinali—described it as “an administrative nightmare” for the Continuous Learning Division. The problem, as some interpreted the formula, was that the college could no longer charge the same price for courses that were essentially the same. Through the complex calculation that would elude the average student, fees for part-time courses would be determined in proportion to the *number* of full-time courses offered in a particular program. As a result of the method of calculation, students might find that a course at

one college could cost more than an identical course at another college. Notwithstanding the possibility of some confusion, the Ministry nonetheless seemed determined to boost part-time education by promoting equal accessibility.

A funding system, then, in the past could load the dice in favour of full-time or part-time education, according to the government's predilection. The college until 1979 operated with four principal financial plans: one for post-secondary, one for adult retraining, one for apprenticeship, and one for Training in Business and Industry. For the 1979/80 fiscal year, a complex new system was introduced based on “funding units.” Davison explained that “one of the things that this new financial system attempted to achieve was to roll all the financial plans into one, so that the college would receive one grant consisting of two portions: one for all its academic activities, and one for plant. It would be up to the college to establish its own priorities internally, and to divide that money among the programs.” Much to the chagrin of planners, though, the past has proved that the only thing they can count on in

regard to funding systems is that the systems are likely to change.

Complicating budget matters still further were fluctuations in other factors totally outside the control of the college. In November of 1979, for example, Comptroller Robert Cardinali found himself looking down at the previous year's ledger with a deficit of \$102,000—the first in the college's history—due in part to an unforeseen increase in energy costs, but also attributable to an agreement between the provincial and federal governments which eliminated the college's former 12 percent sales tax exemption.

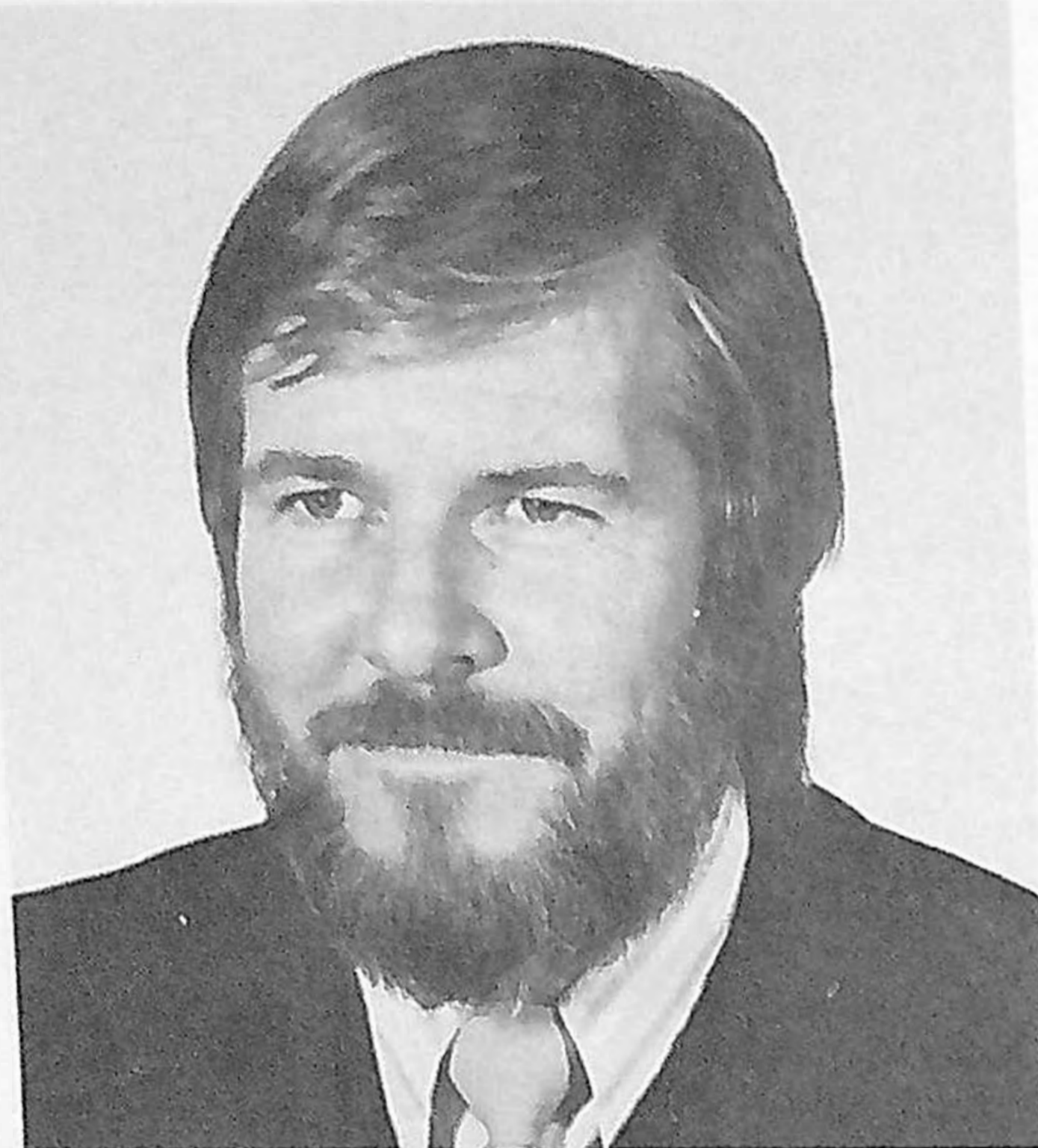
But all was not bleak in the budget books. At the close of 1979, Dr. Bette Stephenson, Minister of Colleges and Universities, announced a 8.0 percent increase in operating grants for the province's 22 community colleges in the 1980/81 year, a substantial hike from the 5 percent of earlier years. There was additional fiscal frosting in the form of \$12.9 million to cover increases in enrolment. The colleges looked to 1980/81 with the promise of \$317.6 million in total operating grants.

Even so, figures compiled by Cardinali



*COMPTROLLER Bob Cardinali: trying to balance the books—and fathom the financial twilight zones of government funding.*

FAR LEFT ◀



*PETRO DOLLARS: the combined pressures of repeated provincial budget crunches and the continuing national energy crisis prompted the college in 1976 to initiate an energy-saving program. Ken Cohen, director of physical resources, reported in 1981 that energy conservation measures had since 1976 saved the college \$600,000 in operating expenses.*

LEFT ◀

for the fiscal years between 1976/77 to 1980/81 clearly showed that provincial operating grant increases rarely kept up with inflation factors (see chart on this page).

*Provincial Operating Grants and Increases*

Year	Total Operating Grant for All Colleges	Increase \$ Million Over Previous Year	Increase % Over Previous Year	Inflation Factors in %
1976/77	\$217.7			
1977/78	\$237.5	19.8	9.0	9.5
1978/79	\$271.2	33.7	14.0	8.4
1979/80	\$293.0	21.8	8.0	8.9
1980/81	\$317.6	24.6	8.0	9.5

In the meantime, the college administrators continued to compile their “wish lists,” submitting to the Ministry of Colleges

and Universities their annual capital requests catalogued according to four categories: new construction, alterations, repair or replacement and energy management. With the 1980/81 capital requests, for example, Humber College went begging for alms to a total of almost \$5.5 million, realizing that the Ministry would not be all that charitable towards requests for hand-outs to be spent in particular on new construction. Included in the dream list for the North Campus was a \$1 million new wing for the Music and Radio Broadcasting programs, a two-storey addition to E building, a one-storey addition to H building, and expansion to the Technology building. For the Lakeshore Campuses, there was a request for construction funds to consolidate Lakeshore 2 and the Industrial Resource Centre, and an additional appeal for \$40,000 in alteration money to install a dust collection systems for the Cabinet Making program labs at Lakeshore 2. Wood dust was known to be an irritant and an allergenic, and studies had indicated that people working with wood products were prone to a high incidence of stomach and nasal cancer. Cabinet Making in-

structor Peter Schunter repeatedly appealed to the college for a dust collection system, until finally on January 10, 1980 the property committee of the board of governors approved the request, with the installation to be paid for either by the provincial government or by the college’s operating budget.

At Lakeshore 1, a major step in expansion plans was taken in March of 1978, when the construction of a 44,000 square-foot extension to the Lakeshore Campus building was approved by the Ministry of Colleges and Universities. The addition was primarily needed to accommodate more than 400 students who were housed in the leased Queensway Public School, a building which had become dilapidated and even hazardous. The new wing would also provide facilities for the Solar Energy and Yachting programs. The move into the replacement facility—which included classrooms, labs, seminar rooms, a learning resource centre and a cafeteria—occurred in the fall semester of 1979. The wing was officially opened on October 7, 1979.

There was now more room to grow, more space to experiment and pioneer in such adult



programming as the "Bridge Project," initiated by senior program coordinator Ethel Milkovits in January, 1976. Created as a cooperative venture between the college, the Department of Manpower and Immigration, and the Ministry of Colleges and Universities, the Bridge Project was a modified English as a Second Language course designed for immigrants who possessed qualifications for a profession, but who lacked proficiency with the English language to enter that profession in Canada. Involved were 12 weeks of classes in reading, writing, speaking and comprehension. Vocabulary lists were compiled with selected words from texts in respective professional areas, and the program could vary according to nationality. Some ethnic groups experienced more problems with enunciation than others, and therefore these students required relatively more assistance in oral communications. The main benefit of the project was that highly qualified professionals were freed from long-term menial jobs caused by language deficiency.

Yet another innovative but successful venture launched by the Lakeshore group was

Basic Job Readiness Training (BJRT), which offered classes of 20 to 25 students a 12-week program of life skills, field experience, job experience, and upgrading in mathematics and communications. The program ran from 9:00 a.m. to 3:30 p.m., Monday through Friday, and was available on a fee-paying basis of \$12 per week, or could be made available through Canada Employment and Immigration sponsorship or Unemployment Insurance benefits. The program began in 1975, located in the church basement of St. Margaret's Anglican Church on Sixth Street.

"BJRT was designed for disadvantaged people who have difficulty in acquiring or holding jobs," explained Angus King, dean of academic and commercial studies at Lakeshore. "The referrals for the program came mainly from welfare and social service agencies, initially from Etobicoke but then later from a wider area of the city.

"The students came to the program with past problems of alcoholism, drug addiction, and psychological difficulties. They arrived with feelings of inadequacy, frustration, depression, lack of confidence, and an inability

to cope. The emphasis in the program was on life skills, and the basic theme was an understanding of self, family, community, and finally, job orientation.

"We added a work component to the program in early 1979 which permitted students to be sent out for work experience for a week or more. The work site could vary from an office setting to a construction or factory site, depending on the background or training of the student. We have had many a permanent job placement result from the program."

While such innovations as BJRT were taking place in the interior of Lakeshore I, extensive renovations were taking place on the outside as well. The Lakeshore Teachers' College occupied approximately seven acres, but about 35 additional surrounding acres were acquired from the Ministry of Health, in a swap for 22 acres on the North Campus site. Norton set his sights on utilizing the 42-acre waterfront property for a park, rather than a parking lot. An agreement was reached between the college, the Metropolitan Toronto Region Conservation Authority—as well as other provincial and municipal authorities and

*EXTENSION FACILITY of Lakeshore 1 was officially opened on October 17, 1979 by Harry Parrott, then Minister of the Environment and the former Minister of Colleges and Universities.*



groups of ratepayers—to develop a peninsula park and a 500-slip marina on the Lakefront. This “Edu-Park” would contain an environmental garden with demonstrations staged on an ongoing basis; an area for a craft school; a piece of territory reserved for public experiments in such things as solar energy; and an amphitheatre, for summer theatre performances and band concerts. It was to be named after Colonel Sam Bois Smith, a prominent figure in Etobicoke’s history.

“It wouldn’t be Humber College’s park,” emphasized Norton. “There would be no distinction between the parkland and Humber College territory; they’d just flow into each other.”

A simulated French formal garden was one possibility examined by the planning group. Not quite a mini-Versailles, but a patch of classical setting to marry and merge with the ultramodern modules—solar heated—that Norton hoped to see as annexes to the Lakeshore Teachers’ College. And in the interior, a Renaissance in learning. “We need a Renaissance within the College,” Norton insisted, exuding a contagious enthusiasm.

“Great, we’ve finished the formative years, and we’ve come up with something. But the next 10 years shouldn’t just be a buffing up and improving on what we have; it should be a new start, a starting all over again...because the client group that we dealt with is beginning to disappear.”

The “client group” Norton referred to was the young, the generation of the baby boom which in the late sixties and early seventies was the mainstay of enrolment, the primary *raison d’être* of Humber College’s existence. They flocked to the new institutions, clutching their secondary-school diplomas, newly acquired from the high schools of York and Etobicoke, from across the province and from everywhere in Canada, and indelibly impressed their imprint of youth on the North Campus. Of course, there were the oldsters, too, but they were quickly absorbed and integrated, and made the peers and classroom companions of a younger generation.

At the start of the eighties, some post-secondary educators were pointing with alarm at diminishing enrolments in the elementary and secondary schools and at a decreasing

national birthrate. Statisticians were haunted by the spectre of an empty campus, of sparser crowds in the corridors and classrooms. Space must be populated; big must be maintained. To reinforce the depleted ranks of the young, institutions everywhere aimed recruiting campaigns at a much older audience—the unemployed and the underemployed, the housewife seeking fulfilment beyond the tedium of chores, the woman forced into the work-world out of economic necessity, the career man or woman seeking that elusive promotion or the prospect of a new career, the high-school dropout who bypassed a post-secondary education and who now regretted it.

Suddenly, the age of the adult had dawned. Post-secondary schools became less exclusively the domain of the young. Part-time educational packages were created for the particular needs of mature students with programming structured to make maximum use of limited time.

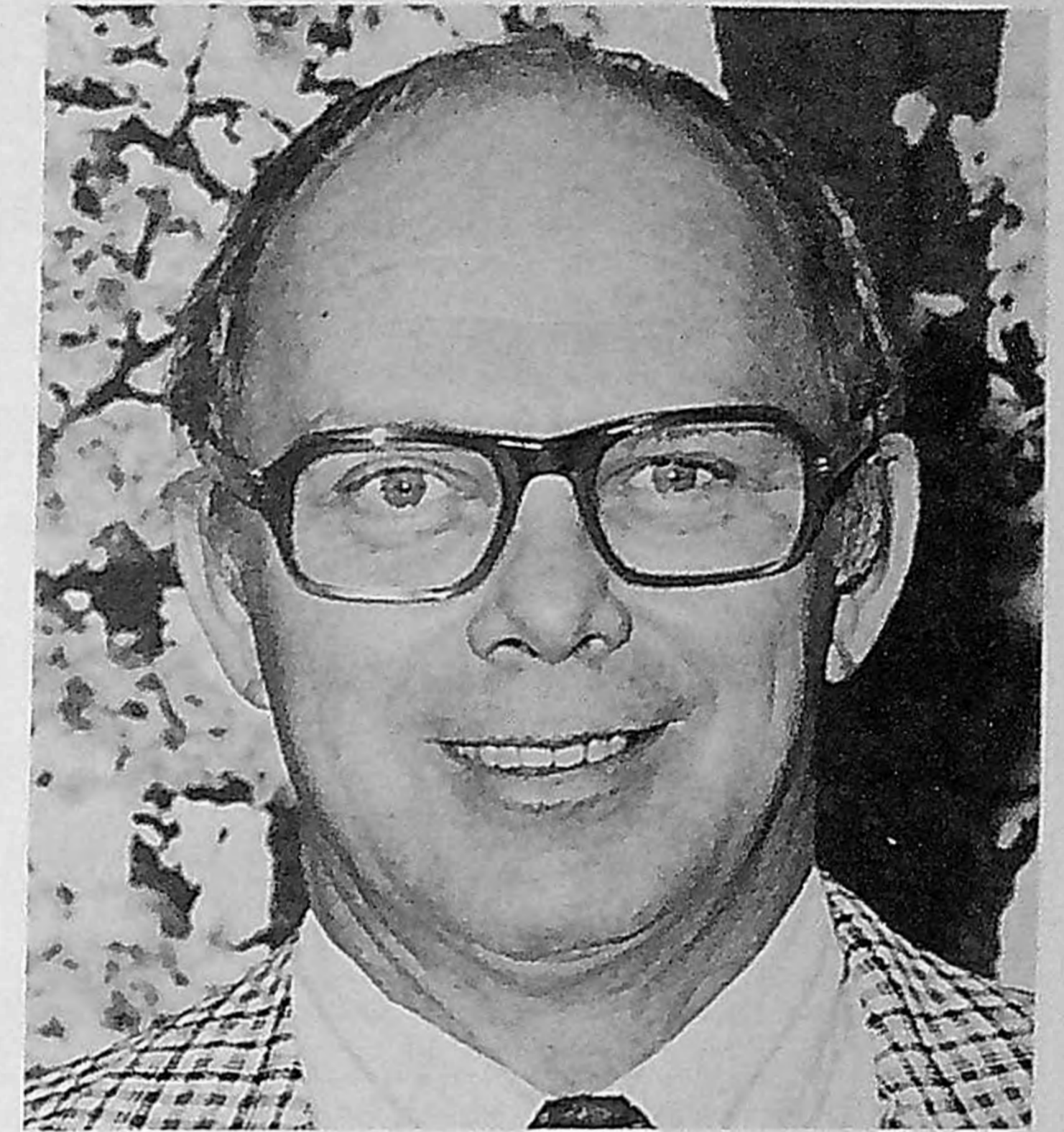
But youth had not quite become an endangered species, nor had the young been dismissed as a lost generation because of declining numbers. They too, had to be served, in ways





best suited for them. The ILP approach and vertical timetabling that were expedient and even imperative for the part-time learner were not necessarily educationally sound for the young adult fresh out of secondary school. The dialogue and discussion of the classroom cross-pollinated ideas and nourished intellectual growth, and ILP approaches did not permit the exchange of thought. In addition, adults scheduled into long blocks of consecutive classroom hours could find their attention wavering. The isolation of ILP has also been known to lead to greater attrition rates with all but the most highly motivated of students.

At Humber College, there has always been a place for both approaches, and room for both groups. There were those at the college who maintained that the first decade of the institution's history was monopolized by the young in full-time programs, while this second decade would belong to the maturer adult in part-time studies. Perhaps there would prove to be some substance to the prophesy, but it would have been absurd to assume some sort of Olympic competition in growth between the two different types of programming. There could be



no winner nor even a race, since they were not running on parallel courses, although their destination of sound, quality education was the same. And that has always been the meeting ground for all programs at Humber College.

## NORTH CAMPUS

DIVISION	NOVEMBER 1980		1 YEAR PREVIOUS 1979		2 YEARS PREVIOUS 1978	
	Credit	Non-Credit	Credit	Non-Credit	Credit	Non-Credit
Applied Arts	975	110	797	80	638	79
Business	2212	209	1618	158	1797	227
Centre for Regular Labour Studies Humber Assist.	157	71	174	165	81	237
Community Education	—	448	—	492	—	—
Creative Arts	—	500	—	215	42	48
E.S.S.	1030	96	947	45	746	42
Health Sciences	84	529	55	390	64	766
Human Studies	1079	91	565	77	415	122
Technology	831	—	540	—	616	47
T.I.B.I.—M.D.P. & Assn.	893	—	852	14	811	23
T.I.B.I.—Real Estate	—	537	—	487	—	311
T.I.B.I.—Health Sciences	—	531	—	409	—	456
Athletic Clubs	—	61	—	—	—	—
Academic & Commercial* *Formerly Randa ILP	—	375	—	488	—	—
<b>TOTALS</b>	7261	3558	5548	3020	5210	2358
	10,819		8,568		7,568	

## CHAPTER ELEVEN POST-SECONDARY EDUCATION United by Divisions

Humber College began operations in 1967 with all of its post-secondary programming compartmentalized into three autonomous Academic Divisions: Technology, Business and Applied Arts. These three particular areas of vocational emphasis were not chosen arbitrarily by the board of governors, but rather complied with guidelines established by Education Minister (later Premier) Bill Davis in his Statement to the Legislature on May 21, 1965, when he specified a range of offerings that he

hoped to see "in most if not all Colleges of Applied Arts and Technology." The Technology Division met the Minister of Education's criterion for "Engineering technician and technologist programs below university level"; the Business Division was a response to his directive calling for "High level programs in office and distributive occupations, specifically of junior and middle management level, and including courses for small business" as well as "Commercial courses (e.g. cost accounting, data processing, computer programming)"; and the Applied Arts Division assumed responsibility for "Service industry courses (e.g. for tourist industry)" and "Semiprofessional non-engineering type programs..."

Formalizing the proposed structure for the CAATs even further, the Applied Arts and Technology Branch of the Department of Education in June of 1966 recommended in a document called "An Initial Education Program for the New Colleges of Applied Arts and Technology" that the colleges be organized into four distinct Divisions: Applied Arts, Business, Technical and Technological.

Initially, at least, the Applied Arts

Division at Humber College contained the Department of Social Sciences and English, and thus fulfilled Davis's mandate for "General or Liberal education courses, including remedial courses in basic subjects, and often incorporated as part of the other programs (e.g. English, Mathematics, Science)." The liberal studies area later separated from Applied Arts to become an English and Humanities (or Human Studies) Division, with its own dean.

Another Division that owed its origin in part to Applied Arts was the Health Sciences Division. In September of 1969 Humber College became the first college of applied arts and technology in Ontario to offer a two-year diploma in Nursing. The program began as a department in Applied Arts, although it was understood from the start that it would ultimately grow into a separate Division. This occurred in August of 1971, when Nursing Diploma amalgamated with Funeral Service Education and the newly-established Pharmacy Assistants program to create the Health Sciences Division.

The Creative Arts Division began

## YORK- EGLINTON AND NEIGHBOURHOOD LEARNING CENTRES

DIVISION	NOVEMBER 1980		1 YEAR PREVIOUS 1979		2 YEARS PREVIOUS 1978	
	Credit	Non-Credit	Credit	Non-Credit	Credit	Non-Credit
Applied Arts	—	30	50	180	68	66
Business	176	96	144	69	187	14
Centre for Regular Labour Studies Humber Assist.	—	—	—	—	—	—
Community Education	—	143	—	9	37	625
Creative Arts	38	171	388	75	833	169
E.S.S.	—	101	—	26	—	22
Health Sciences	33	46	33	65	66	162
Human Studies	167	65	300	154	267	49
Technology	—	—	—	7	—	55
T.I.B.I.—M.D.P. & Assn.	—	85	—	—	—	29
T.I.B.I.—Real Estate	—	—	—	—	—	—
T.I.B.I.—Health Sciences	—	—	—	—	—	—
Athletic Clubs	—	—	—	—	—	—
Academic & Commercial*	164	—	—	—	—	—
*Formerly Randa ILP						
<b>TOTALS</b>	<b>578</b>	<b>737</b>	<b>915</b>	<b>585</b>	<b>1458</b>	<b>1191</b>
	<b>1,315</b>		<b>1,500</b>		<b>2,649</b>	

independently of Applied Arts in 1968, with a two-year program in Fine Arts as its core, but in 1971 it burgeoned into the Creative and Communication Arts Division, fusing Fine Arts to the Journalism, Public Relations, Media and Theatre Arts programs, all of which were graftings from the Applied Arts stem.

Applied Arts often was called upon to play the part of a college incubator, hatching new programs only to see them farmed out to other Divisions after they had survived their critical period of infancy. "A great number of programs that are flourishing today at Humber College were part of the original Liberal and Applied Arts Division," stated Margaret Hincks, former Applied Arts chairman. "Going back into history, we went through some pretty painful times with decisions made to split the Division into different areas. Change had to come, but at the time the process was uncomfortable. It seemed that a lot of people's feelings were hurt in the process. Maybe there could have been more sitting around and discussing alternatives, making it more of a joint decision, instead of the decision seeming to come from on high.

"I don't know how one could have avoided some splitting of the Division. Certainly, the large size alone made it necessary. The Division could operate better if it wasn't as big. And some decisions were made because a program perhaps fitted better in another area, under another Division. But I think there were some internal politics that made the process more painful...I don't know whether sometimes decisions weren't based on which dean could speak louder and longer."

Applied Arts, although it was admittedly fragmented and redistributed more than most, has nonetheless not been the only area to see programs transferred to another Division. But why did this "hurt" when it happened, why did it prompt a sense of personal loss? Perhaps the very label "Division" has too much accentuated a kind of cleavage within the college; the word connoted an organizational regionalism that encouraged parochial proprietorship. The college developed not uniformly as a whole body, but disparately in Divisional parts, each separate cell withdrawing in self-interest, nurturing itself and growing at its own pace to a varying size

relative to its own resourcefulness and indulgence. If any single part developed disproportionate in scale to the others, creating a lopsided effect on the whole, the administration inevitably had to step in to restore a balance by pruning off the excesses.

Groups that have foraged and grown together, survived their crises and shared their triumphs, would naturally cohere together, bind themselves with strong ties of allegiance. There have been divisions within each Division, as faculty teaching common disciplines clustered together in alliance, for there was always a bit more safety and security in numbers. There were, of course, internal rivalries too, but overall, the Divisions provided sanctuaries, the comfort of familiar faces away from the surging throngs of strangers in the expanding megalopolis of the college. "There is a peculiar hierarchy in the Divisions that deals with our internal ego needs," said Vice President of Academics Tom Norton. "Divisions make some kind of sense because of the traditional view of disciplines and because the college has to be divided somehow, and that seems to be as good a way as

# LAKESHORE 1 & 2

DIVISION	NOVEMBER 1980		1 YEAR PREVIOUS 1979		2 YEARS PREVIOUS 1978	
	Credit	Non-Credit	Credit	Non-Credit	Credit	Non-Credit
Applied Arts	—	—	—	—	—	27
Business	400	87	260	49	291	42
Centre for Regular Labour Studies Humber Assist.	—	—	—	—	—	—
Community Education	—	14	—	—	—	—
Creative Arts	—	—	10	—	147	10
E.S.S.	—	23	—	82	—	159
Health Sciences	—	—	—	—	—	7
Human Studies	105	—	55	—	47	19
Technology	—	104	—	78	—	45
T.I.B.I.—M.D.P. & Assn.	—	153	—	103	—	252
T.I.B.I.—Real Estate	—	168	—	209	—	9
T.I.B.I.—Health Sciences	—	—	—	—	—	—
Athletic Clubs	—	—	—	—	—	—
Academic & Commercial*	241	—	—	—	—	—
*Formerly Randa ILP						
<b>TOTALS</b>	<b>746</b>	<b>549</b>	<b>325</b>	<b>521</b>	<b>485</b>	<b>570</b>
		<b>1,295</b>		<b>846</b>		<b>1,055</b>

any other. But Divisions are of interest to nobody outside the college. In the night-school end, students don't give a hoot what Division operates a course. To them it's Humber College Arts, and not Technology or Applied Arts. They want to know only if the college itself offers a particular program, and they are interested in the teacher because it is the instructor to whom they will relate. They don't know or care about the other organizational paraphernalia."

Norton speculated that "Divisions could become an anachronism over a period of time. We have heard so much over the last few years about the 'meaningfulness of work', the ability of people to see that they're making a useful contribution through their work. By and large the factors in education have conspired against the teachers' status in the community. Many teachers don't feel that they're valuable or making the contribution they once were. Because we are a large institution, we have set up so many different support agencies that very often the master/instructor doesn't have the feeling that it is *his* class any more, that they are *his* students. Instead there's a sense that they're *kind of his* and *kind of* someone else's,

and they're kind of here and kind of there, and someone else is doing this while he's doing that..."

"Building teaching teams not around disciplines but around groups of students might help. You could have a Communications teacher, an Electronics teacher and an Economics teacher, having nothing in common in their disciplines, but sharing a group of students. They could meet once a week as a team to design activities that make sense for the students, to establish the levels the students have reached, and to explore the problems they're having.

"It's possibly an inappropriate analogy, but what I have in mind is the 'Saab plant' concept where the assembly workers move along with an automobile engine through each stage, and at the end four or five people can say, 'Hey, I built that engine'. In a different sense, at the end of two years a group of teachers could say, 'Hey, that's *our* group of students.'"

This concept was not far removed from what already was occurring at Humber College. Program coordinators and vocational faculty

did work on a continuing basis with groups of students throughout their progression from entry into the course up to graduation. English Communication teachers, although in a separate Division, worked closely with the program coordinators of the various Divisions they served, and generally followed the same vocationally-grouped students through two consecutive semesters of English writing skills.

An exception to the rule was the Human Studies general education component. English Literature, modern languages and social sciences were offered on a student-selected basis. That is, students elected to take a particular course from a variety available in a specific time module. The classes attracted a changing mix of students each semester, a blend from different programs and various Divisions. Even here, however, there was continuing pressure over the years to introduce courses in the elective package that were less general, and more professionally related. Program coordinators could direct blocks of students into these courses because course content would have professional relevance.

Larry Holmes, dean of Creative and

# COLLEGE TOTAL

DIVISION	NOVEMBER 1980		1 YEAR PREVIOUS 1979		2 YEARS PREVIOUS 1978	
	Credit	Non-Credit	Credit	Non-Credit	Credit	Non-Credit
Applied Arts	975	140	847	260	706	172
Business	2788	392	2022	276	2275	283
Centre for Regular Labour Studies Humber Assist.	157	71	174	165	81	237
Community Education	—	448	—	492	—	—
Creative Arts	—	657	—	224	79	673
E.S.S.	1068	267	1345	120	1726	221
Health Sciences	84	653	55	498	64	947*
Human Studies	1112	137	598	142	528	291
Technology	1103	65	895	154	883	115
T.I.B.I.—M.D.P. & Assn.	893	104	852	99	811	123
T.I.B.I.—Real Estate	—	775	—	590	—	592
T.I.B.I.—Health Sciences	—	699	—	618	—	465
Athletic Clubs	—	61	—	—	—	—
Academic & Commercial*	—	375	—	488	—	—
*Formerly Randa ILP	405	—	—	—	—	—
<b>TOTALS</b>	8585	4844	6788	4126	7153	4119
	13,429		10,914		11,272	

Communication Arts, offered Psychology of Colour as the type of course he would have liked to have seen offered by Human Studies as an elective. "We have a tremendous number of students who are involved in design, and they should have a greater awareness of what colour does to people psychologically," he said. "We can give them some of that in our courses, and we have talked about designing courses on the psychology of colour. This, of course, eats into program hours, because there are only so many hours we can lay on students. We would like to see it available more on an elective basis."

The danger of increased professionally-related courses was that they might eventually spell the demise of liberalizing and broadening non-vocational study at Humber College, and they could also in the long run lead to the dismantling of the Human Studies Division. "Such a concept would shift the responsibility for the content of general education away from the Human Studies Division to the diploma-granting Divisions," warned Vice President of Administration Jim Davison. "I believe what you would see is Humber College reaching a point in time when it wouldn't need a Human

Studies Division. All of the faculty in Human Studies would soon be attached to diploma-granting Divisions, and given specific assignments within the curricula of those Divisions. All that would exist in the future would be professional or professionally-related courses, and I doubt whether students would have very much choice in their program courses."

Dean Eriksen of the Human Studies Division not surprisingly shared Davison's concern. "Individuals in vocational program areas may not be committed to general education, and they frankly feel general education takes valuable time that could be better used in teaching vocational skills more thoroughly," he summarized. "If general education became the responsibility of the individual Divisions, you could be certain that pressure would build from the utilitarian-bent faculty and students to obliterate general education from the curriculum."

By no means did all of the 22 community colleges of Ontario possess autonomous general education Divisions, nor were all of them built with an organizational structure

identical to Humber College. Some opted to operate with a separate Mathematics and Physics Division, some combined Applied Arts and Business, and others in rural areas found it most functional to include an independent Agricultural Division. The combinations to some extent reflected the priorities and pedagogical bent of the founders of each college, determined in large part by the economic make-up of the region each served.

Although the overall framework of community college programming was spelled out by Bill Davis in his 1965 Statement to the Legislature, the way a college carried out that mandate—the foundation of programs that were to be built on—revealed a great deal about that college and the way it perceived its community. Programs were to a college what personality traits were to an individual: viewed cumulatively, they provided a summary of the character. The history of Humber's Divisions and the programs within them, therefore, can be read as a kind of character sketch or personality profile, tracing the institution's transitions from its beginning to the college it was to become.

# CHAPTER TWELVE APPLIED ARTS

## Children, Fashion, Food, Flowers and Fillies

*FIRST CHAIRMAN of Applied and Liberal Arts was Fred Manson, who headed the Division from 1967. Manson was appointed dean in 1969, holding that office until he left Humber College in 1975.*

RIGHT ►

*MANSON'S SUCCESSOR was Richard Hook, who stepped in as acting dean of Applied Arts in July, 1975, and was appointed dean the following December. In June, 1981, Hook was one of three deans reassigned to new Divisions as part of a new college management-rotation policy. Hook was to become dean of Academic and Commercial Studies as of October, 1981.*

FAR RIGHT ►

To borrow an analogy from one of its botany-based programs, the Applied Arts Division could be called Humber's seedbed. From the four original "acorn" programs germinated in 1967, mighty oaks did indeed grow, their boughs reaching across Divisional borders and cross pollinating to produce a forest of new courses so various that only a genealogist could trace their family tree.

The four founding programs making up the Division in 1967 were General Arts and Science, Home Economics, Welfare Services, and Early Childhood Education. Besides these, Applied Arts also initially contained the English and Humanities area: the liberal arts.

A process of evolution and metamorphosis began to work almost immediately on this originating core of the Division. The English and Humanities teachers, for example, would in time elect to separate from the Applied Arts Division, taking with them the General Arts and Science program. The two programs which had been offered as second-year options within GAS — Journalism and Public Relations — would also peel off, and eventually join the Creative and Communica-



tion Arts Division.

Home Economics was also destined to be erased from the Applied Arts slate, although in this case it was not lost to another Division. Rather, it was phased out in Humber's second year — or more accurately, fragmented into two optional career pathways: fashion and food administration. As for Home Economics itself, it was plagued by a problem: a promise had been made in the 1967 calendar that the program could not hope to fulfill — that students could "attend, upon graduation, Teachers' College to qualify for an Elementary School Teachers' Certificate and an Intermediate Certificate in Home Economics up to Grade 10 in Secondary School."

Quite unexpectedly, and through the fault of no one, by 1968 that teaching career route was blocked to Humber College and to all community college students. The mechanism was already in motion to phase out teachers' colleges, and to integrate teacher training into the universities as four-year degree programs. Fortunately, students at Humber College in 1967/68 who wanted to become Home Economics teachers arranged on their own in-

itiative to transfer to Ryerson Polytechnical Institute, where a teaching-career pathway was still open to them.

When Judy Gum, coordinator of Home Economics, left the college after its first year, the program divided into two alternative vocational directions: food and clothing.

The Food Administration option, coordinated by Penny Bell, was reconstituted as the Food and Nutrition option, and later Family and Consumer Studies. Food remained the focus of what became a five semester program. Family and Consumer Studies included an eight-week field practice internship that prepared students for employment in such areas as product research and development, purchasing operations, quality control and test kitchen laboratories. Jobs were available as supervisors of commercial cafeterias and food consultants in day care centres or institutions for seniors or the chronically ill. In addition to food studies, students were trained to understand modern-day problems confronting the family and consumer. This aspect of the program prepared the students to enter fields of consumer

*PLAYTIME PROGRAMS provided toddlers in Humber day care centres with age-graded learning activities and motor tasks, while students in Early Childhood Education as well as other child-oriented programs benefited from a supervised learning lab to put classroom theories to the test.*

RIGHT ►



relations, consumer information services, and consumer surveying. As well, it equipped them to handle community and lifestyle services such as community relations, life experience training programs, research for community projects, and teaching programs for homemakers.

It was their research with food, however, that made students of Family and Consumer Studies particularly popular among many staff and faculty on the North Campus. On Fridays, lab room H329 was converted into a dining area, offering international culinary delights from China, Greece, the Caribbean, Scandinavia, Mexico, or other areas of the world. A committee of students and graduates from the program, as part of the 10th anniversary activities of the college in 1976/77, produced "Reunion of Recipes," a book containing best-acclaimed recipes of the international delicacies featured in the student-hosted lunches over the past years.

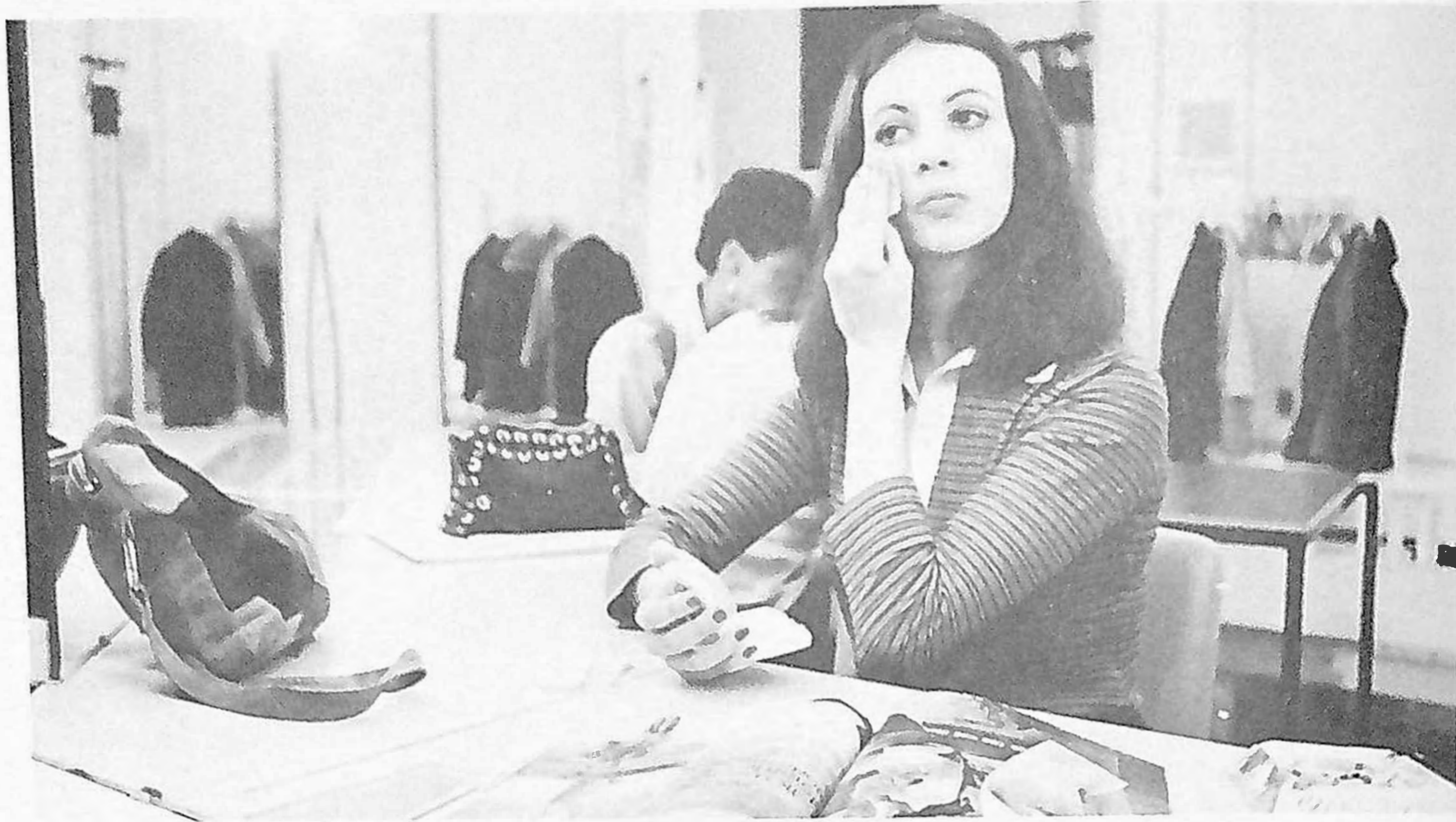
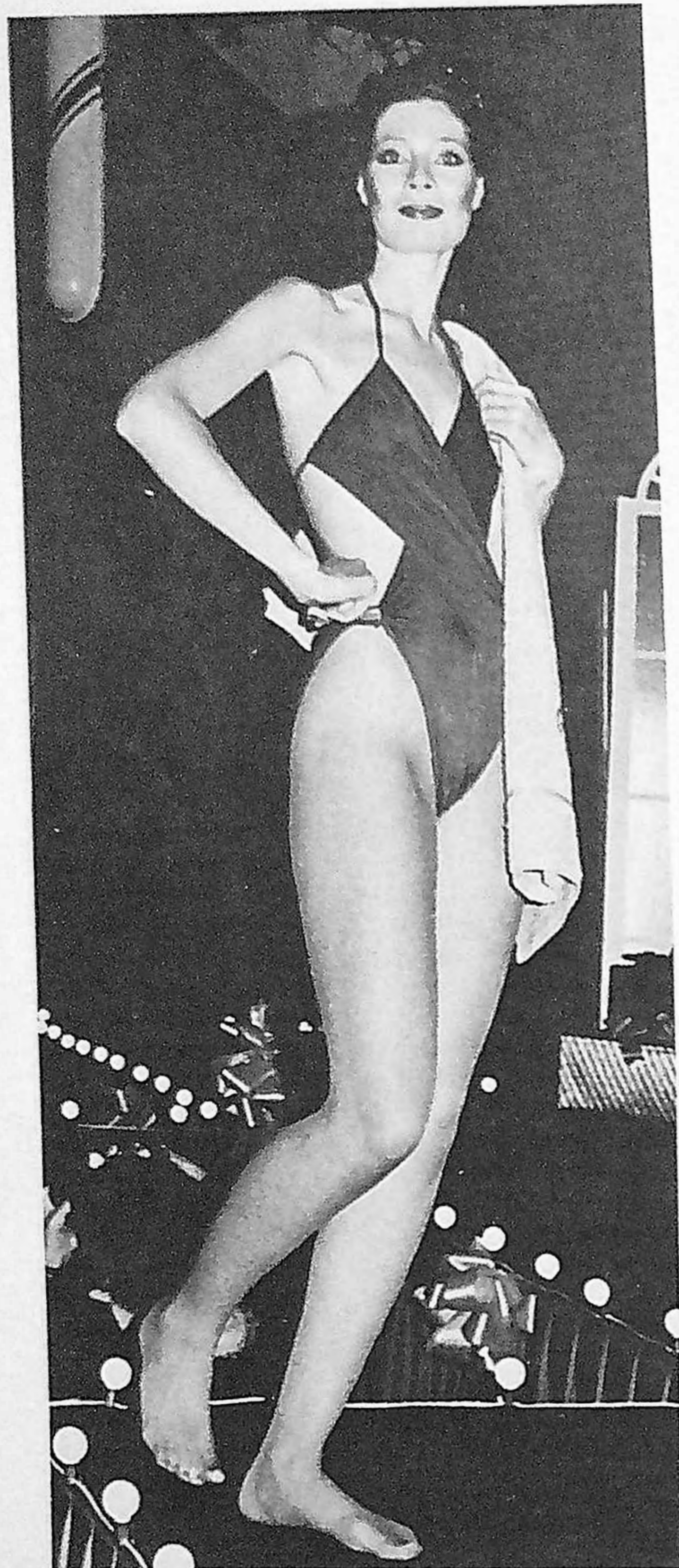
The other offshoot of Home Economics, Fashion Careers, was first coordinated by Mary Gordius, and later by Nancy Epner. Unlike other fashion courses, such as the one at

Ryerson, this program as it developed turned its chief focus away from fashion design—once an optional area of concentration—and came to emphasize fashion promotion and merchandising, thus opening employment opportunities for graduates in fashion buying, fashion coordination, display, fashion advertising, store management and showroom sales. Work practice was provided in a student-run campus boutique called Box 1900 (named after Humber College's Post Office box number in Rexdale), where students learned to research the market for styles most appealing for an age group 18 to 21, order stock and then merchandise it through the shop. In January of 1975, the boutique won a Judy, the most coveted award offered by Canada's fashion industry. The prize, awarded at the Royal York Hotel during the 17th annual Garment Salesmen Ontario Market Inc. convention, was in recognition of Box 1900's imaginative merchandising campaigns, in the category of junior ladies' wear specialty shops doing a volume of business under \$100,000.

In 1979/80, it was announced by Epner that effective September of 1980, the Fashion

Careers program name was to be changed to Retail Co-op. Instead of the conventional two-year format—with a summer break in between the two years—the new pilot program would carry on right through the summer, but end sooner, in December of 1981. Under this new proposal, students in Retail Co-op would receive salaries from the retail industry for on-the-job training. Another anticipated plus for the change was that, by de-emphasizing the fashion orientation and by adding an accent on retailing through the new title, more males might find the program more attractive than in the past. Besides changing the name, the program also swapped Divisions in 1980, moving from Applied Arts to Business. "By taking the fashion tag off the retail program, we hope to attract a different kind of student...one who won't believe that this course is all about looking pretty and flying to Paris," Epner was quoted at the time.

Fashion Modelling, originating as an option of Fashion Careers, had developed into a one-year program in its own right, coordinated by Norma Peterson. With its stress on a woman's physical appearance, on walking and



posture, clothing, accessories and hairstyles, this program may very well have raised the hackles of many a feminist on and off campus, but it was built on the frank and realistic premise that "Today's career woman must not only have the right skills and techniques, she must look the part too!" The skills and techniques taught were considered important not only in fashion modelling, but in any professional field "where personal appearance is important"—in careers such as an airline hostess, make-up representative for the cosmetic retail trade, or receptionist in a fashion office, to name but a few. In short, the objectives of the course were far broader than trying to produce the stereotype personification of plastic "all-Canadian cute." Just the same, the 1980/81 Applied Arts Career Guide did include the following in the admission requirements: "Applicants to the program should possess the following physical and personal characteristics: height 5'6" to 5'10"; weight should be proportionate to height; clear skin; even teeth; good physical coordination; and good communication skills."

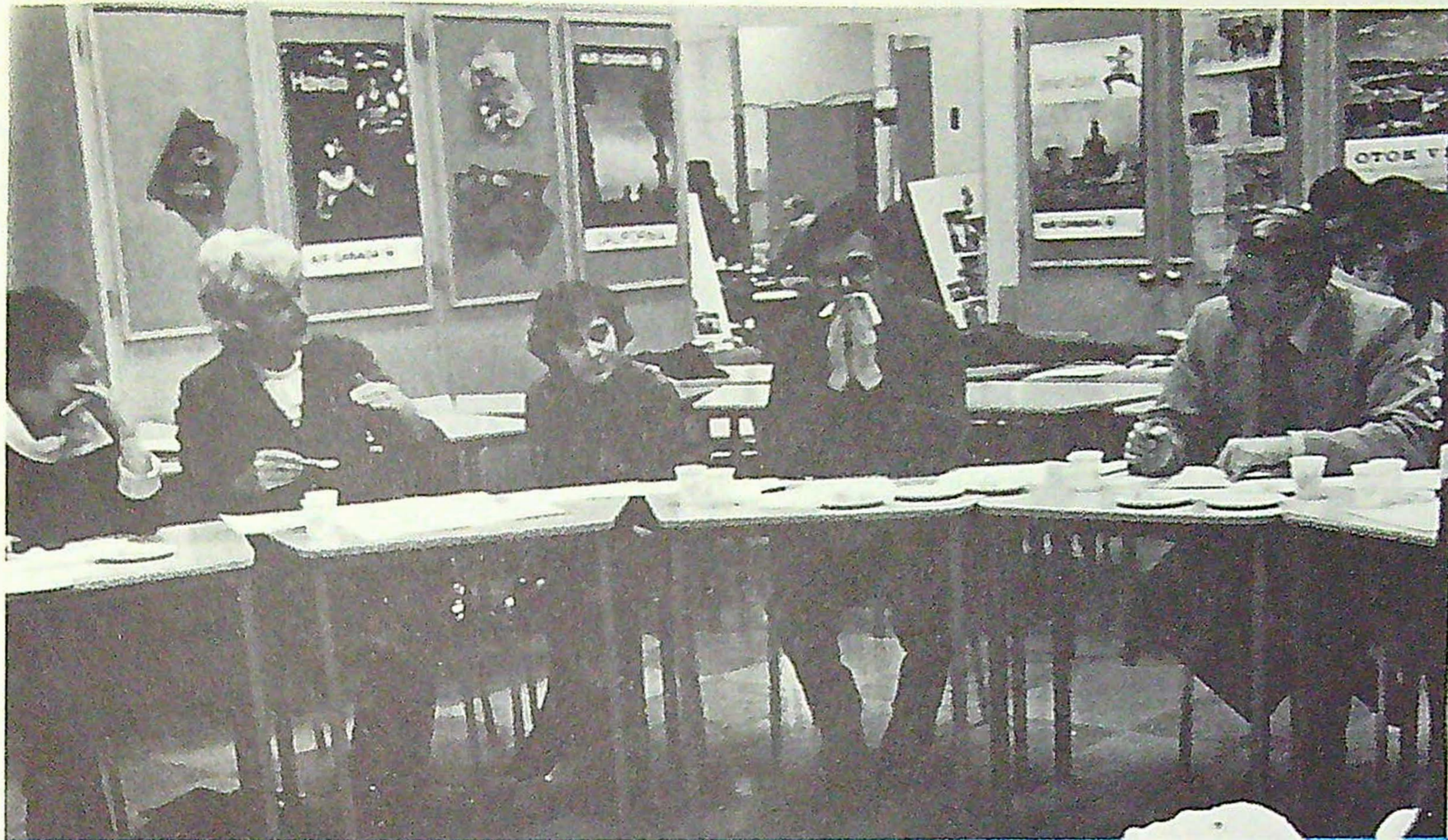
Grooming and clothing, although never

part of the curriculum of Early Childhood Education, were nevertheless very much a concern with Margaret Hincks when she initiated that program at the James S. Bell Campus in 1967. (A later coordinator was David Lockwood who in turn was succeeded by Blair Carter). Back in 1967, Hincks found herself in a quandary when her first 22 students showed up in class wearing slacks or jeans. Since most of their program would be based on field placement in day-care centres and in kindergartens of public schools, she was worried that outside supervisors would react adversely to students who were dressed so casually.

"I was accustomed to seeing girls wearing smocks when they were working with young children," she reported. "Smocks were very practical: you didn't have to worry about what you wore underneath, you needn't concern yourself when you were doing something messy, and they had nice, big pockets where you could keep a notebook or a wad of Kleenex. I had grown up in an era when everyone wore smocks—blue smocks, so you faded into the background.

"The students grudgingly bought smocks





*TASTE TEST: Food and Nutrition students back at James S. Bell Campus were asked by a Simcoe, Ontario ice cream company to invent some frozen dessert novelties. Students spent six weeks producing new ice cream products for company tasters seen here. They gave the cold treats a warm reception. Penny Bell, program coordinator, sits at centre table.*

LEFT ◀

the first year—but very seldom wore them. We started in with smocks, but it was a very short-lived period. Finally I told them to wear what was acceptable in the setting they were assigned to. In a day-care centre it was quite acceptable to wear jeans or anything that was comfortable for sitting on the floor. In a public school, it was not appropriate for them to appear in jeans. Pant suits were acceptable, or a suitable dress. They learned to dress according to professional standards.”

First year students in Early Childhood Education spent one day a week in field placement in day-care centres and day nurseries, and in the second year this was increased to two days. In addition, students were assigned blocks of time in college-operated child centres. Humber College's first nursery was located in the basement of St. Agnes' Anglican church at 69 Long Branch Avenue in Etobicoke. Opened in September of 1968, it provided ECE students with experience in dealing with preschoolers from three to four years old, and, as another plus, it taught the students a great deal about equipping a nursery, for they pitched in with

the carpentry and painting; the installation of a sink, stove and refrigerator; and the sewing of curtains, bedspreads and even dolls' clothing. The nursery was opened five days a week, from September to June, with 27 youngsters overseen by nursery supervisor Aline Zurba, assisted by four teachers and four college students.

In June of 1972, the college had to close down the St. Agnes church nursery because that nursery was no longer economical to run. Despite the fact that the fee for 10 months was only \$200 compared to a standard charge of \$300 at regular nurseries at that time, there were only 10 children in the St. Agnes centre on any one day, although there was room for 60.

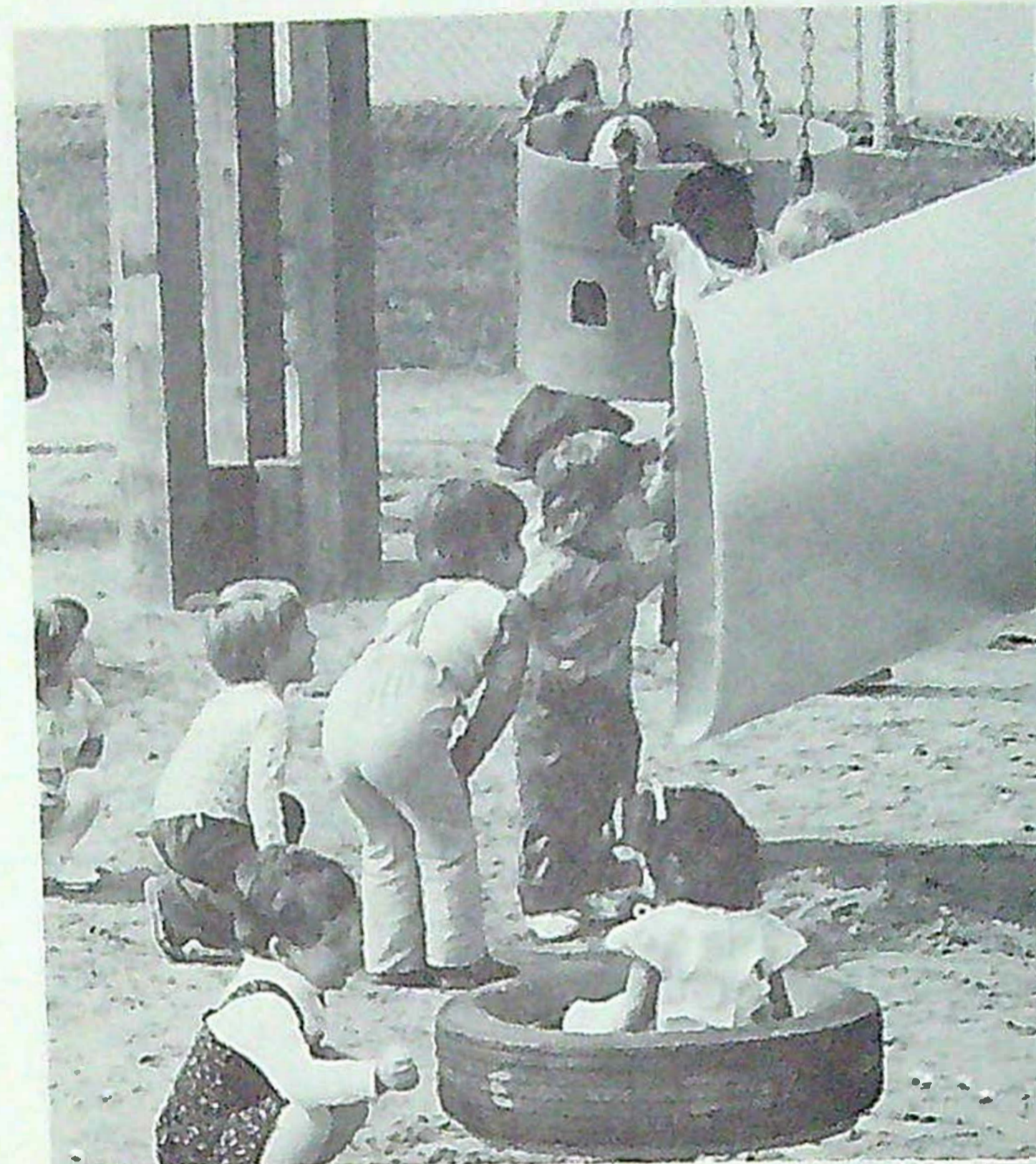
The following September, a replacement nursery was established on the North Campus. To make the facility even more invaluable for training college students in preschool education courses, the new nursery contained two classrooms that could be supervised from a small observation room. The room was equipped with two-way mirrors which permitted students to keep their eye on child

behaviour and watch teaching techniques in operation, without the tots knowing they were being observed. This day-care centre service was available to parents on the campus or from the community, and students or other persons on limited income could apply to the welfare office to bring their children on a subsidized basis. To further assist student-parents, the Children's Activity Centre was added in September of 1975. Parents who were enrolled in college courses could leave children aged six months to five years at this centre, and they could drop in to play with them between classes. Mothers who might not otherwise be able to enrol in part-time courses because of baby-sitting problems could now take their tykes to college with them. The fee then was 75 cents an hour.

On November 15, 1972, Humber College officially opened the first day-care centre in Metro Toronto specifically designed for mentally retarded children. Funded as a Winter Works Program, the \$325,000 Developmental Centre was operated in conjunction with the college and the Peel-South and Brampton Associations for the Mentally Retarded. In 1975,



*ADVENTURE PLAYGROUND: designed by a Landscaping Technology student for children using Humber's day care centres. Humber provided two services: the Children's Activity Centre, catering to children from six months to five years, and the Day Care Centre for tots from two to five.*



legislation was passed that made it possible for community colleges to assume direct responsibility for such developmental centres—by law, they were originally allowed to be operated only by associations for the mentally retarded. With the legislative change came a name change, from Peel-Humber Developmental Centre to Humber Developmental Centre.

The Humber Developmental Centre was designed for children aged two and up, who were multi-handicapped and unable to function in or fit into existing programs for the mentally retarded. The chief feature of the facility was a motor skill training area: a complex containing a model apartment, kitchen, laundry and specially-fitted washrooms. In these quarters and in a therapy room, children would be taught how to cope with the basic activities of everyday living, such as dressing, eating and washing. Through carefully planned physical exercises, the handicapped children acquired improved muscle coordination and increased physical stamina. All activities in the Developmental Centre were overseen by an experienced director, Bryan Stanish, aided by an assistant

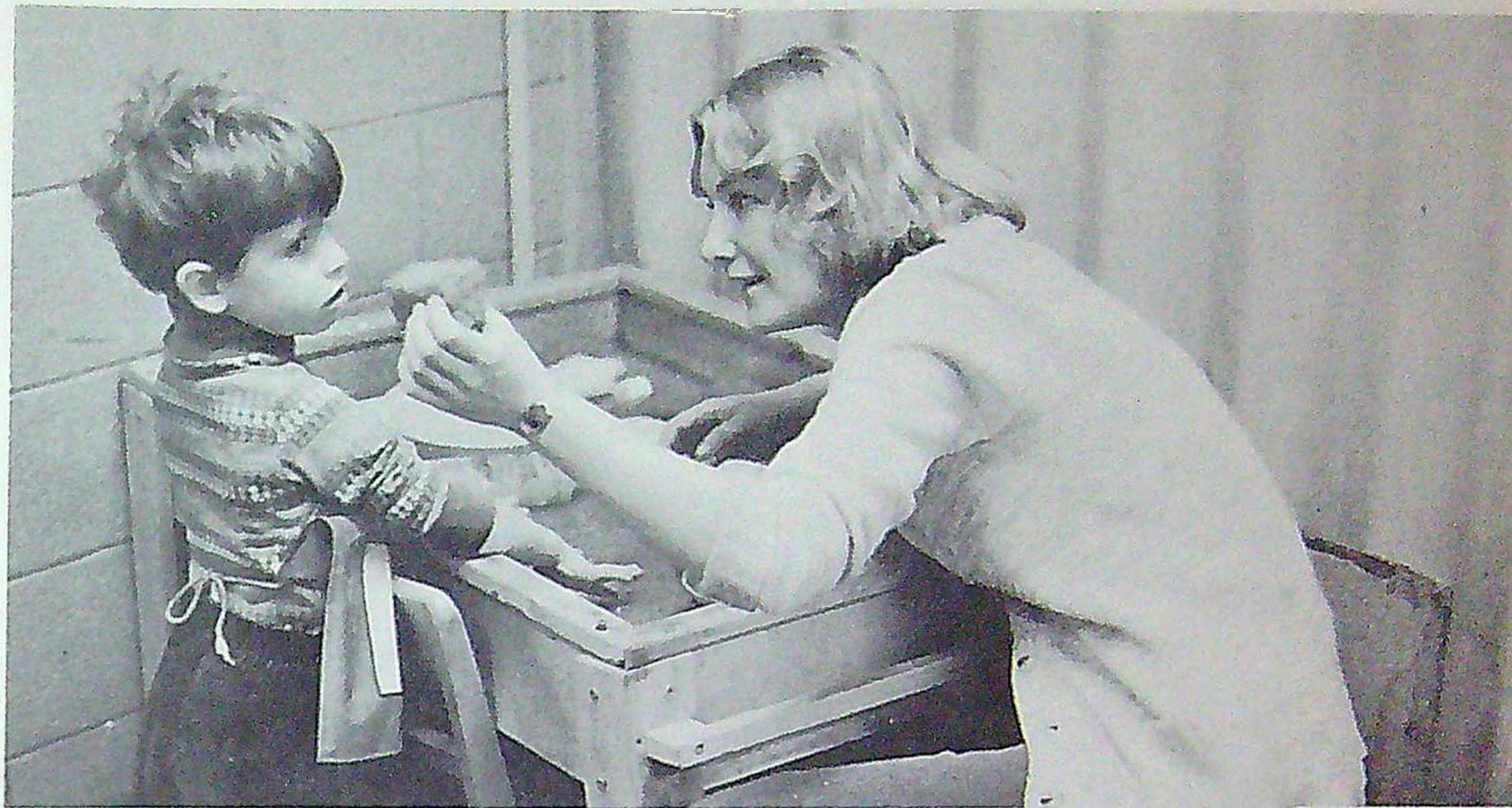
director, Eleanor Simmons, as well as special faculty who supervised students from three programs: Child Care Worker, Mental Retardation Counsellor, and Early Childhood Education for the Developmentally Handicapped.

The three-year Child Care Worker Program, coordinated by Grace Nostbakken and later, Pat Ferbyack, was initiated in 1971, to train male and female students to assist emotionally disturbed children and adults from age four to 21, in such settings as community clinics, correctional institutions, group homes, residential treatment centres, specialized nursery schools and the public school system. Students in this program were assigned fieldwork and spent an internship at the Thistleton Centre for Emotionally Disturbed Children.

Some Child Care Worker students added to their experience by working on a project called Camp Advance. Prompted by a request from the Etobicoke Association for Children with Learning Disabilities, the summer camp was established on the North Campus to offer children a program that included motor

activities with gym equipment, as well as instructions in remedial reading and creative workshop. The college had hoped to minimize the fee to \$30 per child for the six-week session, but when the Opportunity for Youth Program turned down an application for funds, the fee had to be hiked to \$90, since the college was already subsidizing the camp more heavily than a strained budget would allow. The unfortunate consequence was that despite a heavy college financial sponsorship, low income families could still not always raise the money for a service their children desperately needed.

Camp Advance also offered work practice for a few students in the Mental Retardation Counsellor program, coordinated by Mike Keogh, who succeeded Milton Philip as P.C. in August, 1980. All students in the two-year course, however, were required to train for six weeks in a government facility for the retarded during their first year, and complete a five-month internship in their second year at Aurora, Cobourg and Whitby Mental Retardation institutions. Students paid all travel and living expenses during the five



month internship out of their own pocket. Not only was the program somewhat financially taxing but it was also so “physically and emotionally demanding,” the calendar warned, that “good health, in the broadest sense, is essential. A medical certificate must be submitted to the college prior to commencing classes.”

The Early Childhood Education for the Developmentally Handicapped program was even more specific about the good health requirement. To enter, students had to “be in good general physical condition: i.e. no chronic back problems or similar limitations.” As with Early Childhood Education, students in Early Childhood Education for the Developmentally Handicapped had to agree to both a medical checkup and a chest X-ray before beginning classes. The difference between the two above programs was that ECE—with four semesters—qualified students to work with normal children in day-care centres and nurseries, while ECEDH students—taking four semesters plus one work semester—were primarily trained to provide educational programs for “the younger severely and profoundly retarded

child with or without multiple handicaps.”

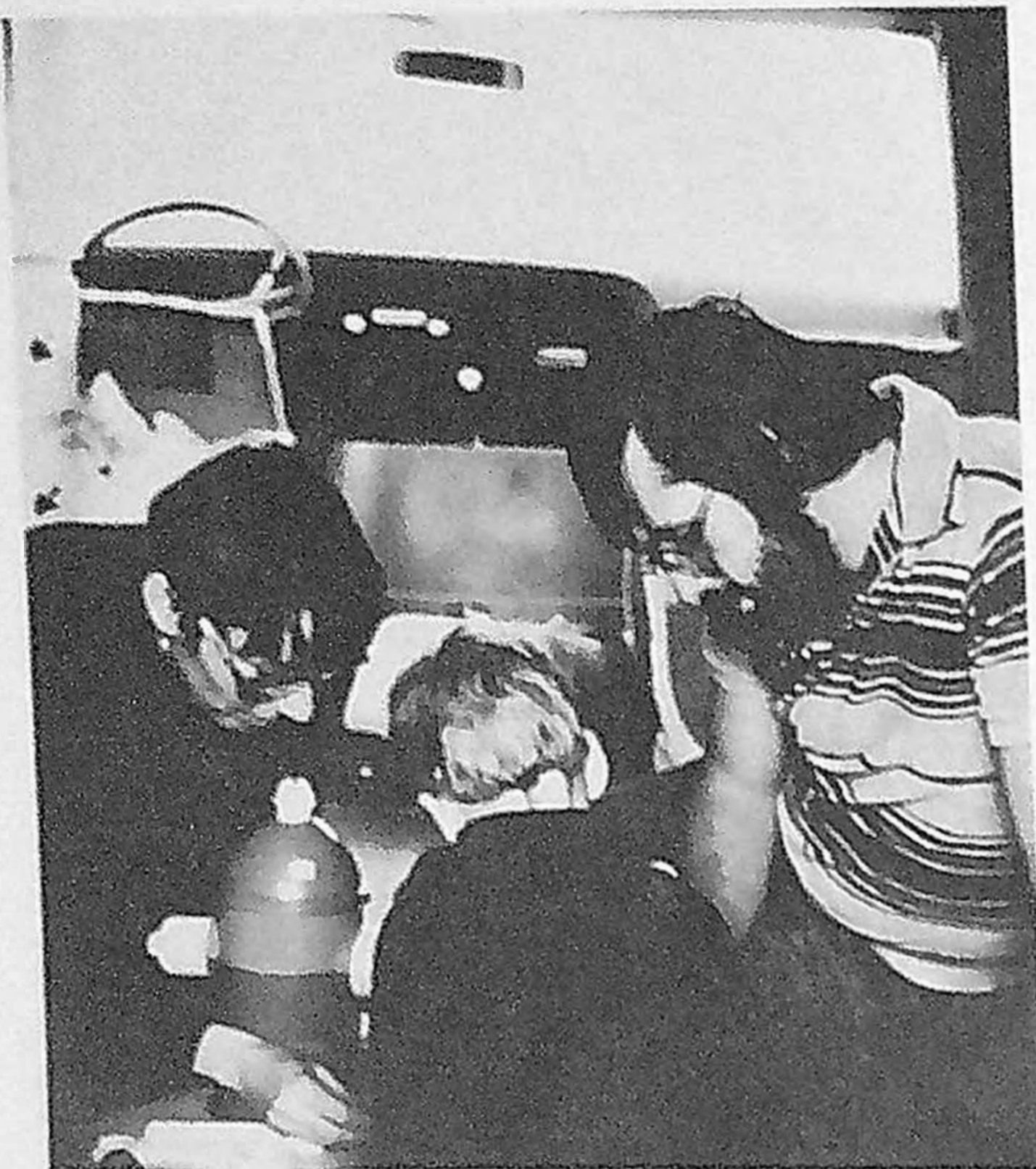
In September of 1976, second-year students in the ECEDH program were selected to participate in the Infant Stimulation Project for Developmentally Delayed and Handicapped Children. Funded by the Ontario Ministry of Community and Social Services, the goal of the project was to develop individual programs to stimulate the learning and perception of children whose development had been retarded—either due to organic brain damage brought about by such factors as genetic disorder or other pre-natal or post-natal causes, or by the absence of regular stimulation due to such factors as a lengthy stay in a hospital. Seven infants were selected from the Etobicoke, Brampton and Mississauga region, and these children were visited twice a week by students in the ECEDH program.

Besides the existing need for trained personnel to work with retarded children, there was also a demand for people with specialized skills to help handicapped adults, and so the Applied Arts Division in September of 1975 launched the two-year Workshop Rehabilitation program. Graduates would be

qualified “to supervise, instruct and counsel all handicapped groups within a sheltered work or living setting,” stated Cathy Farah, who was with the program since its start and who served as P.C. until she left Humber in the winter of 1980.

One of the first students to enrol in Workshop Rehabilitation was 27-year-old Craig Carlson, whose left side had been crippled, since birth, by cerebral palsy. Craig wished to enter a vocation where he could teach others to overcome *their* handicaps.

In 1976, Humber College decided to put its mental retardation services on wheels, with the creation of a mobile toy-lending service for children 12-and-under suffering from mental handicaps or cerebral palsy. A toy library was to be assembled, specifically selected to assist development of handicapped children who did not have access to a wide variety of skill-improving playthings: crawlers to assist body coordination and balance; form boards to provide practice in doing and undoing zippers, laces and hooks; musical instruments to distinguish tones; and various games and wooden puzzles to improve the perception of shapes



*THE TRAVELLING TOY CHEST took to the road in April of 1977, but Humber's involvement concluded in 1979, when the toy library service was turned over to the Barrie Association for the Mentally Retarded as a community outreach facility servicing the region surrounding Lake Simcoe.*

LEFT ◀

*TOYMOBILE coordinator as of February, 1978, was Susan McBeth, shown here, successor to Mary Strong-Boag, who had previously been with the project since the fall of 1976.*

RIGHT ▶



and colours. Toys were to be loaned for a two-week period, delivered by a van equipped with facilities to sterilize items that were exchanged. Should a child become so attached to a toy that she or he could not bear to part with it, that toy could be sold to the parent at cost, although children were encouraged to return each toy, in order to acquire an understanding of the principle of borrowing and to learn to respect property that did not belong to them.

It was projected that it would cost \$50,000 to keep the travelling toy chest rolling for two years, servicing Etobicoke, York, Richmond Hill, and the Peel region. Part of the funding came from the Ontario Association for the Mentally Retarded, the Etobicoke Rotary Club, and from such toy manufacturers as Tonka, Reliable and Irwin. A Wintario grant of about \$8,000 went towards the purchase of a van truck that cost \$12,000 plus \$5,000 for shelving and outfitting.

Several fund-raising events were staged to keep the toy mobile on the road, one of the most successful of which was "The French Connection," a benefit fashion show staged at Hotel Toronto and hosted by actress Dinah

Christie. The show featured fashions from Paris designers Courreges, Yves Saint Laurent and Sonia Rykiel, displayed by some of Toronto's top models who had donated their time. More than 400 tickets at \$30 a couple were sold for the social event that included cocktails, wine and cheese, French pastries and music and dancing.

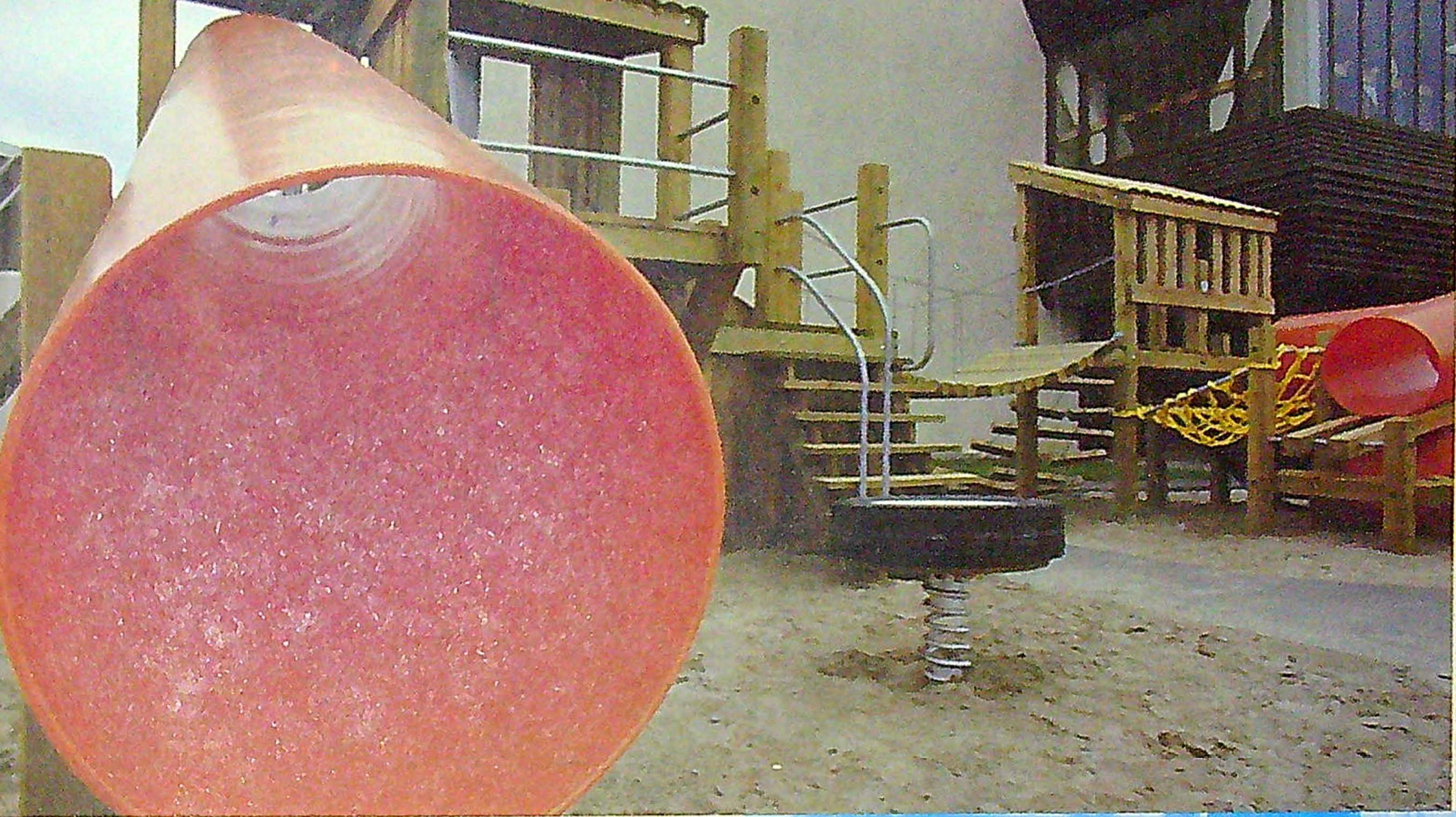
Hommage (a men's wear boutique), and Metro designer Linda Lundstrum, followed suit and rallied to the fund-raising campaign with a spring fashion show.

Humber College students, too, pitched in by adding a fund-raising body-painting contest and slave auction to its winter carnival festivities in January of 1977. Three professional models were imported onto the campus—two females and one male—who charged anywhere from 35 cents to \$2 to act as human canvasses, depending on what part of the body the aspiring student artists wished to finger paint. Along with a slave auction of four males and eight females—one female secretary from Applied Arts fetched \$31—the festival earned \$400...not to mention the stern disapproval of a spokesperson from the Centre for

Women.

The toymobile operated on weekends during the school year, and five days a week during the summer. It was staffed by an experienced professional in the field, and by three students from Early Childhood Education for the Developmentally Handicapped, hired at minimum wage. Within a year of its operation, Humber's home-delivery educational toy service was visiting 36 families at any one time—and had accumulated a waiting list of more than 45 children.

Two Applied Arts programs that also became mobile in 1976 were Social Services (originally Welfare Services) and Community Studies. Both of these two-year programs were transferred from the North Campus to Lakeshore I, and not all the students were at first happy with the move. Still, it was considered important to establish a nucleus of post-secondary Applied Arts programming on the southern campus, and since no one was volunteering to relocate, the decision was ultimately made in the higher echelons of administration that despite some commonalities, these two programs interlocked least with



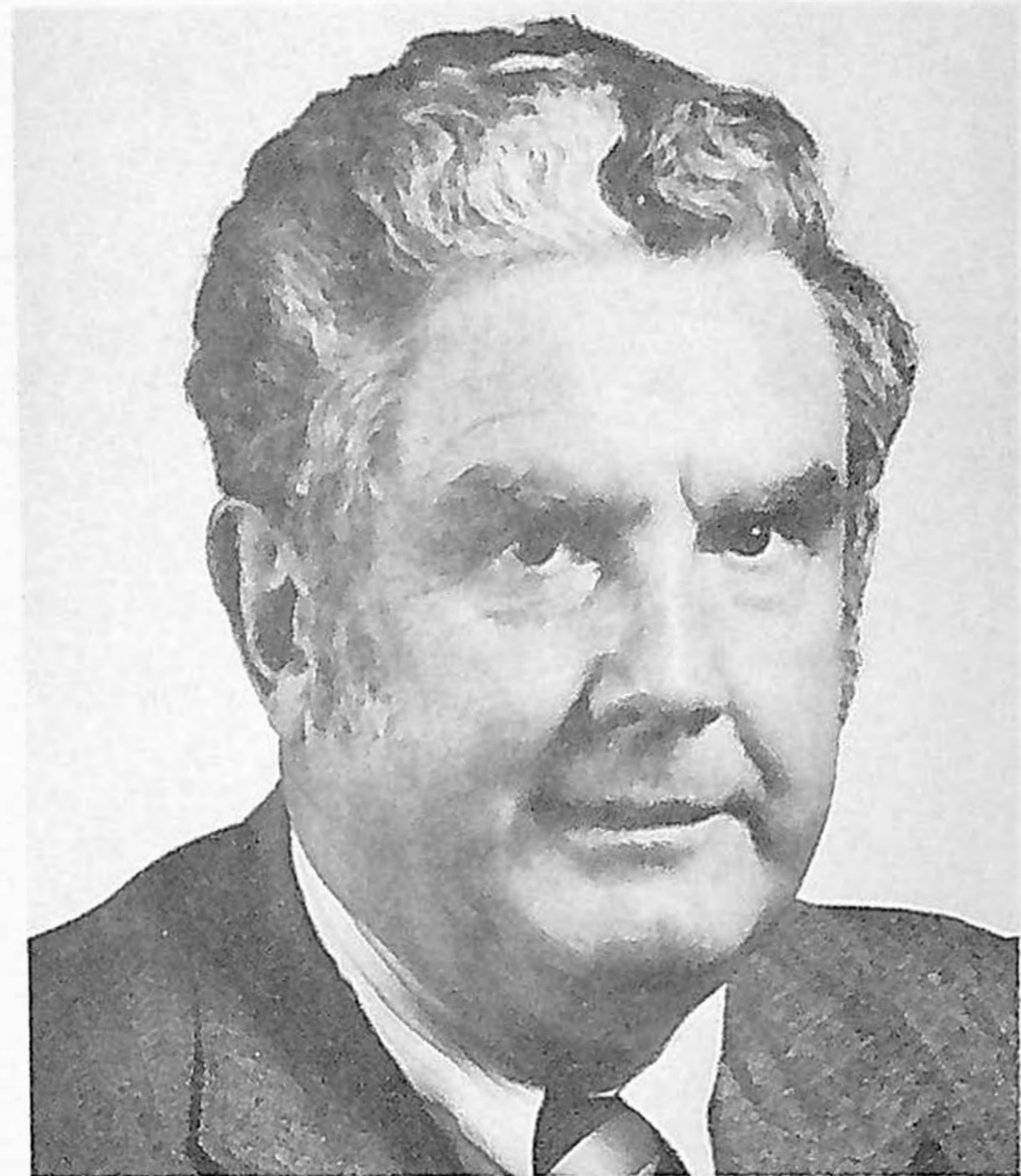


*FOUNDER of Early Childhood Education in 1967 was Margaret Hincks. A nursery school supervisor and an elementary school teacher before coming to Humber, Hincks found it took some considerable adjustment to switch from teaching 2 to 7 years olds to young adults and mature learners.*

LEFT ◀

*BOB DAVIDSON joined Humber in 1968 as the coordinator of Recreation Leadership. He was appointed chairman in 1973, and was to become responsible for ECE, ECEDH, Childhood Worker, Mental Retardation Counsellor, Workshop Rehabilitation, Day Care Children's Activity Centre and the Developmental Centre.*

RIGHT ▶



programs continuing on the North Campus. Both of the transplanted programs as well shared one common denominator: they were to a large degree group-oriented and extensively community-involved, preparing students who could work in government and social agencies and departments, youth centres and other organizations that assisted groups with special needs.

"The change was not as difficult for Community Studies as for Social Services," reflected former chairman Margaret Hincks. "Community Studies is really a program on its own, not quite the same as any other: they're not one-to-one oriented as so many of our people-programs are.

"But I still feel Social Services is pretty much in isolation at Lakeshore. Social Services has a lot in common with many of the programs at the North, such as Child Care Worker and Mental Retardation, and all of the programs that were in my area. One of the first programs to be considered for the move was Travel and Tourism, and that made a lot more sense, since it was so big and had so many sections. I would have thought that taking 50 percent of Travel

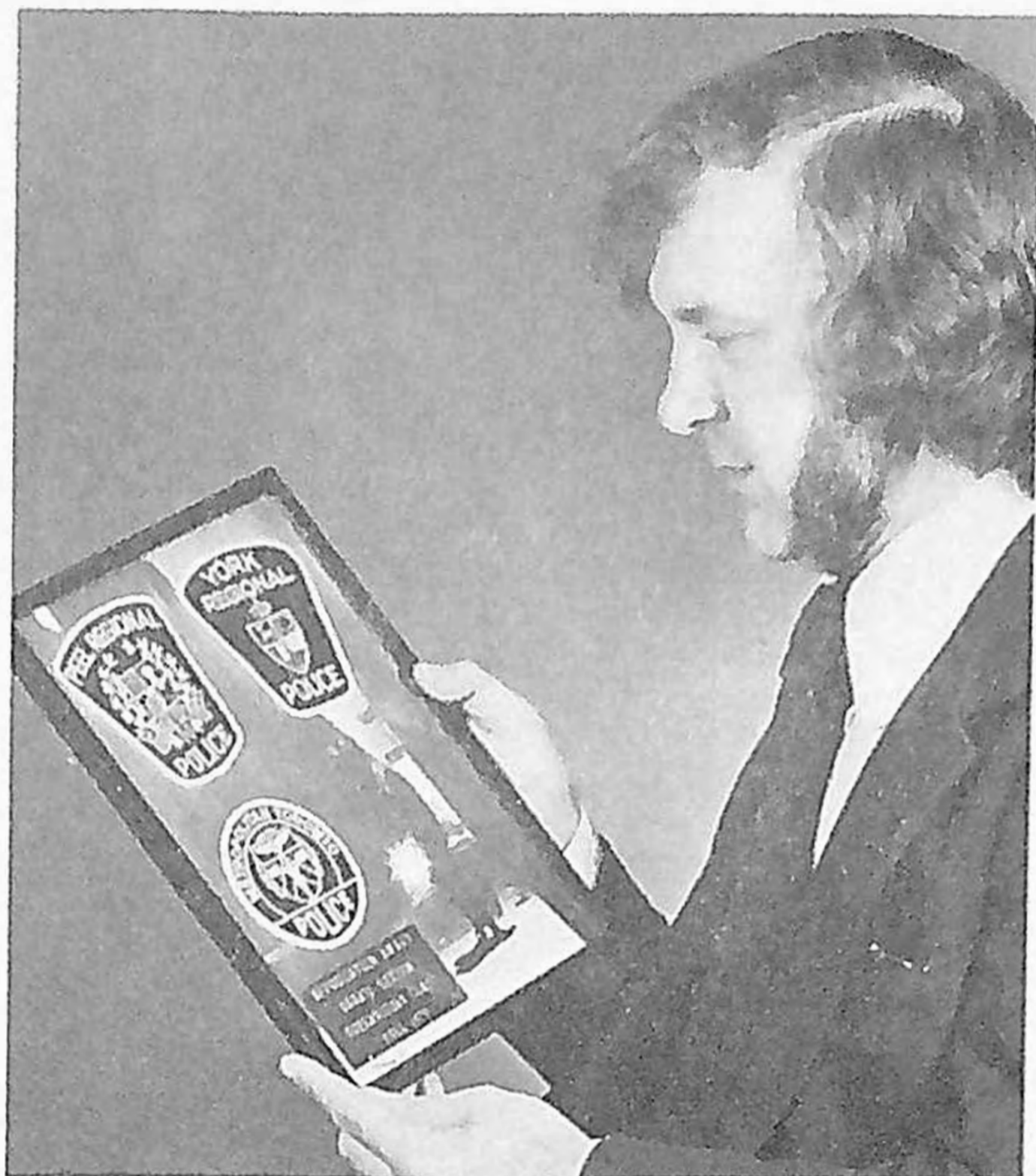
and Tourism to the Lakeshore would have worked well, since it was more closely aligned to business, and there were to be Business Division courses at Lakeshore Campus. The students might not have found it quite so hard to fit in to a setting separate from the North."

After more than six months of consultation with coordinators and staff, however, it was decided Travel and Tourism students would not be required to pack their bags and take that 13-mile trek to Lakeshore. In any case, they had travel enough built into their program, with major trips each semester playing an optional part of their work experience. The cost of these excursions was borne by the students themselves, with expenses ranging from \$50 to \$200 per semester. The program began as a one-semester course in Tourism in October of 1969, but soon evolved into one of Humber's most popular two-year programs, approved by the Canadian Institute of Travel Counsellors (Ontario). When the program itself was launched in 1970, the coordinator had difficulty attracting seven students. By 1980-81 the program's enrolment hovered around

360, with applications for admission totalling around 1,000 in September.

Another Applied Arts program that had its start in 1969 was Law Enforcement, later renamed Law and Security Administration. The founding coordinator of this program was Al Coleclough, a former Metro detective who had left the force to acquire his sociology degree at York University. Assisting Coleclough by teaching a course one night a week on sociological relations between police and public was a man who had dropped out of school in grade 10, at age 16: Sid Brown, who, despite the lack of post-secondary education, had become famous as the head of the Metro Police Association, the Ontario Police Association, and the International Conference of Police Associations (years later, his dismissal as police chief of the Kitchener-Waterloo force was to rouse a nation-wide storm of controversy).

Coleclough, like Brown, was convinced that police officers of the future—whether in provincial, federal or municipal departments, or in private security agencies—would need a broader understanding of psychology,



sociology, public relations, communications, and forensic sciences to keep up with a society whose *morés*, values and racial composition were constantly changing. The objective was to create a new breed of law enforcement officer—one with tact and educated judgment, who could understand the reasons behind public animosity and could recognize and curb bigotry and prejudice against ethnic and other minority groups.

Barrie Saxton, who succeeded Coleclough as program coordinator in 1973, once admitted that the most controversial course in the Law and Security Administration program was Racial and Ethnic Group Relations. It was an essential area of study, as police were more and more required to understand ethnic community cultures, whether they were Italian, Greek, Portuguese, Pakistani or North American Indian. A policeman, although continuing to enforce the law, would have to be aware, for example, that Italian immigrants were accustomed to drinking wine at meals and might not be aware that they were acting illegally when bringing a bottle of wine to a picnic. Psychology and an understanding of



human nature were also vital to a police officer. Saxton disclosed that the most dangerous job a policeman could be assigned was to intervene in a fight between husband and wife, friends or relatives: statistics showed that 80 percent of police deaths in North America occurred while officers were trying to break up a domestic quarrel. Given this fact, a course on crisis intervention was introduced into the program in 1974 to acquaint the prospective law enforcement officer with the dynamics and management of conflict situations. "Because of our many years of experience in policework, my colleagues and I in the program recognized that these types of calls were highly volatile and dangerous," stated Saxton. "A domestic disturbance is the most disliked call for most police officers, because of the extreme unpredictability of people in high states of emotional distress. The 1979 cases of the Evans and Johnson deaths were examples of how these occurrences could have tragic consequences."

Buddy Evans and Albert Johnson were two black citizens who, in two separate incidents, were fatally shot by Metro Toronto

*THE BADGES OF OFFICE: Barrie Saxton, coordinator of Law and Security Administration, warned students in his program that wearing a badge of authority offers little protection to the officer on duty who intervenes in a domestic squabble.*

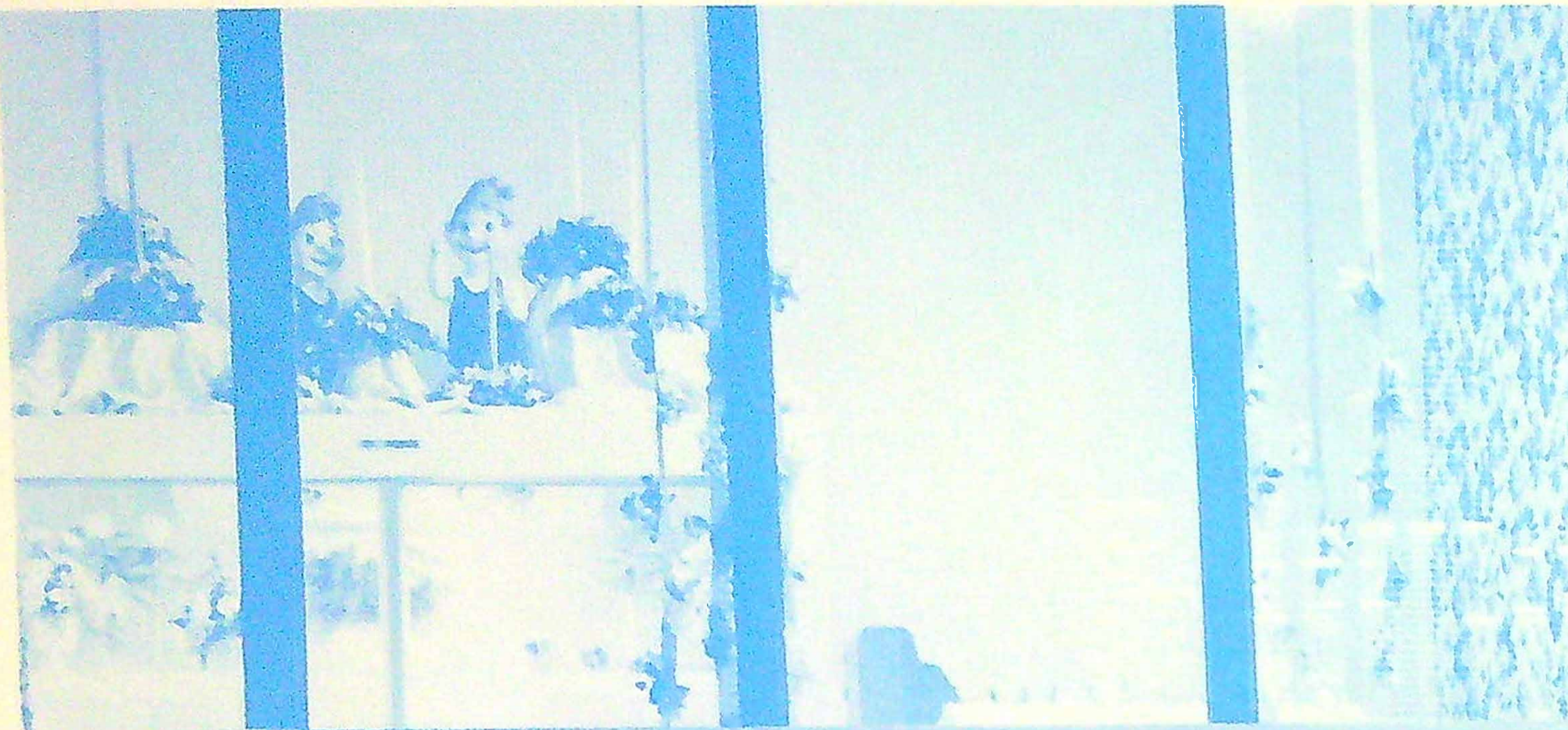
FAR LEFT ◀

*JACK EILBECK was the Fitness and Amateur sports director for the province of Ontario before joining Humber in 1969. He was appointed a chairman of Applied Arts in 1976.*

LEFT ◀

policemen. The deaths caused an unprecedented outburst of protest from spokesmen in the black community, who emotionally demanded more police restraint in the use of firearms and a general upgrading of police training. Police officials, on the other hand, complained that unwarranted charges of racism were intimidating police officers and restraining them in the full performance of their duty, since police officers were becoming gun-shy of *any* confrontation with a black lawbreaker, realizing that the consequence could be an accusation of discrimination.

And meanwhile, as the students in Law and Security Administration were exploring this disturbing issue in their classroom, and while they were being trained to one day go out and pound the turf, students in another Applied Arts program were being trained to lay it, mind it and mend it. The growth and maintenance of turf was an essential part of the three-year Landscape Technician/Technology Programs, introduced at Humber College in 1968. The program, coordinated by Ron Dubyk until the winter of 1981, offered two options: Students could choose either the



technician level, requiring four semesters of classes plus work in the industry during the summer months, or the technologist level, involving six semesters at the college plus summer work in the industry. For landscaping and environmental studies, Landscape students utilized a one-storey horticultural laboratory on the North Campus, complete with two greenhouses. These facilities were shared with students in the Retail Floriculture program, who used it as a floral lab to study "propagation of horticultural crops, plus soils and disease, and pest control."

Initiated in 1971, the two-year Retail Floriculture program was the first of its kind in Canada, providing "career opportunities in floral design, display merchandising, sales management and operation of florist shops or floral departments of large firms." Students in this program operated and managed a model floral retail shop on the North Campus, where they not only received experience in display, but also practised retail skills by taking and making up orders for student and faculty who might have needed an occasional bouquet or corsage. Russell Geddes was senior program



*PRETTY EARTHY STUFF: the Humber calendar described "asexual and sexual propagation of horticultural crops plus greenhouse soil mixtures and soil amendments" as a basic part of the Retail Floriculture program. Senior program coordinator Russ Geddes, right, looks over a floral design.*

ABOVE ▲



coordinator for this flower power contingent in Applied Arts.

The third botany-related program in Applied Arts was Horticulture Apprenticeship, coordinated by Don Chase, and was offered at two levels: a 12-week basic course, which included "turf and tree maintenance, weed control, basic carpentry, concrete, introductory surveying, communications, plant identification, soils, plant propagation, landscape planning and blueprint reading, machinery and power tools;" and an 8-week advanced class with options in either Nursery and Landscaping or Turf Management. Students in Horticulture had to be currently employed in the landscape field, and registered as apprentices in order to enter this Canada Manpower program.

The flora-based vocations were well represented in Applied Arts, but there was at least one delegation from the world of fauna as well: Equine Studies. Initiated in September of 1970, this full-time two-year program was another first of its kind in Canada. It was so unique, in fact, that President Gordon Wragg feared it would never be approved by the







**SURGICAL SPECTATORS:** elementary school children from Mississauga watch as veterinarian Dr. Neal Mendelson performs a simple operation in the surgical wing of the equine centre.

TOP LEFT ◀

**EQUINE CENTRE OPENING:** E. P. Taylor, left, industrialist and horsebreeder, is given an honorary tour of inspection of the stalls before the official opening of the equine centre on April 29, 1973.

BELOW ▼



Council of Regents. "Our board of governors was receptive to the program," recalled Wragg, "but we had to go to the Council to defend it personally. Someone there said we had to be crazy to try to spend tax dollars so that rich men's kids could ride horses. We were just fortunate that one woman on the Council was a horsewoman, and she had some sympathy for what we were trying to do. The Council of Regents told us that it would approve the course on probation, and would look for a report at the end of the first year to see if there was any flak in the newspapers. If there was, the program could be expected to be cancelled. Luckily, there wasn't any flak."

Well...there may have been a *teeny* bit of flak, such as the sarcastic comment by a weekly newspaper editor that Humber College was striving to produce "a better horseman than John Wayne." Generally, though, media coverage was favourable and supportive, particularly after the official opening of the equine centre on April 29, 1973 by Canada's famous industrialist and horsebreeder E.P. Taylor. The two-storey structure contained a 200-by-85 foot arena, tackroom and

classrooms, 20 box stalls and 15 standing stalls (a new wing in 1974 added 15 new stalls) feed storage area, and the pride of the program—an equine surgical wing. The facility was designed to enable the horsemanship students to observe on closed-circuit television the pre- and post-operative care of horses so that they could learn to spot the symptoms of an ailing or unsound horse. The surgical wing was equipped with a preparatory room and X-ray area; an inducing and recovery room with a hydraulic-powered mechanism to raise an anaesthetized horse onto a padded, portable table; and an operating theatre, where injured horses from the clientele of two resident veterinarians, Dr. Neal Mendelson and Dr. Miles Smith, received prompt and expert attention.

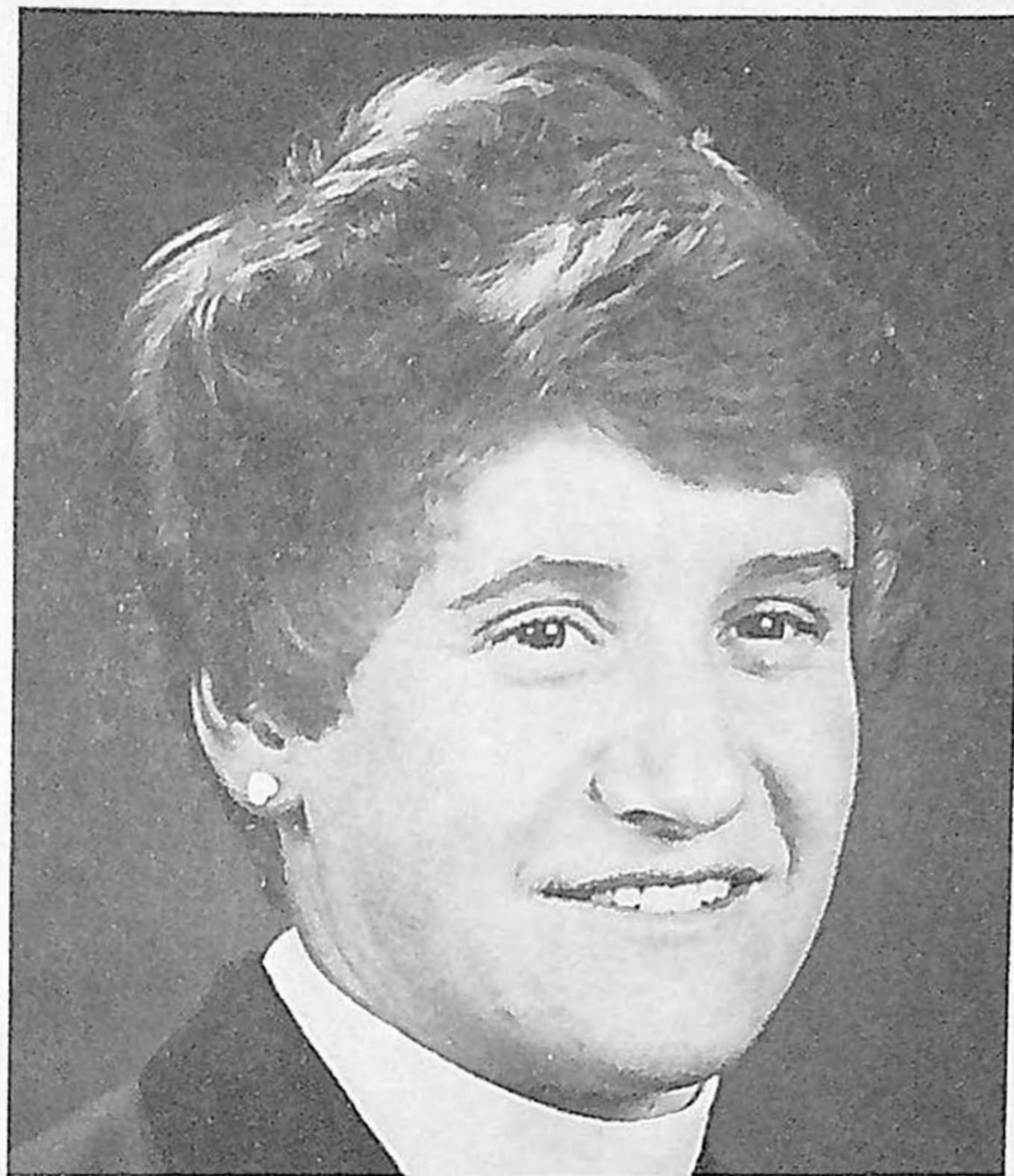
Equine history was made in the operating theatre on February 8, 1976, when successful eye surgery was performed on former racehorse Rullah's Image, using a technique that had been developed just three years earlier in the United States for treatment of the human eye. The operation was called a vecetomy, and it involved the use of a special probe to draw

*EQUINE STUDY* coordinator Liz Ashton captained the gold medalist world championship Canadian 3-day team, 1978, and was a member of the Canadian Olympic 3-day team from 1976-80. She was honoured as Horsewoman of the Year, 1976.

RIGHT ►

*TRAVEL AND TOURISM:* for a short period, students in this program ran their own travel bureau in the main corridor of the North Campus, as a training lab. Called TNT, the agency opened in January, 1972.

FAR RIGHT ►



murky and impure jelly clogged in the eye chambers. The technique had never previously been attempted on a horse, since the instruments involved were designed for the human eye, and were delicate and not necessarily suitable for the gummier and thicker eye tissue of a horse.

However, the condition of Rullah's Image was desperate. The breeding horse had lost all vision in one eye, was showing signs of sight degeneration in the other, and was in danger of injuring itself, bumping into stable doors and walking into fences. Veterinarians Dr. Smith and Dr. Mendelson consulted with Dr. Lionel Chisholm, a human-eye surgeon from Toronto Western hospital who was a polo player and a lover of horses. He agreed to contribute his skill and time free of charge, to work in a team with the two veterinarians on the two-hour operation to save the sight in the one remaining eye that had not deteriorated beyond repair.

Even previous to this operation, race horse owners across the country regarded Humber College as a kind of emergency ward for injured horses. Following the death of a U.S.-owned filly called Ruffian, who had to be

shot because of a broken leg sustained in a race, an agreement was made between Humber College and the Ontario Jockey Club to make the equine centre clinical facilities available for any horse hurt at Woodbine, Greenwood or Fort Erie race tracks—none of which were equipped to handle surgery. It was proposed that a special van be equipped—a kind of horse ambulance—to administer first aid and drugs to any fallen horse, and then rush it to the surgical facilities of the equine centre (thereby avoiding a repetition of Ruffian's tragedy).

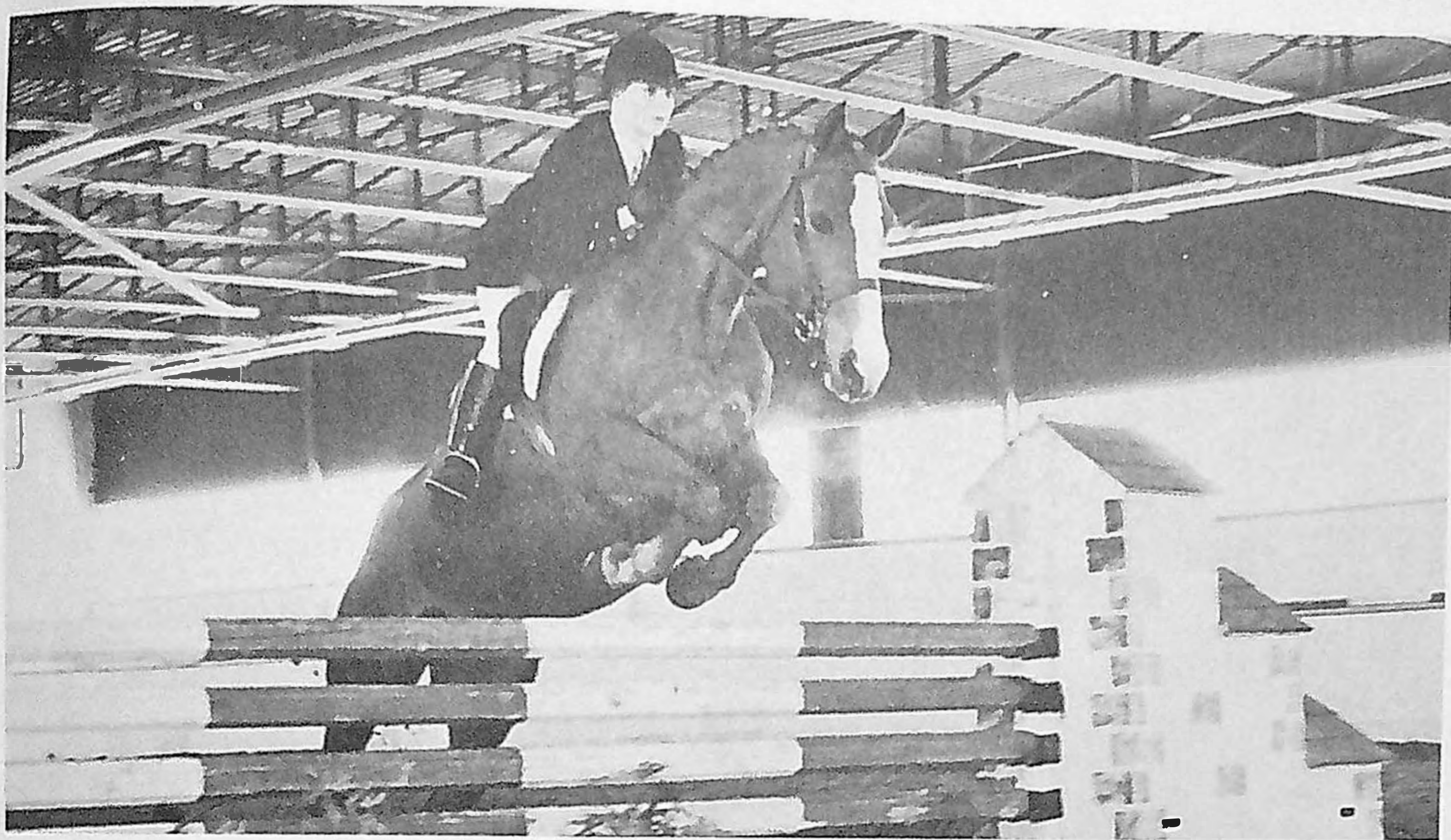
But the equine program was making headlines for more than just veterinary achievements. Under the diligent tutelage of Olympic rider Elizabeth Ashton—the Equine Studies senior program coordinator who was in 1976 named Horsewoman of the Year by the National Horse Council—the equestrians-in-training in this program were continually bringing back laurels to Humber College from national and international competitions. Just one example was the Regional Intercollegiate Horse Show Association Championships in New York, in 1977. Humber College was the first Canadian member in the 172-school IHSA

group, and first-year student Debbie Bissenden, 18, rode away with first prize. Humber College was also the only Canadian participant in the 1977 Intercollegiate Invitational Equestrian Show, hosted by Humber in the indoor equine centre, and the college's five-women team took top honours, edging Cornell University by a single point. In January of 1977, Humber College's number one team of Alan Manning, Elaine Moorlag and Mary Odette won the over-all team title in the Ontario Inter-Collegiate Dressage and Jumping Championship, competing against the University of Guelph, McMaster, Queens, Seneca College, University of Toronto and the University of Western Ontario.

An annual competition sanctioned by the Canadian Equestrian Federation was initiated at the equine centre in 1974, attracting some of the best Canadian riders to vie for the Humber College Silver Cup. Jim Day, a member of the 1972 Canadian Olympic equestrian team, won the prize in the 1974 competition, and Jim Elder, another rider of the 1972 Olympic team, took the silver cup in 1975.

Equine Studies, however, was more than





just a school for equestrian training. The background it provided in horse care and management opened up career opportunities as racing stable or breeding farm managers, riding instructors, or as personnel in saddlery, feed and equipment companies. In the seventies, horsemanship had become a multimillion dollar industry in Canada, and not just a sport or recreation. Not surprisingly, because of the facilities, equipment and stock required, it was an expensive business to train students for. To help defray the heavy costs, Humber College found it necessary to charge Equine students additional lab fees. However, this practice came under attack after January of 1980, when Minister of Colleges and Universities Dr. Bette Stephenson announced a general college tuition increase of \$55 to a total of \$400, with the understanding that all lab fees would be eliminated, and that tuitions for all programs across the province would thereby become consistent and uniform. Unfortunately, the dropping of lab fees would cost Humber about \$100,000 in lost revenue, since lab fees had been essential to support the special operating costs of six programs: Equine

Studies, Funeral Services, Music, Recreational Leadership, Explosives and Retail Floriculture. Assistant Deputy Minister Philip Adams did allow the college to continue to charge the extra \$250 to Equine students alone, for one more year only—1980/81—although the lower lab fees in the other five programs were to be dropped without a time extension. Celebrations over the lower lab fees were short-lived. In January of 1981, the Ministry of Colleges and Universities announced a \$40 tuition fee increase for all students, effective September of 1981.

In the meantime, Equine Studies had moved into another occupational area, taking over the responsibility for the in-school section of the Jockey Training program, whose objectives were "to provide training for persons interested in becoming jockeys and to provide back-up training to ensure employment in various phases of the racing industry." Entry into the program was dependent on an interview with industry personnel and college faculty, to determine suitability of the candidate for the profession. The recommended age for students hoping to

become jockeys was 16 to 18 years, and the suggested weight was approximately 100 pounds. The program included more than just riding. Courses required to complete the 10-week Jockey Training program in the spring and summer of 1980, for example, included Fundamental Equitation (50 hours), Basic Exercise Riding (50 hours), Physical Education and Weight Control (15 hours), Practical Horse Care (200 hours), Life Skills (30 hours), and Racing as an Industry and as a Sport (30 hours).

Programming that revolved around the equine centre illustrated Humber College's recognition of the fact that the entire recreational field was becoming big business in Ontario, and with this in mind, a cluster of programs was created to provide trained staff for the expanding recreation industries. These programs in Applied Arts included Arena Management, Recreation Leadership and Ski Area Management.

The Arena Management program began its academic year in May rather than September, and it was designed to train managers for private and community arenas,



equipping graduates with such skills as refrigeration and ice making, administration of budget control, cost analysis and purchasing, insurance and liability, ticket sales and promotion, and principles of programming. Arena Management, coordinated by Ebbie Bishop, consisted of one in-school semester plus two field-experience semesters. As admission requirement, students needed either two years of experience in an arena, or the completion of four semesters of Recreation Leadership.


There was nothing leisurely about the workload for students in the two-year leisure-oriented industry of Recreation Leadership. Beside the professional and practical skills such as administration, supervision and planning that came from laboratories and field work, students were also expected to develop leadership qualities by acquiring an understanding of human behaviour, and particularly a knowledge of group dynamics. The program, with Jack Bowman as its coordinator, was designed to prepare graduates for employment in such areas as "municipal recreation, therapeutic recreation institutions, private and

voluntary agencies and commercial establishments."

Students who graduated from Recreation Leadership could qualify to meet the admission requirements for Ski Area Management. The ski program would also admit students with specific experience in the industry. Developed in cooperation with the Ontario Ski Resort Association and coordinated by Dan Matthews, and later by Paul Suda, this program was made up of two semesters in the classroom, plus one work semester during the ski season, employed at a resort. Included in the program of studies at the college were courses in ski lift operation and maintenance, ski patrol and first aid, snowmaking and hill grooming, rental shop operation and ski resort management.

The inclusion of the leisure-oriented programs provided the Applied Arts Division with diversity of programming in a roster already rich in variety and growth potential. Under the direction of Fred Manson as dean—succeeded by Rick Hook in December of 1975—the Applied Arts Division had expanded from four daytime programs in 1967 to 19 (including two at Lakeshore 1) by

1980/81; from a full-time teaching staff of 14 to 41; from a sole chairman to three (Bob Davidson, Jack Eilbeck and Marg Hincks, who retired in June of 1980); and from a total post-secondary enrolment of 98 students to a total of more than 1,500 full-time post-secondary, 2,000 part-time, and about 50 adult occupational training and apprenticeship students. In a society where totals are so often held up as trophies, this Division was clearly a well-deserved winner: success had come to those who had applied themselves so diligently.



## CHAPTER THIRTEEN BUSINESS

Building on a Broad Basis

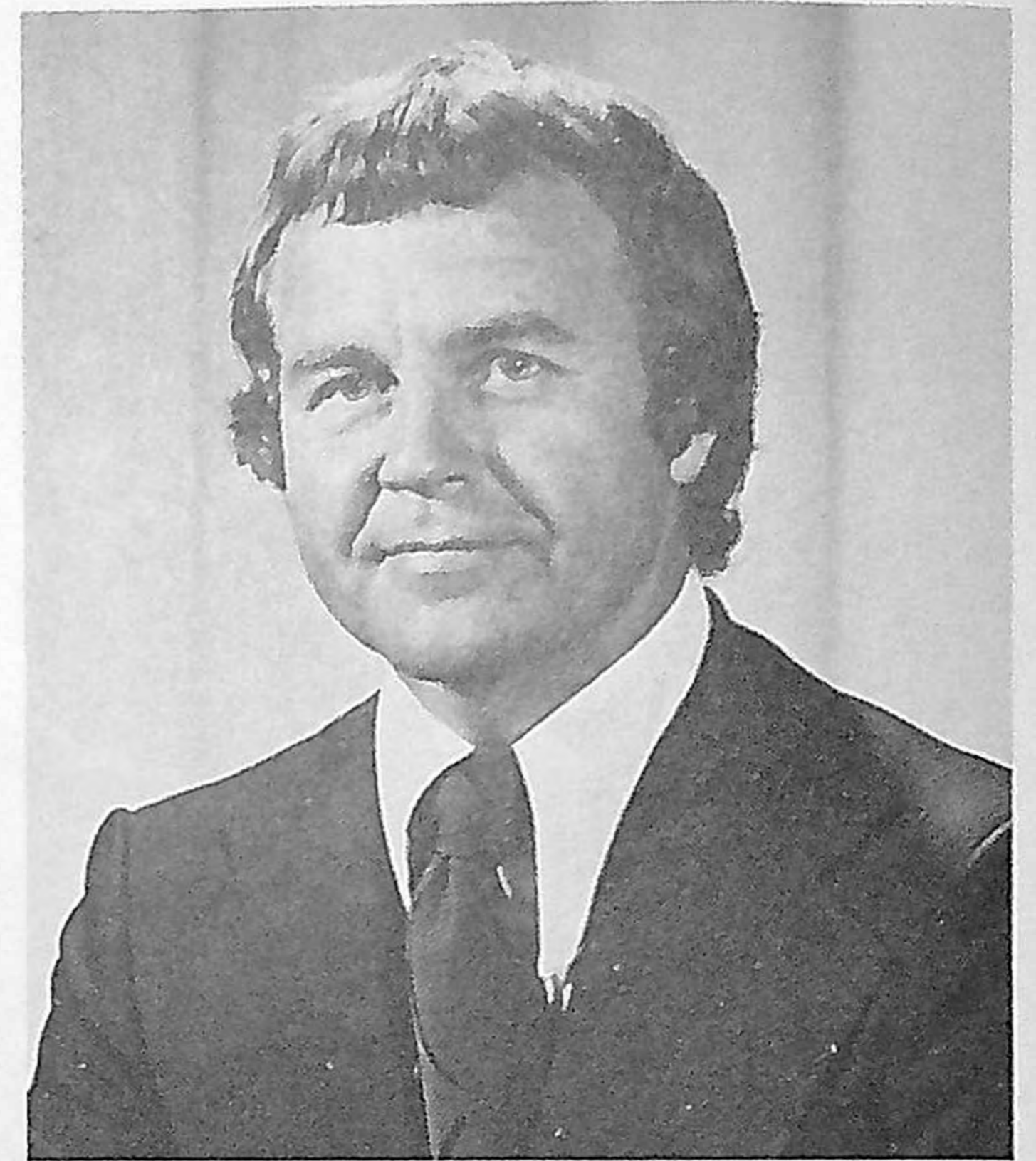
Students who came to Humber College in 1967 to enrol in the Business Division, perhaps expecting to agonize over a choice of vocational programs, need not have worried. It's not that there wasn't an impressive list of programs to choose from. There was the three-year Business Administration program which branched off into five vocational options in the students' second year: Business Computer Systems; Financial Management; Hotel, Resort and Restaurant Administration; Marketing Management; and Retail Administration. There were also seven separate two-year programs under the category of General Business: Accountancy, Marketing, Data Processing, Inventory and Production Control, Banking, Life Insurance and Real Estate. And finally, there was a group of Secretarial courses that consisted of the three-year Secretarial Science program and three one-year programs in Special Commercial, Legal Secretarial, and Medical Secretarial.

That might have seemed like choice enough, although a student who had scrutinized the calendar carefully would have discovered that, in his first year, his curriculum

would be all but identical to that of a student in any other Business program (with the exception of the Secretarial area). Irrespective of the program choice, the Divisional objective was to provide every student with a broad background of essential, business-oriented skills.

Accountancy program students, for example, were required to take five periods (hours) of English and Public Speaking; four periods of Accountancy; three periods each of Accountancy Systems, Business Organization, Data Processing Principles, Economics, Marketing and Mathematics; two periods of Business Law; and one period of Reading Skills. The Marketing program students took exactly the same 30 periods, omitting only three periods of Accountancy Systems and taking an additional three periods of Marketing instead. Data Processing, although it substituted Introduction to Business for Business Organization, similarly omitted Accountancy Systems and added three more periods of Data Processing, but kept every other course in common with the other programs. And so it went, down the line of

*DEAN OF BUSINESS, the late Eric Munding was among the founding faculty in 1967. He was the Faculty Association's first president, served as first general manager of the Humber Hawks hockey team, and was a leading supporter of golf at the college. Munding became dean in November, 1971.*



programs. Even Business Administration followed the pattern, omitting Accountancy Systems.

The standardization of first-year curricula was to some extent inevitable in the initial year of Humber College's operation. With the limited enrolment of 225 students spread among 12 diverse programs in the Business Division in 1967, and only a dozen Business faculty, the alternative to the adopted policy would have been to build each program's curriculum around one teacher, whose expertise lay in that vocational area. Marketing students, for instance, might have had only one teacher—the Marketing expert—for the majority of their classroom hours in their first year, rather than benefiting from the diverse experience and perspectives of a number of faculty with different areas of business experience.

In the second year, students were able to specialize according to their vocational choice. At this point some repetition of faculty exposure was unavoidable. It was more than probable that a specific class would have an instructor teaching in more than one course, in

more than one semester.

"It was never a major deficiency," declared Eric Munding, who in November of 1971 succeeded John Almond as dean of the Business Division, (Munding, while still serving as dean, died in January 1981), "but there *was* a negative aspect, in that a Marketing student learned Marketing principles according to the opinions of only one person. For example, I taught Marketing I and Retailing in the fall semester, and in the winter semester the students had me again for Marketing II and Administrative Practices. So, for better or worse, the students had me as a teacher for four different subjects.

"A negative aspect to this type of situation was in the social dynamics of the human relations between a student and a teacher: if a teacher had trouble with a student in the fall, or if the student didn't like that teacher very much, the student was forced to have that teacher for at least one or two subjects the next winter, or perhaps the year after. Today the chances of getting the same teacher more than twice in the Business Division are not as likely. There is a great deal

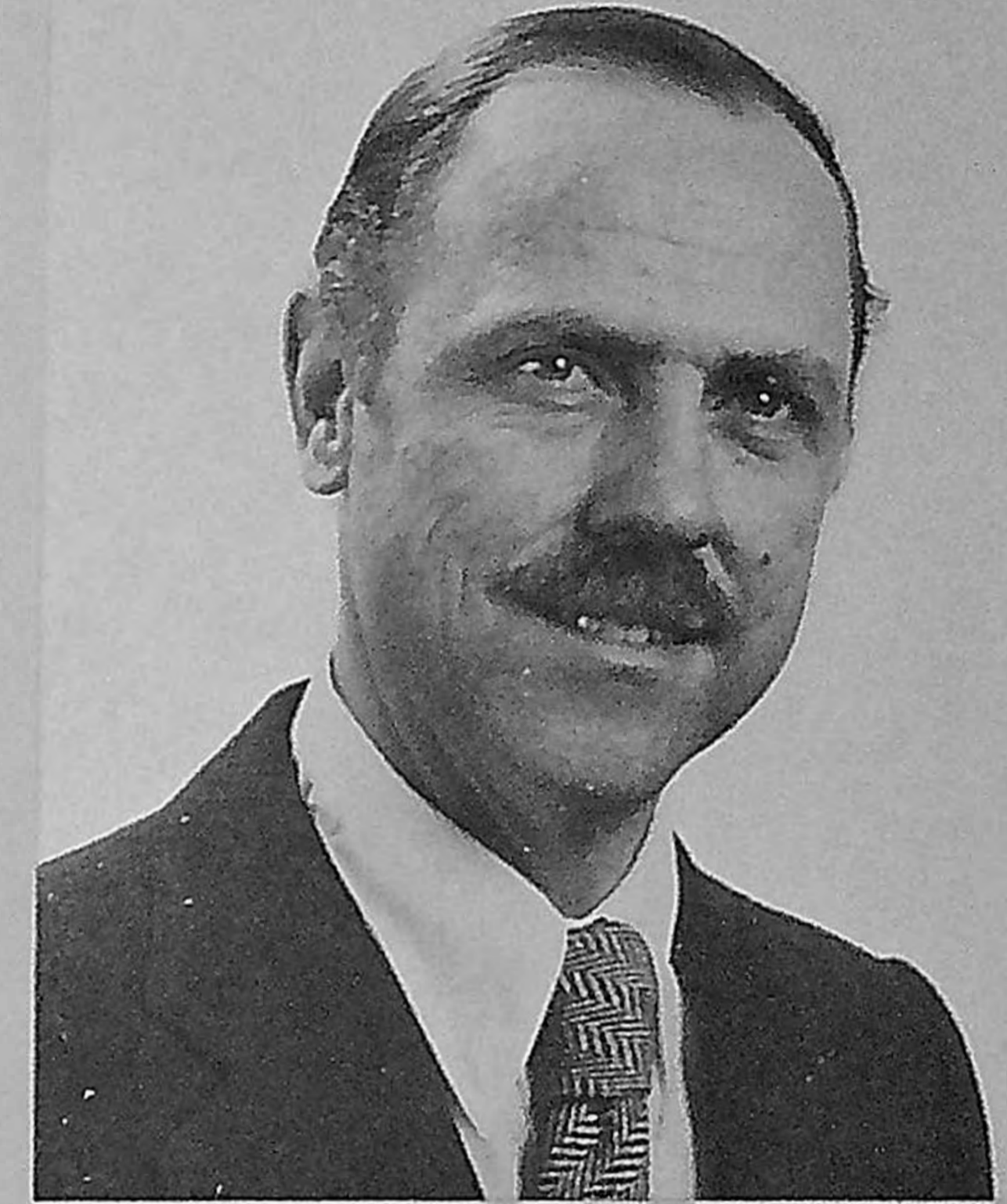
more breadth of experience brought into the classroom by having different faculty members for different subjects.

"I talked to one of our teachers who came here from Durham, a smaller college. He said that over a period of a year there, he had taught the same Business students seven different courses. We were never *that* in-bred at Humber College."

The common first year would seem to have been both pedagogically sound and logistically expedient. A significant side benefit could be found in the fact that, regardless of the program, all Business students received a broad background to enable them to understand the principles and practices of business in general. Business Division founding chairman John Almond (promoted from chairman to dean in 1970) articulated his philosophy in the 1967 calendar where he stated that the objective in Business Administration was "to equip students with the fundamental tools and train them in areas of modern business in order that they may adapt readily to *many business occupations*." A solid beginning of general business study, followed



*TOASTMASTER: John Liphardt, who succeeded Eric Munding as dean, 1981, in 1974 established Humber's student/faculty chapter of the Toastmaster Club, an international organization which was dedicated to the development of good speaking abilities among its members. The founding group of about 25 members gathered at regular dinner meetings to listen, deliver and evaluate speeches.*



by concentration on specialized skills, meant that students were in a real sense educated, and were guaranteed some chance for mobility after graduation, rather than merely trained for functions within the narrow limits of solely specialized skills—skills in a profession that could conceivably one day become obsolete or over-employed, or in a profession that a particular graduate could outgrow.

Indeed, individuals have shown that they could outgrow, or choose to change, their vocational direction even before graduation. Many arrived at Humber without any clear definition of the careers available, and calendar course descriptions sometimes provided little more than confusion. The advantage of general first-year courses to such students was spelled out in the 1979 calendar: "Many students upon graduation from secondary school desire the benefits of a business education at the college level, but have not yet decided what specific program to follow. By offering a general group of first-year courses, the student, once he has decided where his interests lie, can then transfer to a specific program. Thus the student is able to

make a more informed career decision."

Munding in 1980 singled out the Business Administration program to illustrate the advantage of transfer flexibility. "I guess the magic word is 'Administration,'" he said. "Everyone wants to be a manager or an administrator today, so we find ourselves admitting 200 freshmen students into the program each year. But by the end of the year, many students in that program who have taken courses in Accounting, Data Processing and Marketing, find them interesting and, after the first or second semester, they decide to transfer into one of the other disciplines.

"Marketing is a unique program in that it graduates more students than it takes in as freshmen, because of individuals who initially majored in Business Administration, but who later transferred to Marketing. A number of students came to Humber College not really understanding what Marketing is. Perhaps they studied merchandising in the secondary school, and didn't like it. They may have avoided Marketing when they came to Humber College, but later discovered it's a program they liked very much."

One possible reason for some students' change of heart and mind in regard to Marketing might have been traceable to their discovery of the reputation that the program enjoyed among some of the foremost experts in that professional field. A degree of this excellence was early indicated when in 1972 the Business Publications Advertising Association sponsored what was to become an annual Marketing competition for students of colleges and universities in the Metropolitan Toronto area. A team from Humber College's Marketing program participated from the start, competing with students from York University, Ryerson and George Brown, Seneca and Sheridan colleges. The submission for the competition was usually made up of Marketing presentations of a case study analysis, and these were evaluated by a panel of judges from the business community who were highly aware of the case circumstances. Humber College established itself from the beginning, winning not only the first competition, but taking the laurels in the two subsequent years as well.

But whatever the reasons for so many students opting to transfer from another



*ROBBIE ROBINSON conjures up some Marketing magic for a class in the college's earlier years. With a mix of Marketing and Business electives, students could concoct their own career profile in merchandising management, advertising, wholesale administration or retail supermarket management. Dave Haddon was appointed chairman of Marketing, Accounting and Retailing in May of 1981.*

program into Marketing, the important point was that they were *able* to do so. "Business students were not program-locked, but had the freedom to switch from one program to another," said Munding, "although they may have been required to pick up a summer course during the May-June period to make up for an area of study they missed. That is partly why we keep the course content of the first year of all programs basically common throughout the Division.

"I know there's been a lot of discussion in the Secretarial area about secretaries moving up and taking over their boss's job, but I think the type of individual who is attracted to the Secretarial program *wants* to be a secretary. If ~~she~~ wanted to become something beyond a secretary, she would enrol in the areas of General Business, Business Administration or Accounting. Although we have yet to attract our first male into a Secretarial program, we have over the last dozen years seen a major shift of women entering other programs. About half of the Accounting students are now women, as are about one-third of the students in Marketing and Business Administration."

In March of 1980, a Business Division committee approved the introduction of a new program pathway that was deliberately co-educational in design, styled to appeal equally to both males and females. To be called Office Systems Management and to be offered in September of 1981, this 25-subject career option was structured to bring together male and female students who would benefit from an educational mix of secretarial skills and office management training.

In this two-year program, all students would be required to complete the first two semesters that were comprised of standard business courses, including Personnel, Law, Marketing, Principles of Management, Elements of Electronic Data Processing, Introduction to Accounting, as well as some ~~other~~ required and selected courses. A prerequisite to enter the third semester would be a typing speed of 30 w.p.m. In the third semester, all students—male and female—~~would~~ have to acquire some secretarial skills, through the Basic Office Procedures, the Transcribing and Communications and the ~~Information Handling and Word Processing~~

Studies courses. In the fourth semester, all students would be required to complete the specially-created Applied Word Processing and Office Administration subjects.

The hope behind the creation of this new pathway was that males who would normally shun secretarial skills might study them as part of an office and systems management package. Similarly, females who tended to avoid management-directed programs might be less intimidated by a curriculum that blended management and secretarial components. Females wishing to pursue a secretarial career could in their fourth semester opt for two secretarial courses in preference to two Business electives.

Gains made by the women's equal rights movement in the seventies were to make sex stereotyping in the business community a less relevant issue for the female graduates of the eighties. A more pressing problem for the Secretarial area after 1980, however, was the need to prepare students—whether male or female—for a revolutionary change in the very role and responsibility of the secretary in the typical office of the future. As offices would

*WORD PROCESSORS: by 1981, there were 30 word process stations in the Business Division, North Campus. Experts predicted the computerized typewriters would revolutionize the office of the future: typewriters and telephones would be hooked to visual screens, filing systems would use no paper, but record data on microfilm instead.*



certainly become increasingly computerized and as new information-handling systems would correspondingly be adopted, new skills would be required for the individual functioning as a secretary. "The secretarial function tomorrow will fall into two categories," predicted John Liphardt, who in February of 1981 became new dean of the Business Division. "The function will take two distinct directions, either into the area of administrative assistant or text editor. The administrative assistant will be involved with planning, organizing and following through the required office routines, with far less emphasis on typing. Typing will be handled by a word-processing expert, who with much greater efficiency will handle most of the typing for all of the personnel in the office."

Liphardt defined word processing in this particular context as the "harnessing of computer principles to the information-handling process. It allows an individual to store typed material, and retrieve it electronically with a rapid printout when required." Word processing by 1980 was included in all Secretarial programs, and was

offered as well to part-time evening students who were in day-time jobs but who wanted to keep their skills marketable in the offices of tomorrow.

Anticipating technological advances in the office systems of the future, in 1979 Joan Girvan and Louise Lohnes, both in the Secretarial Studies faculty, worked together with Paul Petch and Bill Yardy from the college's Computer Centre to initiate an IBM text-editing program that was unique to North America. In the summer of that year, ten IBM word-processing terminals were installed on the North Campus, and an additional ten were leased for the Lakeshore Campus. This was only a start, for it was estimated that at least thirty of these terminals were needed to meet the needs of the North Campus alone.

The IBM word-processing terminal provided an electronic alternative to typing on stationery with the more conventional Selectric electric typewriters. Each terminal was directly hooked to a main computer located in the Computer Centre, on the second floor of E building, and at the terminal, students were taught to punch out an electronic reproduction:

a visual picture of a letter on a television-like screen. Changes in spelling, grammar and content could be typed directly onto the screen, with the lines of the paragraphs realigning themselves automatically with each change. With a glossary of 10,000 words (a total that could be increased), the computer was able to catch errors of spelling. The style or form of a letter, document or manuscript could also be determined by a simple punch on the keyboard. The entire letter, document or manuscript could then be stored in the computer memory bank, for future reference or update, or could be printed out automatically on a high-speed computer printer.

"The day may come when every student at Humber College may have to learn to touch-type so that he or she can become proficient at inputting material into a computer," declared Liphardt. "In the Business Division, we already have a two-to-three week course to teach students to operate a computer keyboard, which is similar but not identical to a typewriter keyboard. That, of course, does not teach them to type at a great speed, but it at

*LESSONS ON THE WALL: Elsie Swartz using visual aids in a Legal Secretarial class, a program she initiated at Humber in 1967. Swartz published the book "Procedures for the Legal Secretary" in 1970, and in 1979 represented Canada and the National Secretary Association at the Third World Congress of Secretaries in Lugano, Switzerland.*



least acquaints students with the placement of the keyboard.”

Since 1974, the Business Division has operated a typing lab in Room F102. This has always been utilized in certain periods for servicing students in other Divisions. Supervised by Carol McCause, the lab housed 75 IBM Selectric typewriters as well as a store of tape recorders and transcribers, kept available for students wishing to practise typing and transcribing on an ILP basis.

Back in 1967, when the three-year Secretarial Science program was initiated, there was no such luxury of space nor sophistication of equipment. Besides Shorthand, Economics, English, Law, North American Economic Development, Political Geography and Reading Skills, students in that program took five hours of typewriting on conventional typewriters, and computer terminals in this program were still far off in the future. The computer age did not dawn for Secretarial Science students until some time later. “We eventually involved the students in mag (magnetic) card operations and the IBM memory typewriter,” recalled Liphardt. “This

mag card would store information for future use. The IBM memory had a storage capacity of a maximum of 50 pages, and was therefore useful but limited.”

The three-year Secretarial Science program was in time phased out, and replaced by the two-year Executive Secretary Diploma program, with the general-course component provided through student-selected Human Studies and Business electives.

Besides Business and Human studies electives, another area of choice open to students in the Secretarial programs was in their “profiles.” For example, depending on their proficiency in typing and knowledge of office procedures, Executive Secretary Diploma students in their first two semesters were directed—determined by skill pretesting—into one of three profiles: Basic, Advanced Office Procedures, and Accelerated Shorthand. The three profiles converged into a common third and fourth semester. Legal Secretary Diploma and Medical Secretary Diploma—both expanded from one-year programs in 1967 into two-year programs—were similarly built on a base of profiles in the

first two semesters, with specialization occurring in semesters three and four.

Profiles, defined by Business Division chairman Bev Walden as “a selection of courses within a program that leads to a specific job type,” enabled the Division to augment the vocational choices available to students without proliferating the number of programs. This was achieved by cross-mixing a variety of specialization courses with a general core of Business courses, and lining a number of the differing profiles under one program title.

To illustrate, the first two semesters of the three-year Business Administration program in 1979 were standard to all students, and included such mandatory and general courses as Introduction to Accounting, Elements of Law, Business Mathematics, and so on. In the third semester, however, students were offered the alternatives of either a Business Administration profile or a Management Systems profile. In the last four semesters, a few courses—such as Business Statistics and Business Policy—remained general to both profiles, but each profile also



*LIKE A HOT POTATO? Hotel and Restaurant has had more than its share of being tossed from one Divisional hand to another. This hospitality program originated in the Applied Arts Division in 1968, broke that liaison to join Business, only to reunite with Applied Arts in 1980. Applied Arts soon after announced a six-semester Chef de Partie diploma program, designed for sous or assistant chefs, and set to commence in September, 1981.*

offered specialty courses unique to it.

The two-year General Business Diploma program offered no fewer than five distinct profiles in the final semesters: Business Management, Business Systems, Manufacturing Management, Personnel Management and Legal Assistant. Marketing Diploma offered five profiles as well: General Marketing, Merchandising Management, Retail Supermarket, Advertising and Professional Golf Management.

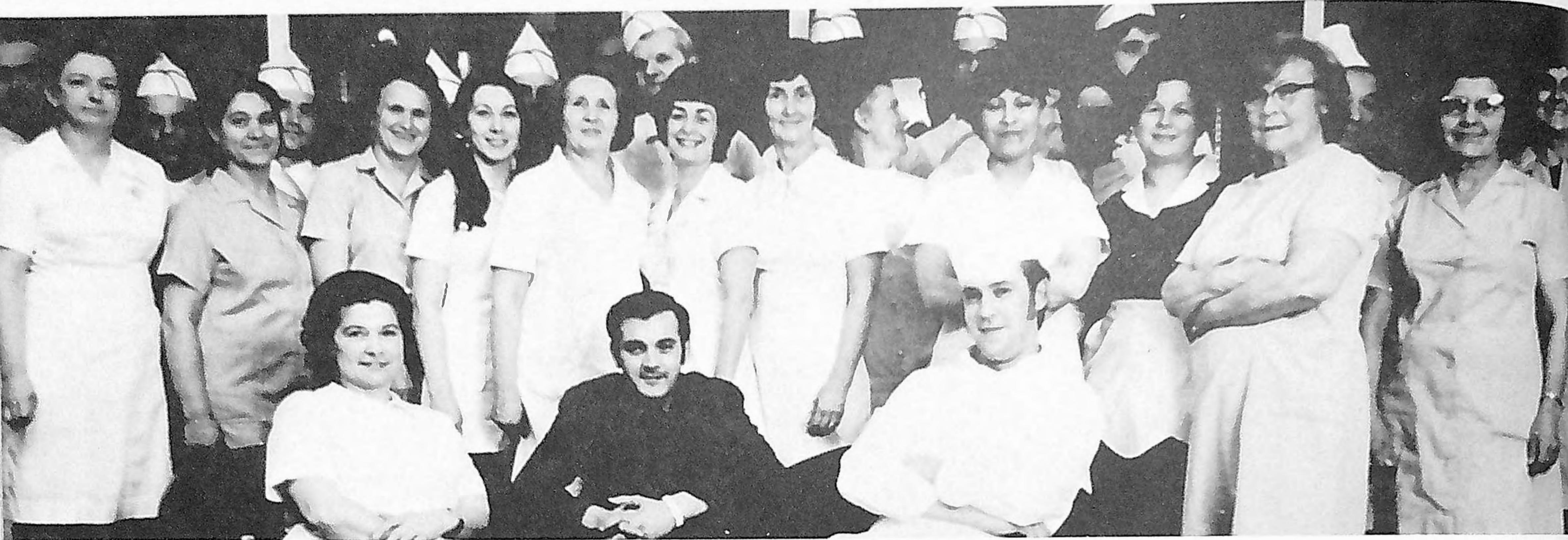
News of the creation of the Professional Golf Management profile did not send the pros of North America scurrying to the links to practise and improve their putting and drives. The Marketing Studies profile was designed not to produce professional golf players, but to train or upgrade people interested in clubhouse management. Emphasis was on such areas as the rules of golf, tournament operations, turf management, principles of teaching golf, golf car maintenance and golf club design and repair. Such specialized courses were offered in the evenings, while in the daytime, students could acquire general business skills in marketing, salesmanship and retailing to

enable them to shift in winter from seasonal golf to other areas of activity, such as managing a country club or curling club, or supervising catering services and banquets. The intention of the program, sponsored in cooperation with the Canadian Professional Golfer's Association, was to give the young Golf Assistant a strong business background as well as to prepare him for year-round employment.

The location of the program at Humber College may have seemed unusual in that the college lacked the facility of a golf course. There once had been a mini-course of two or three holes just to the west of the North Campus buildings, but the land was absorbed into the Arboretum. However, the lack of links on campus did not prove a handicap. "The Metropolitan Toronto area has the highest concentration of golf courses anywhere in the world," divulged Munding, "with 240 of them located within a 40-mile radius of Toronto. We have had close cooperation with the golf clubs in the Borough of York and Etobicoke, and our connection with the CPGA has also opened up opportunities for student involvement."

Another unique program was the Hotel and Restaurant Management Diploma program. Although the program was founded and coordinated by world-honoured gourmet chef Igor Sokur, and although culinary skills—food preparation, gastronomy and international gourmet cuisine—were an indispensable part of the program, the three profiles of Hotel and Restaurant studies were nonetheless firmly based on business disciplines.

"We were not a chef-training school," said Munding. "That was George Brown College's domain. We knew that George Brown had always been strongly entrenched in chef-training, and we came early to the conclusion that it would be wiser to complement the other college's program than to compete with it. Hotel and Restaurant Administration was initially in the Applied Arts Division at Humber College but it was decided to give the program a new slant, a stress on management. Students were to study things like Accounting, Law and Marketing in their first semesters, then later were to concentrate on specialty areas such as Food and Beverage Cost Control or Hotel and



Restaurant Legislation and Law. Therefore they were basically business students with a knowledge of the hospitality industry, rather than Hospitality students foremost, who had some knowledge of business. Our college was consequently unique in Ontario, and perhaps in Canada, in that the hospitality program was tied directly into the Business school.”

These ties, however loosened somewhat as of September, 1980. Although maintaining close cooperation with the Business Division and keeping the program core fundamentally unchanged, as of 1980/81 the Hotel and Restaurant program moved to the Applied Arts Division, at the same time that the Applied Arts’ Fashion Retail program switched to Business. “Basically, these changes are bureaucratic, so that one Division can speak for a package of related programs,” Applied Arts Dean Richard Hook said at the time. “The newly-included hotel and Restaurant program can now better share kitchen facilities and the faculty with the food-related Family and Consumer Studies program in the Applied Arts Division. The changes will result in better utilization, and will present a more efficient

view to industry.”

Business, rather than chef training, would continue to be stressed. Back in 1968, there was a one-year Chef Training program as well as a two-year Food Service Management program operating on the North Campus, with 10,000 square feet of classrooms, kitchens, labs and a cafeteria, situated in the field house, in an area that was later to be converted into office space for the Continuous Learning Division. The North Campus’ first cafeteria provided the young chefs with a place to put their training to the taste test, and students, staff and faculty reaped the gastronomic rewards of the program at every lunch-hour: a most mutually-satisfactory arrangement.

Unfortunately, the cafeteria—combining instruction with food services—could not continue to serve its exotic fare without increasing its food prices. In August of 1970, Dave Davis was brought in to reorganize the campus food services. He remained as head of the area for 10 years. After his resignation, he was succeeded, effective July of 1980, by John Mason.

“From the beginning, I operated the

cafeteria as a business,” declared the former director of food services. By 1980, it was a big business indeed. The food services department was serving all Humber College campuses with piping hot meals, prepared in the North Campus kitchens and wheeled to the other sites in a custom-made van equipped with a gas-heated storage unit and a refrigerated area.

“The best buy was always roast beef,” Davis recalled. “For \$1.40 a student could purchase potatoes, vegetables, gravy, horseradish, and five to six ounces of beef carved from the hip. The vegetables were always fresh or frozen; you’ve never seen a canned vegetable served in our cafeteria and the mashed potatoes were never instant. This was also one of the few cafeterias operating where additives like monosodium glutamate were never used.”

The most popular meal, over the years at Humber College, Davis said, was fish (halibut) and chips. About 1,800 orders crossed over the counter every day, in addition to 1,500 pounds of French fries. There were also 1,500 muffins and about 40 dozen donuts (all baked at the North Campus) consumed daily, washed down with about 8,000 cups of coffee.

**FOOD SERVICE STAFF:** the North Campus cafeteria initially operated as a student lab for trainee chefs, but as the campus population grew and costs rose, the catering role was turned over to a food services department. Former director Dave Davis, centre, ran it "as a business" with the help of these experts.

PREVIOUS PAGE ◀

The main eating areas of the North Campus were "The Pipe," that could seat 800 diners, and "The Humberger," that could accommodate 190. A new cafeteria opened at Lakeshore 1 in the fall of 1979 offered dining facilities for 700. K217, a staff dining area on the North Campus with room for 160 people, was often rented out to the public on weekends for weddings and other events, as was another dining and conference area called "The Seventh Semester." This room has been known to provide catering services to three wedding receptions on a single Saturday.

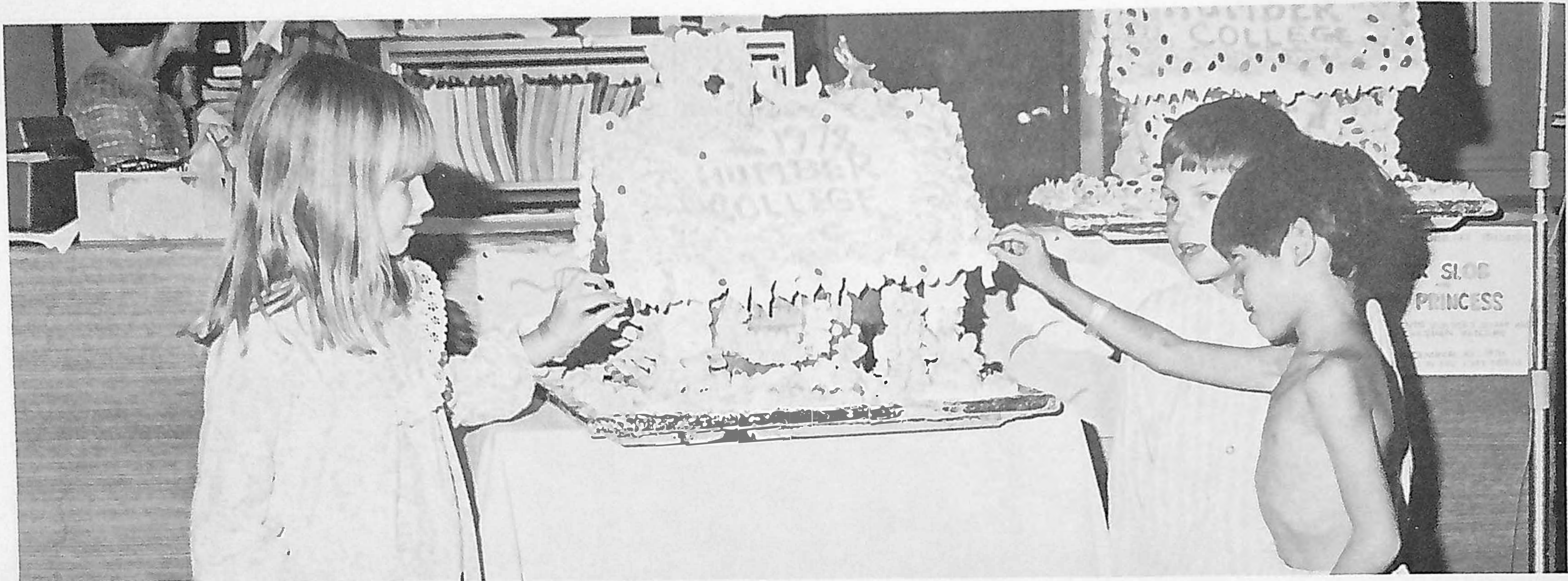
Something of a catering catastrophe, however, occurred on a Saturday in 1972. Enough food was ordered for 1,400 people who were expected to attend a campers' association meeting, but because planners failed to get the publicity out in time, only about 140 participants showed up. "So there we were, with a mountain of coleslaw and roast chicken to get rid of," recalled Davis. "We went running around the college, looking for anyone who would be willing to take some food home. Fortunately we were able to deliver much of the surplus to the Fred Victor and



Scott Mission, where they were glad to have the food."

Davis had been in the food services business long enough to know that he couldn't please all the people, everywhere, all of the time. "I often got complaints that we didn't vary the menu enough," Davis said. "But when we did try to serve something like curried lamb, the students wouldn't eat it. On the other hand, they'd gobble up 300 pounds of diced chuck in a stew any day we offered it. And there was nothing to stop students from living on diet or health foods. There were always salad plates, carrots, celery sticks or yogurt to choose from. And sure, there was coke and coffee, but there was also milk and juices. Between September and November, we served from 80 to 90 gallons of apple juice, freshly pressed and without additives, provided from President Wragg's own apple orchards. The money received went to the St. Vincent Educational Aid Fund."

Assisting Davis in Food Services was a total staff of 85, about 75 percent of which was part-time. John Mason, a graduate of the Hotel and Restaurant program, was catering



manager; Iva Barnard was manager of Lakeshore Campus; Norine Kersey and Richard Rzepa were supervisors; Doug Bando was executive chef, aided by cooks Kernel Campbell and Emilia Zwarycz. There were also about 15 general cafeteria helpers. In addition, there were about 25 Humber College students employed on nights and weekends, to clean or to serve on tables.

Although no longer involved with the campus cafeteria, students in Hotel and Restaurant studies had acquired a more posh setting in which to serve their culinary specialties and in which to practise the art of dining room service. In January of 1972, students of this program opened a model dining room, where up to 24 guests from the campus or community could on certain days book a reservation and sit surrounded by chandeliers, crystal glasses and candles, to be served gourmet dinners by competent and courteous white-coated waiters. The menu read like priceless prose, each the inspiration of one of the students enrolled in one of the food preparation courses. A typical bill of fare could turn out to be salmon-asparagus salad, cherry

soup, Atlantic sauce and piquant beets, roast loin of pork stuffed with prunes, braised red cabbage, glazed onions, and orange cream pudding for dessert. The tab per person in 1980: \$5.50

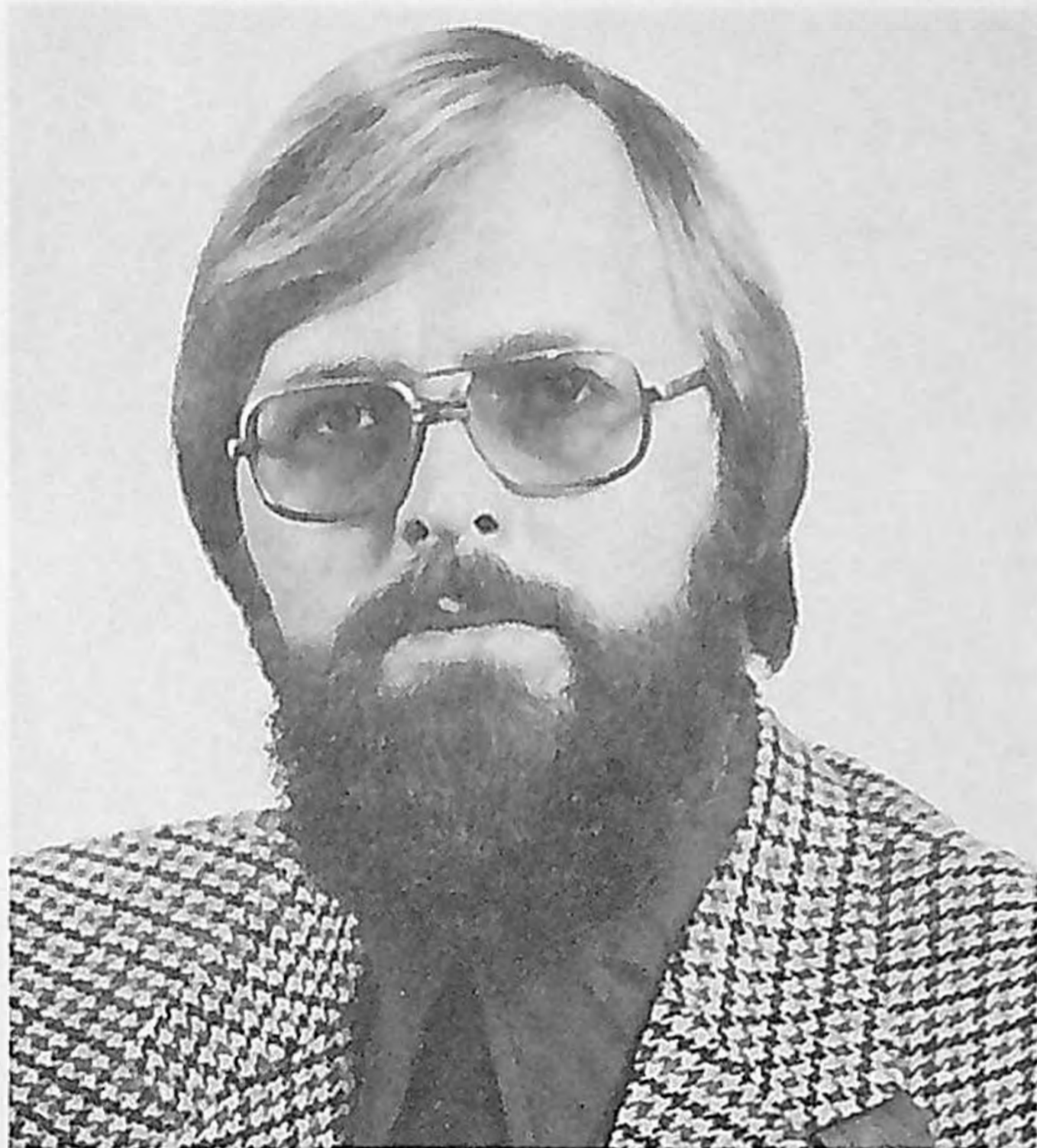
In February of 1981, Humber College reversed policy somewhat by announcing the creation of a six-semester program for professional chefs, de-emphasizing to some degree the requirements on business orientation, and placing more stress on practical chefing. To be offered by the Applied Arts rather than the Business Division, effective September of 1981, this program was to place priority on cooking rather than accounting. One suspected that the hearts of those associated with the chef-related hospitality program, although formally attached to the Business Division, had always warmed more to cook books than to financial ledgers. Nothing illustrated this more clearly than the way that faculty and students alike zealously threw themselves, on special occasions, into the production of prodigious pastry. The celebration of the college's tenth anniversary was launched on September 1, 1976 with the unveiling of an 800-pound birthday cake,

the artwork of Igor Sokur. Founding faculty from across the college circled the cake to blow out the candles.

Cakes produced by the program were often monumental in proportion. In April of 1970, for example, an eight-foot high cake—constructed of pulled sugar and iced in apricot and gold, decorated with red roses and green leaves and topped with a birdcage of pulled sugar—was displayed at the Food Service and Hospitality Trade Show at the Canadian National Exhibition. The cake colossus was designed by Igor Sokur, and produced by Viennese patissier Ernst Hoffman, who taught baking and related subjects. Three students helped him build the mammoth masterpiece.

Gigantic cakes, however, were by no means Sokur's only *forté*. As a traditional Christmas project, Sokur directed his Hotel and Restaurant students in sculpting about 20 gingerbread houses that stood about two to three feet high, decorated with jelly beans, caramels and gumdrops, and shingled with ice cookies. The fairyland houses were distributed to the ailing Hansels and Gretels in the hospitals of Metropolitan Toronto.





*COMPUTER STUDIES as well as Management Studies programs until 1981 were the responsibility of Bev Walden, chairman since 1974 and with the college since 1968. In May, 1981, Fred Courtney became chairman of Computer Studies, while Walden was to specialize as chairman in the Management area.*

LEFT ◀

Sokur also played Santa Claus even more literally each Christmas, for he—complete with beard, bells and pillow-packed paunch—had become Humber College's official St. Nick at every Christmas party held for the children of faculty and staff.

There may seem to be little relationship between cakes and key punches, cooking and computing, but in management training of the Business Division, Sokur's students had to be masters of not only food, but feedback as well. The extent to which the Hotel and Restaurant program had become business-oriented could be demonstrated by a comparison of its first semester to that of Data Processing. Of the five courses required in that first semester (not counting English Communications and General Studies, that were mandatory in all diploma programs), four courses covered identical subject areas: Business Mathematics, Accounting, Marketing and Electronic Data Processing (EDP).

EDP in 1979 was one of the core subjects in the first year of all Business Division diploma programs, with the exception of the Secretarial cluster—just as Data Processing

was compulsory to all programs in 1967. Data Processing was also a two-year program in its own right since the start of the college, and in May of 1968, computer studies at Humber College was further expanded with the introduction of a concentrated one-year Computer Programmer program. The difference between the two programs was chiefly that Computer Programming was more intense and compressed, and did not include as many basic Business courses as the two-year Data Processing program. Computer Programming was designed for more mature students: the average age of a Computer Programming student was about 28, compared to 18 or 19 in Data Processing, and it was reasoned that the older student had already acquired advanced knowledge empirically that the younger students were still required to learn formally.

The technical training was the same in both programs, as was the computer that students trained on. Humber College's first computer, in 1967, was an IBM 1139, a small business processing computer with a limited capability. This was replaced by an IBM 360-



Model 30, a larger and a more diversified machine, which in turn made way for an IBM 360-Model 40, a later IBM-Model 135, and finally an IBM 370-Model 138. In July of 1979, the IBM 370-Model 138 was supplemented with an IBM 4331, purchased at one-third the cost of the older machines, but equal in performance to the more expensive predecessors. Then in 1980 came the announcement that the existing IBM 370/138 and IBM 4331 were being replaced by an IBM 4341, which in its final configuration would double the former processing power. That year, a laboratory was established where students could access 80 terminals that were directly linked to the IBM 4341. It was also in that year that planning was underway to add a third year as an option to the Data Processing diploma program, in order to include new subject areas revolving around recent developments in data base information systems and computer architecture.

Paul Petch, who helped set up the original IBM 360-Model 30 in 1968 and who became director of computer programming in 1978, said he observed that there was a difference in



**EMPLOYEE BENEFITS:** *founder and director of the Centre for Continuing Studies in Employee Benefits in 1970 was James Brodie, one of Canada's leading authorities on pensions and benefits. He retired from the college in 1979, and died in 1980.*

LEFT ◀

**THE DIRECTOR** *of the Employee Benefits Centre, John Wallace, James Brodie's successor, consults with the Centre's coordinator, Doreen Farrell.*

RIGHT ▶



the behaviour and performance of younger and older students while they were working at the computers. The younger students, he maintained, seemed to generally demonstrate a lower frustration level. "When a more mature student runs into a problem, he asks himself how he can put a handle on it," Petch reported. "But when a student fresh out of high school hits a snag, he's likely to throw a tantrum...as well as throw paper around the room. He'll start swearing at the computer, but it doesn't seem to matter to the computer. The swearing just rolls off its back."

To provide more opportunity of access for mature students, a certificate program shorter than the Computer Programming Diploma program was made available through part-time day or evening study.

Besides Computer Studies, the Business Division at the North Campus in 1979/80 also offered certificate programs in Accounting, Floor Covering Installation, Chef Management, Club Management, Hotel Food Management, Hotel and Restaurant Management, Business Administration, Business Management, General Business, Manufacturing Management,

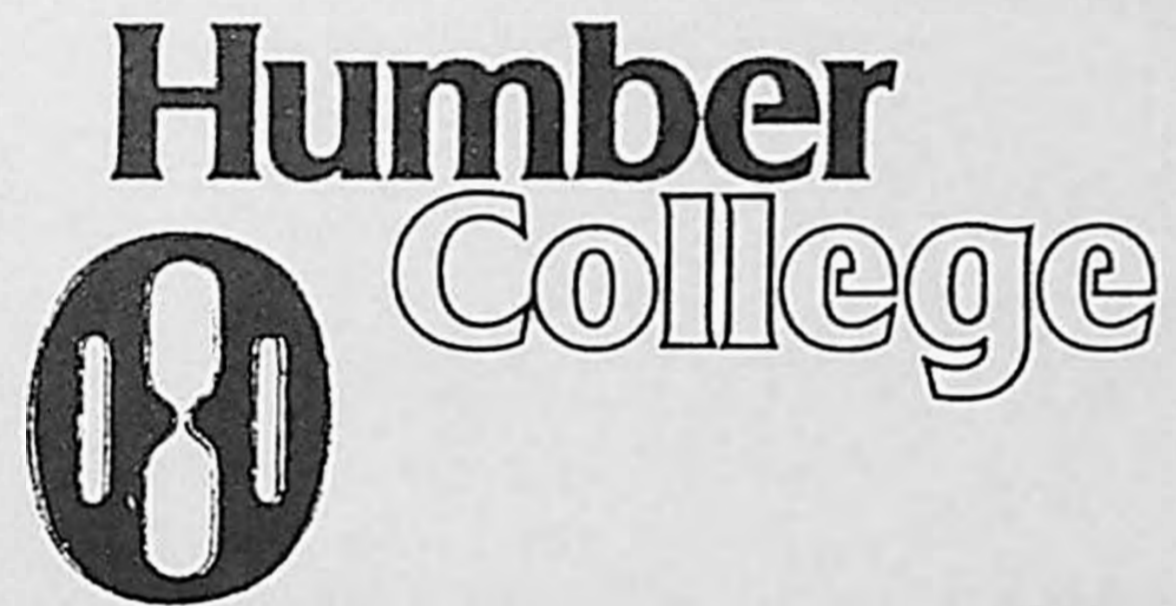
Personnel Management, Professional Golf Management, Marketing, Retail Merchandising Management, Salesmanship Studies, Insurance, Legal Documents Secretary, Medical Records Secretary and Secretary Program. These programs were comprised of a core of courses that could range in number from five to fifteen, although the programs most commonly required eight courses. The programs were designed primarily for mature students who were already employed in a particular profession.

To further facilitate learning opportunities for individuals who already possessed business experience but who might have wished to broaden their scope, the Business Division in its early years through Continuing Studies pioneered programs in two specialized areas: Employee Benefits and Graphic Arts.

The Centre for Continuing Studies in Employees Benefits, at its inception the only one of its kind in a North American college, offered courses and seminars "to meet the needs of employee benefit practitioners and all those involved in the development, management and

administration of benefit plans." The Centre provided a four-part program in such things as profit-sharing and pension, saving and group insurance plans that could, following qualification by examination, lead to a Certificate in Employee Benefits and the designation "CEB". Parts one and two of the program, dealing with the Compensation Package and The Elements of Benefit Plans, were available by either seminars held at Humber College or through correspondence. The fee in 1979 was \$425 for the combined two parts taken by seminar, or \$225 for each part taken through correspondence. Parts two and three, covering Program Design and Financial Factors respectively, required a fee of \$425 each. The Centre operated since 1970 under director James Brodie (who died in June, 1980) and program coordinator Doreen Farrell, and its program was recommended by The Association of Canadian Pension Management "as an extension of the Association's educational courses already available through the University of Toronto." The Canadian Pension Conference also recommended the program to its members, and The Canadian Institute of Employee Benefit

**GRADUATION DIPLOMA:** this new diploma, the creation of an Advertising and Graphic Design program student, Anita O'Brien, made its first appearance at the 1977 convocation.



*The Board of Governors of Humber College of Applied Arts  
and Technology awards this diploma to  
who has successfully completed the requirements of the*

REGISTRAR

*Edward S. Jarvis*

CHAIRMAN OF THE BOARD

*Gordon Bragg*

PRESIDENT

DATE

TORONTO, ONTARIO, CANADA



1967-1977

## 10th ANNIVERSARY YEAR

Specialists accepted it as a prerequisite to associate membership and as qualification for the designation of "AIEB". In 1980, John Wallace was director of research and programs.

In 1971, the Centre for Continuing Studies in Graphic Arts was initiated, modelled along the lines of the Employee Benefits Centre. Under R.A. Robbie Robinson as director, the objective of the Graphic Arts Centre was to broaden the marketing and financial knowledge of personnel in the graphic arts industry. Self-sustaining but operating on a non-profit basis, the Centre even offered some of its courses directly on company premises. This Centre was eventually phased out.

In other professional and trade areas, adults 19 years old or over interested in business-oriented training could also take advantage of the various short certificate programs offered at the Keele and the Lakeshore I campuses. These individualized certificate programs ranged in duration from 12 to 40 weeks, with a new intake of students admitted every Monday, entering on a "first

come, first served" basis. Short certificate offerings in 1979 included Accounting Clerk, Bookkeeping Clerk, Clerk Typist, Data Entry Operator, Dicta Typist, Floor Covering Installation, Receptionist Typist, Stenographer General and Teller-Cashier.

The difference between a diploma and a certificate program has sometimes been somewhat obscure. The 1979/80 calendar stated that "a diploma is a more comprehensive selection of specialty courses than a certificate." The 1977/78 calendar tried to be a bit more explicit, stating that "A diploma is awarded to a student who has successfully completed an indepth course equivalent to more than two semesters of full-time post-secondary study." As for certificates, the calendar continued, "Humber College offers Certificates at two levels: 1) Post Secondary Level—this Certificate is usually a shortened version of a Diploma program that involves two semesters or less of full-time study; 2) Basic Level Certificates should be considered by students who do not possess academic qualifications equal to the Ontario Secondary School Graduation Diploma, and who are seeking a specific career

training program."

Fine, but could an employer make a distinction between an applicant with a certificate and one with a diploma? "I don't think most people seeing a Humber College certificate or diploma would know one from the other," admitted Registrar Fred Embree, "unless they paid particular notice to the fine print. The Ministry described the certificate program as one of two semesters or less, and we sort of determined what the 'less' is. In the certificate area, of course, you get into 'short programs'. This is where it gets cloudy. A certificate isn't necessarily post-secondary, whereas a diploma is, but I think there is some confusion."

Former Vice President Academic Bill Trimble agreed. "I would guess that most people out there don't know the difference between a certificate and a diploma. I think if I had not been attached to a college, I wouldn't have known that difference. We should make it a little more clear, when people leave here, just exactly what they have done at Humber College. I would like to see the document they receive contain much more information than it does. For example, a transcript could be

*LOVE ON A POSTER, but all was not peace and joy behind the partitions. Displaced Business staff, relocated into stalls in a two-storey addition to the E building, complained about lost privacy, noise and cramped quarters.*



printed on the back of the piece of paper they receive at Convocation.”

Another piece of information that was not imprinted on either a diploma or a certificate was whether a program was completed through full-time or part-time studies. Does that matter? Opinions varied. Some—possibly the majority at Humber College—would have argued that the completion of the requirements of a program was all that matters. Whether the course requirements were met in regular sequential semesters, or whether they were met over an extended period of time, seemed irrelevant. Only the end result was important.

Some educators, however, have been known to disagree with this position. It was one thing to move through a program one course at a time, at a leisurely pace, they might have argued, but something else again to meet all the deadlines of a course-laden semester, to keep up with the reading and essays of many courses under the pressure of time, and successfully cope with the studying for not just one exam, but many. If two employees produced the same product, but one did it with relatively more speed, should the individual

who had exerted effort in less time not have been given extra recognition for the accomplishment?

It was a nice point. Whatever any individual's opinion might have been, Humber College's official policy had been patently clear: people who were not able to come to the college full-time or in the daytime were encouraged to seek their education whenever they could. The 1979 calendar for the Business Division programs extended as open an invitation as possible: “To further the concept of continuous learning, most of our regular daytime courses are repeated during the evenings. This allows many people who are not available during the day to continue to learn and eventually graduate. Being open from 8:00 a.m. to 10:00 p.m., Monday to Friday and Saturday mornings, students have a wide choice in the time and number of courses they can take each semester.”

It continued: “Many students have found there is nothing sacred about graduating in the usual two years and so take three or four years to graduate, while holding a full-time job. In the end, these students have the benefits of

both business experience and a college diploma.”

The same benefits were accrued by students whose situation was reversed, attending the college full-time but working at part-time jobs. “One of the reasons why we moved out of formal co-op programs was because we discovered that so many of our daytime students were working part-time in the evenings and week-ends,” said Munding. “Surveys we have taken every year show that at least 70 percent of Business Division students are working in excess of 16 hours a week. I think this is why students were able to be placed so easily when they graduated. On top of being able to say that they were two or three-year graduates of Humber College, they could add that they had also worked for Company X,Y,Z, and could give the name of a supervisor for a job reference. That's been one of the real strengths of the Division.”

And so, whether students worked or studied full-time or part-time respectively, Business Division students could dangle the twin bait of vocational experience and academic credentials before employers.

*JOAN GIRVAN, who headed Secretarial Studies at Humber since 1969, between 1939/45 did her war service with the Intelligence Division of M.I.5, SEAC, for the late Lord Louis Mountbatten in India, Sri Lanka and Singapore. Between 1945/56, she was assistant to the deputy-commissioner in the office of the United Kingdom, Calcutta, India. She was appointed chairman of Secretarial Studies and Word Processing at Humber in April, 1981.*

TOP LEFT

*RESIDENT UFO expert in the Business Division was Computer Studies instructor David A. Haisell. He authored the book "The Missing Seven Hours", 1978, was publisher-editor of the journal "UFO" and co-director of U.P. Investigations Research.*

TOP RIGHT

*BRAVE NEW SECRETARIES: some may have viewed secretarial studies as a vocational area for women who never wanted to become chiefs, but in 1981 the promotion potential in this career pathway was broadened by the introduction of Office System Management, a profile which would combine secretarial skills with management training. Grace Allen, right, began as secretarial teacher, but as SPC, moved increasingly into management studies.*

BOTTOM LEFT

*CUPID ON COMPUTER: for Valentine's Day, 1980, Fred Courtney, then SPC for Computer Studies, programmed a terminal in room F222 for a free computer dating service. After filling out a questionnaire on a terminal, the "client" was fed back four names and telephone numbers. Courtney was named chairman of Computer Studies in May, 1981.*

BOTTOM RIGHT



*METAL ARTIST Hero Kielman, right, was the founding chairman of the Creative Arts Division in 1968. Kielman became director of campus planning in 1971, but later returned to his first love, to become program coordinator of the Metal Arts (Gold and Silversmithing) program at Lakeshore 1 Campus.*

## CHAPTER FOURTEEN CREATIVE ARTS Arts, Crafts, Music and Media

Just west of the North Campus complex stands a towering monument to Humber College's creative thinking. This 80-foot-high hill is, appearances to the contrary, no rock-hewn relic of Humber's Paleozoic past, but a work of Art rather than of Nature.

Instead of hauling away and dumping 60,000 cubic yards of earth being excavated for a building, the college in 1972 decided to pile up the soil on the top edge of the Humber River valley, to create a mini-mountain that could serve as a ski-slope for students studying skiing. Appropriately enough, the source of soil for this imaginative recycling project was the base of the new Creative and Communication Arts Division building, completed in the autumn of 1973.

Creative Arts began as Humber College's fourth daytime, post-secondary Division in September of 1968, quartered in the North Campus "field house" until it acquired its own building (designated K & L). Hero Kielman, a former vice principal of the Provincial Institute of Trades, was appointed the Division's founding chairman, and his faculty in those formative years included Keith Gavigan

(assistant chairman), John Adams (Advertising and Graphic Design), John Brown (Design and Illustration), Tom Chambers (History of Art and Art Appreciation), Mike Gudz (Photography), Tim Stanley (Interior and later Furniture Design), Harold Stacey (Environmental Metal Arts) and Jim Warren (History of Art).

The Division was launched with 103 freshmen students enrolled in a two-year Fine Arts program that promised an optional post-graduate year devoted exclusively to studio work.

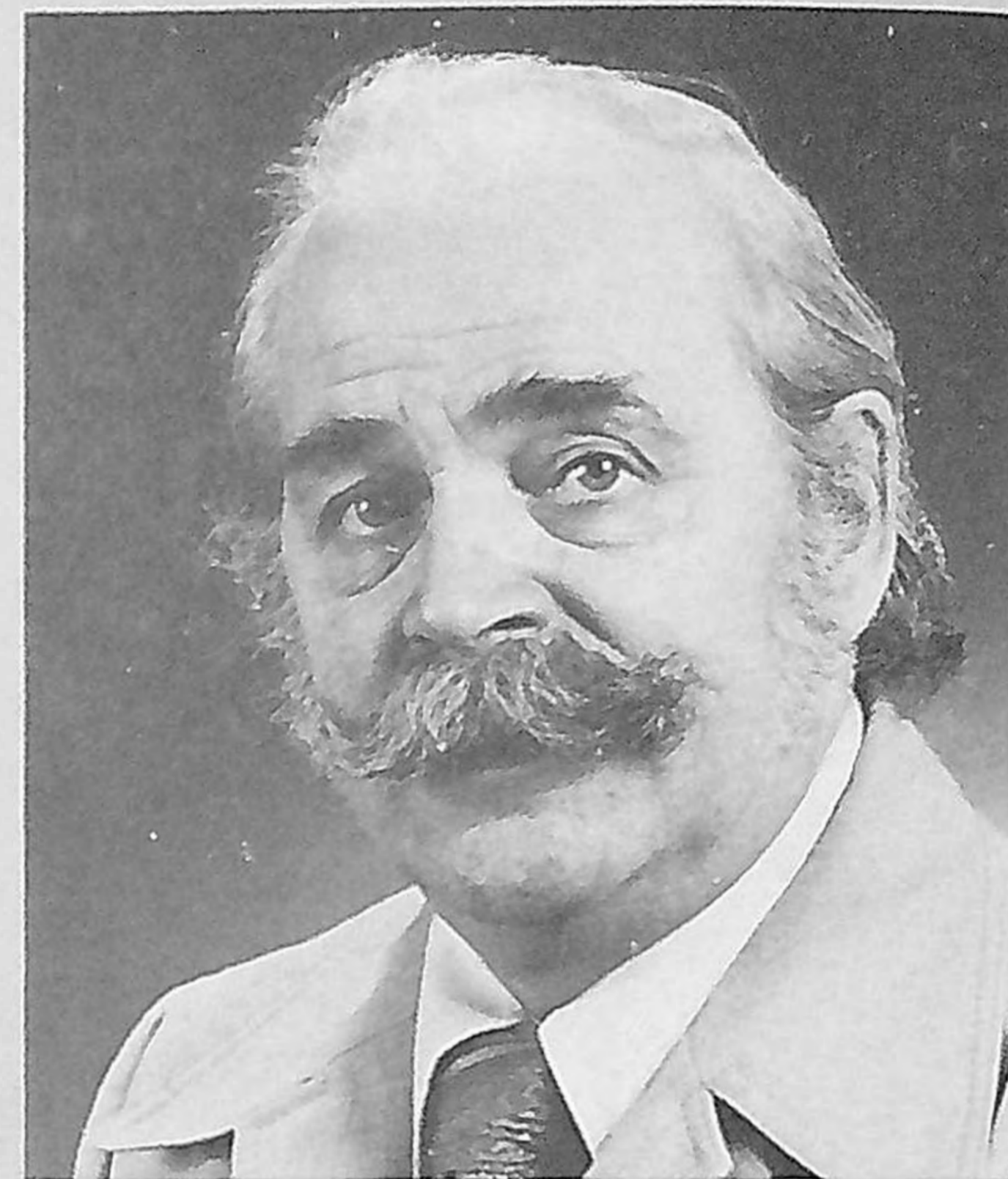
The Fine Arts program began with a 10-week foundation session which taught the students the basics of drawing, design, modelling and studio practices. Following this introduction to the fine arts, students could then select an area of specialty from 10 options in fine arts or arts and crafts including Painting, Sculpture, Plastic and Glass Arts and Costume Design. The Painting option was to take the students through the techniques of oil and watercolour, acrylics, casein polymers and collage materials, as well as acquaint them with the principles of etching, linoleum, lithography

***MATCH-MAKER:** Jack Ross in 1972 heroically tried to marry the vocationally-oriented creative and communication arts with the elective-based English and Humanities Division, but the two under one Divisional roof proved uneasy bedfellows, constantly sparring over incompatible priorities. The marriage was a failure, although after the separation, 1975, the parties got along splendidly.*

RIGHT ►

***LARRY HOLMES,** who became dean of Creative Arts in 1978, had left his position as general manager of the Ontario Brewers Institute 10 years earlier to start the Public Relations program at Humber. Holmes was also former past president of the Canadian Public Relations Society.*

FAR RIGHT ►



and woodblock printing.

The programming structure underwent a minor modification in 1969, with the foundation semester retained, but with students divided into two categories, one leaning towards the commercial design area—Advertising and Graphic Design, Interior Design and Environmental Metal Art—and the other towards the fine art persuasion—Painting, Sculpture and Creative Photography/Cinematography.

From its beginning, the Division proved to have particularly strong pulling-power with the evening crowd. The fledgling Division in 1969 offered no less than 14 special interest night-time courses, in such subjects as Ceramics, Interior Design, Metal Arts, Modern Dance, Sculpture and Wood Design. In June and July of that year, Humber College staged its first art show, a five-week exhibition held at Richview Library, featuring creative works produced by the Division's daytime and night-time students.

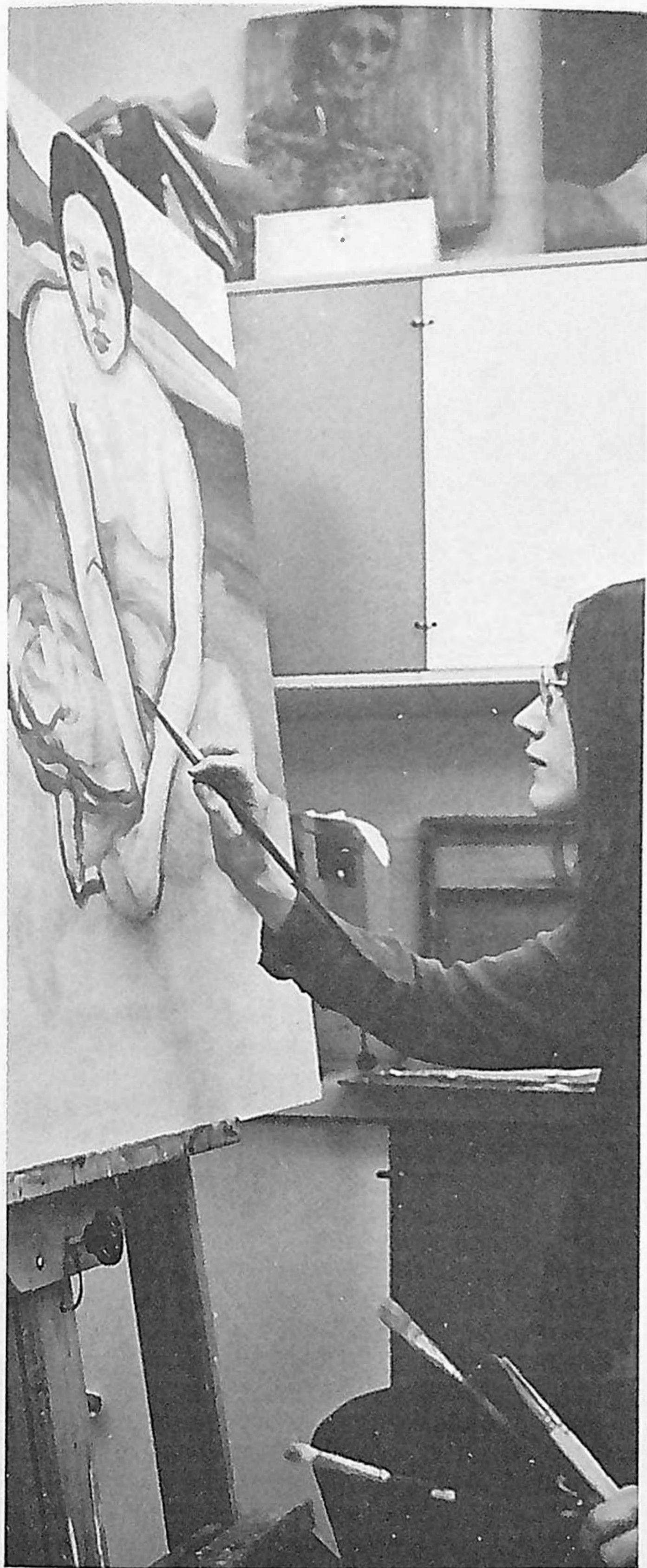
Daytime enrolment, however, remained pretty static in the first few years. A total enrolment of 206 in 1969/70 edged only slightly

higher to 218 in 1970/71, but then darted up drastically to 445 students in 1971/72. The sharp increase was due to a merger in the summer of 1971 of Creative Arts with three programs drawn from Applied Arts—Journalism, Public Relations, and Theatre Arts—and the absorption of the newly-founded Music program. Creative Arts became Creative and Communications Arts...and the Division began a phase not only of dynamic expansion, but also entered a period of some considerable confusion. Kielman had left as chairman the previous spring to take the post of director of campus planning, and on June 1 of 1971 David Armstrong moved from professional development to become the new CCA Division's first dean, a post he held only until September of 1972, when he left Humber College for Australia. Armstrong's successor was Jack Ross, dean of Human Studies, who then merged that Division with Creative and Communication Arts. Things remained relatively stable in the Creative Arts and Human Studies Division until June of 1975, when Ross recommended a split between the vocationally-oriented Creative Arts and the

liberal arts-based Human Studies sections. This change was effected, Ross remained dean of the separated Creative and Communication Arts Division until February of 1978, when he was promoted to executive dean of educational and student services. When all the dust of change had settled, CCA found itself with a new dean, Larry Holmes...but had totally lost the Fine Arts programs that had been the core of the original Division. The more vocationally-secure programs that had grown out of Fine Arts—such as Advertising and Graphic Design, Creative Cinematography, Cinematography Production Management, Creative Photography and Interior Design—had emerged intact, but all the pathways of Painting, Print-making, Ceramics and Sculpture had led to an abrupt dead-end as far as full-time study was concerned.

A set of complex factors had contributed to the demise of Fine Arts, including persistently low enrolments and extensive space needs, but with the benefit of hindsight, most diagnosticians interested in such post-mortems would agree that the program's anemic job potential did little to assure its





longevity. The weakness of the program was spelled out all too clearly in the 1974 calendar description for the Painting option, where students were warned, "The Painting program is not a job-oriented program. Painters are self-employed people and depend on their own resources for income." In an institution where job placement was carried to a principle far beyond just a point of pride, that type of admission could not help but make the program a likely candidate for eradication.

Although students were encouraged to infuse some vocational content into their program subjects "related to occupations in industry" such as "mural design, illustration, stained glass design and theatre design," it was always made clear to students that the program offered scant employment opportunity. "Every student who was interviewed was told that Fine Arts was not a vocational program, that there was no job at the end of it," said Dave Chesterton, who was chairman of the area until 1976. "But students saw the program partly as a stepping stone into other Creative Arts programs, as a means to enter a university Fine Arts program, and partly as a self-expression

thing, a place to find out what they wanted to do. Some of them felt they would just like to continue their education in the area and take whatever comes, and a few thought it might help them to get into teaching in the arts field. A number of them were really not interested in a job."

With the amalgamation of Creative Arts with the Communication Arts, the Fine Arts program began to find itself in a space squeeze...a squeeze, incidentally, that could have proved a great deal tighter if firemen on a Sunday in May of 1973 had not been able to contain a blaze that broke out in the original second-floor area of Creative Arts. Ironically, in the few months just preceding the move to a new building, the old Creative Arts section almost went up in smoke. There were no physical injuries, but the fire caused \$250,000 worth of damage to the area housing the furniture-making program, the graphics department, the photography darkrooms, and the radio station. The smoke-blackened rooms were promptly restored for use, but notwithstanding this measure, space remained at a premium. Even with the increased physical



space of the K and L buildings, areas initially designated for Fine Arts activities had to be trimmed to accommodate the classroom and studio requirements of newly-allied Communications programs.

"It was anticipated that the space squeeze on everyone in the Creative and Communication Arts Division would only be temporary," said Ross, "but it was around that time that the provincial government started to freeze the development of major capital projects. A new building, which was given the working title of 4C but which never went beyond the initial planning stage, would have provided us with a theatre, television space and additional facilities for Communication Arts activities. What was to have been a temporary visit of the Communication Arts became a permanent live-in situation. As the Communication Arts programs grew in enrolment and therefore in space needs, we reached a stage where space priorities had to be established."

"It was about this point in time," reported Chesterton, "that we began to hear the statement that Humber College was

basically a vocational and technical institution, and that Fine Arts was something of an anomaly. If there had to be cutbacks, it was hinted that Fine Arts was the area in which the cuts should occur. The first casualty was the Stained-glass Window option, which had up to that time been very popular with both full-time and part-time students. We couldn't find the space for it in the new building after we had accepted the new programs into the Division."

Compound complications of sagging enrolment and severe attrition no doubt lowered the program's resistance to possible criticism or attack. The attrition of student enrolment after the first two semesters, however, seemed particularly endemic to Fine Arts because of its very structure of optional pathways. "The pathway system turned out to be rather expensive in terms of faculty," reported Chesterton. "There would be 20 to 30 students coming into first year, but after normal drop-out, it would average to a maximum of 25 at the end of the first year. Since we had four pathways, this meant that we were down in some cases to two or three students taking a particular pathway.

"We experimented with tutorial teaching in which students had one to four hours a week with certain instructors, but while the Fine Arts approach does allow for a considerable amount of self-development, our students were getting too much of it, and the program was floundering. The only programs that were really producing work which pleased the students themselves were those that had larger sized classes and therefore longer hours of formal instruction."

Aggravating the condition was the fact that Fine Arts often functioned as an upgrading area for students who needed additional grounding in the fundamentals of art before they could qualify for entry into a more specialized program.

"What happened was that many students came to apply for Furniture Design, Interior Design or Advertising and Graphic Design, but although they had some talent and potential, they had not enough training to enter a program tailored to produce a professional in one or two years," explained Dean Holmes. "We would recommend that they take one year of Fine Arts, where they could build up a

*BOXING LESSONS: aspiring designers huddle around David Chesterton (holding carton), creator of Canada's first college-level Package Design program. He was also a former chairman of Creative Arts.*



portfolio, and then reapply for a professional program. This was fine, but in the process we were killing the Fine Arts program, because many of the students after the first year transferred to the professional programs, and this left insufficient numbers to pursue the four pathways of Fine Arts. We would have two students in one pathway, three in another, and that was not economically sound."

It was economics that dealt the final death-blow to Fine Arts. "In 1978 the Division was told it had to cut \$40,000 from its budget," said Holmes. "In effect, this really meant \$140,000, because we had two programs in a growth position where we were adding staff. We trimmed in a number of places, but the only place we could see substantial savings was by cutting Fine Arts.

"Now Fine Arts was a logical choice, because the elimination of the program would not affect students already in the program. Fine Arts had previously been reduced to a one-year program, with block training in Ceramics and Print-making, Sculpture and Material Arts. Students in this program therefore graduated in one year. If we had

eliminated any two or three-year diploma programs, it would be two or three years before there would be any impact from the cut, because of the on-going student. And, with that consideration, we suspended Fine Arts."

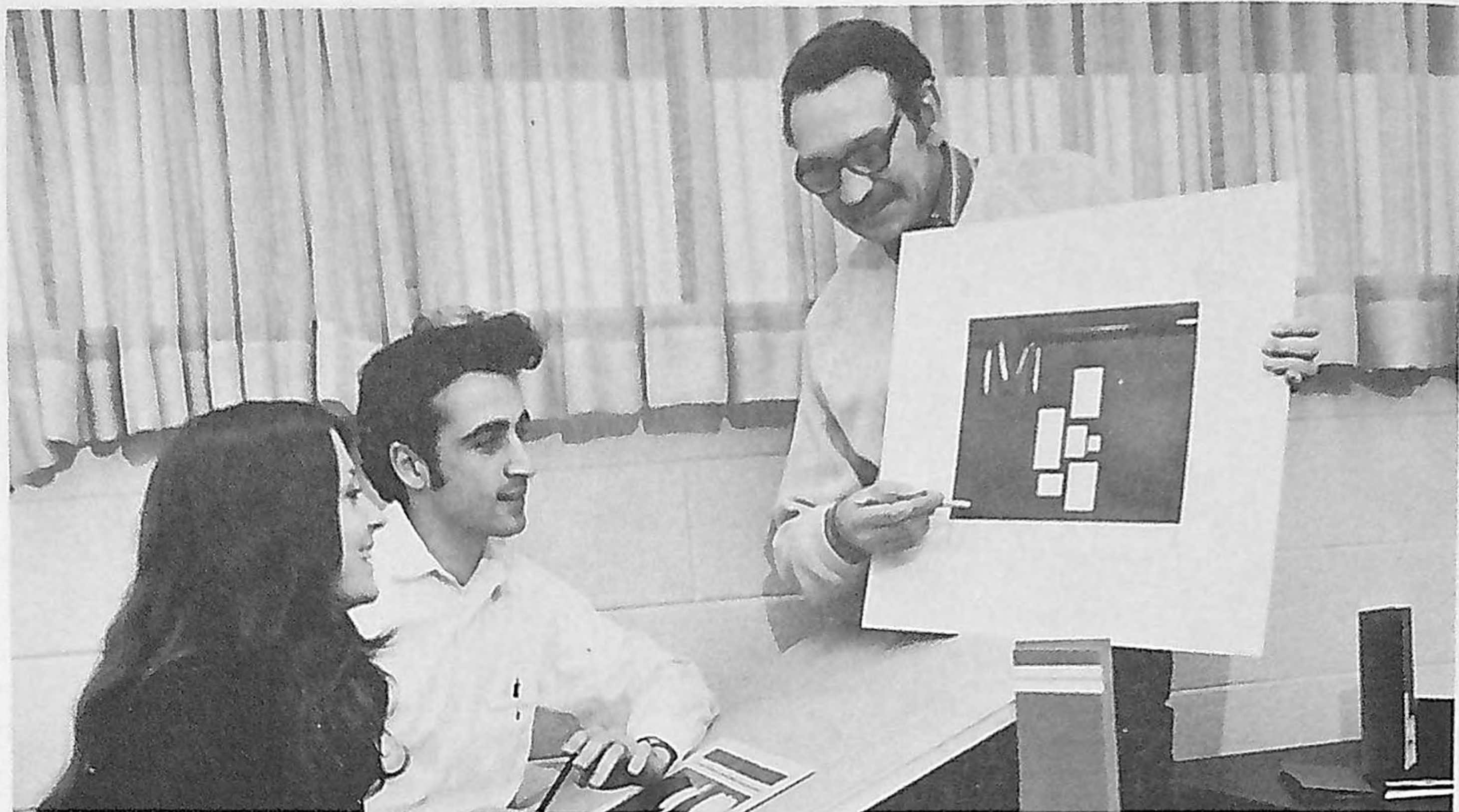
Although the Division lost the one-year Fine Arts program, in September of 1976 it gained a new three-year program in Package Design, the first of its kind offered in Canada. Emphatically not merely a self-interest or self-fulfilment pathway, the program coordinated by former Chairman Chesterton was built on clear, career objectives. The 1979 calendar promised students that "Opportunities are good for successful graduates of this program, and increasing public and private interest in package design will provide an excellent challenge to the interested, professionally-oriented student."

To underline further the fact that its leaning was not toward art-for-art's-sake, the program description pledged, "Wherever possible, students will be involved with actual design problems from major consumer goods companies rather than hypothetical exercises." In addition, students were required to spend a

period of internship with studios, plants and offices involved in package design. The 16 students in the first graduating year of Package Design spent their final fall semester of 1978 doing a stint in 15 design houses and packaging firms, and so impressed were the companies by the students' performance under work conditions that about half of the companies offered the students full-time jobs. One student was even hired before graduation. He accepted the position, and decided to complete his diploma requirements through evening studies.

With a few minor differences, the Package Design program shared a common first-year course of studies with the Advertising and Graphic Design program, so that students in second year could choose alternate vocational routes in graphic design studies, newspapers, magazines, advertising agencies, television studios, direct mail houses or book publishing firms. Emphasis in Advertising and Graphic Design was on the marketable skills of "illustration, cartooning, photography, lettering and typography in layout, art and assembly for the various reproduction and printing methods." Just one instance proving the excel-

*A PRIVATE SHOWING: John Adams, right, demonstrates an illustration technique to students of Advertising and Graphic Design, a program he initiated in 1968. One of Adam's creations is on constant view to students on the North Campus: the mural on the main concourse wall is his work.*



lence of training received in this program coordinated by John Adams came in the spring of 1973, when student Frank Lomoro's submission for a new publication design and logo won the top award in two categories in a Canada-wide contest, sponsored by the Canadian University and College Placement Association. In 1979/80, it was an Advertising and Graphic Student who won the Marketing Services \$500 mini-calendar design contest.

Awards have been by no means rare for students in the Creative and Communication Arts Division. In November of 1971, for example, students in the Furniture and Accessories Design program—when it was in its second year of existence—won four out of 10 design awards at the National Interior Design Show held at the Canadian National Exhibition. Humber College's John Werlich won the first prize of \$200 for his submission of a modular case system.

The three-year Furniture and Accessories Design program (rechristened Furniture & Product Design in September of 1979) was coordinated by Tim Stanley, and was billed as "the only program in Canada oriented to the

design of quality production furniture." Creation and craft were combined in the program, as students were required not only to create the designs on a draftboard, but to carry them through to a finished fabrication in a shop. Students had to keep in mind not only the principles of aesthetics, but problems of anatomy as well: how will the design of a chair affect the spine of a human back, how easy is the chair to get in and out of? As Stanley once put it, "The program is a blend of education and training. It combines head and hand work."

The formula obviously worked well, as evidenced in November of 1974, when all three prizes in the student design category of the EEDEE (Excellence of Design) award at Canada's National Interior Design Show went to Humber College students: Bryan Webster for an end table, coat rack and folding chair; Ned Goodman, for a wheelchair working surface; and Ota Pokorny, for a reading lamp.

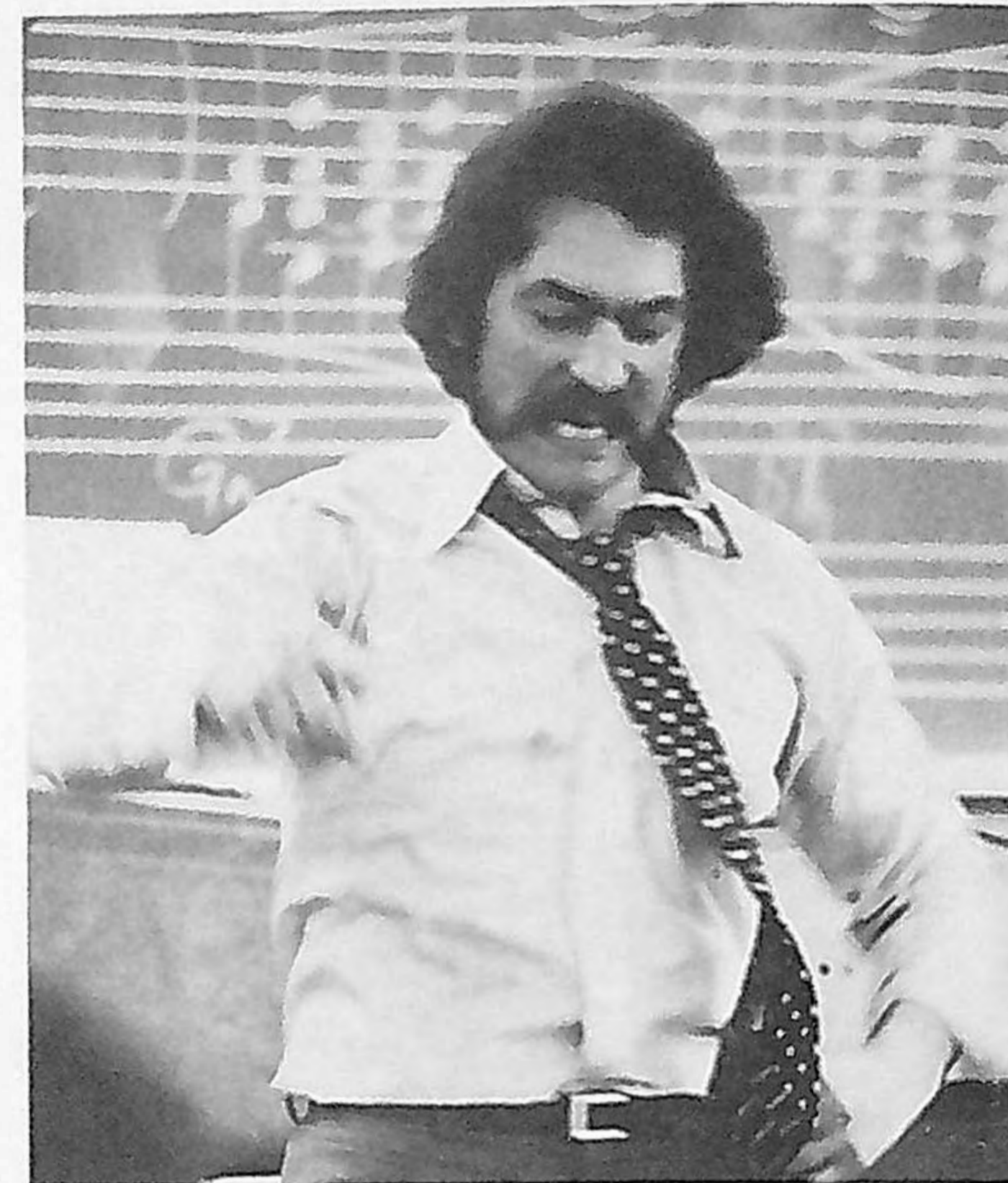
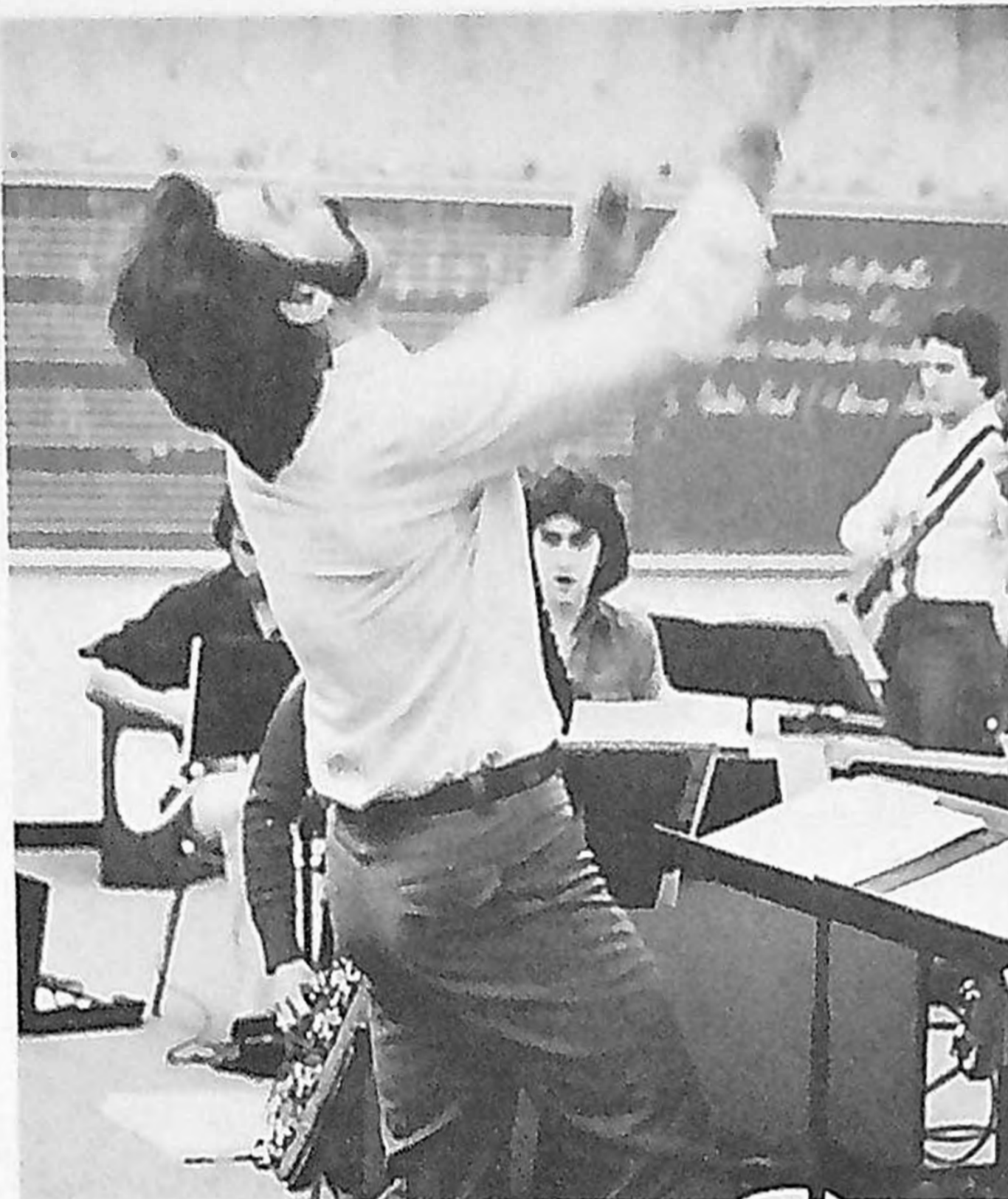
Not to be outdone in the awards department, two students in the Interior Design program, coordinated by Marek Pain, in 1975 won the first and second prizes in a contest

sponsored by Longmoor Building Corporation, with 12 students from Metro Toronto's community colleges competing with their design ideas for model suites in a condominium apartment complex called Tiffany Place. Humber College winners were Agnia Love and Janine Crump.

On February 8 of 1980 it was a proud and justifiably preening Pain who stood before an audience of 400 in North Carolina, bowing on behalf of his Interior Design students. He was there to accept the top three prizes in a competition sponsored by the Institute for Business Designers. Humber College students had made a clean sweep in their East Region category against competitors from colleges and universities located east of the Mississippi River and north of the Gulf of Mexico. In the contest that required a design for a lobby and lounge, banquet halls and boutiques, restaurant and offices for a Missouri hotel, Interior Design student Leslee Fredericks took the first prize, Adriana Orsini took second, and Margaret Balch and Kent Bunston shared third. In June of 1980, Leslee went on to take the first prize in the International Business Interior Design Contest



**MAESTRO, NON TROPPO!** Chairman of CCA Allen S. Michalek conducts the jazz band with bounce and brio. Michalek joined Humber in 1973, became coordinator of Music, and in 1978 was appointed Divisional chairman. He was author of the textbook "Modern Harmonic Progression".



in Chicago.

The year 1975 was particularly good for some students of the Music program. After musically blasting through the preliminaries and bypassing the competition that consisted of 50 stage bands across Canada, two Humber College bands won first and second place at the third annual Canadian Stage Band Festival, held at Seneca College. Stage Band A, under the direction of Don Johnson, took the \$200 first prize and trophy, while Stage Band B, under the direction of Ron Collier, came in second. To show the victory was no fluke, Humber College's jazz band in a festival the following year at York University's Burton Auditorium tied for first place in the open class division with Chris Lane's Solid Brass, an 18-piece ensemble from Ottawa. The Humber College band in 1976 was an amalgam of the two jazz bands that took the two top prizes the previous year, and was led by Collier, a composer-arranger who had done some work for Duke Ellington's band and who had written the music for the Canadian films "Paperback Hero" and "Face-Off."

An unexpected but well-deserved laurel

was bestowed on the 1977 Stage Band when it was invited to represent Canada that year at the prestigious Montreux International Jazz Festival in Switzerland—the first Canadian college group ever to be so honoured. The invitation was all the more remarkable in that it was prompted not by an official entry, but because Montreux officials happened to hear a cassette tape of the Humber College Stage Band, sent to the International Jazz Federation in connection with a proposed concert tour. The officials were sufficiently impressed by that one tape to invite Humber College to participate in what has been called the "world series" of jazz.

After raising funds through a series of concerts across Metro Toronto, their departure capped with a performance at the Ontario Place Forum, the Humber College jazz group left for Montreux in June of 1977. The group of 18 men and one woman, led by Al Michalek, was the only North American band invited to participate at the festival that year. Initially scheduled to play only two concerts at Montreux, this was extended by request to include two more. Soloists won special praise at



Montreux, and there were standing ovations for the whole band as well during its subsequent concert tour of Amsterdam, Brussels, London and Paris. The only sour note sounded in the whole affair came from a few critics who nationalistically homed in on the fact that bandleader Michalek was American-born, and it was suggested that the band at Montreux was therefore not totally representative of Canadian talent. Fortunately, it has been observed often enough that music has no national boundaries, and that's why international music festivals are possible or popular in the first place.

Europeans were not the only ones able to enjoy the big band sound of the Humber College Music program. The Stage Band musicians could also be heard on three record albums. The first was called, appropriately, "First Take," and it featured vocalist Hazel Walker, along with the two bands, one led by Collier and the other by Michalek. The second album was titled "Big Band Jazz, Volume II; On the Way to Montreux", and was recorded directly on disc rather than transferred from tape. The album won considerable acclaim



**STUDENT TAKE OVER:** with the blessing of publisher V. J. McMillan, Journalism students in February, 1969 produced an entire edition of the weekly local Lakeshore newspaper, "The Advertiser". They wrote the news and the editorials, took and developed the photographs, and designed the layout. Skip MacLean, seated, was editor; Bill Sandford, with him, was chief photographer and darkroom technician.



from reviewers for its "dramatic instrumental" and for its "terror and fire," although inevitably there was the panning too, with one critic complaining that it was "mistake-free jazz—awesome, dreary and totalitarian." Obviously, not everyone agreed: "Big Band Jazz, Volume II" in 1979 won a nomination for a Juno Award, and it ranked in the top five for the best jazz recording of the year. In the following year, the 20-member Humber Jazz Ensemble released "Fusion I", blending on one disc the sounds of Disco and Dixie, Rock and Swing, Afro-Cuban and Latin rhythms. "Fusion I" so much impressed British music agent Joh Lilloch that in the fall of 1980 he wrote CCA Chairman Michalek requesting 20 additional albums, for promotional release to U-K radio stations.

Not all Creative and Communication Arts students achieved quite the celebrity status of the musicians, but it has been characteristic of the Division's programs to have a high visibility, on and off campus. There have been occasions when administrators may have thought that some programs have been too much in the limelight, or at least in the

spotlight for the wrong reasons. One such thought was prompted by the publication of a brochure for the two-year Creative Photography program, printed for distribution to visitors at the college's Open House. "The brochure featured a large centerfold of a nude in silhouette," said Holmes, "A beautiful piece of photography by a student, but someone downstairs became terribly concerned and prudish, and every single brochure was rounded up and locked in the President's office the day before the Open House. It was finally decided the brochure could be distributed... discreetly."

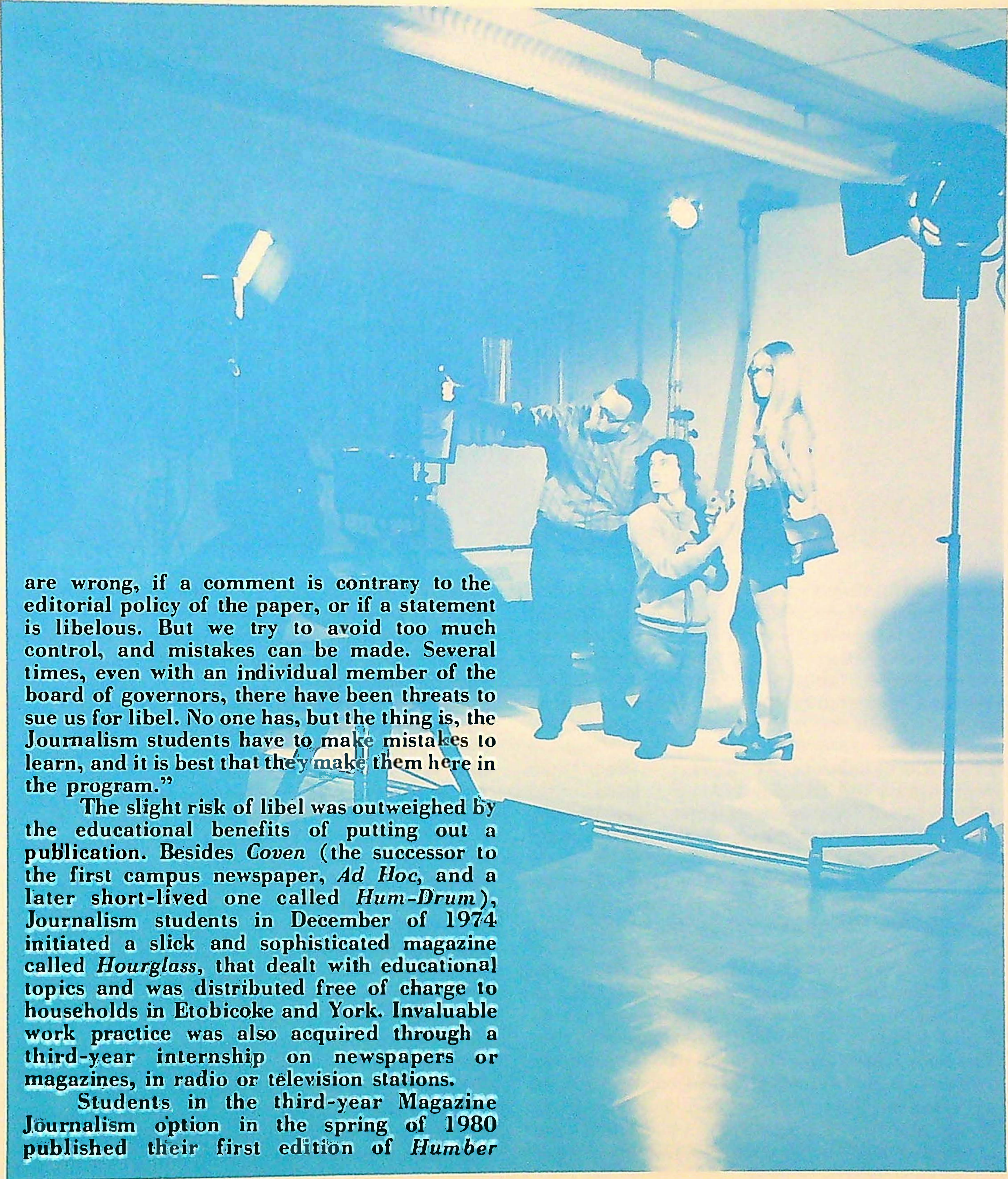
On yet another occasion, it was a nude herself who objected to her exposure being too public. "Our painting studio used to be a big barn," recalled Holmes. "One day we had a Life Drawing class going on, with a rather voluptuous model posing. Of course, each class was screened off, with about two feet of clearance between the bottom of the screen and the floor. The nude model was prone with her head thrown back over the edge of the platform, and she looked back to see a janitor peering at her from underneath one of the

screens. She got off the platform and chased him all over the place. He escaped into the halls, where fortunately she didn't follow."

Staff inspections of painting classes could also sometimes be embarrassing, if not downright traumatic. "When Jack Ross was dean, he jokingly bragged that he had to do a faculty evaluation of a Life Drawing class," Holmes chuckled. "Twenty minutes later he was back and reported, 'Just my luck, it was a boy.' Then he added, 'Not only that, but I came away envious.'"

Dean Holmes admitted that the high profile of some programs—their visible or audible nature, the fact that student work tends to be so much on display—could sometimes pose serious problems. He offered the example of the campus newspaper, *Coven*, produced by students in the three-year Journalism program. "The newspaper is a public medium, and people can be libelled in it," said Holmes, "so we have to be sure that everything the students write is honest, truthful, and not libelous. A staff member on Jim Smith, the coordinator of the program, will read all copy. Naturally he exercises his authority as publisher if the facts






are wrong, if a comment is contrary to the editorial policy of the paper, or if a statement is libelous. But we try to avoid too much control, and mistakes can be made. Several times, even with an individual member of the board of governors, there have been threats to sue us for libel. No one has, but the thing is, the Journalism students have to make mistakes to learn, and it is best that they make them here in the program."

The slight risk of libel was outweighed by the educational benefits of putting out a publication. Besides *Coven* (the successor to the first campus newspaper, *Ad Hoc*, and a later short-lived one called *Hum-Drum*), Journalism students in December of 1974 initiated a slick and sophisticated magazine called *Hourglass*, that dealt with educational topics and was distributed free of charge to households in Etobicoke and York. Invaluable work practice was also acquired through a third-year internship on newspapers or magazines, in radio or television stations.

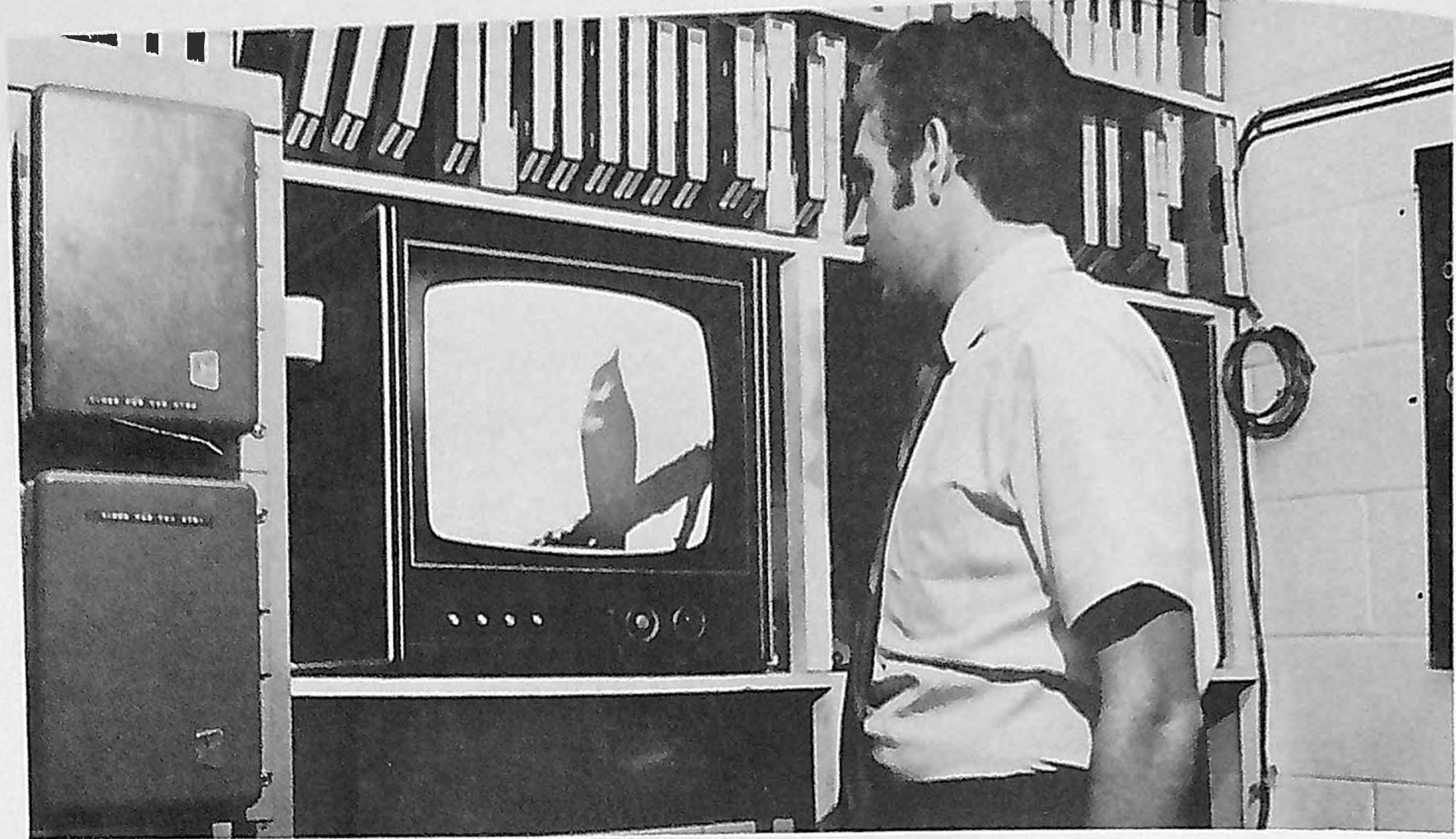
Students in the third-year Magazine Journalism option in the spring of 1980 published their first edition of *Humber*



*Magazine World*, filled with "how to" articles designed for editors, publishers and freelance writers of consumer, business, corporate and government magazines across Canada. A total of 2,500 copies of the first edition were mailed out, demonstrating Humber College students' writing wares.

Although journalism has been somewhat of a male-dominated profession in the past, senior program coordinator Jim Smith (who had succeeded Walt McDayter and Pat Gore), was not at all distressed to discover in September of 1979 that the female students in the Journalism program outnumbered the males two to one. While being interviewed by a female student reporter, Smith declared that women were as good as or even better reporters than men, since they seemed to be able to deal with people more tactfully, since they tended towards a more idealistic writing stance, and since they were more nosy, consequently digging out more information. In a minority of cases, Smith suggested, women also used the sex role to elicit more data out of a man during an interview.

Predictably, that made a few feminists



flinch. In any case, for male and female students, the Journalism curriculum included study in Radio News and Television Operations, and there were also optional pathways available in the two electronic news media in the fifth and sixth semester. For students wishing to specialize even more in these fields, the CCA Division ran three-year programs in both Radio Broadcasting and Film/TV Production (also called Creative Cinematography).

Film/TV Production, coordinated by Pat Kearney, emphasized film-making rather than news writing or scripting for media. Students could choose one of two alternatives in their third semester of their study: Camera or Direction/Production, the latter including some work in scripting.

For photographers, who preferred the frozen perfection of a single frame to the animated excitement of the "movies", a four-semester Creative Photography program, coordinated by Peter Jones, was available. Students in this program snapped up five prizes of the possible 16 offered at the Ontario Student Print Competition in 1976. First prize

went to Humber College's Gord Cheong.

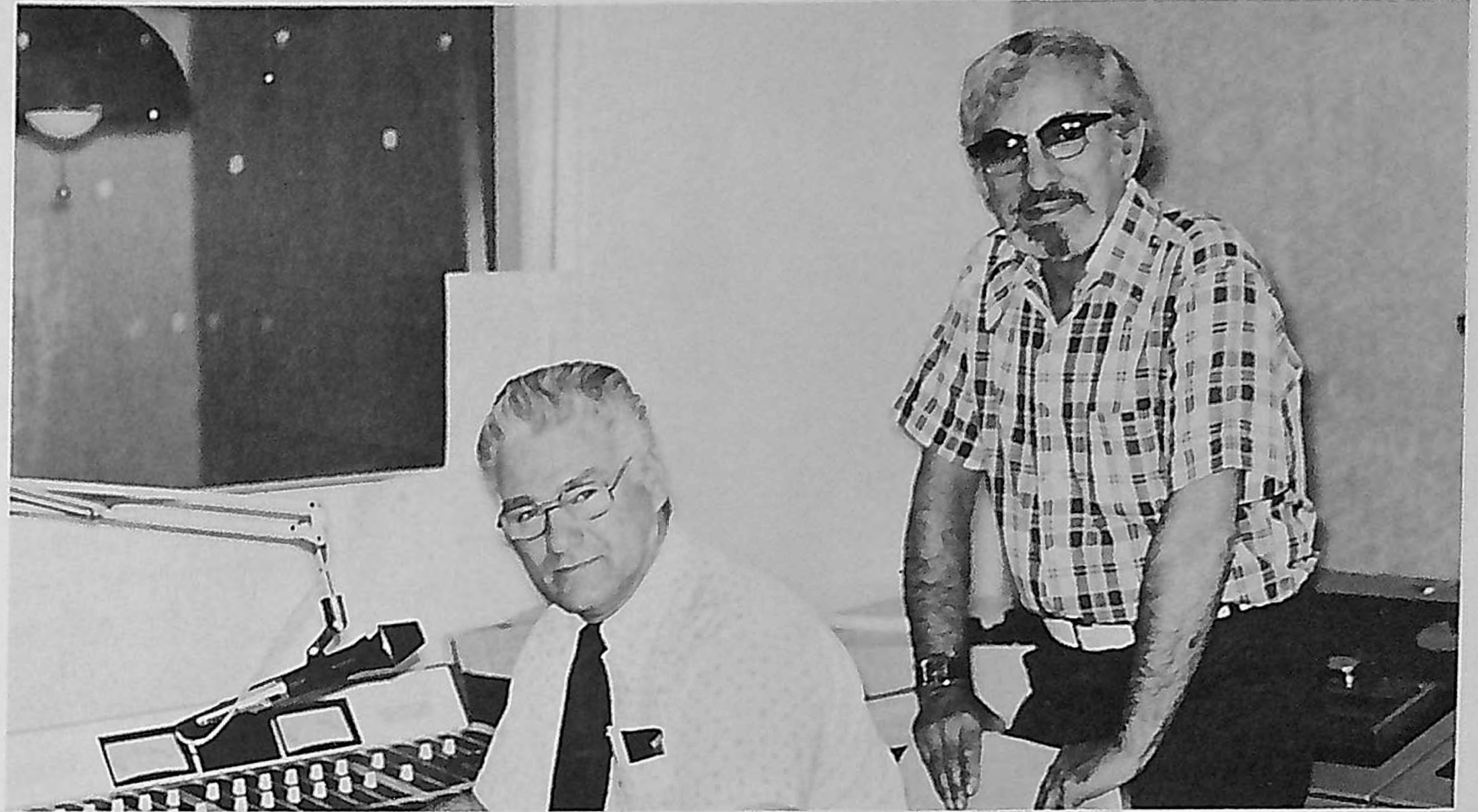
For students with a more electronic and mechanical bent who were interested in television engineering and equipment maintenance, there was a two-year Audio-Visual Technician cooperative program, which alternated semesters of formal instruction with salaried on-the-job training. Under senior program coordinator Jerry Millan and coordinator Bill Hlibka, this was originally the Instructional Materials Centre Technicians program, and was part of the Technology Division until taken over by CCA in 1976.

The Instructional Materials Centre Technicians program was initially tied in closely to Humber College's internal instructional materials centre, which provided audio-visual materials to the various Divisions. The inter-relationship of the IMC Technician program and the college's own servicing of media software was chiefly due to the fact that Maxwell Ward, first director of the college's own instructional materials centre, also helped to establish the IMC Technician program. Ward left for Australia in 1971, and was succeeded by Tony Hiscoke as IMC chairman.

Hiscoke died in March of 1976. About this time, the college divided the instructional materials centre into three parts: the television centre, which became the responsibility of the Creative and Communication Arts Division; the graphics centre, which became reportable to the marketing area of the Centre for Continuous Learning; and the equipment booking and distribution centre, which fell under the aegis of the learning resource centre (*née* library).

Prior to 1976, the distribution of media software in the college was rather awkwardly divided into two areas: the instructional materials centre serviced the group classroom needs of each Division, while the library assumed responsibility for audio-visual materials destined for an individual, rather than a group. Then in July of 1976, the learning resource centre was created on the North Campus, with chief librarian Audrey MacLellan becoming responsible for not only the 9,000 square feet of library space on the second floor, but an additional 16,000 square feet that comprised the new instructional materials centre on the third floor of E

**RADIO BROADCASTING:** in studio are program coordinator Stan Larke, left, and Phil Stone, whom Larke succeeded in 1979. Larke's beginnings in broadcasting go back to 1945, and his career included stints at CKFY, Toronto; CFCO, Chatham; and CKGB-CFTI/FM, Timmins. Between broadcasts he managed to publish seven books on gardening.



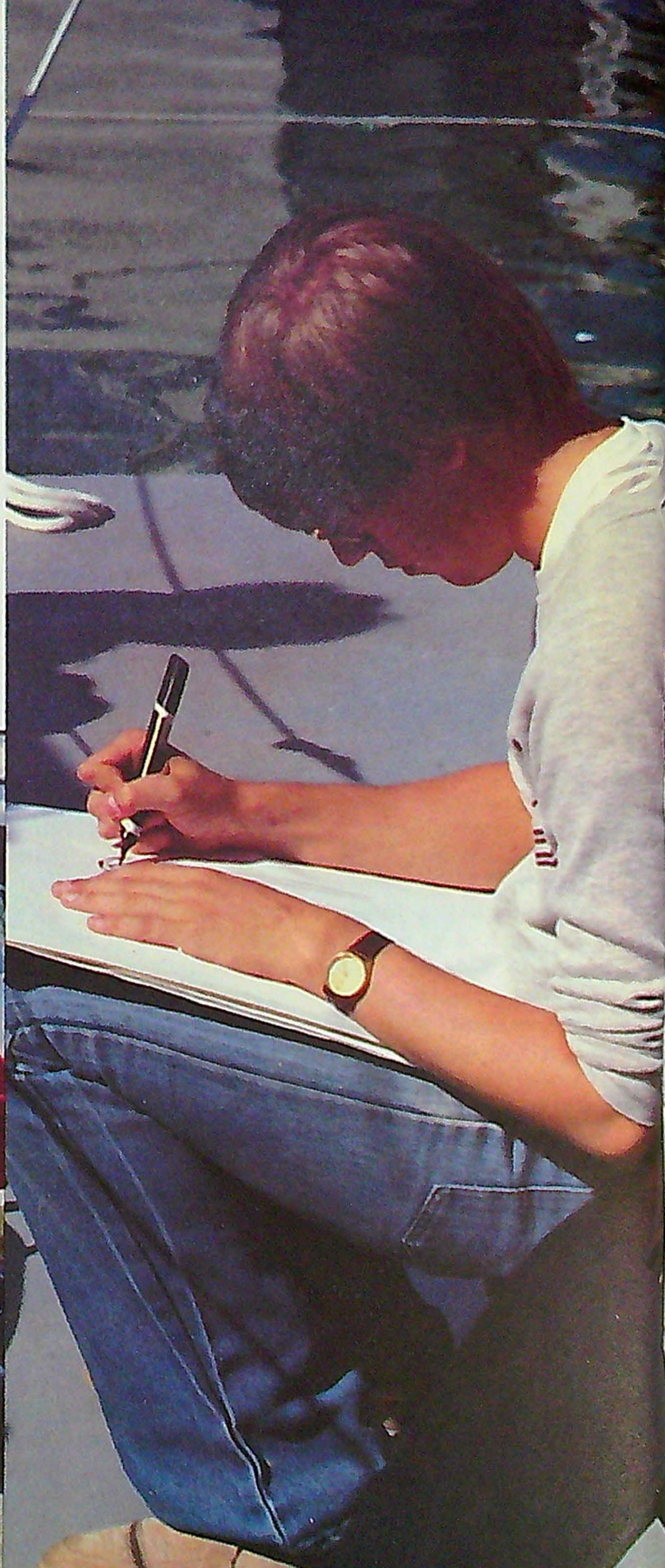
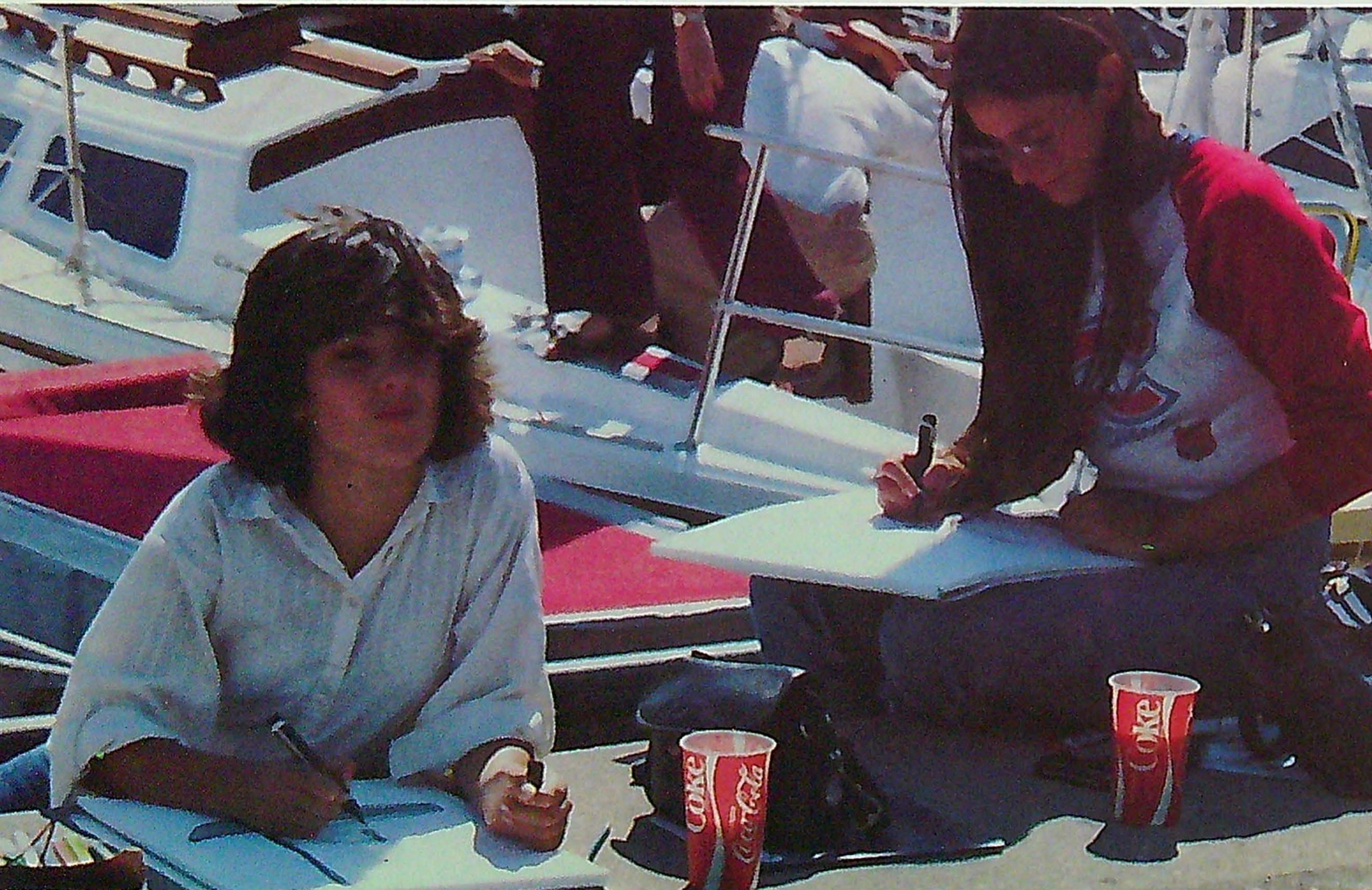
building. The centre comprised a media and equipment area; an AV maintenance area; a small screening room; a large room that housed bookroom materials, periodicals, microfilm, five viewing stations, a record-cassette collection, listening facilities, a study space for 120 students, and software and equipment for the Health Science learning resource centre. This latter centre began in September of 1974, but reorganizational changes initiated on January 1, 1980 meant that the reportability of Health Science's media service technician Richard Ostrowski was transferred from Health Sciences to the newly-centralized learning resource centre. The 1980 change was proposed to create a media production unit that would meet the academic media needs of all Divisions, in such areas as the production of slide shows, audio tapes, overheads and signs. The reorganization, which was based on recommendations made by special projects officer Graham Collins, centralized the services of all libraries and learning resource centres on a college-wide basis under chief librarian MacLellan, reporting to the educational and student services Division. Margaret Trott,

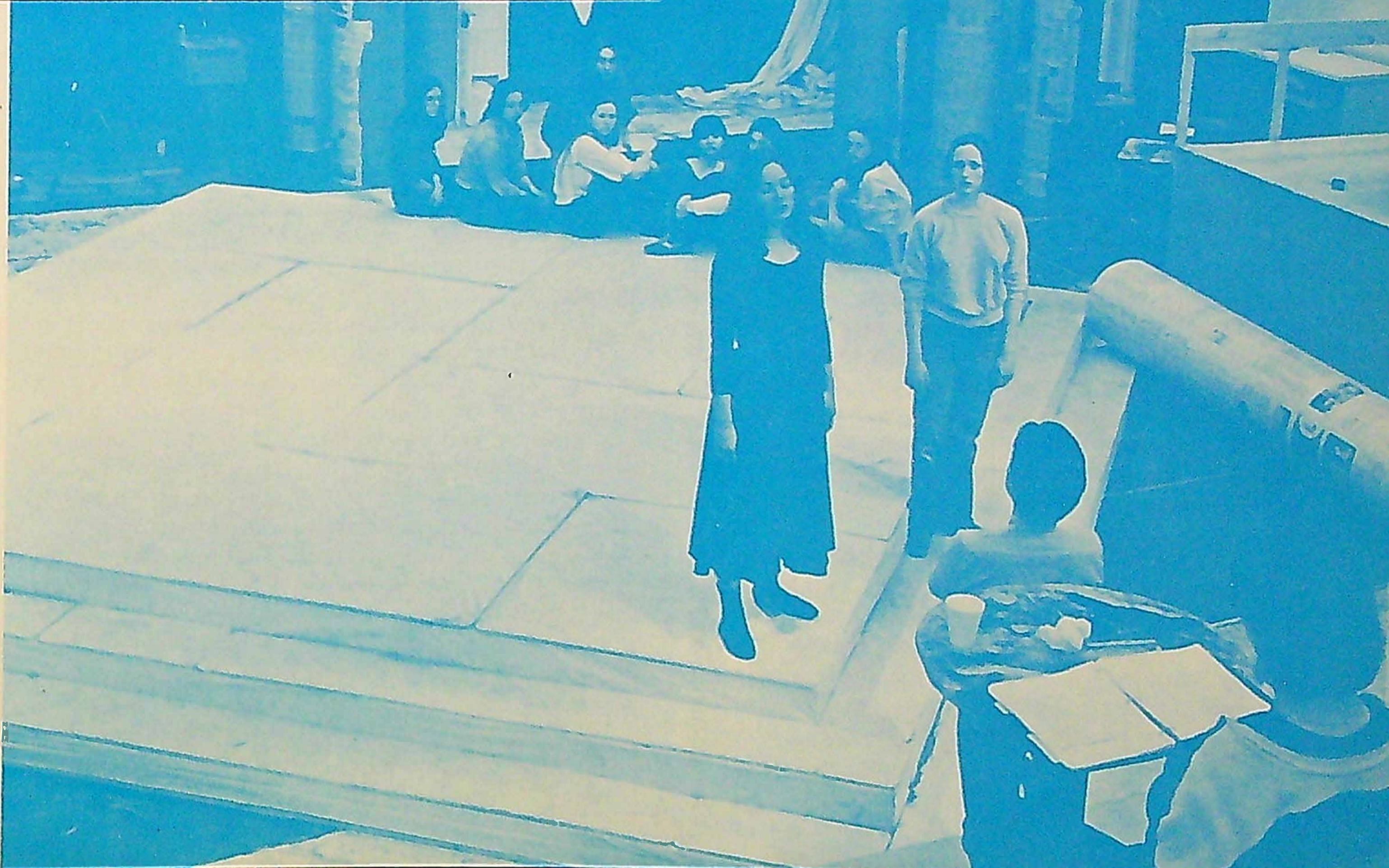
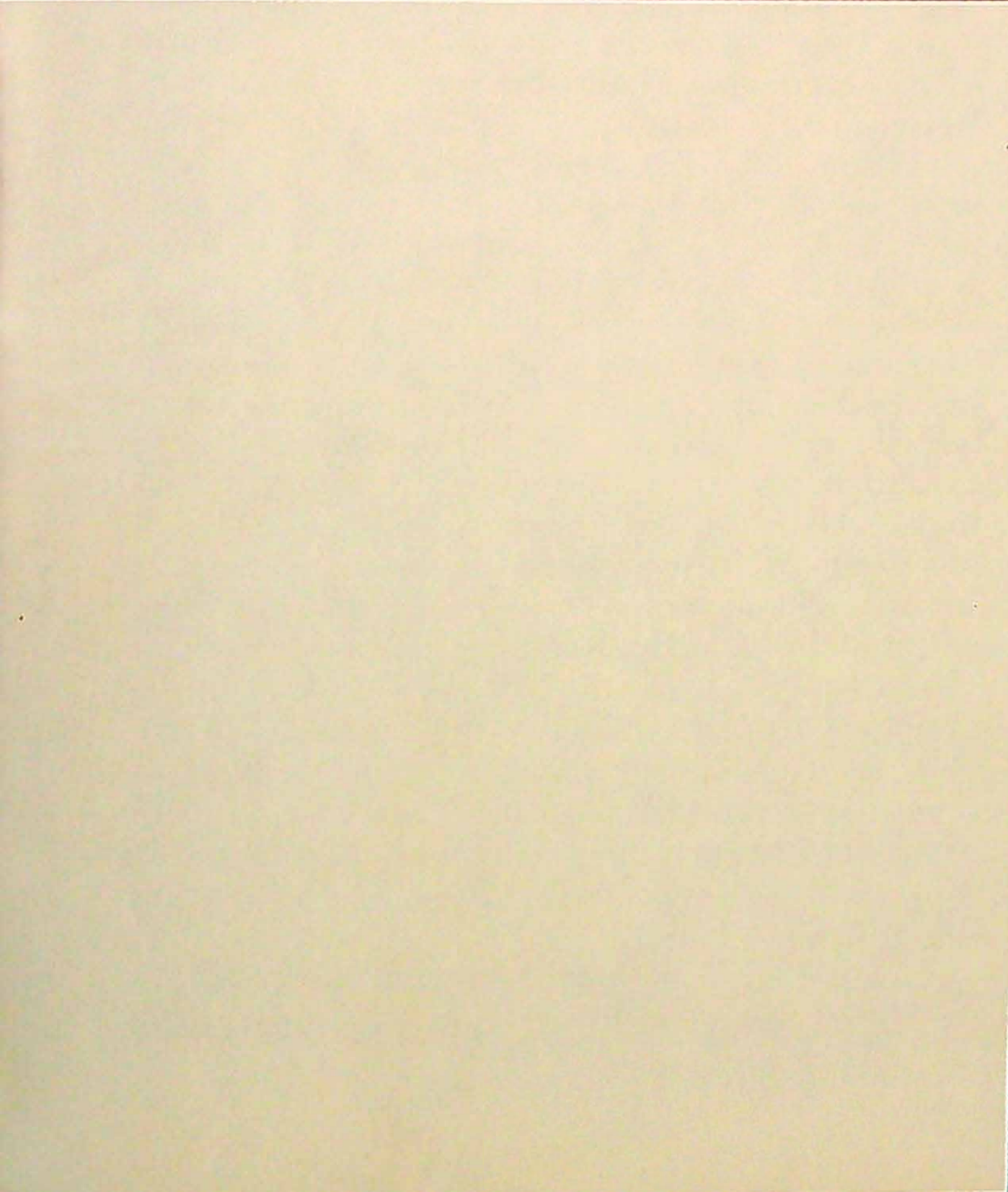
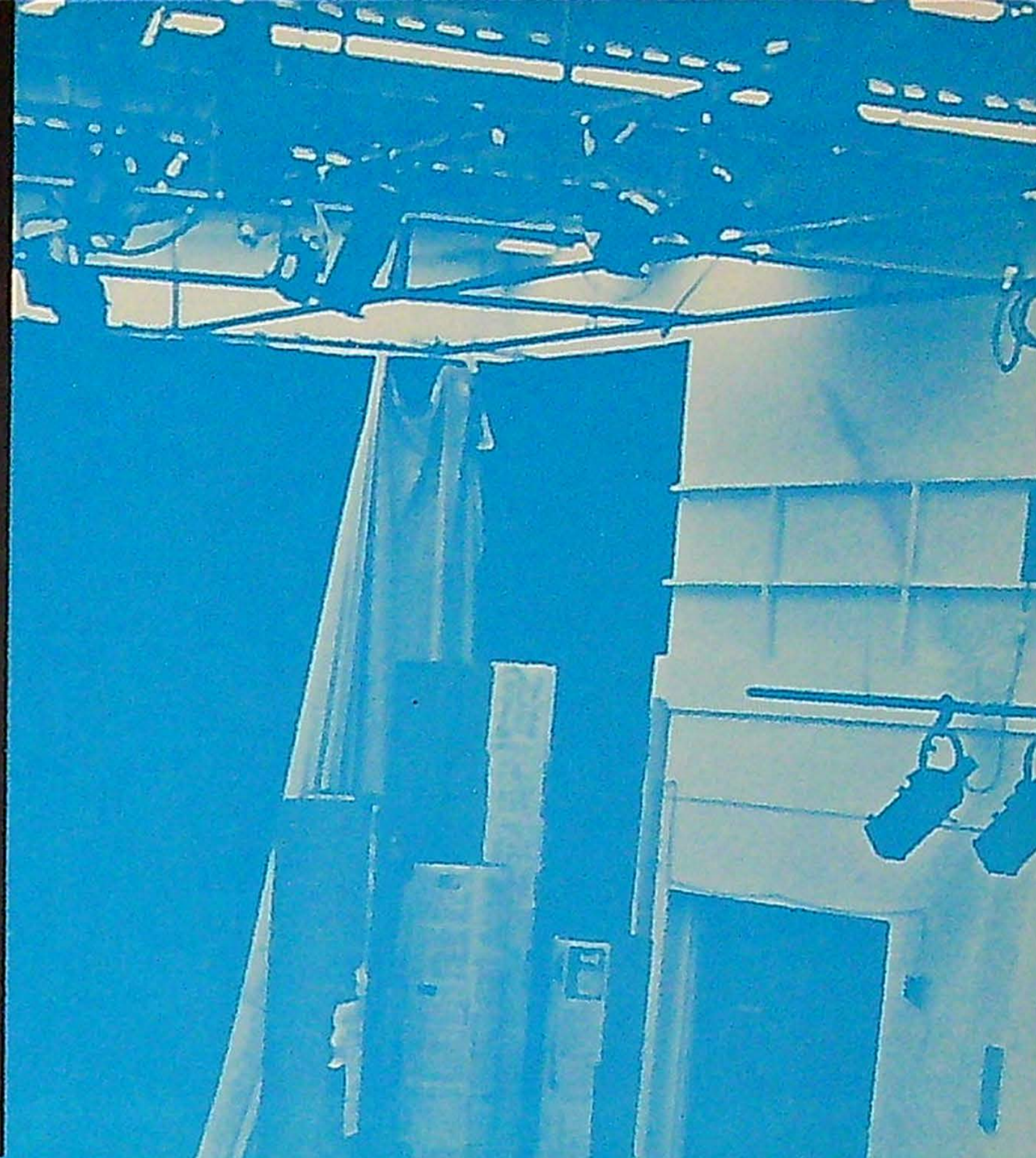
librarian for the Lakeshore Campuses, and Eleanor Cameron, librarian at Osler Campus, was as of 1980 to report directly to MacLellan. The new library team, with its integrated staff and services, set about to update all resources and to incorporate new technical advances. Under consideration was a scanning system and automated information retrieval system. Students would be provided with computer access to 57 databanks across North America. Information on various topics would come in the form of print-outs. Besides this service, also under study was the conversion of library records to computer-output-on-microfilm (COM).

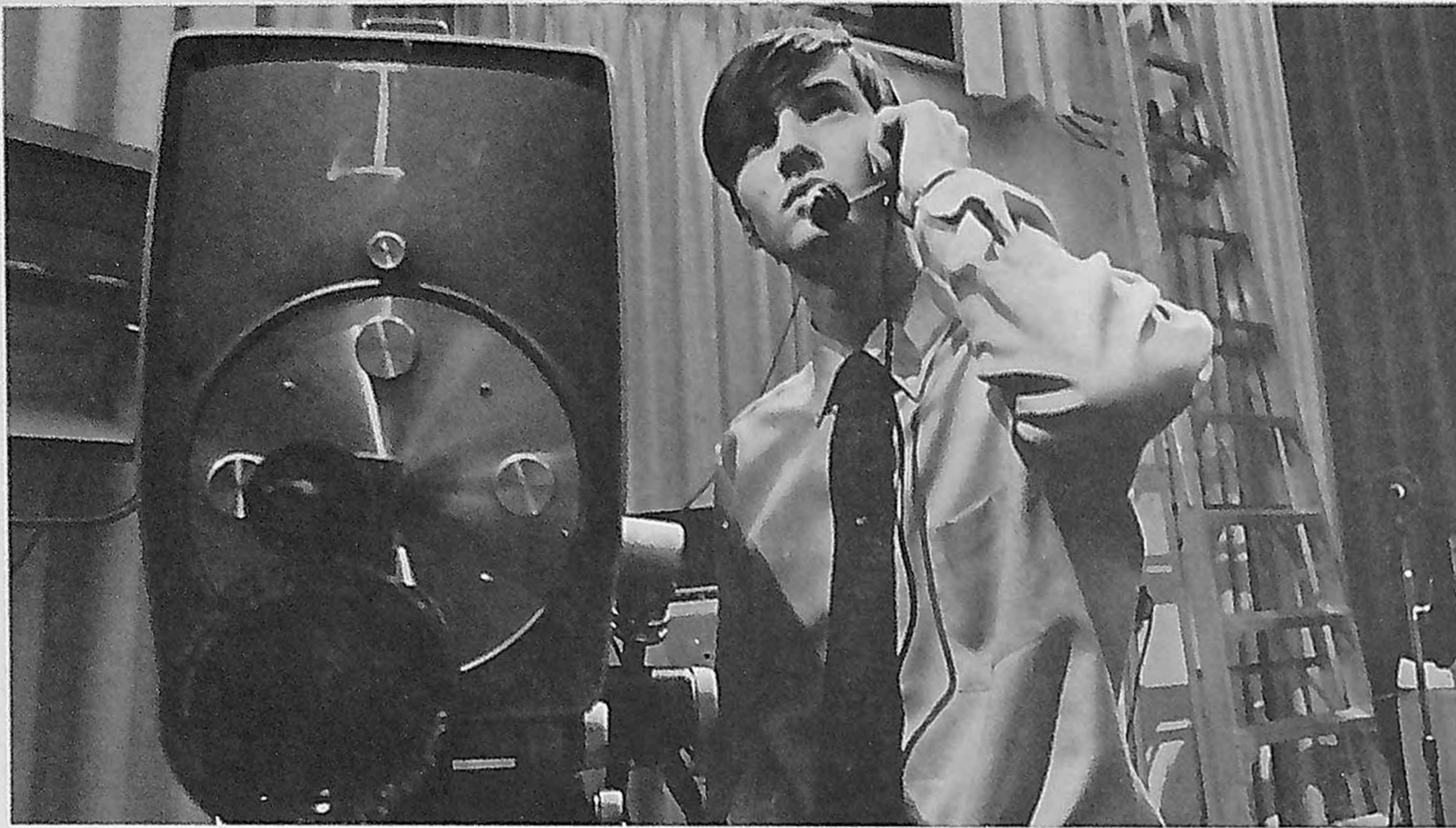
Despite the many changes, the Audio-Visual Technician co-op program itself remained under the jurisdiction of the Creative and Communication Arts Division, and the Division's television centre continued to take care of the more detailed and elaborate productions. Besides the operations in these two areas, the CCA Division offered yet another media specialty program: Canada's first all-radio broadcasting program, unique in that its curriculum centred exclusively on radio, and

was not combined with television study, as was the case in most colleges and universities. Founded in 1971 by veteran radio-man Phil Stone, respected throughout the industry as an announcer and former vice president of Toronto's CHUM, one of the earliest goals of the Radio Broadcasting supervisor was to attract more women into the field and onto the microphones. In year one of the program's operation, there was a solitary girl in the first class of 20 students. Convinced that more women were needed in Canadian radio as on-air personalities, Stone conducted an ambitious recruiting drive to attract girls to train for the traditionally male-dominated on-mike jobs. He even proposed an "adoption" project: women already established in the Toronto broadcasting industry would make themselves available to female students to offer "sisterly" counsel. His efforts met with some success, but it was clearly to be a continuous uphill struggle: of 40 students in the 1978/79 year, only seven were girls.

Male or female, Radio Broadcasting students were able to take to the air in their very first year, practising what they learned in







*A MULTI-MEDIA APPROACH: early Journalism students like Paul Caulfield were expected to be as comfortable in a TV studio as in a newsroom. In 1968 Caulfield was editor of a news service that mailed news, features and cartoons to campus newspapers across Ontario. After graduation from Humber, he continued his study at York University, and later produced a documentary film on Canadian artist David Milne. It premiered in the Art Gallery of Ontario, and was aired on CBC-TV.*

class on the closed circuit campus station, CHBR. The station was taken over by the Radio Broadcasting program, although it was originally operated by students of Journalism and Public Relations. Inaugurated on February 23, 1970, CHBR ran for five hours a day each weekday, on a 26-mile inter-campus cable link. Music and news broadcasts were provided from a three-booth studio, equipped with a Sparta control with 22 outlets, two turntables, three stereo tape machines, and a UPI telex machine. The first station manager was Public Relations student Ray Harsant, with Journalists Dan Mothersill as news director and Sandy Lane (née Bull) as program manager. Journalism and Public Relations students also utilized the studios to produce a weekly television newscast for the Terracom Five cable station in Clarkson.

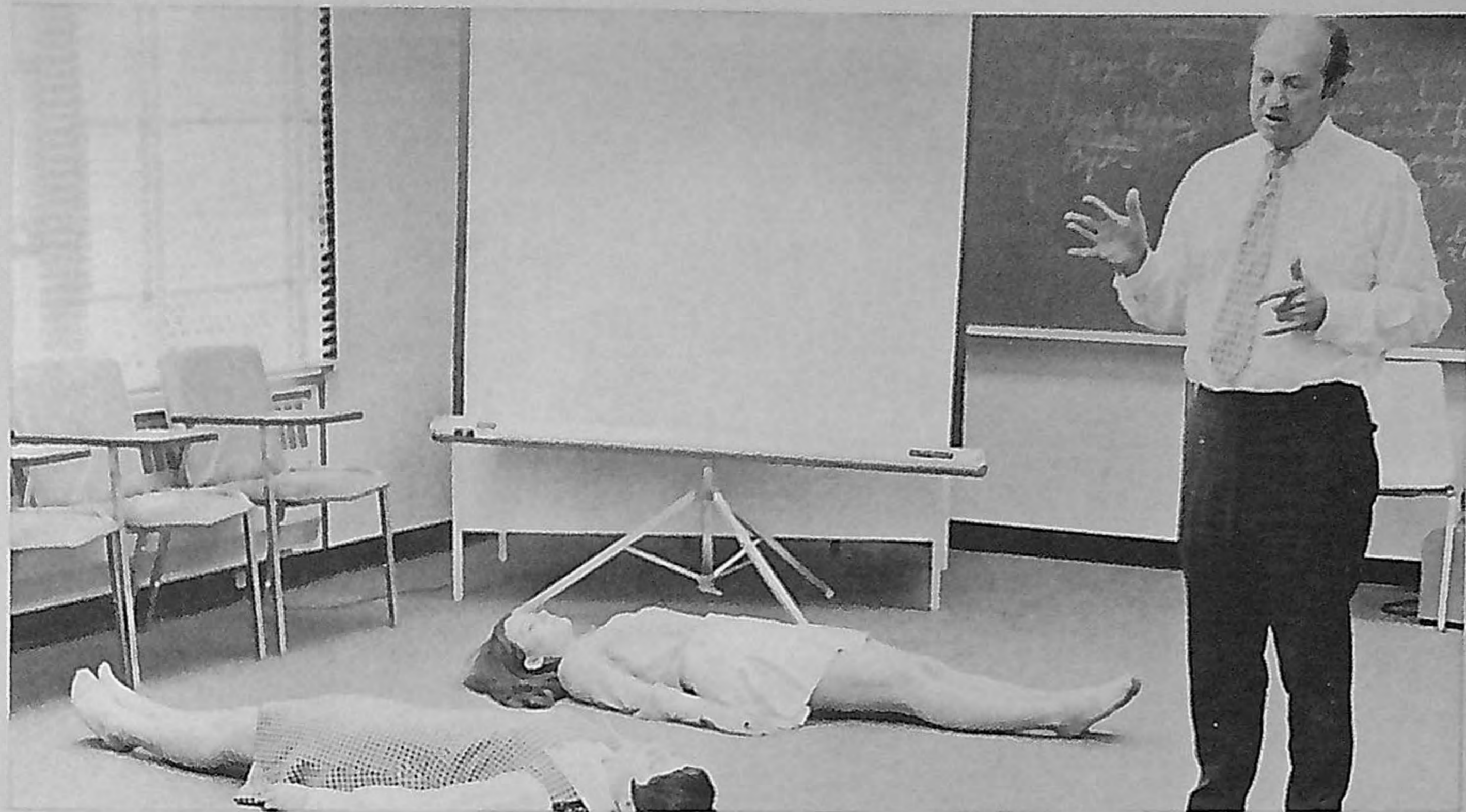
With the initiation of Radio Broadcasting as a separate program, equipment and facilities of necessity became more sophisticated and extensive. As of August of 1971, Radio Broadcasting students also practised their skills on Humber College Total Radio, an FM-station broadcasting to subscribers of Rogers Cablevi-

sion in Toronto. The station, CHCR-FM, stopped broadcasting on the cable airwave in the fall of 1979. Although Humber College had been broadcasting eight years on that cable, the loss of the facility—brought about in part by a change of ownership with the cable outfit—did not distress or disturb Stan Larke, Stone's successor as Radio Broadcasting coordinator. Larke decided to rechannel the program's activities, and he turned his attention to broadcasting to other campuses over land-lines. The advantage of land-line broadcast was that the sale of advertising was now possible. Previously, the sale of air time was prohibited, since regulations forbade commercials on cable radio. Revenue was to be used to update equipment. In the fall of 1980, preparations began to set up a satellite radio station at Malton's Westwood Mall, to broadcast eight hours a day, for a 10 month period. Larke anticipated generating considerable revenue through advertising from the 100-store mall. The program was not only autonomous in curriculum, but was becoming independently wealthy.

Public Relations at Humber College, like

Radio Broadcasting, was unusual in that it too was a full and autonomous program, and not merely an option of another media area such as Journalism. Although writing for radio, television and other media played an important part in the curriculum, the program also provided a firm grounding in business methods, economics, marketing and management, recognizing, as the calendar phrased it, that "public relations is an essential function at the policy level of management, labour and government." Fund-raising also can be an important function of a versatile PR-man, and with the expert guidance of Hugh Morrison, a former head of Metro Toronto's United Way, students in 1977 proved they could estimate a fund-raising goal with a pretty sharp pencil. As a project, they took over the college's fund-raising for the United Appeal, and their projected target of contributions from faculty, staff and students was \$5,700. They didn't much miss their mark: when all the money was counted, there was exactly \$5,694.55.

In 1977, at age hovering around 70, Morrison stepped down from the position of



**FLOORED BY THE PROGRAM:** standing up to the gruelling demands of teaching Theatre Arts techniques is Rex Sevenoaks, who initiated the acting elective at the James S. Bell Campus in 1968. He's teaching breathing.

program coordinator, preferring to teach part-time and "take it a bit easy." While taking it easy in 1979, he hit the headlines with the announcement that he had been elected president of the Canadian Association of Rhodes Scholars. It was just another proof that even in semi-retirement, you can't keep a CCA member from standing stage-front of public attention.

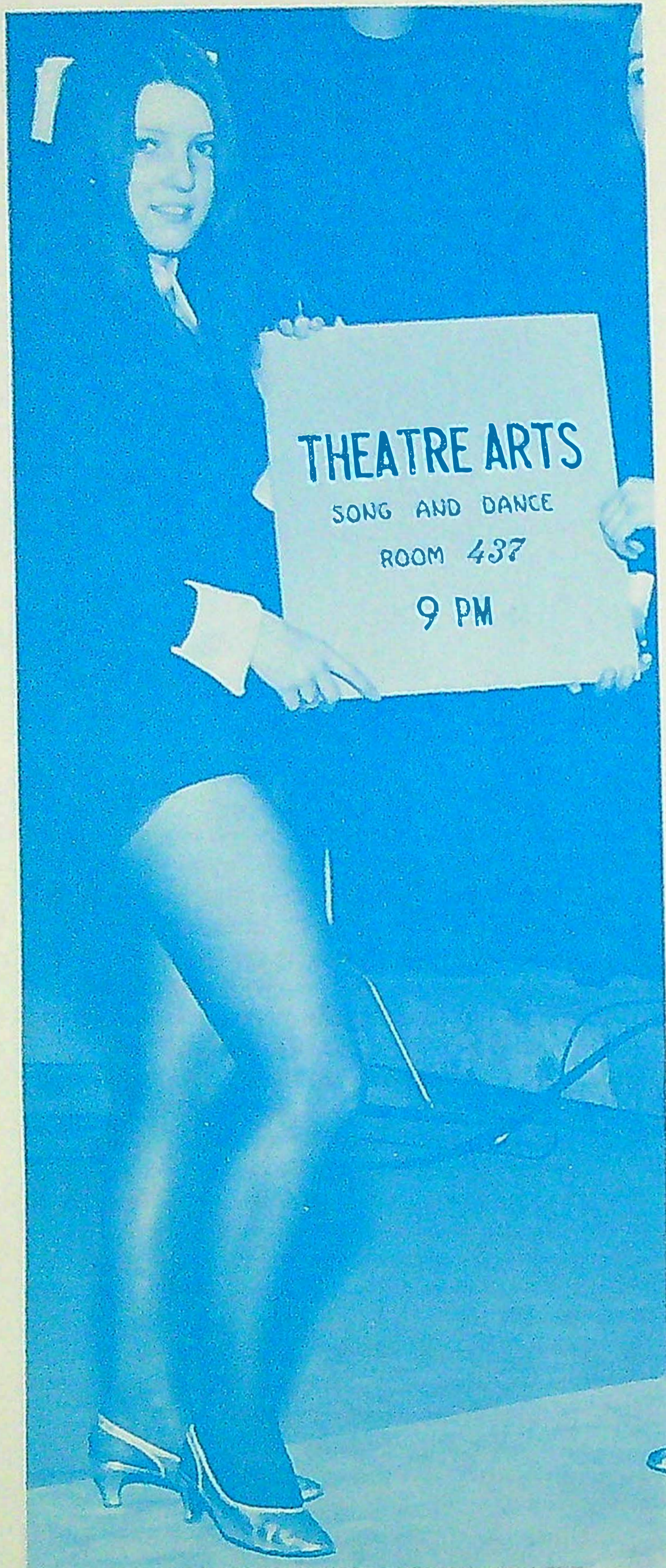
Few programs at Humber College could possibly throw students so often in front of a spotlight as Theatre Arts, although in 1975 administrators were threatening to lower the final curtain on the program because of a chronically low enrolment. Gerald Smith, who had performed and directed in Australia and England as well as in Canada, was recruited to put the program back into shape. He was given a 1,200-foot student workshop and some change rooms on which to stage the program's comeback, and by fall of 1976 he had built up a respectable freshman enrolment of 28 students—although there were only five in second year, and a sole veteran in third. But in the best of theatrical tradition, the show carried on. Students began to take part in more

and more workshops and stage productions, one of which was the Victorian farce, "Charley's Aunt," directed by Ludvick Dittrick, with design by Maurice Strike, head of design at the Shaw Festival Theatre. Ten Theatre Arts students were actively involved in that production of April, 1977. In 1977/78, plays such as "The Good Doctor", "Exit the King" and "Tartuffe" attracted a total of 1,441 people to 36 stage performances.

Productions such as Neil Simon's "The Last of the Red Hot Lovers" began to attract acceptably large and appreciative audiences, and by 1979, the Humber College theatre program was showing signs of healthy recovery. It had no difficulty in September of 1979 in meeting its quota of 40 freshman students, and there seemed little likelihood that Theatre Arts would fade from the scene as Fine Arts had.

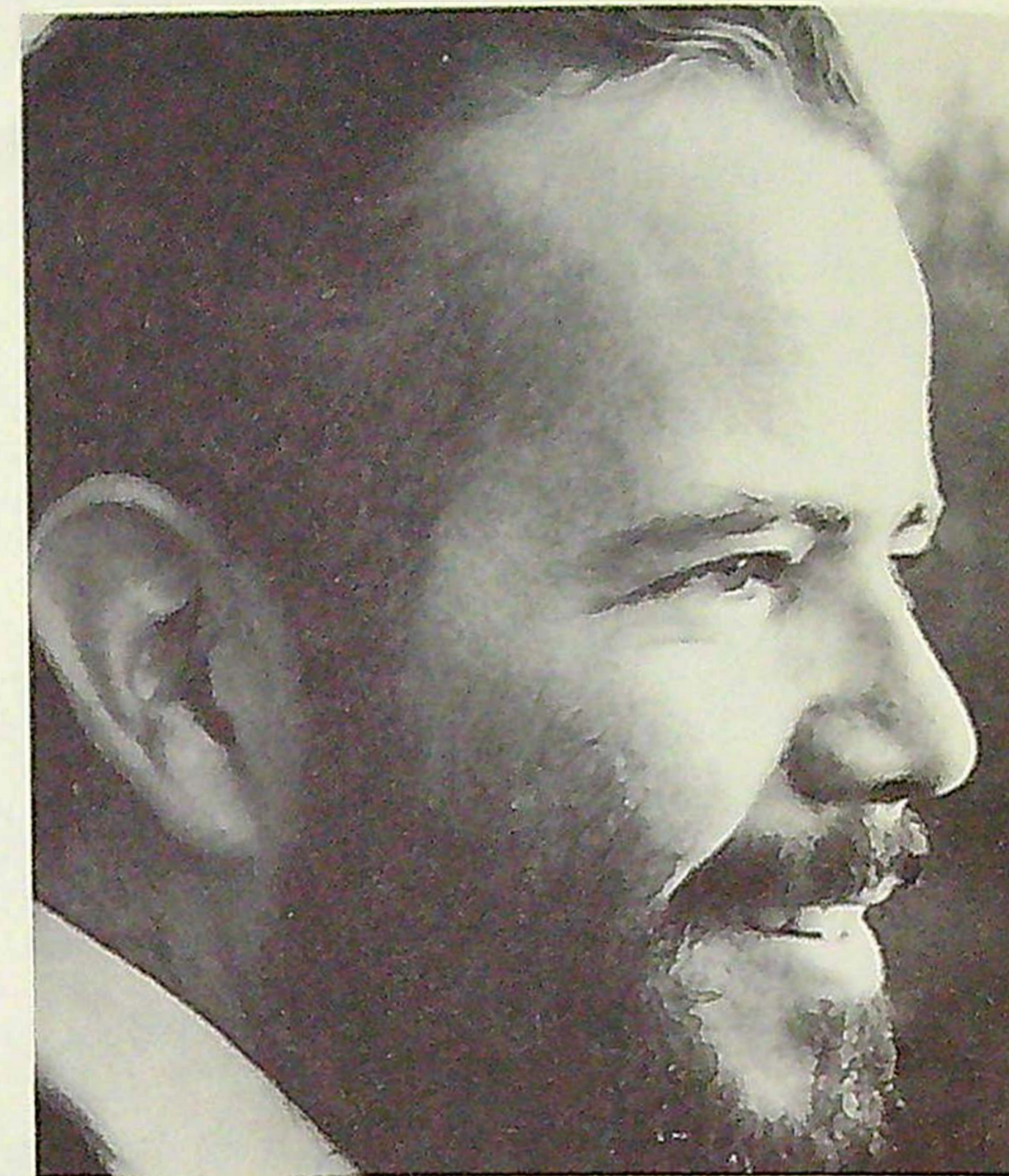
Theatre Arts' success could be measured in part by the phenomenal increase in applications for admission into the program. When Gerald Smith arrived at Humber College in September of 1975, he found that there had been only 15 applicants to Theatre Arts, all of

whom had been accepted automatically by the registrar's office. In contrast, in September of 1979 there was a total of 182 applicants. As of 1978, applicants, besides being accepted by the registrar's office, were also required to "complete a comprehensive questionnaire, and come to the college for a full day's audition/interview which includes a series of 'classes' in dance, voice and improvisation, and audition individually before a panel of four or five staff members." Of 89 applicants auditioned in the summer of 1979, 52 applicants were accepted, and 30 finally enrolled into the program by September of 1979. One of the Theatre Arts numbers in 1979/80 collaborated with another student from Film/TV Production to create *Musical Memories, the Way We Were*, which won the top award for an educational video tape at the annual conference of the Association for Media and Technology Education in Canada. Others, too, were on the move that year. A group of Humber and Ryerson students, calling themselves Studio 44, combined talents to present *Glass Menagerie* as a Showcase production, while first and second year Humber



GERALD SMITH: staging a comeback.

RIGHT ►



theatre types as a Federal Youth Project formed a touring children's troupe to perform *Private Lives*. The quality demonstrated by the travelling Thespians in these ventures, along with the quality of the performances in the five plays staged in the 1979/80 year, showed that Theatre Arts was at last coming of age.

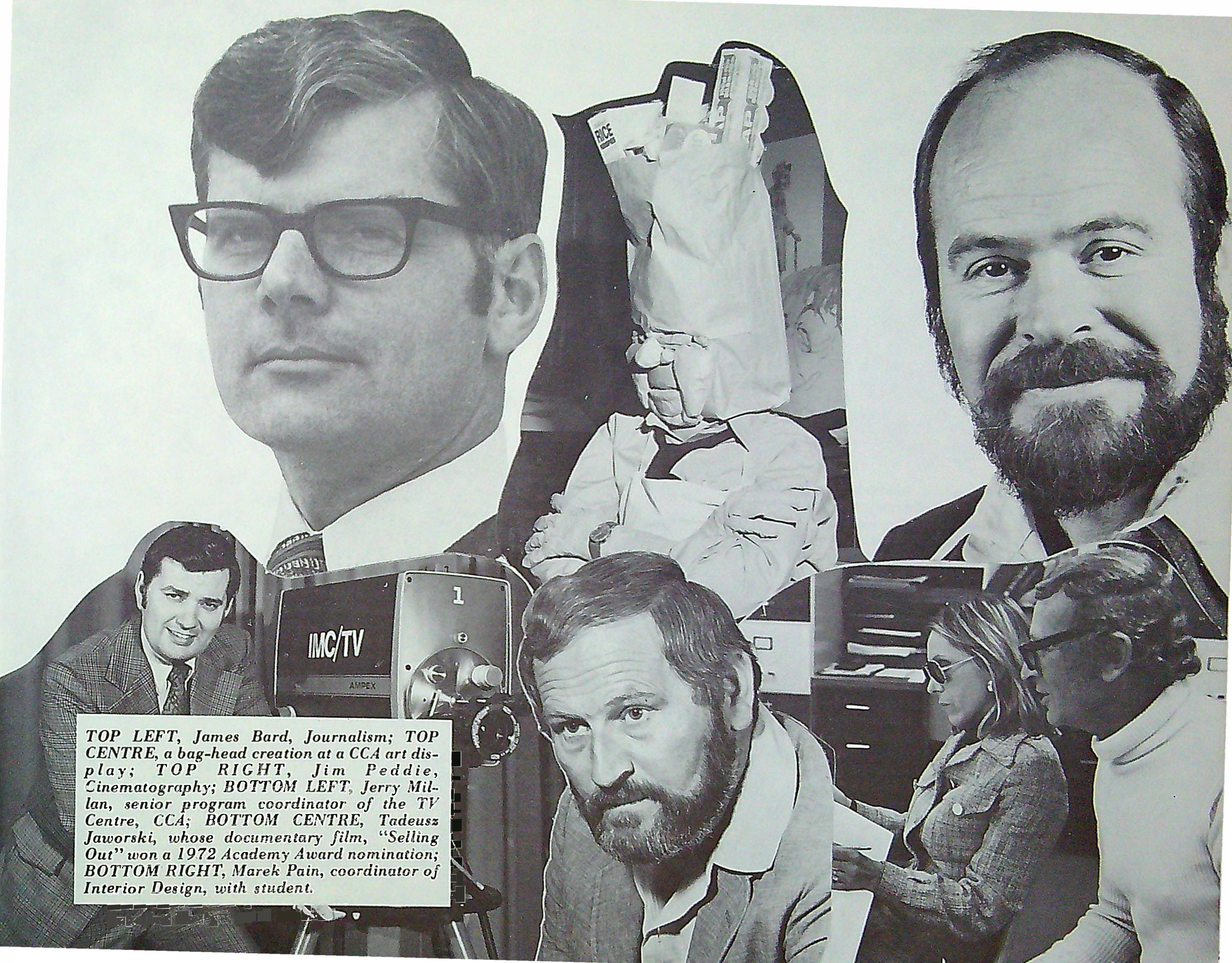
Humber theater, however, had not aged enough to boast a phantom of the opera, but by 1978 the Creative and Communications Arts Division had, despite the absence of gargoyles and other Gothic trappings, acquired its own resident spook. While working in darkened studio LB121, a second-year Advertising and Graphic Design student encountered a sighting of the most peculiar kind: a huge silhouette of a human form drifted across the wall to assume the shape of a girl, sitting cross-legged a few feet from the disconcerted student. When the student tried to test with her hands what her eyes seemed to see, the shade "dispersed" and disappeared...for a time. Another visitation occurred while two Cinematography students were alone reviewing a film in Studio LB121, when the shadow of a girl floated silently across the screen. Still other students reported

witnessing, on two occasions, sheets of paper sliding along the walls without any apparent cause, and electrical equipment in the studio began to mysteriously malfunction.

The "haunting" of LB121 was persistent and unnerving enough in December of 1978 to persuade two enterprising *Coven* reporters to invite an expert in "spirit writing" to explore and explain the phenomenon. Guided by a ghostly hand, the consultant with chalk on blackboard received a message from beyond: the studio housed the tormented soul of a young pregnant girl who had been murdered by her relatives.

No one thought to suggest at the time that she might be the Spirit of Fine Arts Past.





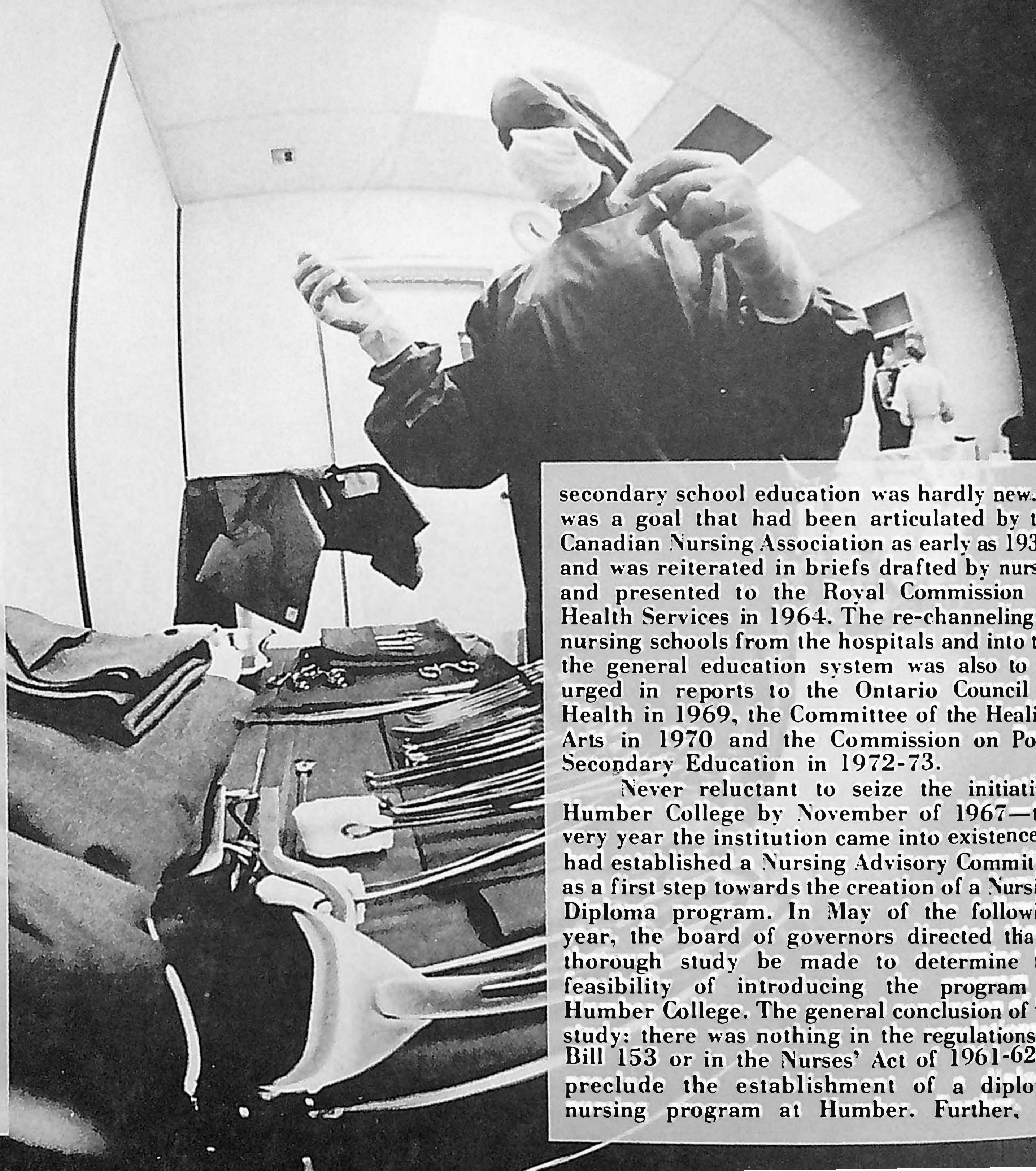
**TOP LEFT, James Bard, Journalism; TOP CENTRE, a bag-head creation at a CCA art display; TOP RIGHT, Jim Peddie, Cinematography; BOTTOM LEFT, Jerry Mililan, senior program coordinator of the TV Centre, CCA; BOTTOM CENTRE, Tadeusz Jaworski, whose documentary film, "Selling Out" won a 1972 Academy Award nomination; BOTTOM RIGHT, Marek Pain, coordinator of Interior Design, with student.**

# CHAPTER FIFTEEN HEALTH SCIENCES

## Some Matters of Life and Death

It was with more than academic interest that many people in Canada were focusing their attention on the Humber College Nursing Diploma program after it was initiated in September of 1969. As this was the first time that nursing education was being offered in a community college of Ontario, it was only to be expected that the development of this program would invite the close scrutiny of such interested parties as the College of Nurses of Ontario, the provincial departments of Health and Education and the Registered Nurses' Association of Ontario. It was certainly predictable that members of the RNAO would be more than disinterested observers, since that association had at an annual meeting in 1967 adopted a resolution that called for the establishment of new Nursing Diploma programs in the colleges of applied arts and technology. With even more widespread implications, the association also recommended that all existing regional schools of nursing in Ontario be integrated into the community college system.

The idea of incorporating nurse education into the mainstream of post-



secondary school education was hardly new. It was a goal that had been articulated by the Canadian Nursing Association as early as 1932, and was reiterated in briefs drafted by nurses and presented to the Royal Commission on Health Services in 1964. The re-channeling of nursing schools from the hospitals and into the general education system was also to be urged in reports to the Ontario Council of Health in 1969, the Committee of the Healing Arts in 1970 and the Commission on Post-Secondary Education in 1972-73.

Never reluctant to seize the initiative, Humber College by November of 1967—the very year the institution came into existence—had established a Nursing Advisory Committee as a first step towards the creation of a Nursing Diploma program. In May of the following year, the board of governors directed that a thorough study be made to determine the feasibility of introducing the program at Humber College. The general conclusion of the study: there was nothing in the regulations of Bill 153 or in the Nurses' Act of 1961-62 to preclude the establishment of a diploma nursing program at Humber. Further, the

*FIRST DIRECTOR of Nursing was Marilyn Barras, who held that office until 1971.*

LEFT ◀



study affirmed that there was sufficient potential for student enrolment and adequate facilities and resources at the college to make a program in nursing viable.

One facility that was not ready at hand, of course, was a hospital in the immediate area where nursing students could receive clinical practice. But what made Humber College a particularly promising site for a nursing school was the fact that a hospital was to be erected just east of the North Campus, and this would in the future provide excellent opportunities for clinical experience, admirably close at hand. However, the Etobicoke General Hospital was not to be officially opened until September 19, 1972, and facilities more immediately available were required. Fortunately, in the spring of 1968 the St. Joseph's School of Nursing began to express an interest in forming an affiliation with a community college. Although St. Joseph's Hospital was located just east of the Etobicoke boundary, officials of the School of Nursing there preferred an association with a college in Western Metro rather than central Toronto.

After lengthy negotiations, in December

of 1968 Humber College's board of governors gave approval to proceed with the establishment of a Nursing Diploma program at the college. This was given approval in principle by the College of Nurses of Ontario on December 18, 1968, and a proposed curriculum was then submitted to that body on March 26, 1969. On April 18, 1969 the College of Nurses granted approval to admit students in September of 1969. It was in April of 1969 that Humber College and the Sisters of St. Joseph for the Diocese of Toronto in Upper Canada came to an agreement on the relationship between the college and St. Joseph's School of Nursing in regard to the first CAAT Nursing Diploma program.

The curriculum at Humber College was to be a modification of the one used at St. Joseph's, although all religious terminology in the program's philosophy was translated into secular terms. The first nursing faculty was to come from St. Joseph's School of Nursing; an initial proposal that the director of the St. Joseph's School of Nursing be appointed director of Nursing at Humber College proved unfeasible, since that director chose instead "to

undertake further education." Instead, on January 13, 1969 approval was granted by the Nursing Education Management Committee of St. Joseph's School of Nursing to release faculty member Marilyn Barras from St. Joseph's in order to serve as interim director at Humber College. Later, Marilyn Barras was appointed the program's first director, a position she held until 1971. Although Nursing began as a department of the Applied and Liberal Arts Division, the unique needs of the program were recognized by providing the director with a departmental budget that was separate from the Division's. The director reported on budget matters to the vice president of the college, rather than to the then-Divisional Chairman Fred Manson.

Besides the director, the faculty of the department consisted in that first year of three full-time teachers, all of them released, by agreement, from St. Joseph's School of Nursing. Although officially Humber College employees, they understandably continued to maintain close connection with, and felt strong ties of loyalty to, St. Joseph's Hospital. While agreeing that an eventual total amalgamation

*LUCILLE PESZAT, first chairman and dean of the Health Sciences Division, which began in 1971 with three programs and with less than a total of 20 staff.*

FAR RIGHT ►

*JACK BUCKLEY was appointed dean of Health Sciences in August, 1980, following Lucille Peszat's resignation the previous June.*

RIGHT ►



with Humber College's nursing department might not only be possible but desirable, the St. Joseph's school in the meantime preferred an autonomous association, maintaining its separate program concurrently with Humber's, although reducing its enrolment of first-year students in order to make space available in the clinical facilities for Humber College students.

In addition to St. Joseph's, Humber College also successfully negotiated with Baycrest Hospital, Bloorview Children's Hospital and Lakeshore Psychiatric Hospital to provide facilities for student clinical practice. To supplement this education, a nursing lab with a four-bed unit, change rooms, demonstration tables, sinks and storage cupboards had been built at the North Campus, where hospital conditions could be simulated.

The first class was made up of 32 students, drawn from an application list of 103. The accepted group included three men, and the age of the students ranged from 18 to 55 years. Most were from Etobicoke, although some had been attracted from other areas of Metro Toronto and elsewhere in the province.

The admission procedures by which these

students were accepted into the program did not seem totally satisfactory to the first nursing faculty. The admission requirements were straight-forward enough: an Ontario Secondary School Graduation Diploma, including study in grade 12 Chemistry, grade 11 Physics and grade 10 Mathematics. What the faculty balked at was the over-all college policy of "first come, first served"...the students who applied first were accepted first. It seemed to some faculty in this department—as well as other program coordinators throughout the college—that some screening and selection of students was necessary. At the very least, a pre-entry interview would help to determine whether an individual's temperament and attitudes were suitable for the program. Pre-admission interviews ultimately did become a prerequisite, and to be admitted into Nursing, candidates in later years were required to have not only a 60 percent average in all subjects taken in grade 12 but a 60 percent average as well in at least two senior sciences: Biology, Chemistry or Physics.

As it was, the attrition and failure rate of the first class of Nursing Diploma students was

higher than the faculty would have hoped. Of the 32 students who had enrolled in the program in 1969, only 18 graduated with Humber College's first Nursing diploma in the summer of 1971. Following graduation in August of 1971 these students then had to face their final challenge, the test that two years of education had all led up to: the writing of the Nursing Registration examinations, consisting of one paper in each of the five areas of Medical, Surgical, Paediatric, Obstetrical and Psychiatric nursing. In the Humber College group, three students failed one paper and two students failed two. The failure rate was higher than the provincial average—high enough perhaps to encourage the early planners to seriously launch an on-going program of course evaluation and improvement and to reassess entry requirement, but sufficiently promising on the other hand to clearly establish that there was a place for nursing education in the community college system.

That summer of 1971 saw not only the first students graduate from Humber College's Nursing Diploma program, but it also marked the beginning of the Health Sciences Division.



*CLINICAL PRACTICE for students was provided in several hospitals, as well as in a simulated hospital room at the North Campus. Instructor Norma S. de Castro conducts a practical demonstration. De Castro joined the Nursing faculty in 1969.*

LEFT ◀

Under newly-appointed chairman (and later dean) Lucille Peszat, Humber College's fifth post-secondary, diploma-granting Division at its start consisted of three areas: Nursing Diploma, Funeral Service Education and Pharmacy Assistants. Divisional grouping was needed, Peszat reported at the time, to "provide opportunity for potential allied workers to be educated in common programs or courses and in similar settings if they are to function as integral members of the health care team upon completion of their basic programs."

The benefits of common-core programming became especially clear with the inclusion in the Division of the one-year Nursing Assistant program in September of 1972. Students in this program shared a common first semester with those in Nursing Diploma, and this would provide "a career ladder concept for the nursing assistant to continue his/her studies toward diploma nursing." Besides the obvious advantage of program transferability and career mobility, the inter-action and inter-facing of students in the two programs would also create a setting in

which students in the two areas could learn to work together, and more clearly understand each other's role and range of duties. After graduation the registered nurses would be required to assume some responsibilities of leadership, and the shared educational experiences with the nursing assistants would allow the registered nurses to delegate duties with a background of broader colleague understanding.

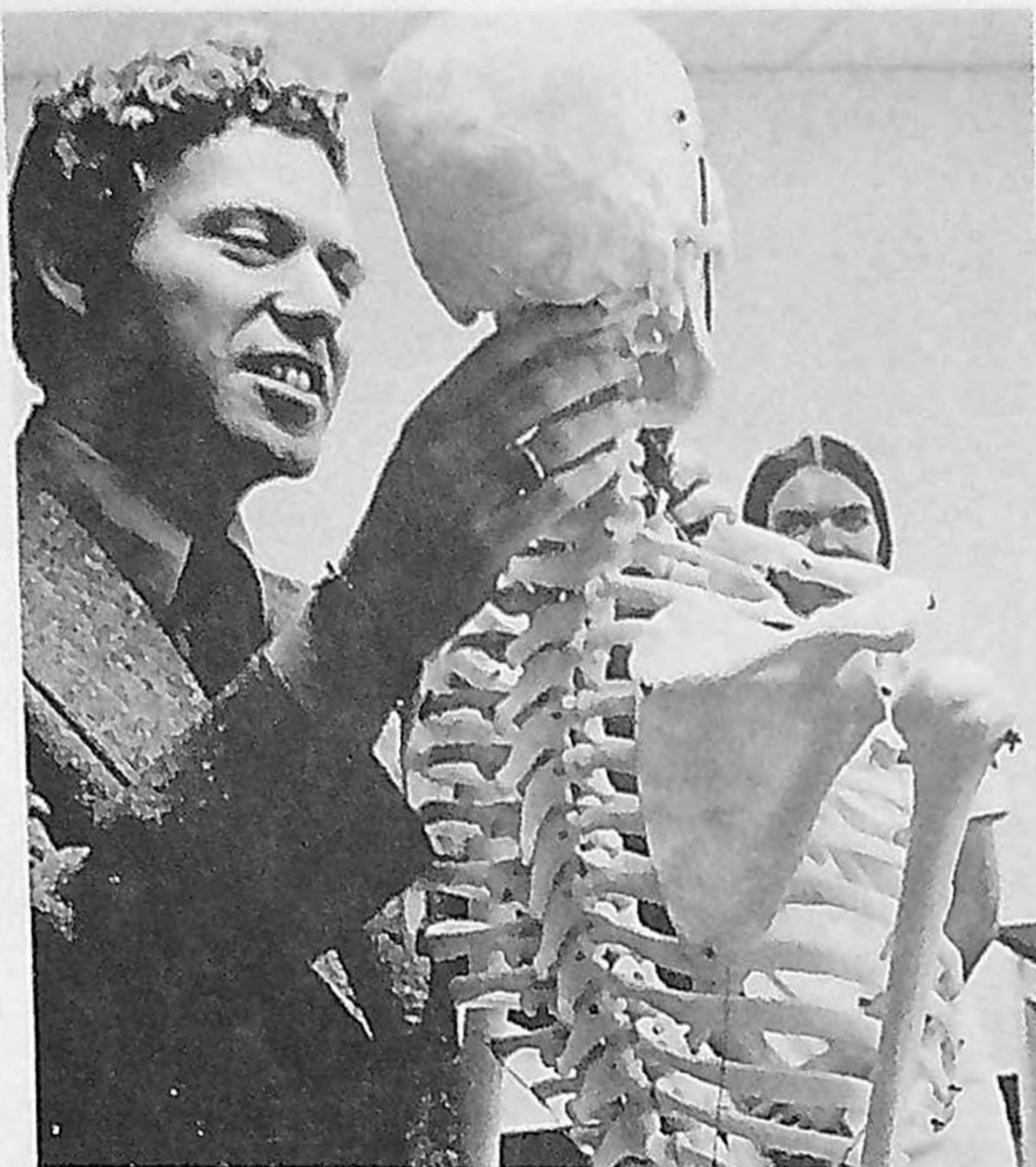
As Dean Peszat phrased it in her message in the 1974 college calendar, "through our common health core curriculum, opportunity is provided for all allied health students to take common courses together and to consider common health problems and related health teaching by participating in inter-disciplinary seminar groups. By learning together and working together, students are able to gain insight and understanding of each other's complementary roles and as a result, upon graduation, they will be able to more effectively extend this experience to interdisciplinary involvement in health care teams within their respective hospital or community health care settings."

The first Nursing Assistant program began with 20 students. Although five students had withdrawn by the end of the second semester, a total of 21 students graduated: withdrawals had been offset by six students who had exercised their option of levels on the "career ladder" by transferring from Nursing Diploma to the Nursing Assistant program.

And for RNA's seeking to climb an additional educational rung upward, elaborated Marina Heidman, senior program coordinator for Post-Diploma Nursing, as of 1973 there was a certificate post-diploma program called Operating Room Nursing for Registered Nursing Assistants. The program, which equipped RNA's to function as technical assistants in surgery and to provide nursing care to patients undergoing surgery, was designed for those RNA's who wished to be employed in hospital operating rooms and in special surgical and outpatient clinics. In admissions, it gave preference to RNA's with at least one year experience. To qualify for the certificate, the Registered Nursing Assistant had to successfully complete four courses: Anatomy and Physiology, Human Relations,

*KNOWLEDGE OF ANATOMY and physiology helped students better understand the rationale underlying the processes of care and cure. Henry Ruschin, Bioscience Department, uses a visual aid.*

RIGHT ►



Operating Room Lab and Operating Room Theory. After 1977, the courses were provided on the Osler Campus.

Besides the initial common semester in Nursing Assistant and Nursing Diploma, some courses, such as First Aid and Accident Prevention, Moral and Ethical Issues in Health, Bioscience and Community Health, also came to be common to the curricula of most programs in the Health Sciences Division.

It could be observed that the study of First Aid and Accident Prevention or even Community Health seemed at the very least, incongruous, placed in the curriculum of Funeral Service Education. Knowledge of first aid, accident prevention and community health would seem to be of little more than after-the-fact interest by the time this particular profession was called into play, and yet the inclusion of these subjects was consistent with the Divisional goal to focus "on health rather than illness." The application of this principle could be seen in the Funeral Service Education program's stress on "the therapeutic aspect of funeral service for the living," or on what is generally called "grief therapy." Since only

about 10 percent of a funeral director's time is spent on embalming or body restoration, the emphasis on serving the living rather than dealing with the dead was considered justifiable. In subjects such as Human Relations and Psychology of Grief, students were taught an understanding of the emotional state and behaviour of the bereaved, and this comprehension of human nature would equip them to better communicate with the friends and family of the deceased, treating them with tact, respect and dignity.

The business of burial, embalming and restoration, of course, could not be ignored, but even here the emphasis was on "preparing the body in a sanitary condition and presentable appearance so that the family and friends may carry out whatever social and/or religious practices may be helpful to them." The embalming labs were situated discreetly in a separate and remote wing of the campus, entered through a short descent of stairs. Bodies were delivered through a rear warehouse door, carried in unmarked vehicles rather than in ambulances or hearses. The bodies were supplied by funeral homes; they

were unclaimed corpses of individuals who had died leaving neither friends, relations nor finances to pay for a funeral. After being prepared for burial at Humber College in the work-practice laboratory, they were returned to the funeral home. In between time, the bodies were stored in a locked, refrigerated room. Strict security measures were followed here, for fear that one day a body could be stolen for some ghoulish college prank. Since its inception, however, the program has accounted for every body received, although someone did manage to walk off with a plastic skeleton.

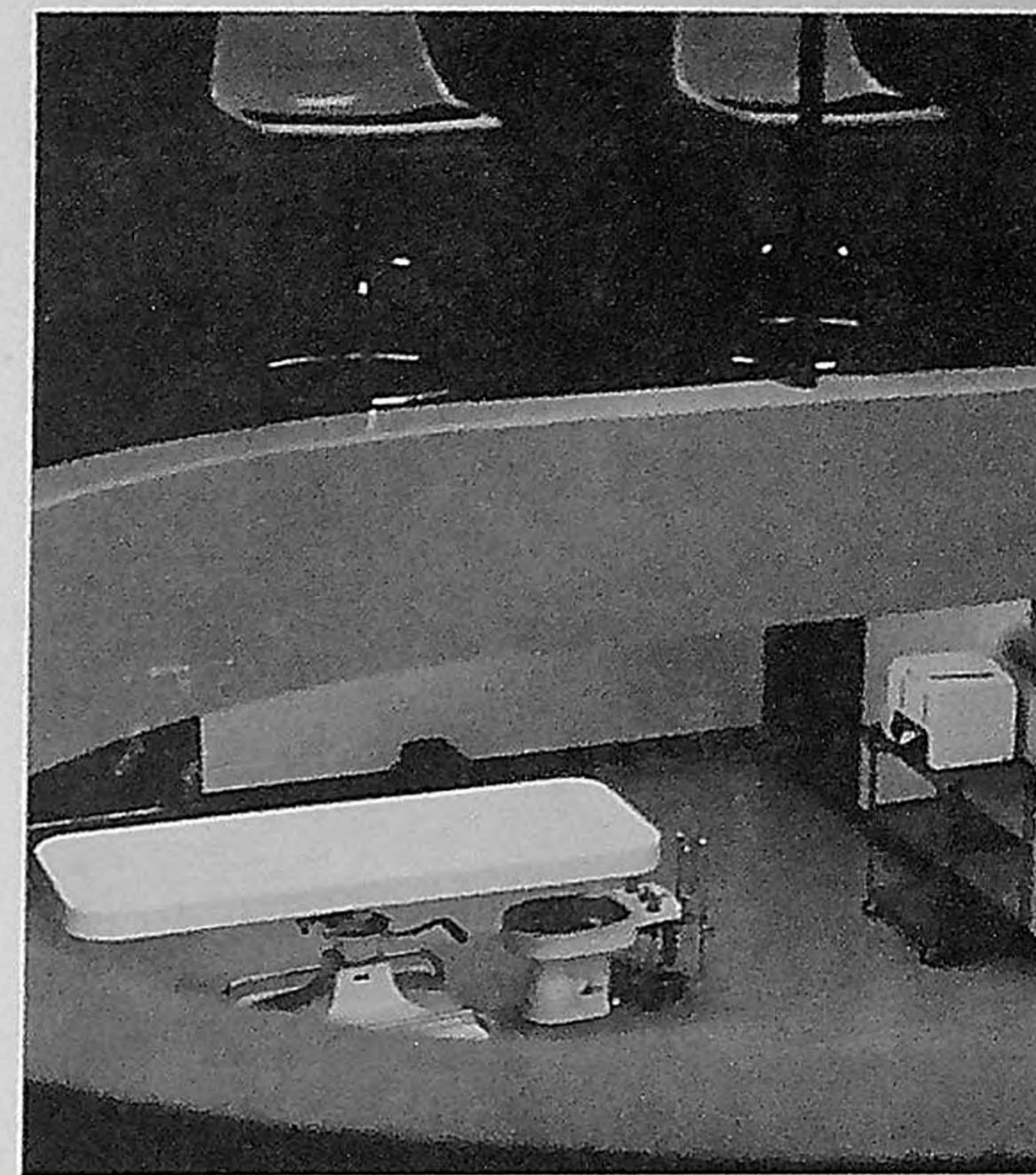
Grotesque misconceptions about embalming—such as the belief that bodies were hung upside down on racks to drain the blood—were quickly dispelled in the program. Since September of 1974, freshmen students could view practical demonstrations of embalming techniques on a closed-circuit television screen. Gradually, students would progress down to a mezzanine overlooking the preparation table, and eventually, when the physical proximity was not too much of a shock to their sensibilities or systems, they would

**RESTORATIVE ART:** Funeral Service students in simulated conditions learned the treatment of emaciation, fractures, swelling and erosion. Cosmetics and hairdressing skills were included in the course of study.

RIGHT ►

**EMBALMING LAB:** student work in the college preparation room was supplemented by in-class video-tape embalming presentations.

FAR RIGHT ►



descend to the preparation room floor itself, to study that “10 percent” of the funeral director’s skill at close quarters. This lab work was reinforced with the resources of a separate study centre, containing magazines, slides and video cassettes that were too vocationally explicit to be offered on general public loan.

Students—many of them the sons or daughters of funeral directors, who had served an apprenticeship in a parent’s funeral chapel—learned to approach their chores in the embalming lab with professional detachment, but it was sometimes far more difficult to adjust to the social ostracism that was the inescapable occupational hazard of the profession, and even on the Humber College campus, people would sometimes instinctively shrink away from faculty as well as students in Funeral Service Education. Don Foster, coordinator of the program, once reported, “I’d be walking down a corridor and someone would be coming towards me, but instead of acknowledging me, he would take a paper out from under his arm and read it until he got past. Another time I might sit down at a table in the cafeteria with some other teachers, and

inside three minutes, they’d all be gone.” It takes a particular type of individual to be able to bear with equanimity such demonstrations of public anxiety, to withstand occasional social slights, and applicants for this program were consequently carefully counselled, and each candidate was screened in an interview to ensure that no applicant with “severe psychological maladjustment” or morbid interest in the dead was admitted into the program.

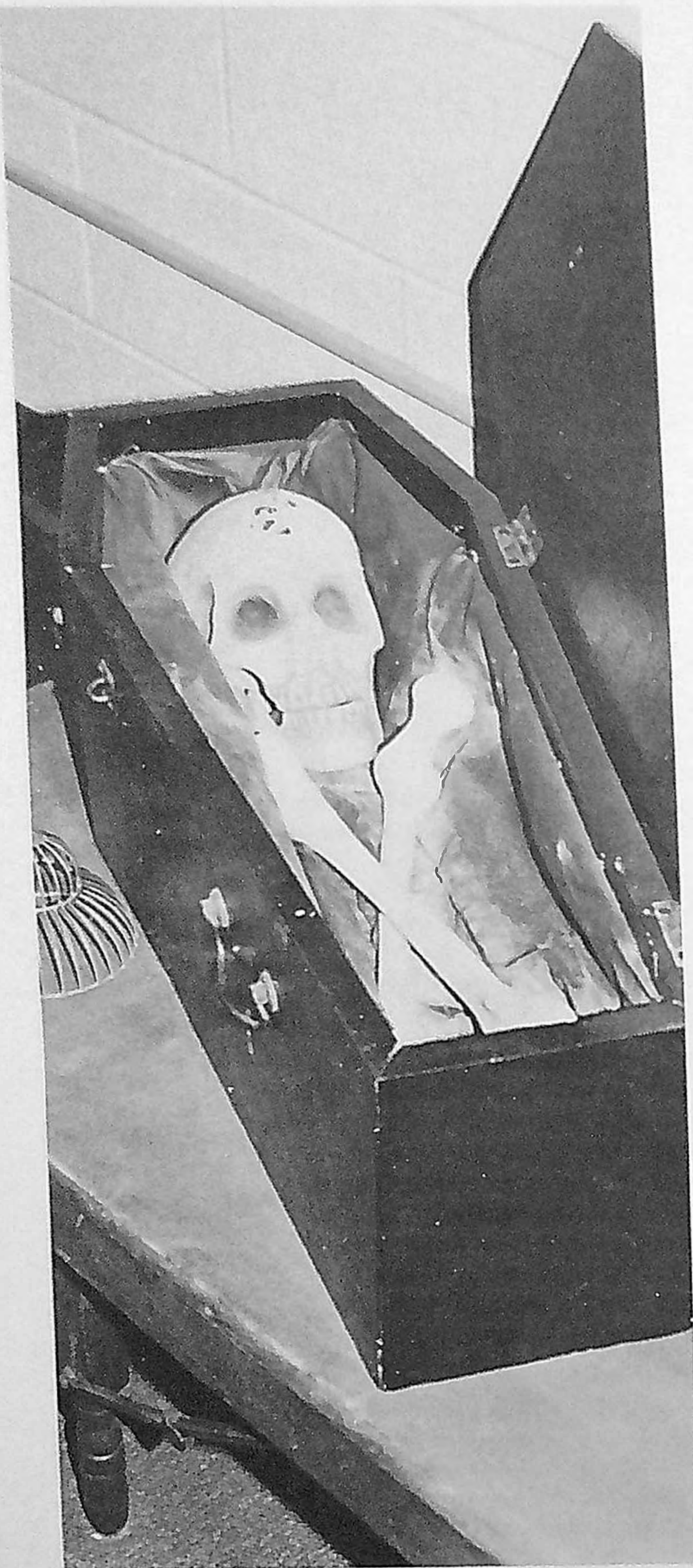
“The perception of the staff and faculty on campus has changed dramatically since the early years,” said Jack Buckley, who succeeded Peszat as dean of Health Sciences effective August 11, 1980. “The faculty in the Funeral Service Education program—Don Foster, John Finn, and Paul Faris—are now accepted for their outgoing and cheerful manner. They’re a far cry from any image of the ‘friendly undertakers’ with the waxen smiles. Their *genuine* fun-loving nature dispels the myth of that image, and their personalities have permitted them to come to terms with the problems that others may have in accepting them.

“However, each September a new class of students is enrolled in this program, as well as in all other programs of this college, and so annually these two groups must come to terms with the problems of identity and acceptance of the Funeral Service students, whose very presence is an uncomfortable reminder to most other students of the reality of death.”

At one point, there was some considerable discussion as to whether it was even “moral” to admit the program into the college. President Gordon Wragg knew about the program prior to its introduction at Humber College, since his wife had previously taught English to 150 Funeral Service apprenticeship students who were enrolled in the Canadian School of Embalming. This particular group of students met in the Anatomy Building of the University of Toronto, utilizing facilities rented from the university for a period. They were given the academic portion of their programs during the summer, when the buildings were available, but the apprenticeship program, broken into blocks of time, seemed to need consolidating. Wragg approached Provincial Registrar Don Steenson, whom he knew personally, and

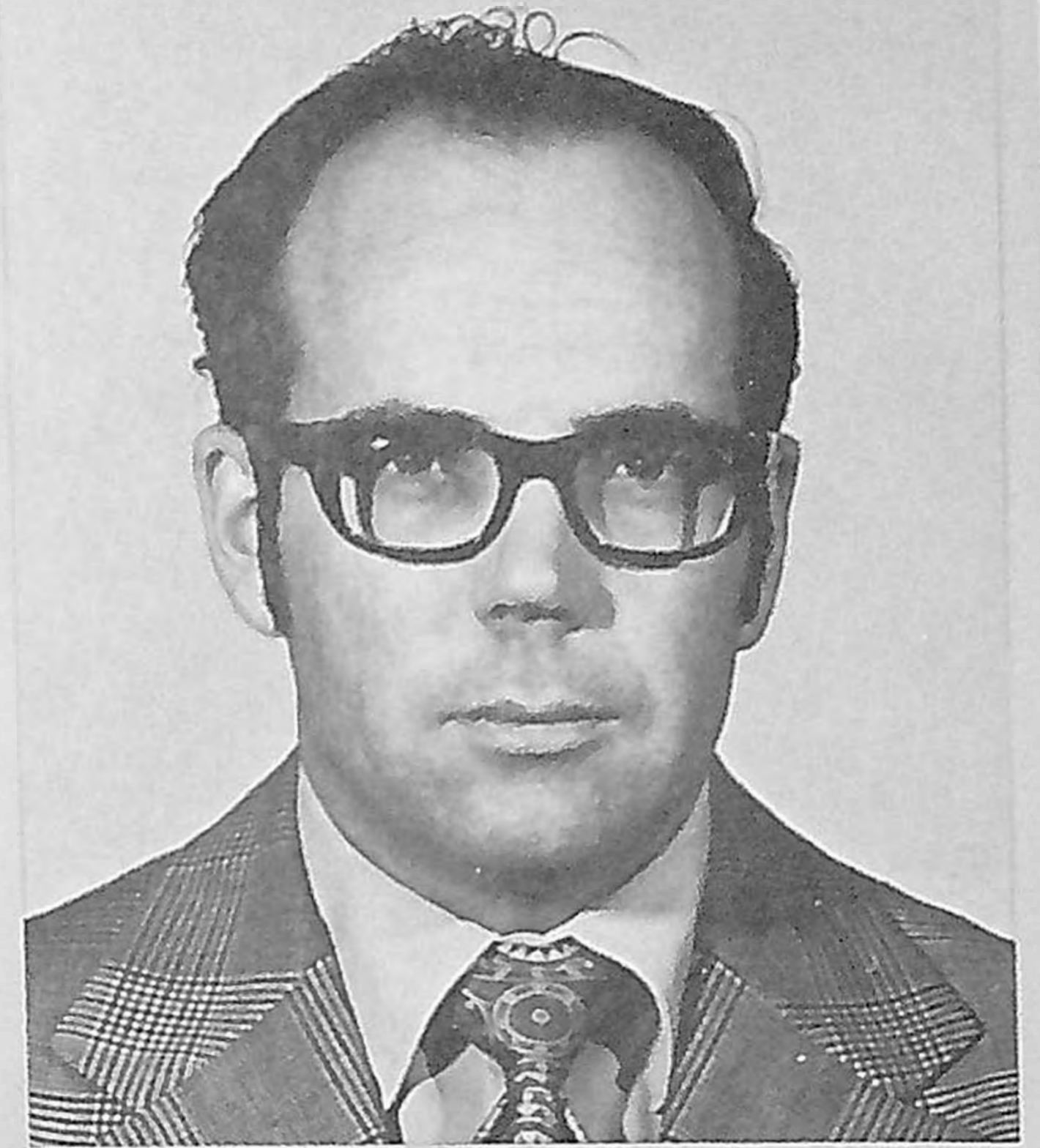
*THE COMPACT COFFIN...the skeleton was plastic but the coffin was authentic.*

LEFT ◀



*DONALD FOSTER: besides coordinating Funeral Service Education since 1968, Foster developed a multi-disciplinary program in 1975 on death, grief and bereavement. He found his job at Humber required a high component of public and faculty counselling.*

RIGHT ▶



proposed that the apprentices be given a continuous one-year program, located at Humber College. Steenson agreed, and Wragg then took his proposal to the board of governors. One member in particular, Dave McGuire, had some misgivings about the idea, and he wondered whether the program was academically legitimate for the college, and whether it was not somehow immoral to support a profession that was reputed to make a great deal of money by burying the dead and catering to the grief of the living. Wragg, however, persisted in his presentation, arguing that the college had to address itself to the needs of the total community, and to the very real needs of the apprenticeship students, who could be guaranteed a fuller and less fragmented educational experience at Humber College. The proposal was approved, and the Funeral Service Education program was started at the Queensway 1 Campus in 1968.

“Since that start in 1968, significant revisions in curriculum have occurred, as the role of the funeral director in society had evolved,” stated Buckley. “Greater emphasis is now needed in his role in grief counselling. The

program initially started with a total of 14 weeks devoted to academic preparation. That has now grown to become a two-year program, the first year of which is offered on campus, and the second year is one of internship at a funeral home during which the student must take a correspondence course in each semester. Prior to writing the Ontario Licensing Examinations, the student returns to the college for a two-week final summation course.”

Because Humber College had the only Funeral Service program of its kind in Ontario, faculty members also found themselves being called upon to participate in a variety of radio and television shows, as well as being asked to act as consultants to the public at large regarding a variety of funeral service concerns. Since the beginning of the Funeral Service Education program, emphasis was also placed on developing a format for continuing education which would make the program's facilities and informational resources available to anyone involved in funeral service in Ontario. Seminars and workshops proved most appropriate for this purpose.



*MUSEUM: a collection of coffins and funeral paraphernalia of the past, gathered from around the world, with educational value.*



“Our first continuing education offering was in January of 1969, just five months after the beginning of our day-time program,” recalled Don Foster, program coordinator of the Funeral Service Education Program. “It was a two-day seminar for ‘Ladies in Funeral Service’: that is, wives of funeral directors, receptionists, secretaries and so on. About 20 women attended, coming from various parts of the province.

“From 1969 to 1975, nine seminars were run for funeral service personnel. The seminars were developed and coordinated by the faculty of the Funeral Service Education Program and included topics such as Ladies in Funeral Service, Human Relations and Funeral Service Management. In 1974, a special one-day seminar on embalming was provided for the members of the International Federation of Thanatopractic Associations who were meeting in Toronto. Since some of the members spoke little English, a video tape of the presentation was prepared in advance. With the help of the late Tony Hiscoke and others such as Jerry Millan from IMC (Instructional Materials Centre), and a bilingual student from the

Funeral Service Program, the program was prepared so that all participants could watch the monitor together while listening to the narration in the language of his choice (French or English) through earphones.

“In March of 1976, the faculty of the Funeral Service Education program provided an evening seminar at Ryerson Polytechnical Institute on funeral home function and design for students in that institution’s Interior Design program.

“The year 1976 saw a major change in the content and design of seminars. Working with Jack Buckley, Greg McQueen and Marina Heidman from Humber, as well as experts from within the caring professions in the community, the faculty of the Funeral Service Education program helped to develop the first multi-disciplinary seminar on the topic of death, grief and bereavement. Since 1976, Greg McQueen and I have conducted ten seminars on this topic in Toronto and five other major centres in Ontario.

“This concentration, plus the on-going work in the regular programming, has resulted in the recognition of Humber College as the

centre of expertise in Ontario on the subject of death, grief and bereavement.

“Although the members of the faculty of the Funeral Service Education program are continuing to work in this area, we have developed and run other workshops as well, such as the Media Interviewee Workshops, where funeral directors are taught to present themselves well in all media contact situations.

“Apart from the above, the faculty of the Funeral Service Education program is called upon frequently for other community and professional education events. The list of our involvement, as a direct result of our work in the Funeral Service Education program, includes the following: guest lecturers for Ohio Embalmers Association seminar; guest lecturers for three consecutive years in the Psychology of Death course at York University; guest lectures and resource persons to bereavement-oriented, community self-help groups; resource persons to students pursuing post-graduate degrees as well as to journalists, researching material on death, grief and bereavement for books and periodicals.”

Funeral Services was not, of course, the



*INITIATOR AND INNOVATOR: the academic administration and development of courses and seminars in Continuing Education for Nurses—such as the successful conferences on Cardiology or Mental Health Nursing—were the responsibility of Marina Heidman, who came to Humber in 1973 to teach coronary care nursing. She was appointed Continuing Education SPC for nursing in 1977.*

only department in the Health Sciences Division to offer special educational programming designed to meet the needs of the community. For example, Paul Pieper, coordinator of Community Health Education, assembled a package of programs and workshops for the general public dealing with topics of personal or family health. Just a few of the topics were: stress, first aid, arthritis, allergies, hemophilia, aging and cardiopulmonary resuscitation. The latter was expanded into three courses, and Humber College soon was offering the most extensive CPR training program in Metropolitan Toronto. The program included Heart Saver, for the public; Basic CPR certificate; and Instructor-Trainer certificate.

Another Continuing Education program offered by Health Sciences was Human Sexuality: Counselling and Teaching. Initiated in January of 1980, this post-diploma program won wide acceptance among the teachers, counsellors, clergy, social workers, physicians and nurses it was created to service.

Some Continuing Education programming was designed not for as general

an audience, but for specialists in the health science fields. For example, students were required to be registered nurses or equivalent to be eligible for such programs as Respiratory Nursing, Contemporary Obstetric Nursing, and Post-Diploma Certificate in Clinical Nursing, all provided by the Post-Diploma Nursing department. Another program in this group was Occupational Health Nursing, launched in January of 1980. SPC Marina Heidman pulled together five community colleges to develop the program and have it offered collaboratively at Humber, Sheridan, George Brown, Seneca and Niagara Colleges.

Heidman also developed the Coronary Care program, offering introductory, intermediate, advanced and clinical training in this field. It became recognized as one of the best in the province, with requests for collaboration coming from hospitals as well as from other colleges. Besides the program proper, Humber's annual Cardiology seminar won acclaim as the largest and most prestigious in Ontario.

The growing acceptance for the Division's seminars and conferences, offered by Health

Sciences in conjunction with Conference and Seminars Services, can be illustrated by figures compiled in a 1980 report prepared by Greg McQueen, senior program coordinator for Continuing Education, Health Sciences Division. The total number of students participating in Health Science seminars, conferences and workshops was 955 in 1976/77; 1,912 in 1977/78; 1,950 in 1978/79; and 2,270 students in 1979/80.

Contributing to these increasing numbers were the small intensive workshops organized by the Pharmacy Assistant program to meet needs of individuals in the field and to the employees in larger drug chains. The Pharmacy Assistant program, coordinated by Joan Miller, provided part-time introductory and advanced courses in pharmacology. Selected Topics in Geriatric Pharmacology was the title given to an ongoing series of lectures, and Drugs in Geriatric Care was successful as a yearly seminar. Drug Therapy and Nursing Implications for RNA's was, since 1975, offered by the Pharmacy Assistant program for Registered Nursing Assistants working in nursing homes.

**PRESCRIPTION RECORDS:** Pharmacy Assistant students in 1981, receiving instruction in the use of computers for prescription records on commercial systems in the laboratory, at company training facilities and community pharmacies.

RIGHT ►



By the time that Funeral Service Education was amalgamated with Nursing Diploma and Pharmacy Assistant to create the Health Science Division in 1971, the Funeral Service program had already been established at Humber College for three years, and Nursing Diploma was a veteran of two years. The third program of the original troika was totally new, not only to Humber College, but to all of Ontario.

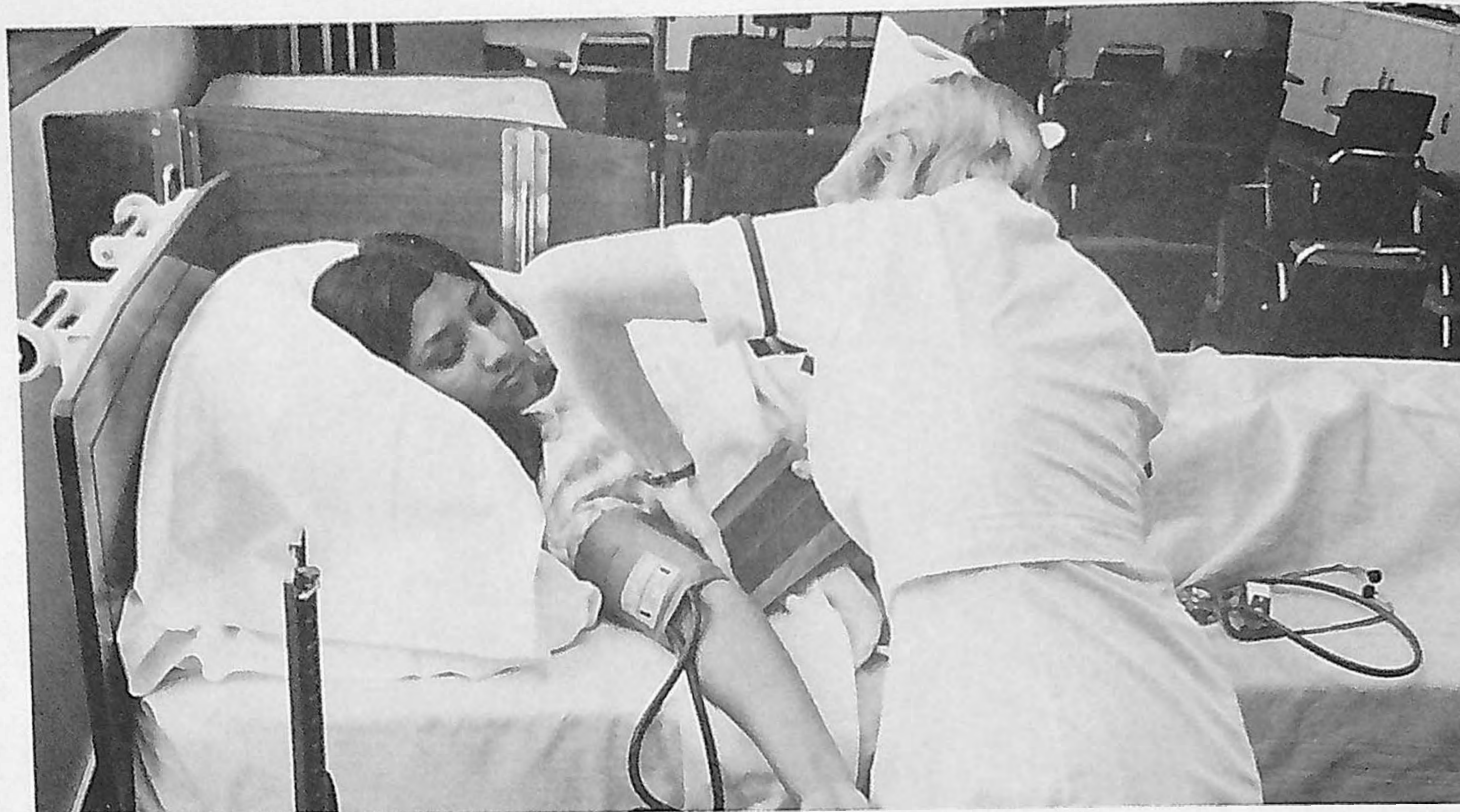
The Pharmacy Assistant full-time credit program began in 1971 as a pilot project at both Humber College and St. Clair College in Windsor, with the cooperation of the Ontario College of Pharmacists. The goal was to produce auxiliary personnel for the pharmacy profession, to work in dispensary retail or in hospitals under the direct supervision of a pharmacist. It was believed that well-trained but "non-professional" technicians could, with a pharmacist acting as an overseer, take over certain routine jobs and thereby free the pharmacist to spend more of his time doing the specialized work that only he was qualified for. The recommendation for this pilot project originated in a 1970 report from the Ontario

Committee of the Healing Arts, and was also endorsed that year by a Special Committee on Manpower Requirements reporting to the Ontario College of Pharmacists. A special committee made up of practising pharmacists and representatives from the Ontario College of Pharmacists and from the Faculty of Pharmacy at the University of Toronto was to evaluate the success or failure of the two pilot programs at Humber and St. Clair.

The first class of the two-semester Pharmacy Assistant program was made up of 23 students, two of whom had transferred from the pharmacy school of the University of Toronto, seeking—and finding—a program that was more practical and more directly vocationally-related. The success of the program could be measured by the fact that the 20 students who graduated in June of 1972 had offers from 40 companies for job placement. A later questionnaire mailed to employers indicated overwhelming satisfaction with the performance of the graduates.

But after operating for two years: crisis. The Ontario College of Pharmacists wanted to suspend the Pharmacy Assistant programs at

both Humber College and St. Clair before a joint committee assessed them. Only a decision by the Council of Regents to overrule the Ontario College of Pharmacists prevented the programs from being temporarily suspended...or possibly scuttled for good. No one formally attacked the programs, although there were reports that some pharmacists were expressing alarm that Pharmacy Assistants could eventually encroach on the professional status and authority of the pharmacists, or that they might affiliate into a non-professional bargaining unit and demand excessive wages. It seemed safer to return to the past practice of teaching auxiliary personnel through on-the-job training, rather than certify pharmacy assistants formally through college programs. "To some extent the university-trained pharmacists were afraid that they would have to compete directly with community college graduates for jobs: graduates with lesser skills who would be willing to work for less money," stated Vice President of Administration Jim Davison. "They were afraid of that just as doctors today are worried about paramedics, and dentists a few years ago were worried



about dental hygienists and dental assistants. But the experience in the dental field should have been an example that there was really nothing to fear. It turned out that the pharmacists had nothing to fear either. Because the Ontario College of Pharmacists and pharmacists from the community are not only represented on our advisory committee but form the largest part of the membership, the programs couldn't go very far without their blessing.

"We were only into the Pharmacy Assistant program a short time before the question of part-time study for credit came up. Today the strongest supporters of that program would be the members of the advisory committee, and they really see the benefit of it. They still recommend that we control the number of graduates, of course, so that we don't flood the market and create an artificial kind of competition."

"However, some confusion over the role of the pharmacy assistant in Ontario still exists," admitted Dean Buckley. "As recently as September of 1979, the Ad Hoc Provincial Consultative Committee for Pharmacy

Assistant programs across Ontario passed a motion recommending that the Council of Regents change the program name to Pharmacy Dispensary Assistant. The reason given for recommending this change was the alleged confusion among the public that the present title was interpreted as 'Assistant Pharmacist.' This the Pharmacy profession strongly objects to, and hopes that Dispensary Assistant will more clearly reflect the role of this auxiliary worker. However, a change in title to Dispensary Assistant could possibly limit the skills taught to our students, and thus limit their role upon graduation."

In 1973, Health Sciences Division had yet another kind of opposition to contend with, following the decision by the provincial government to transfer the responsibility of nursing education from the Ministry of Health to the Ministry of Colleges and Universities. As a consequence, 56 diploma schools of nursing in Ontario were to be integrated into the 22 colleges of applied arts and technology. In the move, Humber College relinquished its association with St. Joseph's School of Nursing to George Brown College, although Humber

was to assume responsibility for two others: Osler and Quo Vadis.

The decision to integrate the nursing schools into the colleges came as no great surprise, although the suddenness of the announcement and the deadline for the changeover threw many people off balance. The transfer was to take effect by September 1, 1973: in barely seven months. The 1,500 administrative, faculty and support staff involved in the transfer of 56 nursing schools began to panic about their future classifications and security, despite declared government guidelines guaranteeing that no one would be disadvantaged by the changeover.

Student nurses, too, found themselves in a financial flap: at the hospital and regional schools their tuition had been free, and room and board had been provided at no charge. Even the "two-plus-one" system of nursing education, which was gradually being phased out, was then finally eliminated. This "two-plus-one" concept had involved students in two years of education in a program, then one year in apprenticeship at a salary of about \$300 a month. Now all their education and clinical



*BED CHECK...smoothing out the wrinkles.*

practice was to be telescoped into a two-year community college program, with tuition and residence (where available) paid for by the students themselves...and moreover, the students had only one month of summer vacation to try to earn money for the new fees. They may have been warned of a tuition hike possibility by the Registered Nurses' Association of Ontario, but that possibility, when translated into an immediate reality, came as a jolt.

Josephine Flaherty, the president of the RNAO, in the meantime generally endorsed the government move, although even she expressed her concern over the tight deadline imposed to implement the transfer.

The Ontario Hospital Association voiced a concern of its own: it would have preferred to see the schools of nursing affiliated *with* rather than integrated *into* the colleges of applied arts and technology. The existing schools, it was urged, should retain control over the content of curricula and the method of training, the selection of faculty and the admission of students, and last but not least, the administration of budgets. The hospitals

warned of the danger of broadening the nurses' education in the colleges at the cost of decreasing the practical training needed to perform efficiently in the hospitals. Colleges and Universities Minister Jack McNie had tried to assure everyone that there would be no sacrifice in the quality of education, but the hospitals were not convinced. In fact, many of the hospitals remained unconvinced even up to 1978. In April of that year, the Ministry of Colleges and Universities received a 300-page report, compiled by ARA Consultants Ltd., that reviewed the performance and productivity of 1977 graduates (from CAAT Diploma Nursing programs) who were employed in full-time nursing positions in Ontario. The review focused on the graduates' ability "to perform competently shortly after graduation and during the first few months of employment." Besides questionnaires sent to the graduates and interviews conducted with college personnel, data was collected—from 103 hospital administrators, 109 directors of nursing, 70 resident physicians and 442 senior unit staff who supervised one or more 1977 graduates. The report revealed that although

65 percent of senior unit staff in hospitals conceded that "the graduate they supervised provided satisfactory and efficient patient care," at the same time more than "50 percent of directors of nursing and senior unit staff indicated some level of dissatisfaction with the nursing skills."

An area of major concern expressed was in regard to the amount of time required before a graduate could function independently as a registered nurse, capable of assuming full responsibilities in the hospital environment: "In fact, 59 percent of directors of nursing indicated that it takes new graduates six months or more to reach an acceptable level of competence and independence." The writers of the report did, however, stress that the concern was "based on the graduates' ability to meet the demand of the early employment situation, that is, during the first few months of employment. Most hospital staff did indicate that, given time, these graduates were able to adapt to the working environment and meet the needs of the hospital."

Other areas of alleged deficiency pinpointed were the graduates' inability to



*QUO VADIS CHAIRMAN: Gladys Lennox served as chairman of the Quo Vadis Approach to Nursing at Humber's Osler Campus from March of 1978 until spring, 1979, when she left the college.*

LEFT ◀

*JOCELYN A. HEZEKIAH came to Humber as assistant chairman of Nursing Diploma and Post-Diploma programs in 1971. From 1975-78 she was chairman of North and Osler Nursing programs, and in 1978, chairman of Basic Nursing programs. Prior to Humber, she was assistant professor with the Faculty of Nursing, University of Western Ontario.*

RIGHT ▶



organize work assignments and conserve time, energy and supplies; cope with emergency situations or unanticipated events; function as team leaders; supervise auxiliary staff; and handle night tours of duty or weekend assignments. Many of the concerns expressed in the hospitals could be attributable to the fact that budget constraints, along "with a relatively small salary differential between new graduates and experienced nurses, leads employers to expect graduates to take on all of the responsibilities and duties of a registered nurse shortly after being hired." This expectation was clearly viewed as not being met. The report noted, however, that "Most parties agree that it is unrealistic to expect the graduate to be able to meet these kinds of demands given the present structure and duration of the college program."

There was some concensus between hospital staff, graduates, interest group members, and senior college staff that the length and nature of clinical experience provided in pre-graduation education could be extended and improved. The report concluded with three suggestions made to lengthen the

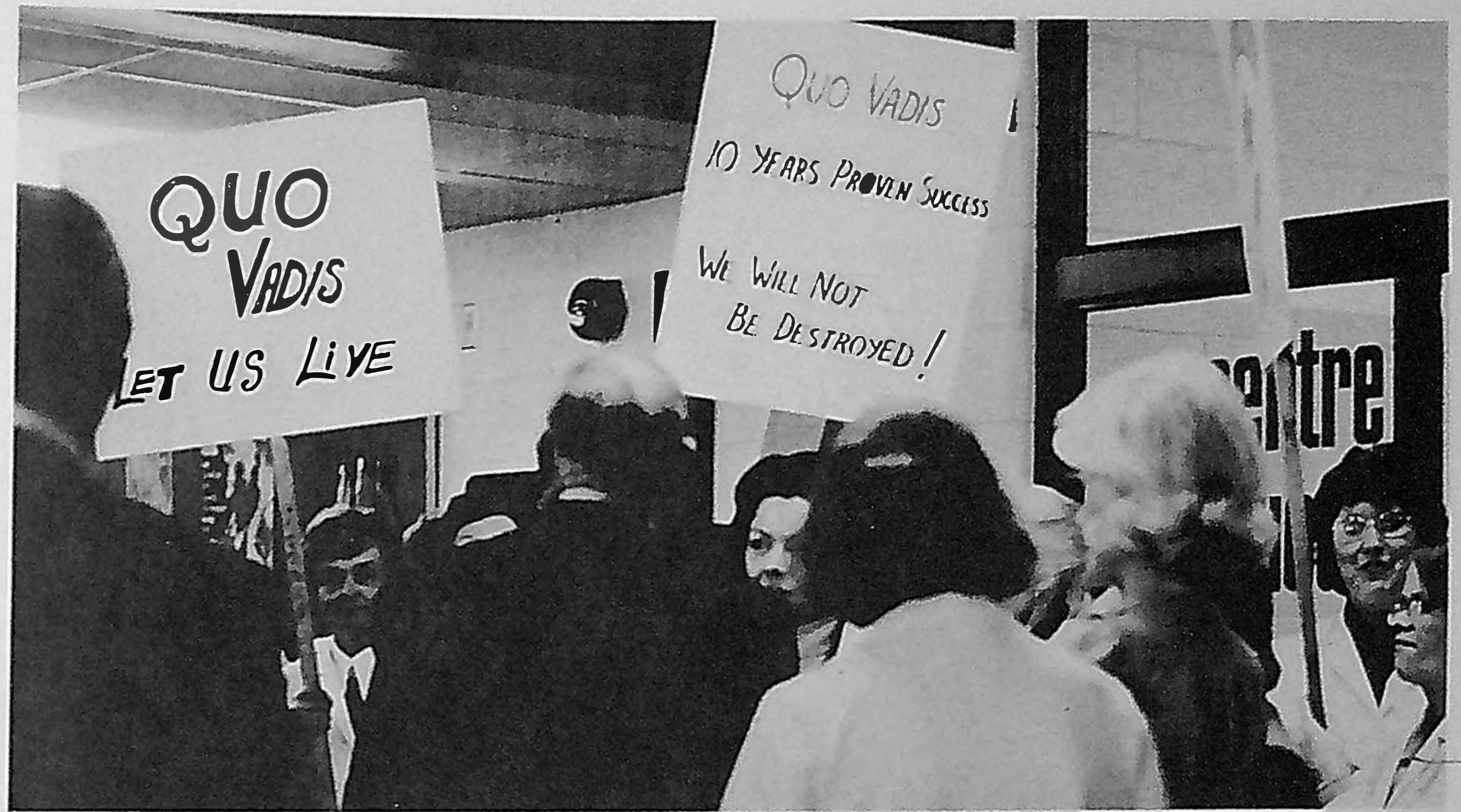
diploma nursing program in order to permit additional clinical experience: "there could be a 'pre-nursing year' (or part thereof) during which students would take the general education courses, thereby acquiring study skills and, at the same time freeing more time for nursing and nursing-related courses and experiences during the two-year period; the program could be three academic years in length with the same basic academic content, but providing students with greater opportunity for independent study and clinical experience; and the students' pre-graduate experience could be extended by a period of from three to six months. In this way, the student has the opportunity to practise as an increasingly independent member of the nursing team so that, at the time of graduation, he or she is in fact an experienced nurse."

Humber College's position, declared in a brief prepared by Gladys Lennox, former chairman of the "Quo Vadis Approach" and Jocelyn Hezekiah, then chairman of the "North Approach," was that any deficiencies that may exist could be corrected in a two-year time frame, without extending the program.

However, in 1979/80 the Ministry of Colleges and Universities instructed all colleges to lengthen Nursing Diploma programs from four semesters to a total of five. This was to take effect with students entering the program in September, 1981.

The "Quo Vadis Approach" and the "North Approach" were the designations given to the two different groups of learners in the Nursing Diploma program following the integration of Quo Vadis and the Osler Regional School of Nursing into Humber College on September 1, 1973. The "Quo Vadis Approach" dated back to 1964, when the Sisters of St. Joseph gathered together the first class of 32 students in the Quo Vadis School of Nursing (temporarily quartered at St. Joseph's Hospital, but in April of 1968 relocated on a leased site alongside the Queensway General Hospital). What made the school unique was that it catered exclusively to mature students, from age 30 to 50. The school's objective was to keep adult learners together in a special educational milieu where they could train, study and socialize with their peers, rather than force them to fit into a youth-dominated

*PICKETING the president: supporters feared the Quo Vadis Approach was being phased out.*



environment. The concept had proved itself successful, standards were high and Quo Vadis nursing had become well-known and highly respected across the province for its methods in providing an easier pathway for adults returning to school. The nursing school over the years had acquired a wide following of champions, who in 1973 were grimly determined that the unique role of the school would be preserved even after its transfer into Humber College.

The possibility of the special approach being phased out was repeatedly denied by Dean Peszat and President Wragg. A curriculum sub-committee—made up of the heads of the North Campus, Quo Vadis and Osler Schools of Nursing as well as representatives from the two hospitals involved—had recommended that a new nursing curriculum be designed with “the same end goals, the same philosophy and the same essential content,” but it was also stipulated that “the new curriculum provide for a variety of teaching methodologies which will be appropriate to the individual or group of learning needs of different groupings of

students.” It was further recommended that “the faculty of the three institutions and clinical personnel be involved in planning and developing the philosophy, goals, content and related clinical experience of the new nursing curriculum, its implementation and on-going evaluation.” As an additional guarantee, it was also proposed that besides the establishment of a Diploma Nursing program advisory committee, a Quo Vadis advisory sub-committee be appointed for an interim period of a year and subject to review each year following. There were to be no major changes in curricula in 1973, only a few changes in 1974, and any new curricula would not take effect until 1975.

The Quo Vadis students were not comfortable with any proposed curriculum changes. In March of 1975 Quo Vadis director Margaret Mackenzie submitted her resignation without explanation, and the 110 nursing students at Quo Vadis staged a protest. They expressed their opposition to a curriculum that contained non-nursing subjects such as English and Sociology, which they insisted they had “no time for.” Their objections to a general

education component were particularly ironical, since the main reason given for transferring nursing schools into the community colleges in the first place was to provide nurses with a broader academic base in such areas as humanities, the social sciences and English communications. In the words of Minister McNie, it was “extremely important in this time of social upheaval that nurses be well-prepared to deal with all kinds of people and all kinds of situations.” A broader background and the experience of sharing courses with students in other program areas could also make possible a closer colleague relationship with doctors and other allied health care personnel after graduation. As it happened, the mixing in classes of nursing students with those in other Divisions proved impossible to put into practice, because of timetable conflicts. Since nursing students were out of the college for two or three days a week, and since elective modules during the early years of the nursing program primarily ran on a horizontal module of one hour on each of four days, it had already been decided by 1975 to withdraw the nurse program’s participation from the elective

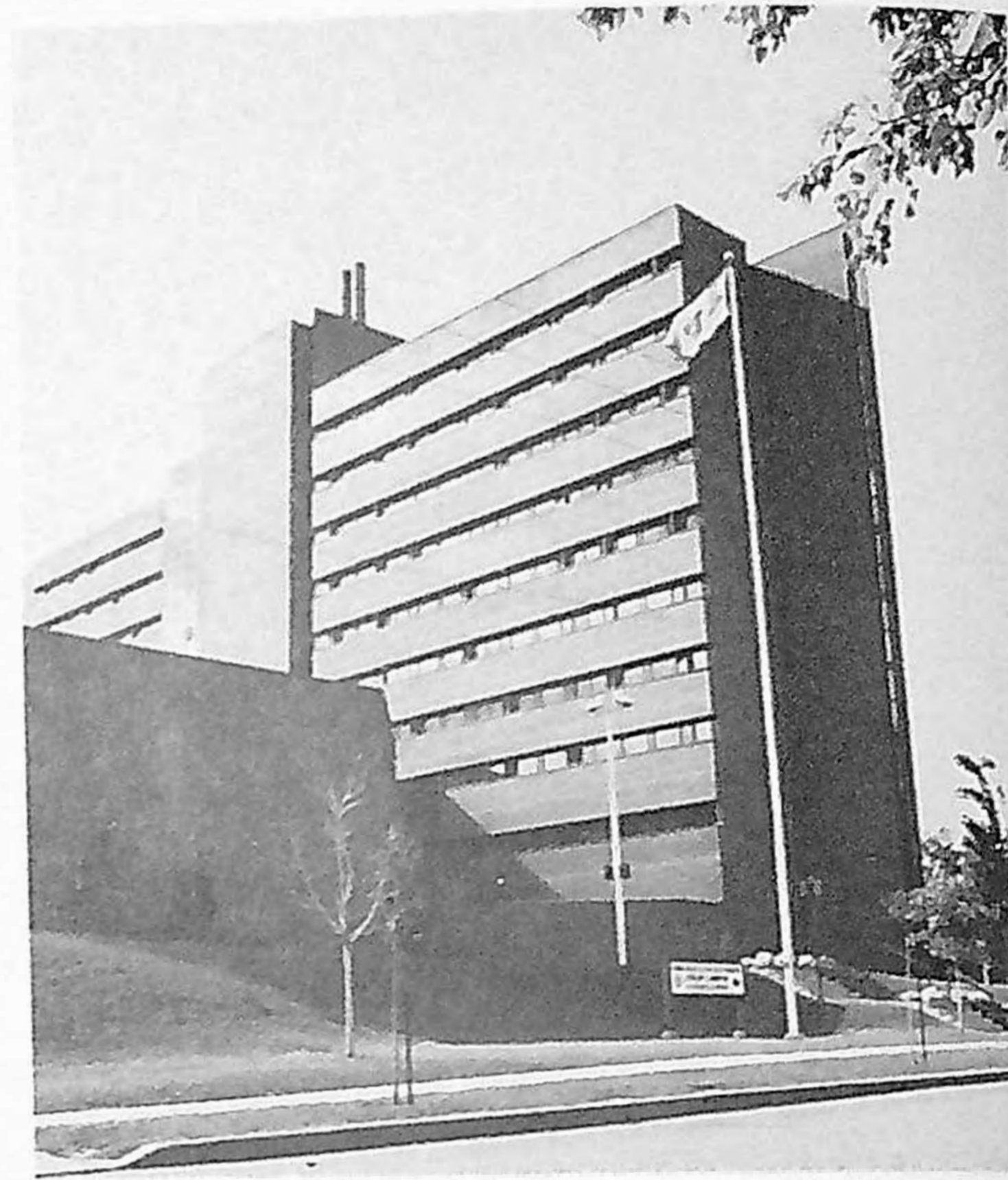
HUMBER COLLEGE of APPLIED ARTS & TECHNOLOGY



OSLER CAMPUS  
5 QUEENSLEA AVENUE



OSLER CAMPUS was acquired by Humber College as a result of an Ontario government decision in January, 1973, to transfer the responsibility for nursing education from the Ministry of Health to the Ministry of Colleges and Universities. The official transfer took place September, 1973.



package. The decision to do so was also motivated by a recommendation from the College of Nurses to reduce the weighting of general education in the curriculum in favour of strengthening clinical practice, particularly in the area of surgical nursing.

Some of the mature students of Quo Vadis were not placated even with these concessions. They viewed with skepticism such courses as Developmental Psychology, Sociology and English Communications (Philosophy, once part of the curriculum, had long ago been dropped), and dismissed these areas of learning as academic frills, unimportant to their development as nurses.

In the meantime, Humber College in 1975 was desperately seeking ways to close a \$1.5 million gap between its estimated budget and the projected provincial grant. Since the Quo Vadis campus at the Queensway General Hospital was costing the college an estimated \$48,000 to \$54,000 a year in rent, it seemed to make economic sense to move the Quo Vadis school to the Osler Campus on Queenslea Avenue, where the college had taken over ownership of a 31,520 square-foot school and

a 79,840 square-foot residence tower. The building complex had first been occupied by the Osler Regional School of Nursing in January of 1970. Since it was founded in September of 1966, the school had been temporarily quartered at the Residence for Nurses of Toronto Hospital.

Despite the amenities of the Osler Campus—a ten-storey residence tower; modernly-equipped classrooms and offices; a student lounge; a kitchen and a servery; and a huge Canadian Room that could function as a dining room, classroom, auditorium or social centre—the move elicited little enthusiasm from Quo Vadis students or faculty. In May of 1975, the college announced its decision to postpone the relocation of Quo Vadis, although this was obviously only delaying the inevitable. The inevitable occurred in September of 1977, when the Nursing Diploma programs at Humber College were consolidated on two campuses: Osler and the North. All nursing students over 24 years of age were to be enrolled in the “Quo Vadis Approach” of the program, with classes held on the Osler Campus. Students 24 years and under would

study at the North Campus.

The Quo Vadis program acquired its own chairman in June of 1978, with the appointment of Gladys Lennox. The North Approach also had its own chairman, Jocelyn Hezekiah. As of the summer of 1979, however, Hezekiah became chairman of both Approaches. That same year she also became the president of the Registered Nurses Association of Ontario, and in addition to this position, she was appointed to the Committee on Clinical Experience for Diploma Nursing: a special committee set up by Dr. Bette Stephenson, Ontario Minister of Education. Hezekiah declared her position in regard to the Quo Vadis practice of segregating mature students into homogeneous age groups as follows: “It should be remembered that there have always been older students enrolled at Humber College’s North Campus, even prior to the integration of Quo Vadis. Admittedly, in the early sixties, there was a need for the Quo Vadis Approach, since historically Nursing Diploma programs did not admit older, married students. All that has changed. Today, in the eighties, the need to separate students by



*OSLER ROOM: the campus residence provided single accommodation for girls.*



the common denominator of age is questionable. It would seem wiser for the adult student to learn to mix with younger ones, so that the educational environment can accurately reflect the reality of her future work world. The student should have the choice: to remain in a separate peer-oriented setting, or to mix with all age groups.”

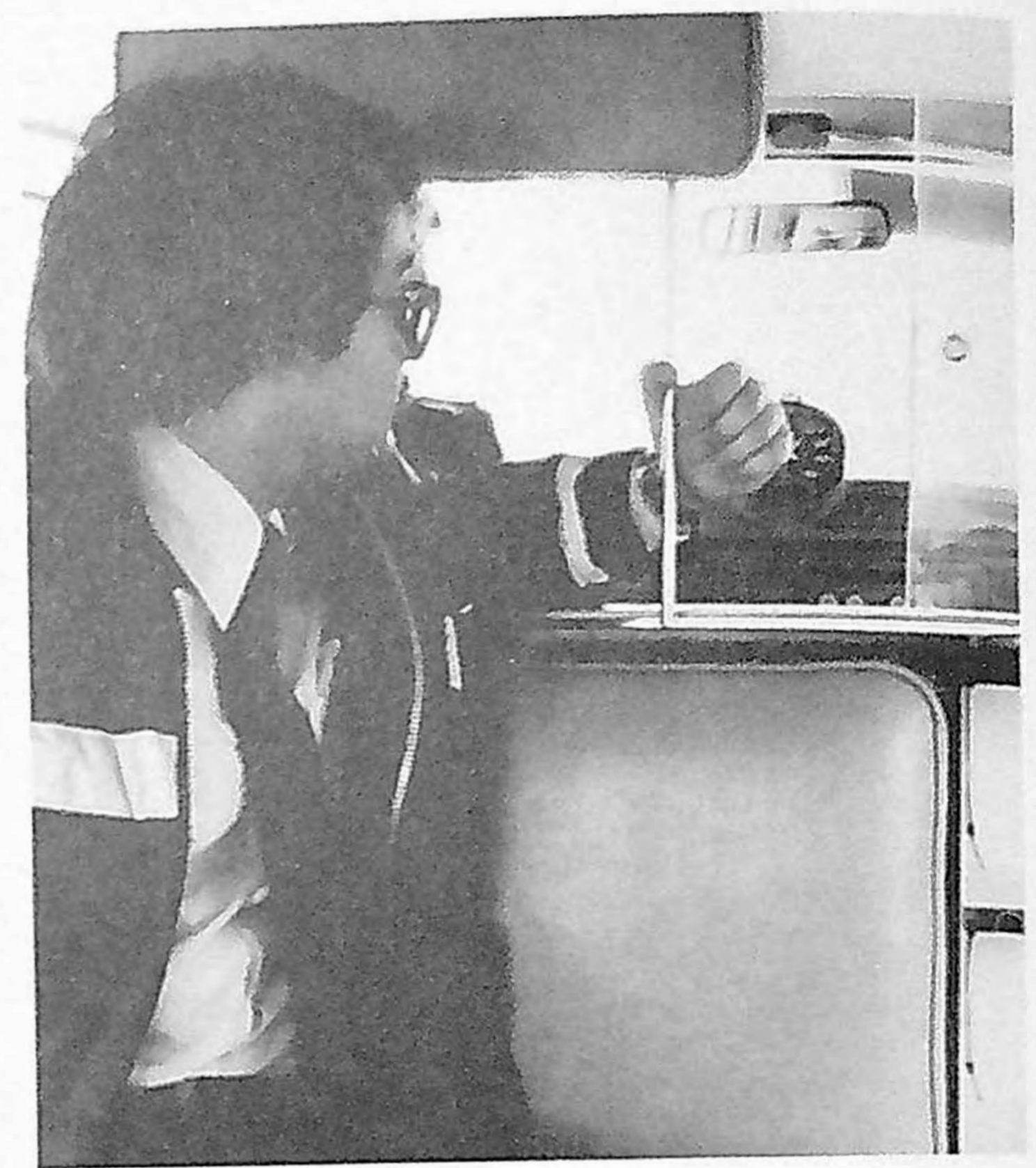
In a November, 1979 report submitted to the program committee of the board of governors—drafted by Hezekiah and senior program coordinators Eleanor Fiorino (North Campus) and Anne Bender (Osler Campus)—one of the proposed changes put forward was in regard to Quo Vadis learners meeting and studying with other learners. The report declared: “Currently, the adult learners exclusively meet and study together. Starting on a small scale, opportunity will be provided for the adult learner to meet and study with other learners during selected courses of study. It is believed that mixing heterogeneous class groups will contribute towards their adjustment in the worksetting and promote sharing and collegiality with learners in the same profession.”

Some concern was also expressed in this presentation over the fact that English Communications was not offered to the mature student in the Quo Vadis Approach: “The assumption...is...that this student has developed a higher level of performance in English *per se*, *vis à vis* the younger learner, because of the greater opportunity to practise language skills. This assumption is increasingly called into question.”

In 1979, a task force was established to investigate the possibility of relocating Quo Vadis from Osler to the North Campus. The reasons given for the possible relocation were economic: situated 16 km. from the North Campus, the operation of the Osler Campus required a duplication in library facilities and administration staff for 137 nursing students. However, there was no suggestion that a relocation would lead to the reduction in the number of adult students participating in the Nursing Diploma program. Indeed, after the move of Quo Vadis to the Osler Campus on July 1, 1977, Jackie Robarts—then principal of the North Campus—went so far as to predict that the Quo Vadis Approach would eventually grow

in enrolment because of the increased space available on the Osler Campus. Backing the principal’s words with action, when an enrolment ceiling was imposed on the Nursing Diploma programs by the Ministry of Colleges and Universities, the college decided to decrease the number of first-year students in the regular nursing program to permit an admission increase in the Quo Vadis stream.

The imposition of ceilings on enrolment in nursing programs became unavoidable after 1976, when it was discovered that although 4,000 students were to graduate from Ontario nursing programs that spring, only an estimated 250 new nursing jobs would be available in the entire province. There had been a critical shortage of nurses only a few years earlier, but austerity measures introduced by Ontario Health Minister Frank Miller—with the closing of some hospitals, the decrease of beds available and the reduction of hospital staff—were to seriously weaken the job market for new nurses. Granted that hospitals in the United States were courting the young ladies with a fervour that verged on indecency, but news of this wooing unleashed a



flood of public indignation; citizens protested that Ontario taxpayers' dollars were subsidizing American health care. Complying with a directive from the Ministry of Colleges and Universities, in March of 1976 Humber College announced that the enrolment ceiling for the nursing programs in the next semester would be 229 students, a drop of 51 from the previous September's freshman intake.

What the Health Sciences Division lost in one program, however, it gained in another. Although about 15 programs at Humber College were caught in the economic squeeze of 1976, Ambulance and Emergency Care was not destined to feel the pinch. The two-semester certificate program was given the green light to increase its freshman enrolment from 35 to 70 students.

Early in 1972 Dr. Norman McNally, then Director of Emergency Health Services of the Ontario Ministry of Health, had met with representatives of the Health Sciences Division to investigate the possibility of developing a community college program to educate ambulance attendants. Over a period of four months, a proposal was developed and

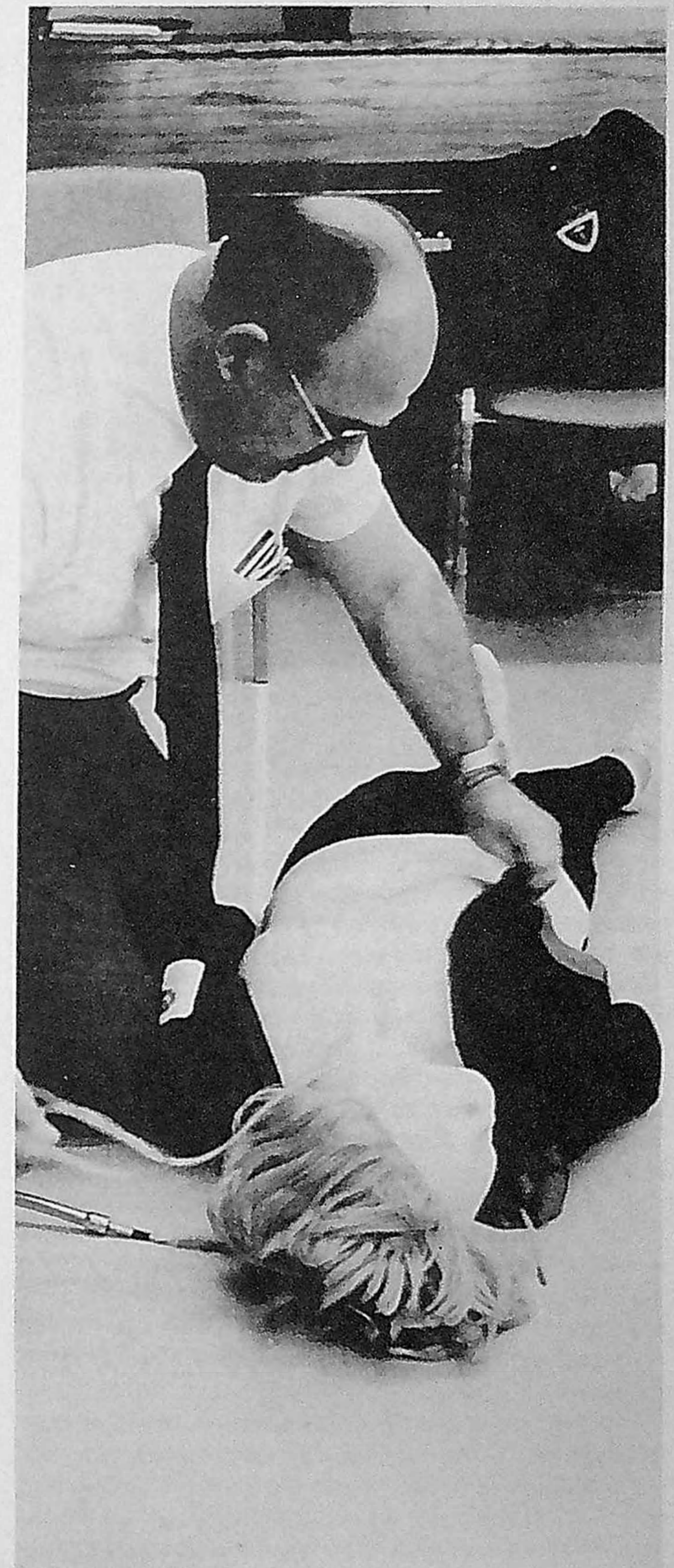
submitted to the Ministry of Colleges and Universities to offer the first post-secondary program in Canada to train ambulance attendants. Humber College's first class enrolled in September 1972 and, being a pilot project, it was looked at with considerable interest from many sectors of the health care field.

In January of 1973, Dr. McNally again approached the Health Sciences Division with the request that a part-time program be offered to ambulance attendants currently employed which would raise their qualifications to those of graduates of the full-time program. The part-time program, which contained the essential components of the Emergency Casualty Attendant program, was offered as a one-year program. The first graduates of that program completed their courses in September of 1973.

The interest in this more advanced level of education and training for ambulance attendants, coupled with the success of graduates of the program in being employed upon graduation, led a number of other community colleges to investigate the Humber

College program with the purpose of establishing programs in their respective colleges. From the beginning, this created considerable problems. Both Dr. McNally and the Ministry of Colleges and Universities insisted that any new programs opened in Ontario must be directly modelled on the Humber program. The Health Sciences Division of Humber College took the position that, since the program had many weaknesses and was constantly being improved, there should be room in the development of the program at other colleges for revisions on the Humber model. However, from the beginning this area of community college education has been significantly marked with cooperation among Ontario community colleges. A creative group of college faculty has consistently cooperated with the health professions, legislative bodies, and employers in developing role descriptions and program objectives which are now standardized throughout the province.

A further step in ensuring uniformity of educational standards came about when the now re-named Ambulance and Emergency Care program became a qualification for am-



ulance attendants who wished to write certifying examinations to become emergency medical care assistants.

In March of 1977, Jack Buckley, as chairman of allied and community health programs, was invited by the assistant deputy minister of health to chair a provincial committee responsible for developing a training program at a paramedic level for ambulance attendants who would be attached to the proposed helicopter ambulance service. In accepting this position it was understood that any program of training subsequently developed would be offered through Humber College. In September of 1977, the first helicopter ambulance in Ontario began service out of Sunnybrook Medical Centre. The program for training these attendants was then not finalized, and each flight was manned by a physician and an ambulance attendant. The program developed and finalized in November 1977 was not formally offered to these attendants, though Humber College faculty was loaned to Sunnybrook Medical Centre for much of their in-service training. Bill Magill, the coordinator of the Ambulance and Emergency

Care program at Humber, played a leading role in developing both the theory and clinical objectives of the new program and, in fact, was instrumental in coordinating the in-service program offered by Sunnybrook Medical Centre.

A significant development in the on-going education of ambulance attendants took place when Metropolitan Toronto Department of Ambulance Services contracted Humber College to offer the part-time program to all of its ambulance attendants who were then not graduates of the program. The number involved was in excess of 350, and the first class began in August of 1977. The AEC program has been offered on a continuous basis to the Department of Ambulance Services since that time with their attendants released from other duties to attend Humber College on a full-time basis for twelve weeks.

The program had, up to 1979/80, graduated in excess of 500 ambulance attendants, thereby playing a major role in upgrading the qualifications of those responsible for administering emergency health care throughout Ontario.

In April of 1977, the Metropolitan Toronto Department of Ambulance Services waived the weight and height requirements for ambulance attendants and drivers; clearing the roadway for women who wished to enter the profession. Women were in fact already enrolled in the programs at both Humber and Centennial College. There was no preferential treatment in training, and no discrimination in the work load: the girls were expected to handle the lifting of heavy patients on stretchers with the same ease and dexterity as their male counterparts, just as the female students in Funeral Service Education had to learn to carry out jobs that might have once been considered only "man's work": the unloading of caskets, the handling and transport of bodies, the performance of embalming operations, or the care and driving of coaches.

Just as a small proportion of males were gradually breaking the sex barrier to enter the nursing profession, so were women beginning to slip free of the shackles of sexual stereotyping to join the ranks of personnel in the allied health-care fields that were once

exclusively the province of the male. It was just another sign of the times, another symbol of the liberation movement, signalling an end to people's passive acceptance of the restrictive roles dictated by an all-too-often tradition-thrilled society. Some rote learning may have been necessary at Humber College, but the memorization of sexual stereotypes was never written into the Health Science Division curricula. After all, in times of sickness or injury, in states of crisis or bereavement, no one looks up critically to determine whether the helping hand belongs to a male, or to a female.





## CHAPTER SIXTEEN HUMAN STUDIES A Question of Choice

*SPIRIT OF THE SEVENTIES: there seemed to be more time then, to strum a guitar, to argue Existentialism or to quote Walt Whitman. Bryan Beatty, bearded and squatting centre, completed General Arts and Science at Humber, 1972. Between 1972-74 he produced "Rivers Bend Review", a monthly magazine of poetry and prose sponsored by the Student Union, the Humber administration and Carling O'Keefe. Beatty studied Broadcast Advertising at Ryerson, earned his B.A. in Literature at York University and his Honours in Social Science...and came back to Humber to teach English Communications.*

He is free who knows how to keep in his own hands the power to decide, at each step, the course of his life, and who lives in a society which does not block the exercise of that power.

Salvador de Madariaga

In the buoyant and confident days of the late sixties and early seventies, "freedom" was the universally-vaunted catchword of society, and many educators stood in the forefront of those ranks who were clamouring for reform and change, demanding a new enfranchisement of the individual. As discussed in a previous chapter, one could find at Humber College a considerable number of faculty and students who perceived the school itself as a target to be stormed and liberated. Some saw the college as a bastion of bondage that trained thralls to serve government, business and industry. The less radical conceded that since the schools were preaching the doctrines of individual freedom, it was only consistent that students should be permitted to put those principles into practice inside the classrooms, rather than limit their application to only the world outside the campus walls. At the very minimum, it was

generally agreed, students should be allowed more say with regard to their own course of studies, and so for a time student freedom of choice in curricula became accepted as almost a given, a pedagogical truism.

This precept, with its proponents at all levels of education, had been particularly reinforced by the findings of the Hall-Dennis Committee, created by order-in-council in June of 1965. In its report, "freedom of choice" was the keystone on which to build a brave new educational system in Ontario. Chaired by Justice E. M. Hall of the Supreme Court of Canada and co-chaired by Lloyd A. Dennis, the committee produced a report crammed with 258 recommendations, all based on lofty, progressive premises.

One of the foremost objectives of the report was to free elementary and high school students from the frustrations and the failures that were the consequences of overly-rigid curricula. Curricula, it was advised in the report, must be child-centred and flexible, rather than fixed and formalized by such traditional compulsory subjects as Mathematics or Science. Students should be

free—with the guidance of a teacher—to select their own interest areas from broad curricula that gave credible academic weighting to such subjects as Art, Drama and Music. By encouraging freer choice from less rigidly-structured curricula, it was prophesied, the standards of education would so much improve in the high schools that, in time, grade 13 would become redundant as a preparatory year for university entrance. The very title on the preamble of the report exuded the heady optimism of the day: "The truth shall make you free."

It was against this type of educational and ideological backdrop that Humber College in 1967 began operating and planning its future development. In that first year there was very little opportunity to provide students with any immediate curriculum choice, since there had been no effective way to gauge in advance what the incoming students' course preferences might be. Of necessity, then, subjects in the starting semester for all programs were mandatory, with the exception of the General Arts and Science program, where students were obliged to take a compulsory English subject,

*FIRST SOCIOLOGY TEACHER at Humber was Rev. Lloyd Lake, left, seen with student Donna MacManus, centre, and Spanish language instructor Glenn Harewood, at a communications conference.*



but could choose the other five course requirements from a list that consisted of Chemistry, Economics, French, History, Mathematics, Physics, Psychology and Sociology. Students in all other programs would have to wait a year before they could exercise any personal options through elective courses.

An elective was defined as follows in the appendix to the revised Council of Regent's *Guidelines for the Development of Curriculum*, released in June of 1970: "A selection made by the student from a number of subjects within any program of instruction without altering the educational objectives and without changing or adding to the name of the program of instruction on the diploma awarded by the college after successful completion of the educational objective." Electives could be generally distinguished from vocational or vocationally-related courses in that the latter two were usually designated by the program coordinator as compulsory courses, while electives were always open to student selection. At Humber College there have been three types of electives: program electives (options or

profiles) that were offered in a specific program, usually after the first year, that provided students with choices in areas of concentration; Divisional electives, offered by a specific Division to all or most students within that Division; and open electives, offered by Human Studies to students in all Divisions, to satisfy the general education requirements set forth in government guidelines.

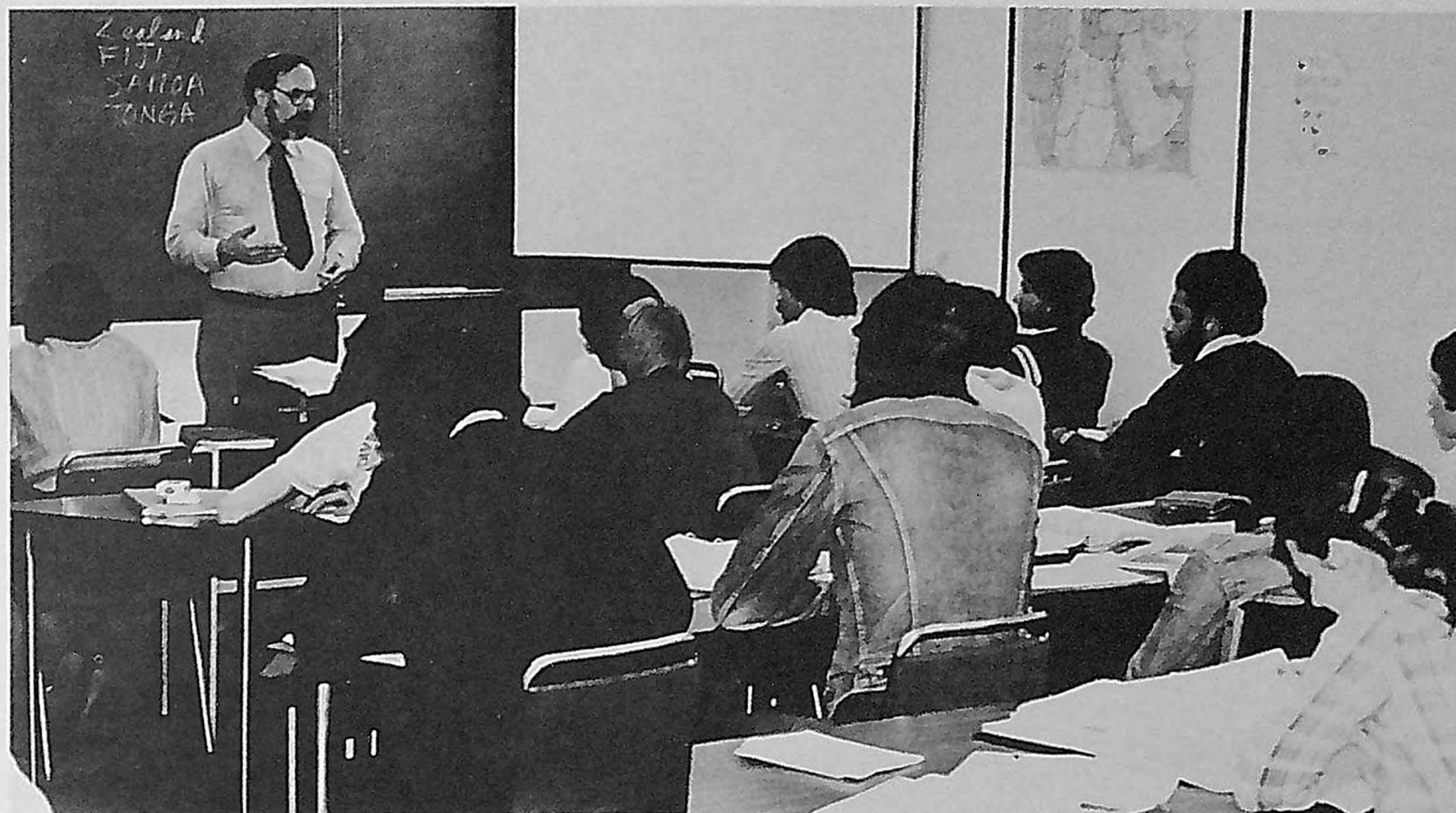
Open electives were not introduced at Humber College until 1968. In the year previous, general education courses were provided by the nine teachers who made up the Department of Social Sciences and English, under Fred Manson, chairman of the Applied Arts Division. These courses were mandatory in 1967 and varied in each of the three founding Divisions. Students in Applied Arts were required to take five periods per week of English and Public Speaking, one additional period a week of Reading to Improve Skills and—depending on the program—a variety of other three-period social science and humanities courses: Politics, Psychology, Economics or Sociology. The Business Division

also required students to take five periods a week of English and Public Speaking (only four hours total for Secretarial students), one period of Reading to Upgrade Skills, three periods a week of Economics, but no other social sciences or humanities. Technology students took English for two or three periods a week—depending on the program—along with four periods of Physics, three of Mathematics, and no social sciences or humanities.

By 1968 the Liberal Arts Department elective list had expanded to 28 separate choices of subjects, each running four periods a week. The Technology Division was represented in this open elective package with teachers from that Division offering Chemistry, Mathematics and two levels of Physics. In addition to the 28 choices from Applied Arts and Technology, the Business Division added Introduction to Data Processing to the general education elective pool, and the newly-formed Creative Arts Division offered a selection of four courses for students in other Divisions: History of Art, Art Appreciation, History of Music and Music Appreciation.

Most open electives were timetabled after

**JUST COMMON HORSE SENSE:** as chairman of Social Sciences, Adrian Adamson, standing left, became alarmed from 1972 onward because the Applied Arts Division was assigning its own program teachers to social science-related courses previously taught by Liberal Arts instructors. In March, 1974, came the final straw: Adamson learned the title "Training Psychology" was being used in a course talking about breed tendencies and the personalities of horses. Adamson suggested that "horse sense" would be more appropriate than psychology in this context.



the second semester, although a few programs—Engineering Technology, Fine Arts, Early Childhood Education and three Secretarial programs—slotted them into semesters one and two, and three short programs included no electives in the course of studies at all.

The five-hour-a-week compulsory English course was eliminated in 1969, and students instead could—where an "English elective" was designated on their timetable—choose between any of 13 separate English offerings, the majority of which were Literature-based. These ran for one semester, four periods a week, but since it was not uncommon for some coordinators to timetable four or more English electives into the program, students in 1969 were generally required to take even more English than had been timetabled for students in the previous two years. The difference was that they could now select a particular genre or area of interest in English: Comparative Literature, McLuhan and Communications, Film and Modern Man, The Negro in American Literature, Contemporary Canadian Literature, Literature

and Psychology, The Literature of Marriage, The Novels of D. H. Lawrence and Modern Drama. For students who wished to improve specific communication skills, there was a choice of Reading Efficiency and Study Skills, Language Power and Communications in Business and Industry (CIBI). To ensure that students graduated with adequate writing skills, vocational coordinators requested that the CIBI course be made compulsory in Business Administration, Accountancy, Data Processing, Marketing and Computer Programming. For students in the Secretarial programs—Secretarial Science, Executive, Legal, Medical and Special Commercial—a grammar-based course called English for the Executive Secretary was made mandatory.

Besides the English electives, there were 74 other courses offered in the elective package of 1969, most of which were social sciences, humanities and modern languages, although about a third of that total came from other areas of Applied Arts, Business and Technology. For the first time, the open and the English electives were divided into three categories: one for first year students, one for

second and another for third. The goal was to gather together in the classrooms students who were at the same level of maturity and at the same stage of academic development. Electives for the second and third year students could, as a result, be made more challenging and demanding than those for the freshmen. The practice proved reasonably successful, although low enrolments in third year—due to drop-outs, failures and job-outs—made it difficult to fill classes in the third category, and so by 1971 there were only two categories: one for the freshman year, and another for the second and third year combined. There was also a separate category for English, with 25 different courses to choose from.

There was a total of 56 choices available in the open electives for first-year students in 1971, but a persistent pattern in the types of courses offered began to alarm faculty in the humanities, social sciences and modern language disciplines. The list of offerings that year dramatically underlined a growing trend toward the introduction of courses that clearly fitted more properly into a vocationally-related classification than general education.

**DICKENS AND THE DEAN:** Jack Ross, right, formerly superintendent of programming at Ontario Educational Communications Authority, became the first dean of English and Humanities, 1972. He's shown here in another role, playing a talk-show moderator for a student, left, who was filming a class project. English instructor Peter Williamson, centre, played novelist Charles Dickens.



Included in the spate of "offending" courses were Introduction to Travel and Tourism; Writing for Radio, T.V. and Film; Public Relations Theory and Principles; Newswriting for Public Relations; Child Development; Administration of Correctional Institutions; Performing for the Media; Radio and TV Production and Programming; News Photography; Introduction to Fashion; Fashion Merchandise; Study of Construction Techniques...and so on.

The Liberal Arts faculty reacted with anger and indignation, not over the courses *per se*, but because of their inclusion in an area that was supposed to be the exclusive reserve of the general education area. The open electives were designed to prepare students for those roles they would be called upon to play other than as employees—as spouses and parents; citizens and consumers; voters and taxpayers; or members of an audience at a play, or spectators at a film, who should at the very least be able to make intelligent critical judgments. There were skills involved in the liberal arts courses, but they were living and social skills rather than those of the nine-to-five work world. There were tools, too, to be

applied to self and society and to assist in making objective and subjective analyses of value systems, and to help in hammering out value systems of one's own. The general education component, in short, was built into the community college curriculum to ensure personal as well as professional growth, a growth beyond the limited boundaries of a vocational field. This goal was spelled out clearly and precisely in the *Guidelines for the Development of Curriculum*: "All one-, two- or three-year programs of instruction submitted to the Ontario Council of Regents should contain general education and vocational subjects (courses) with approximately one-third of the time in general education and the remainder of the time in related specialized subjects (courses) in the proposed employment area."

The above provincial guideline prescribed the ratio of general education to vocational study, but nowhere did it stipulate that the general education subjects had to be offered as free-choice electives. It was college, rather than Ministry, policy that guaranteed free choice for the student. Administrators at

Humber College from the start recognized the danger of leaving general education to the discretion of vocational program coordinators: the temptation to fill in a weak spot in a program with a vocationally-related course at the sacrifice of a liberal studies subject could prove too much for program coordinators to resist. In time, the gradual installation of more courses with vocational emphasis would almost certainly erode away the presence of the humanities and the social sciences in most program curricula. In fact, even with the open elective system, that was precisely what was happening in 1971. The open elective pool was being flooded by a stream of distinctly vocationally-oriented courses.

It was at this time that the Liberal Arts faculty began to advocate academic separatism. They petitioned the higher administrators for permission to withdraw from Applied Arts in order to form a Division of their own. The argument was postulated that it was impossible for a dean to head a vocational Division and at the same time serve as the guardian of general education. The interests of one group consistently seemed to clash with those of the



*COUNSELLING: Larry Richard, besides being a founding faculty in English, was one of the veteran counsellors at Humber. In 1981, in addition to Richard, who was counselling on a part-time basis, there were four full-time counsellors on the North Campus: Coordinator Craig Barrett, Flora Bishop, Tom Christopher and Anne Chesterton. Cy Bulanda and Vinnie Mitchell were stationed at Lakeshore Campus.*



other, and the dean was constantly required to don "two hats," arguing the case for one faction at one moment, then defending the interests of the opposite faction immediately after. It was at best an unenviable position, for by arbitrating in favour of one group, he must alienate the other.

The split was formally made in January of 1972, when Jack Ross—former superintendent of programming at the Ontario Educational Communications Authority and before that a high school teacher in Bowmanville and principal at Carleton Place High School—was appointed dean of an independent English and Humanities Division (later shortened to Human Studies). Ross had no way of knowing it, but as he walked on the campus for the first time, he was also stepping into a maelstrom of controversy more violent than any other in the history of the college.

Prior to the traumatic schism between Applied Arts and Human Studies, the Academic Advisory Committee of the college had directed Registrar Harry Edmunds and Executive Dean Peter Spratt—the latter ap-

pointed in June of 1971 to assume responsibility for the coordination of academic Divisions—to conduct a study and "articulate a *raison d'être* for the college's elective system, and as well, to make recommendations in respect to the coordination and registration of such electives." The Spratt-Edmunds report, titled "The Articulation, Coordination and Scheduling of Electives," was released in February of 1972, barely a month after Ross had assumed leadership of the break-away Human Studies Division...and the report hit the North Campus like a bombshell.

Champions of a free-choice elective curriculum were appalled to see their motherhood motherhood issue so brutally violated. The report bluntly opened with the following declaration: "We feel that the policy of giving students a totally free and unlimited choice in respect to certain aspects of their curricula, while at the same time restricting choice in respect to the vocational and related professional areas is not only contradictory, it is based on an erroneous concept of freedom. Freedom is not, nor has it ever been, an end in itself. Rather, it is a means by which

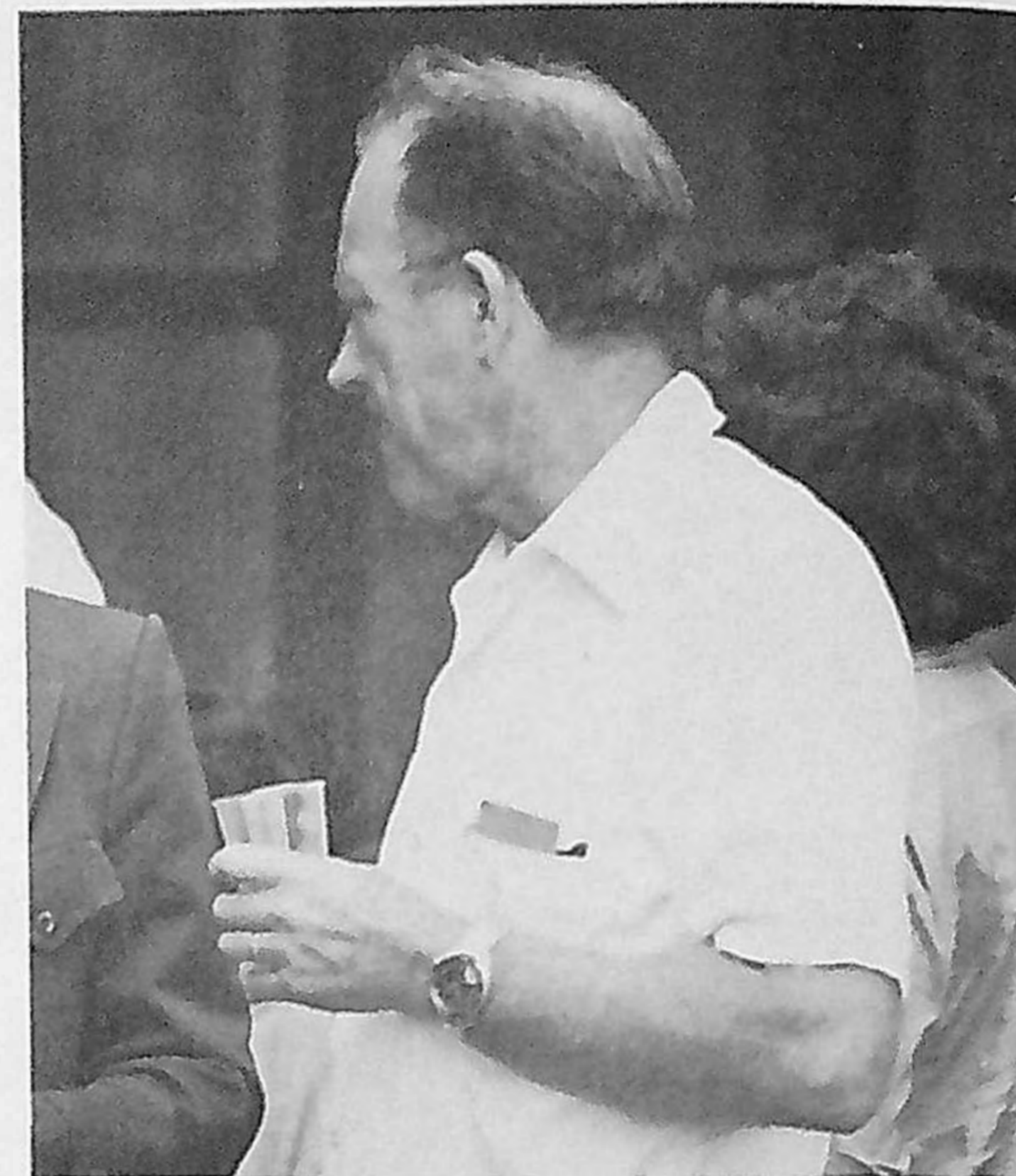
individuals are given the opportunity to self-actualize themselves.

"Further, the college runs the risk of appearing absurd or more importantly—dishonest—if it attempts to apply total freedom to curriculum choice. In order to make a viable choice one must be aware of and understand the various alternatives available; to exercise total freedom of choice is to assume total information.

"Freedom of choice, like Marx's 'to each according to his need' also assumes this unlimited availability of scarce resources. Consequently, denied the expectation that the college can initiate the perfect system, we must adopt a posture of assisting the student to seek out those experiences functional to the exercise of rational decision making; we must maximize his awareness of alternatives. We do so by offering well-thought-out, yet limited areas of choice."

The tone to the contrary, the report was not advocating the disenfranchisement of students nor the elimination of their freedom. Stressing that the proposed structure was not "sacrosanct," the paper merely recommended

*HARRY P. EDMUNDS was co-author of a 1972 report that sparked considerable controversy across the college, but at the same time the exercise gave the elective system at Humber a healthy airing. Edmunds began as a teacher at James S. Bell Campus in 1967, served as registrar from 1968 to 1972 and as director of physical resources from 1972 to 1975. He returned to teaching in Business at Lakeshore 1 Campus in 1977.*



that all general education elective subjects be divided into four categories: Cultural Studies, Environmental Studies, Canadian Studies and Behavioural Sciences. Students in three-year programs were to be allowed five elective subjects, choosing at least one course from each of three of the four categories. The fourth choice could be made from any of the categories, thus permitting the students some degree of concentration in a particular discipline. They could, for example, choose two levels of a modern language. For their fifth choice, they could again choose from any one of the four blocks, or alternatively, could meet their requirements by enrolling in a Literature course.

Literature, and every other English-based subject, was not to be included in the general education package. This segregation from the Humanities cluster did not particularly surprise or distress the Literature faculty, since the report went on to recommend that students "be required, prior to graduation from any post-secondary program, to complete at least three courses or twelve credits from the area of English and Communications."

The English faculty was less than pleased,

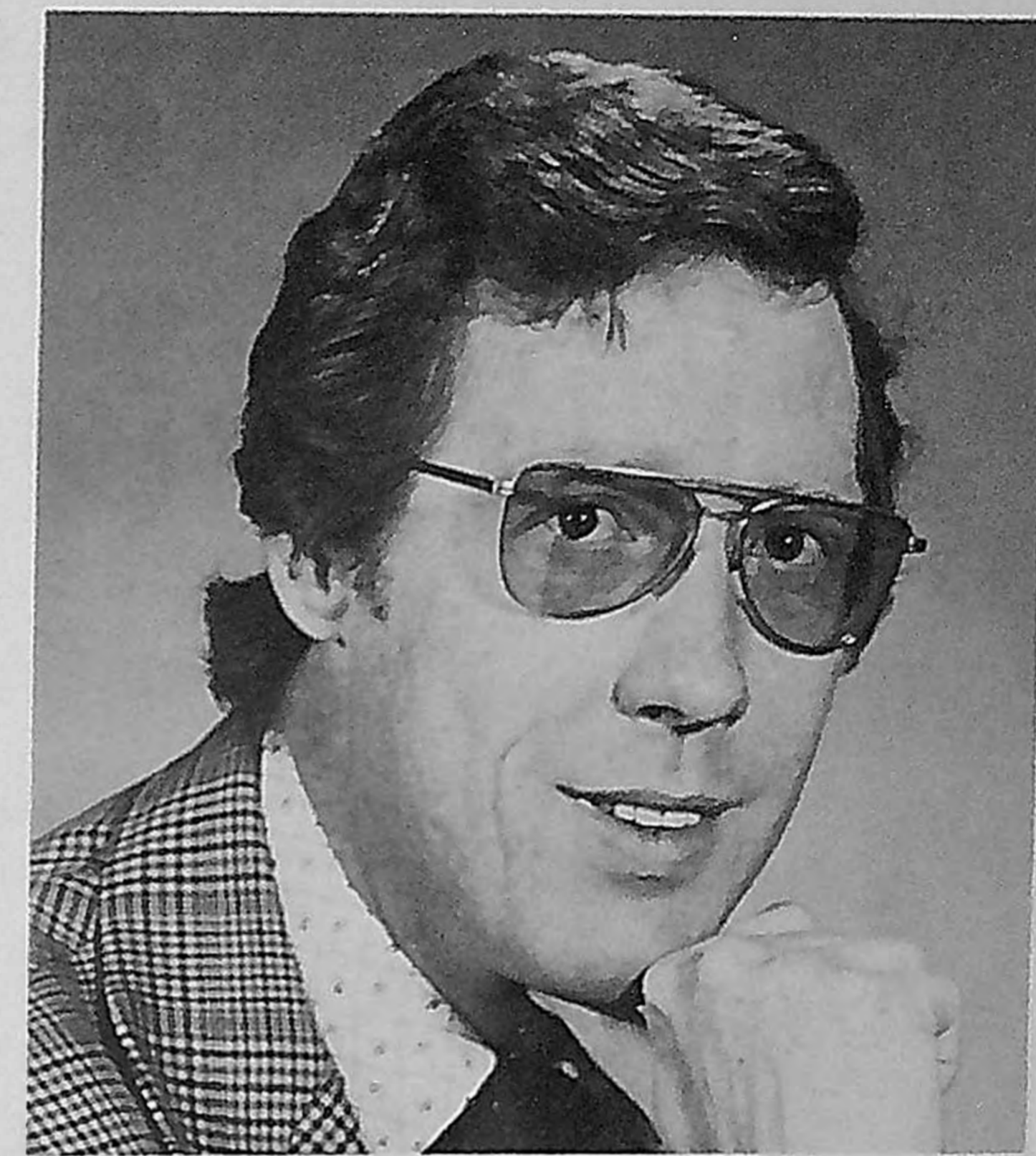
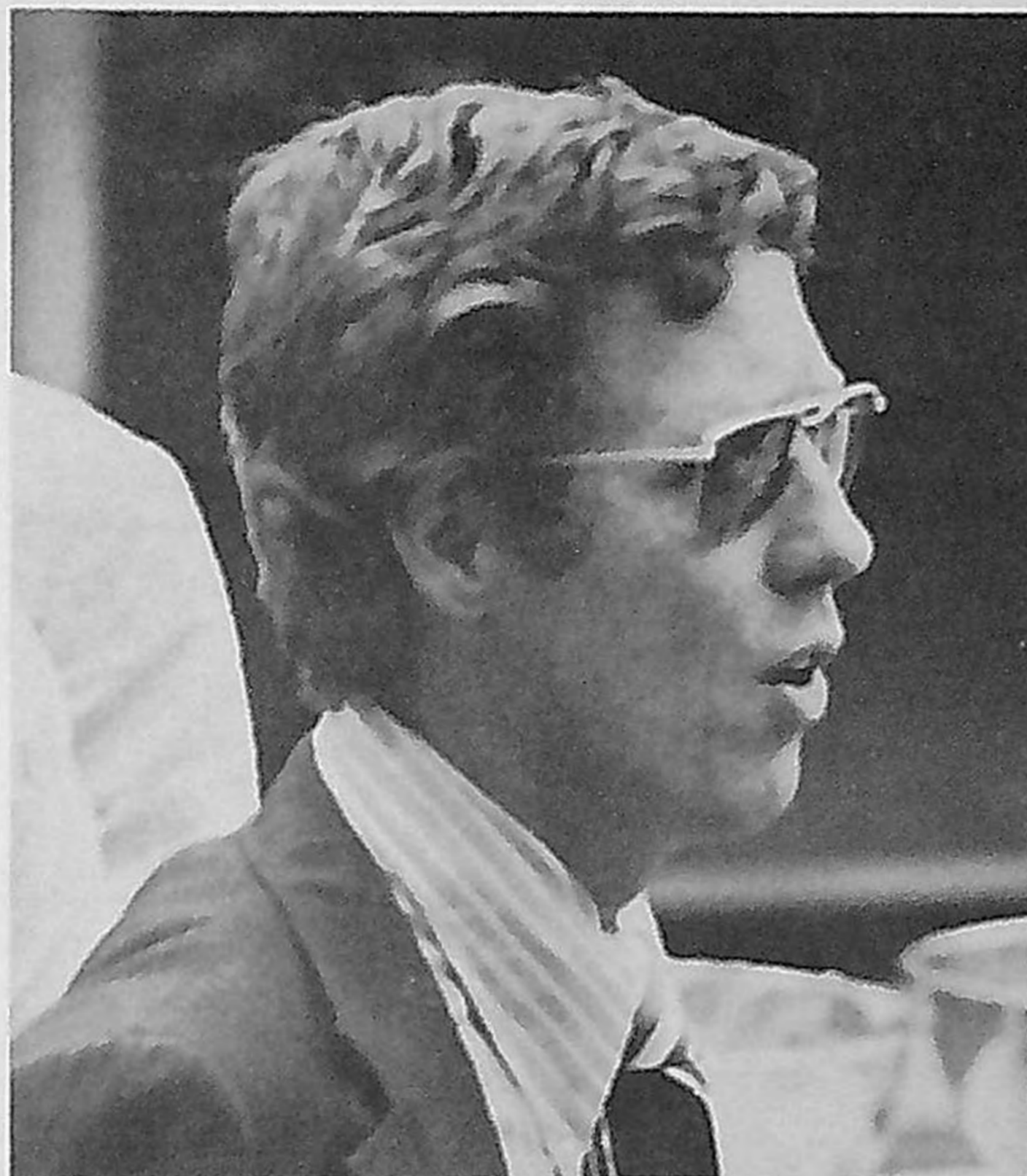
however, to learn what the primary objective of Literature and Media Studies was to be. The authors of the Spratt-Edmunds report declared, "...we feel that the primary aim of English and Communications at Humber, irrespective of the course in question, is student literacy. Social concerns and analytical constructs are simply means to this end. Likewise, Humanities and the Social Sciences have as their primary objectives environmental awareness, not student literacy. Obviously neither of the groups can avoid, nor should they avoid, the concerns of the other. We believe that it is basic to the college's current philosophy that all areas of the college be given primary objectives. They should not allow themselves to become so enraptured with their secondary or tertiary objectives that the latter become the tail wagging the dog."

Many among the English faculty were aghast. There was no disagreement about the placement of some considerable priority on improving students' communication skills; since the beginning of the college, the English department had always put a great deal of emphasis on English composition in most of the

Literature courses. The 1967 calendar committed the department to teach the "survival skills." Students were to be instructed in "reading technical, research and other professional literature; understanding and applying the arts of oral and written communications; public speaking; writing business letters, reports and administrative communications; business conversation; working within the managing office and staff routines; gathering information; graphical representation...and learning how to conduct and arrange meetings."

It was rather an ambitious undertaking, and no mean feat if it could all be accomplished solely by one department in a total of a few courses running a few hours a week. However, the above objectives did not list the other equally valid reasons for studying Literature: the improvement of critical awareness, the development of imaginative thinking, and the growth in understanding of the human condition. Good Literature, an instructor in that discipline would insist, can translate into human terms the history of man's changing values and ethics; it can provide psy-

**EXECUTIVE DEAN:** Peter Spratt was hired in June of 1971 to coordinate the academic Divisions of the college. Spratt left in 1974 to become president of Capilano College in B.C.



chological insights into human behaviour made concrete by believable characterization; it can, in the mind's eye, put into focus the intricate sociological patterns of different cultures and societies; and it can trace, using empathetic human models, the complexities of mankind's philosophical struggle with ideas throughout the ages. But all of this had been dismissed in the Spratt-Edmunds report as "secondary or tertiary objectives," and the written works of some of the greatest minds of western civilization—Shakespeare, Chaucer, Milton, Eliot, Joyce and Lawrence, to name but a few—had been relegated to the role of grammar texts.

In reading the report, the English Department was, on one of the few occasions in its history, stunned into silence...for a short time. Returning to their normal volatile and vocal state, some faculty members stated that the only thing they could find to agree with in the paper was the self-admission that "Neither of the authors of this recommendation are experts in the area of literacy and/or Literature." (And that was the *kindest* thing said by the English staff.)

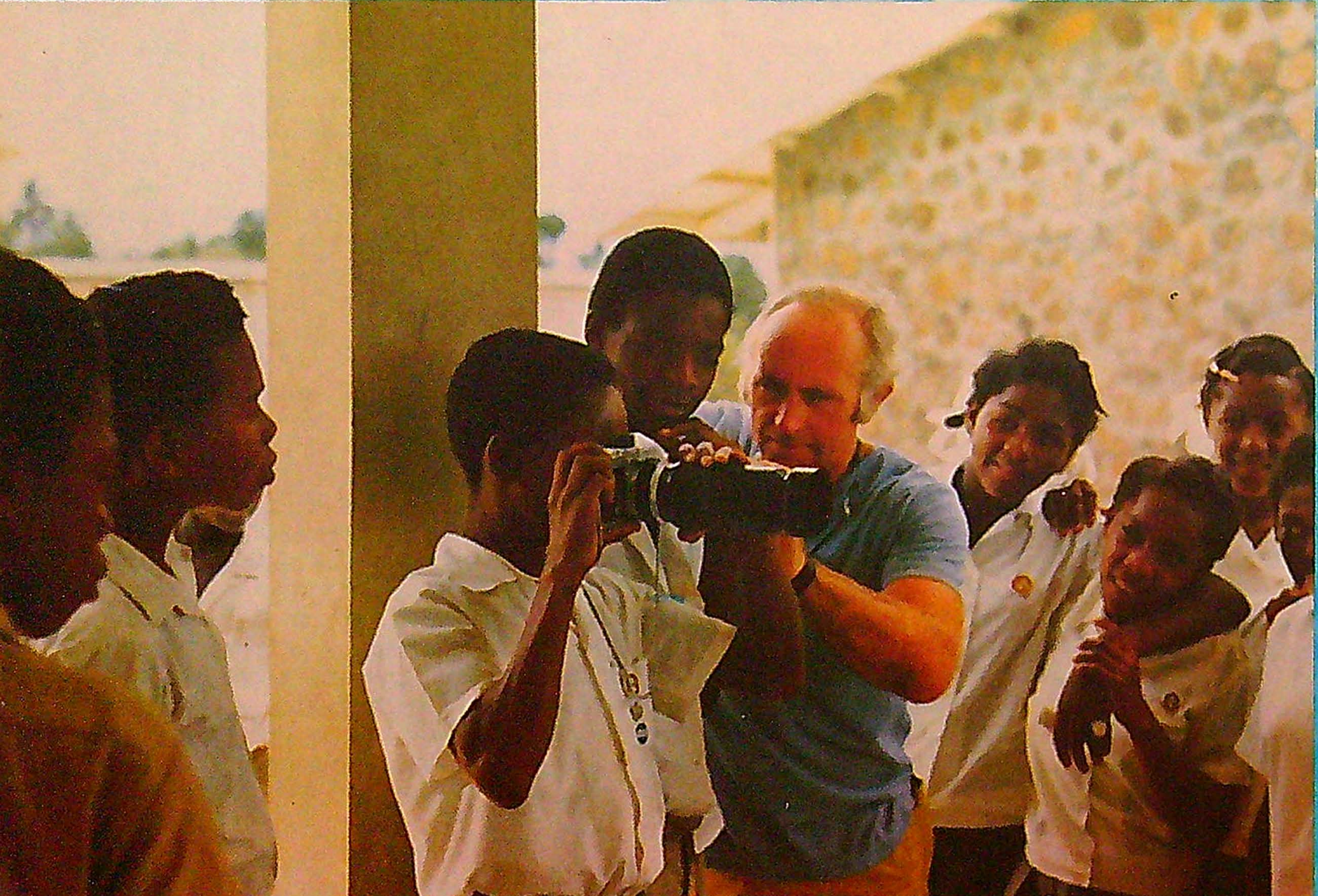
To smooth the ruffled professionalism of the English faculty, the authors, in a revised report of March 13, 1972, altered their stand somewhat, and allowed that "The development of effective communication skill is the responsibility of all Divisions. We recommend, however, that the new Division assume a leadership role in this area and that all courses offered in this category of elective have effective communication as one of their objectives." Improvement of communication skills, then, no longer had to be the primary objective of all Literature study, "irrespective of the course," and the attack on illiteracy was no longer the sole responsibility of one department.

To permit the English Department to lead the attack, however, the revised report recommended that of the three English and Communication course electives required by each student, at least one of these must have a communication skill emphasis, such as offered in CIBI, Functional Communications, Language Power, Reading and Study Skills, Professional Writing or Creative Writing. The other two electives could be Literature or

Media-based. Generally, the English department was placated.

Meanwhile, the Spratt-Edmunds report was being assaulted on an entirely different front. In the vocational Divisions, some coordinators and faculty objected that all general education electives would, by the recommendations of the report, become the monopoly of the new Human Studies Division. The report recommended that "all college electives in the non-professional and non-vocational areas should be offered under the aegis of the Liberal Studies Division," although it added that this "should not be interpreted as suggesting that other areas of the college do not have a role to play in the general education of the student and/or his level of literacy—they do. However, their contribution is directed to specific students, not the general college community."

General education courses could be taught outside the Human Studies Division's jurisdiction, but these would be in addition to, and not a substitute for, the proposed elective requirement. This proposed regulation was clearly a safeguard to prevent other Divisions



*READING SKILLS: Margaret Hart, right, with student Wolfe Magder, in the reading lab set up in a portable at James S. Bell Campus, spring of 1968. Hart was engaged by the college the previous January to initiate the evening and coordinate the day reading program. In 1967-68, most students at James S. Bell were required to put in at least one hour a week in effective reading.*



from compelling their own students into taking vocationally-related courses that would be offered in the guise of general education electives. The other Divisions could, the Spratt-Edmunds report clarified, supply faculty and courses for the general education component—particularly in the Environmental Studies category—but students would be prohibited from taking subjects offered by their own Divisions, and excluded from subjects that were “generally analogous to their areas of vocational interest.”

The determination of the authors to ensure that a portion of each student's education include some broadening study was explicit: “We feel that the college's curricula, in the elective area, should be constructed in such a manner as to expose students to themselves as multi-faceted and multi-dimensional beings. Students who have not been exposed to the Social Sciences, who have not come into contact with the Natural Sciences, the Arts, or Culture, are seriously limited in their appreciation of the complexity and value of man and his environment. Most importantly, they are deficient, not in the

information they do or do not have, but rather in their understanding of man as an evolving multi-dimensional being who himself threatens his future.”

The above statement was directed at the people on campus who believed that broadening education was a kind of extra-curricular thing, an activity that contributed nothing to the serious business of training students for jobs. A person who freely admitted that he viewed broad-based education as a poor investment of taxpayers' dollars was Dean of Technology Bob Higgins. “I think the community owes the individual the right to be trained for a job so that the individual can contribute to the economy of the community, and over a period of time, pay for the seed money that the community put into him,” Higgins said. “In a kind of economic sense, that's not a bad argument. But if the individual is interested in studying something for the love of studying, I don't think the community owes him that right. That's something he spends his own money on.

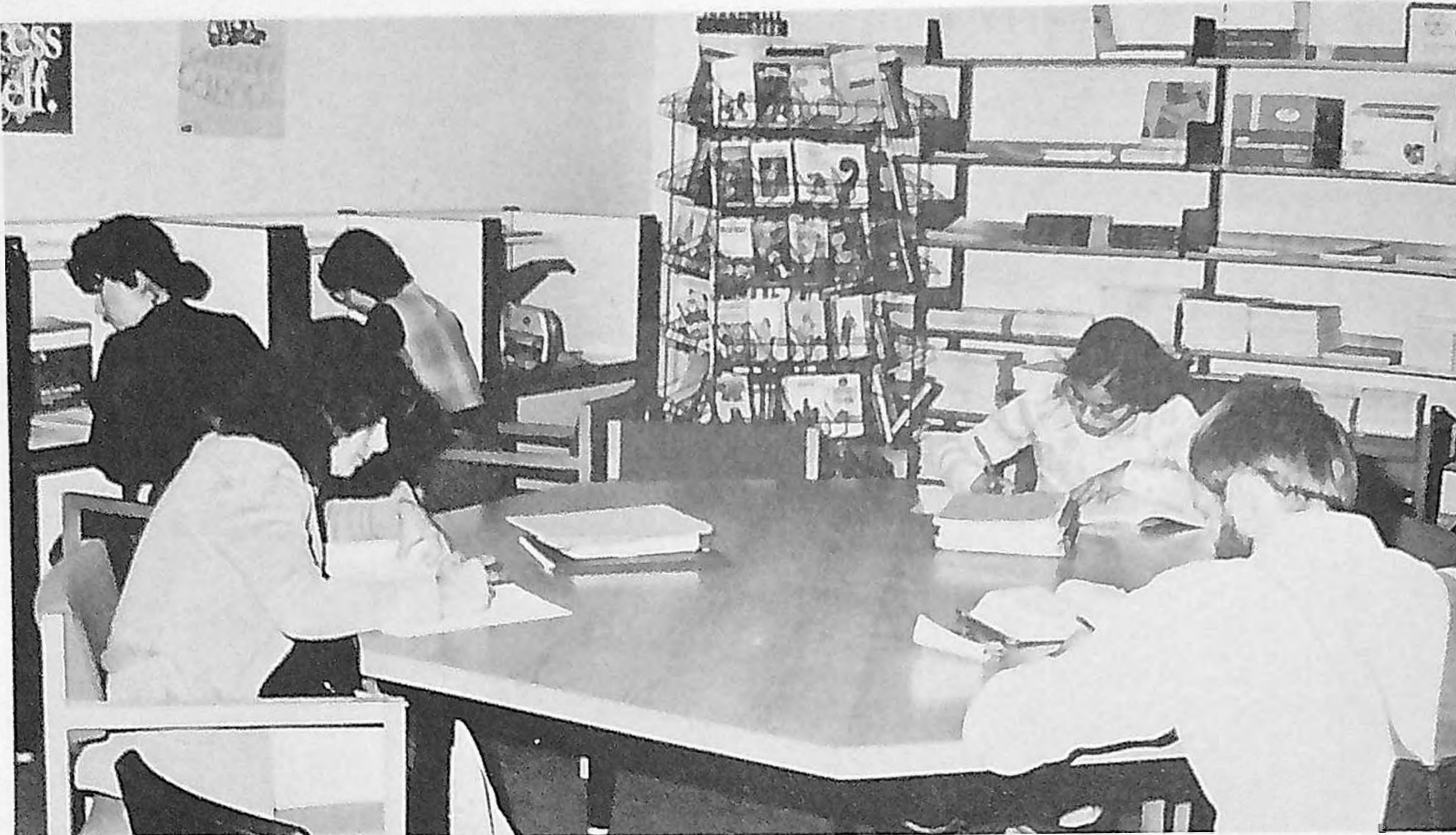
“I see educational costs as being justified on a return on investment. If I can turn around

and help a fellow to earn \$5,000 more a year, or \$10,000 more a year—so that the government takes \$2,000, \$3,000 or \$4,000 of that back (in taxes)—then the government is getting \$2,000 to \$4,000 return per year on an investment of \$5,000 to \$8,000, which is not a bad return on investment.

“I see broad-based education as a long-range payola versus the short-range payola (from job-oriented training). I train a fellow so that he can go out and get a job, put some bread on the table, and then as he develops, as he matures at his job and as his career-path starts to grow and develop, I think then he can start expanding his education... (through) evening programs, self-study, anything he wants. Man, I must devour a quarter of a million words a month, and it varies from year to year as my interests and as my careers change. So I don't think that broad-based education is necessarily—solely—a function of this institution.”

Not all deans shared Higgins' view on broad-based education. Late Business Dean Eric Munding stated, “I know my bias is coming out here, but I think that the most well-

*ENGLISH TUTORIALS: students needing help in English spelling, syntax or style could receive free assistance at a language development centre. Students for whom English was a second language were required to include with their application to post-secondary programs the results of a Test of English as a Foreign Language (TOEFL), a testing service administered from Princeton, N.J. In the spring of 1981, Ausra Karka was appointed as the first program coordinator of Human Studies' developmental services, an expanded centre to assist students in mathematics and English.*



rounded Business students around are those coming out of Humber College. Not only have they had twelve years to round out in various areas of discipline in the secondary school system, but besides their Business courses, they are also required to take one general studies course per semester. The advantage of these to students is that the courses teach them to think beyond the narrow limits of business.

“What he has learned from the various elective disciplines will prove necessary to the student when he’s reading newspapers, joining discussions with people, or trying to become a useful, productive member of his community. He’ll be expected to know something about history, geography, sociology and psychology, and not just the principles of accounting or data processing.

“So I see the general education program as not just icing on the cake, but one of the solid building blocks to make our students better members of their community.”

Applied Arts Dean Rick Hook admitted that while some students recognized the value of general studies, many have left the college as graduates without much appreciation for the

broadening experience. “But that perspective will change in the future, as their attitude about what Humber College has done for them changes,” he predicted. “General studies courses have come a long way at Humber College, and our offerings in that area are very credible, but we’re offering them to students who are not oriented towards the non-vocational areas. But this is what makes the elective courses that much more important. The students need some exposure to other diversities of interest, so that somewhere down the line if they see a book that interests them, they can pursue that interest, and it is this that will make them broader people.

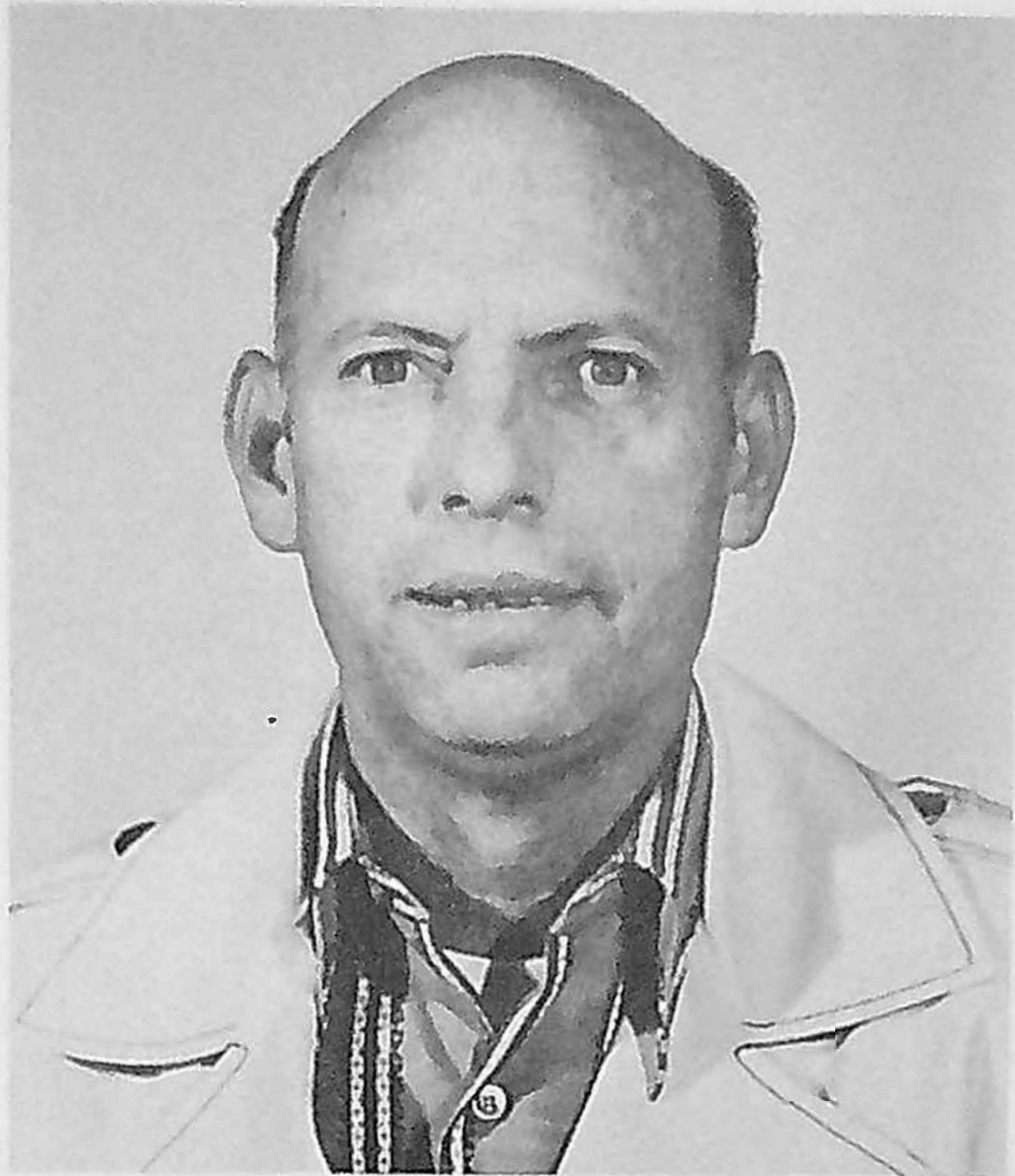
“It’s the reading they will do down the pipe, the discussions they will have in the future that will educate them, and not the Human Studies area, and they will educate themselves based on that.”

The humanities laid the foundation on which future personal development would be built, in a continuing process. As the Spratt-Edmunds report made clear, “We are aware that education is not a terminal process, that hopefully students will continue their

education after they have left the college... Irrespective of the above, we believe that as an educational institution Humber has a moral and social responsibility to ensure that students enrolled in our various programs have been exposed, within the limits of practicality, to those areas of study which have the potential of providing the information, analysis, and constructs on which effective citizenship in the Canadian democracy is based.”

The arguments on this and other items in the report shifted back and forth, debates became heated and the campus polarized, not only among faculty and administrators, but also among students, both the younger and the older. There were the 18-year-old advocates of a free-school college lined up against people like the 34-year-old mother, who protested, “I don’t have time to waste. I came here to learn to be an Interior Designer, and I don’t need to know all that Anthropology and Psychology junk.”

Some spokesmen pressed for a totally free-choice curriculum, while others just as vociferously voiced their animosity towards all general education, whether chosen or



*UPGRADING ENGLISH skills on campus was the priority of the late Richard Ketchum, chairman under Dean Jack Ross. Ketchum implemented a college policy which was to ensure some standards of language proficiency among students in post-secondary programs. In order to graduate with a diploma, students in most programs were required to successfully complete or be granted credit for two semesters of Communications study. Freshmen levels were determined by tests and writing samples in the first week of the starting semester.*

LEFT ◀

*CONTINUING the attack against student functional illiteracy was Pamela Hanft, who was appointed senior program coordinator of Literature and Communications in 1977/78. She succeeded Peggy Eiler, who became chairman of Human Studies that year.*

RIGHT ▶



designated, and however categorized. The report drove a lot of pent-up emotions into the open, but after all the dialogue, it was clear that no consensus could be reached. The administration stepped in, and with operational guideline 73-C-3, a modified version of the Spratt-Edmunds model was adopted. Student choice in electives was retained, in order to assist "the college to graduate more employable, more flexible persons who are capable of independent learning." These choices were not totally open, but were divided into four categories. Instead of the five electives recommended in the Spratt-Edmunds report, only four were to be required, at four periods per week each. The four categories finally settled on were Social Sciences, Literature and Linguistics, Civilization and The Planet Earth. In addition, two English Communication courses were to be obligatory in almost every program.

There were still problems. Program coordinators in vocational Divisions, forced to timetable additional general educational courses into the curriculum to comply to the new guidelines, began to eliminate such

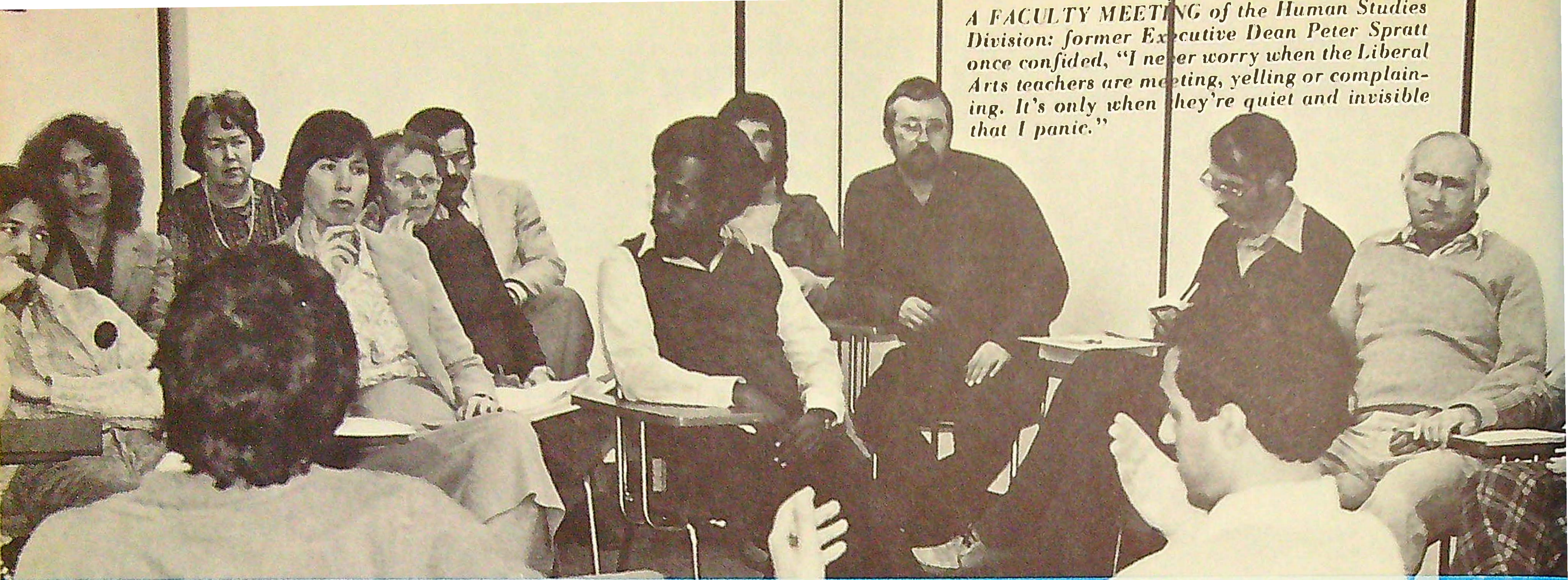
humanities and social science service courses as Psychology, Sociology and Urban Society. The trend toward reducing Human Studies service courses had actually begun in 1971, when 11 courses within the disciplines of Human Studies were being taught in Applied Arts by non-Human Studies faculty. By 1972 this number rose to 23, and by 1973 it was 45—a figure that represented more than the total service courses taught by the Social Sciences Department to the entire college. By January of 1974, the situation had become serious enough to prompt Vice President Jim Davison to declare at an Academic Council meeting that no Division was to hire additional staff to teach social science related courses unless the Human Studies Division was unable to provide the faculty for the courses in question.

And while the Social Science Department was losing service courses at an accelerating rate, the department was also registering losses in the general education elective package. This was chiefly due to the fact that a full one-third of the general education package was being taught by faculty from Divisions other than Human Studies. It had been claimed that if

prevented from including courses in the elective pool, the other Divisions would be compelled to lay off faculty. It turned out that although three Divisions increased staff after the 1973 guideline was implemented, Human Studies was forced to make faculty cutbacks... even though part-time faculty had been hired by other Divisions to man some of their courses in the elective component.

Yet another problem resulted from the inclusion of courses from other Divisions in the general education elective pool. The rationale given for including them had been that a student from one Division could broaden his education with the courses offered by the other vocational Divisions. In practice, however, students all too often narrowed their choices down to the offerings from their own Divisions. Technology students would faithfully file into technology and science-based courses, Creative Arts students opted for the arts courses, and so on. The selections were becoming more and more narrow, rather than broader, and some vocational coordinators were encouraging students to continue the trend.

Complicating the crisis further was the



*A FACULTY MEETING of the Human Studies Division: former Executive Dean Peter Spratt once confided, "I never worry when the Liberal Arts teachers are meeting, yelling or complaining. It's only when they're quiet and invisible that I panic."*

fact that student numbers in the autumn of 1973 elective pool actually decreased compared to the following year by 500 individuals. This was partly due to the fact that the registrar's office had adopted a more generous policy in the granting of elective exemptions for students enrolling in Humber College from grade 13. Prior to 1973, the Human Studies office was responsible for the determination of general education exemptions, and advance standing was granted on an individual basis, depending on whether or not a student had completed a subject in grade 13 that was equivalent in "content and intent" to one offered in the elective package. Registrar personnel tended to be less demanding. At first, a maximum of two exemption credits were allowed, although the policy would be later broadened further to allow exemption credit for grade 13 levels of English, French, Italian, Spanish, Geography or History, successfully completed with a grade of 60 percent or better. This meant that a student coming to Humber College from grade 13 with any four of those subjects could bypass the entire general education program at the

college (although no such exemption was granted for English Communications I and II, which required all grade 13 students to write a pre-test to determine their English proficiency level). In effect, this exemption policy—determined by the college's registrar office and not the Ministry—meant that all social sciences, humanities, Literature and modern languages taught in the general education package were officially perceived not as post-secondary or as an alternate-to-university level, but as the equivalent of grade 13.

Former Vice President Academic Bill Trimble admitted that a dividing line between secondary and post-secondary levels is difficult to draw. "We can acknowledge that there are some things that we are doing in the college that are clearly not in content post-secondary," he reported. "There are some things that clearly are: things that are either not covered in a secondary school at all, or are handled in the high schools at a much more descriptive, less analytical and less conceptual level. I'm not sure there is a hard line between secondary and post secondary, but I think there is a fuzzy line, and I think the line may be as much in the way

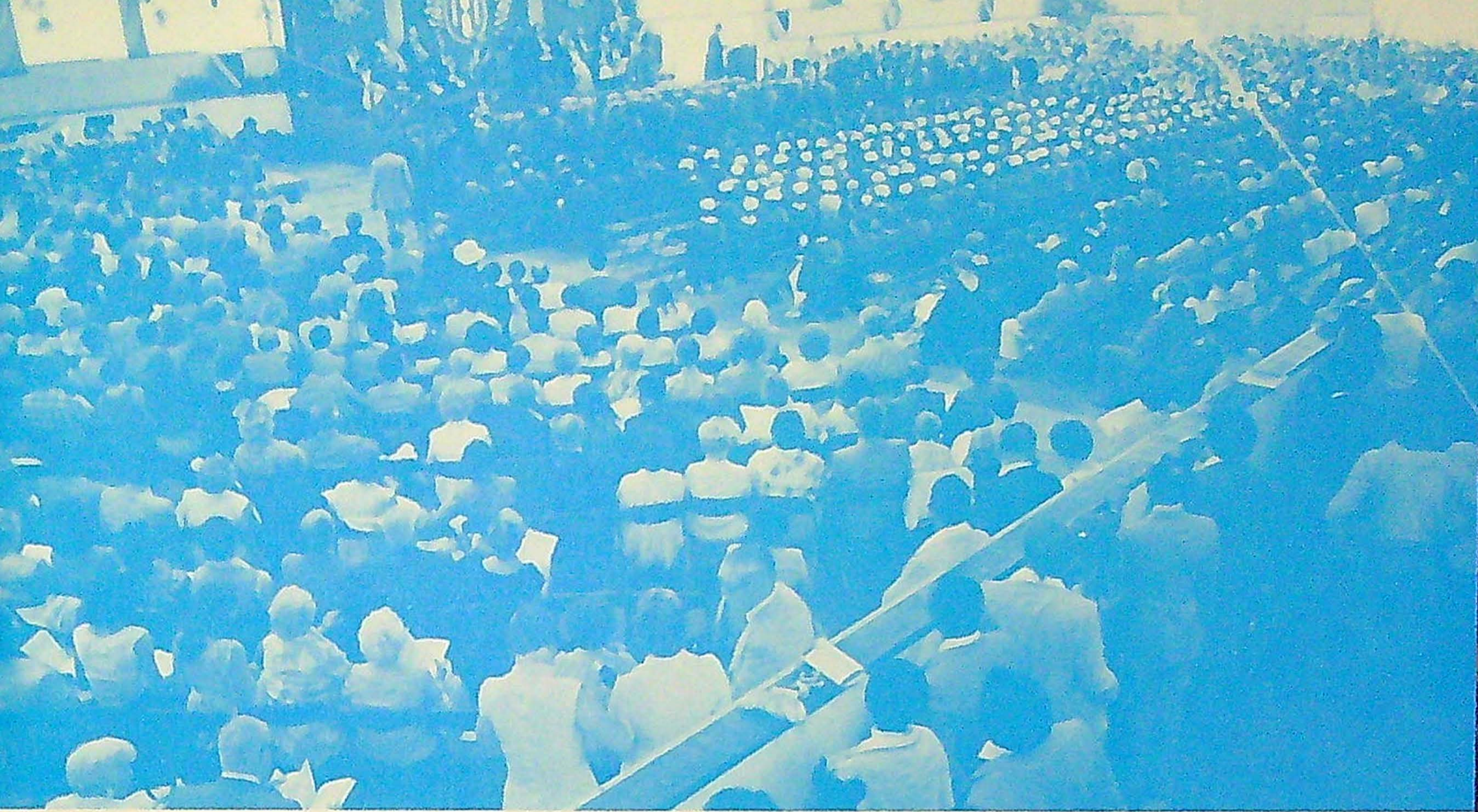
we teach as in what we teach.

"The faculty of a community college has the good fortune—most of them—of never having gone to Teacher Training College, and that means no one has tried to pour them into one mold. Therefore students get much more imaginative, creative, lively teaching in the community college, so that even the same material that would be taught in a secondary school is, generally speaking, more creatively conveyed in a college."

Trimble was referring to all courses at Humber College, and not to just the humanities or social sciences. For liberal studies courses, he saw their role as "making people curious and making people feel a certain deficiency in what they know about Western civilization, or about philosophy, or the purpose of life, or what human nature is, or how the economy works, and how power is exercised and so on. I think if they're trying to make students fully informed about these things at a time when they may not be receptive, then the teachers could be doing them a disservice.

"If they can turn out people who will continue to wonder, who are sort of groping





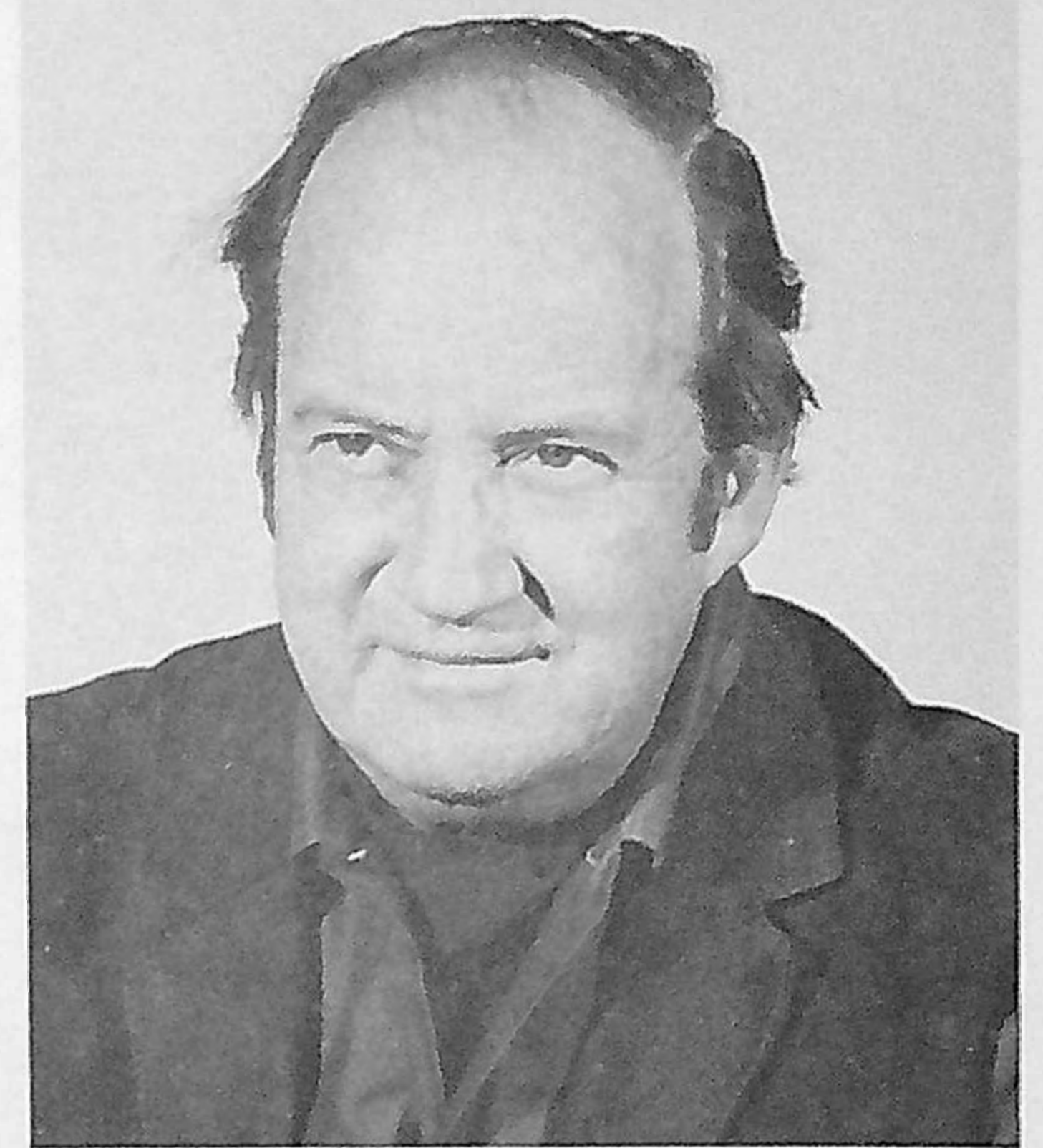


*GAS PIONEER: William Riddell came to Humber in 1968 to teach English and Political Science. He was appointed supervisor of the GAS program in September, 1969, and assistant chairman a year later. He went on to become acting chairman, but resigned that post in 1972 to return to teaching. He left Humber for Seneca College in 1974.*

LEFT ◀

*REX SEVENOAKS headed the English area when it was still within the Applied Arts Division, and allied to vocational communication programs such as Journalism, Public Relations and Theatre Arts. The Human Studies Division broke away from Applied Arts in 1972 to become, with the Creative Arts area, the Creative and Human Studies Division.*

RIGHT ▶



and seeking rather than fully informed, then that would be good. I see liberal arts 'turning out lean chickens who will continue to scratch.' I would like to see people leave here with a feeling of inadequacy in the liberal arts, so that they could keep on going with them forever after. You see, the humanities and social sciences are something a person really doesn't need a lot of instruction in. He can keep on going for the rest of his life on his own. It's not something that he needs someone always there to explain to him or help him, like mathematics, say, or even music."

Does an exposure to the humanities "humanize" an individual, he asked. "My entire background is in the social sciences and humanities," said Trimble, "and so I'm reluctant to admit that my own observations suggest that a rich cultural, liberal education doesn't, in fact, produce the kind of person that it's supposed to. If I look at what a general education is supposed to do for a person, then I have to approve the aims of a liberal education. It is supposed to make him more open, more understanding, more enquiring; it's supposed to broaden his horizons, make him more

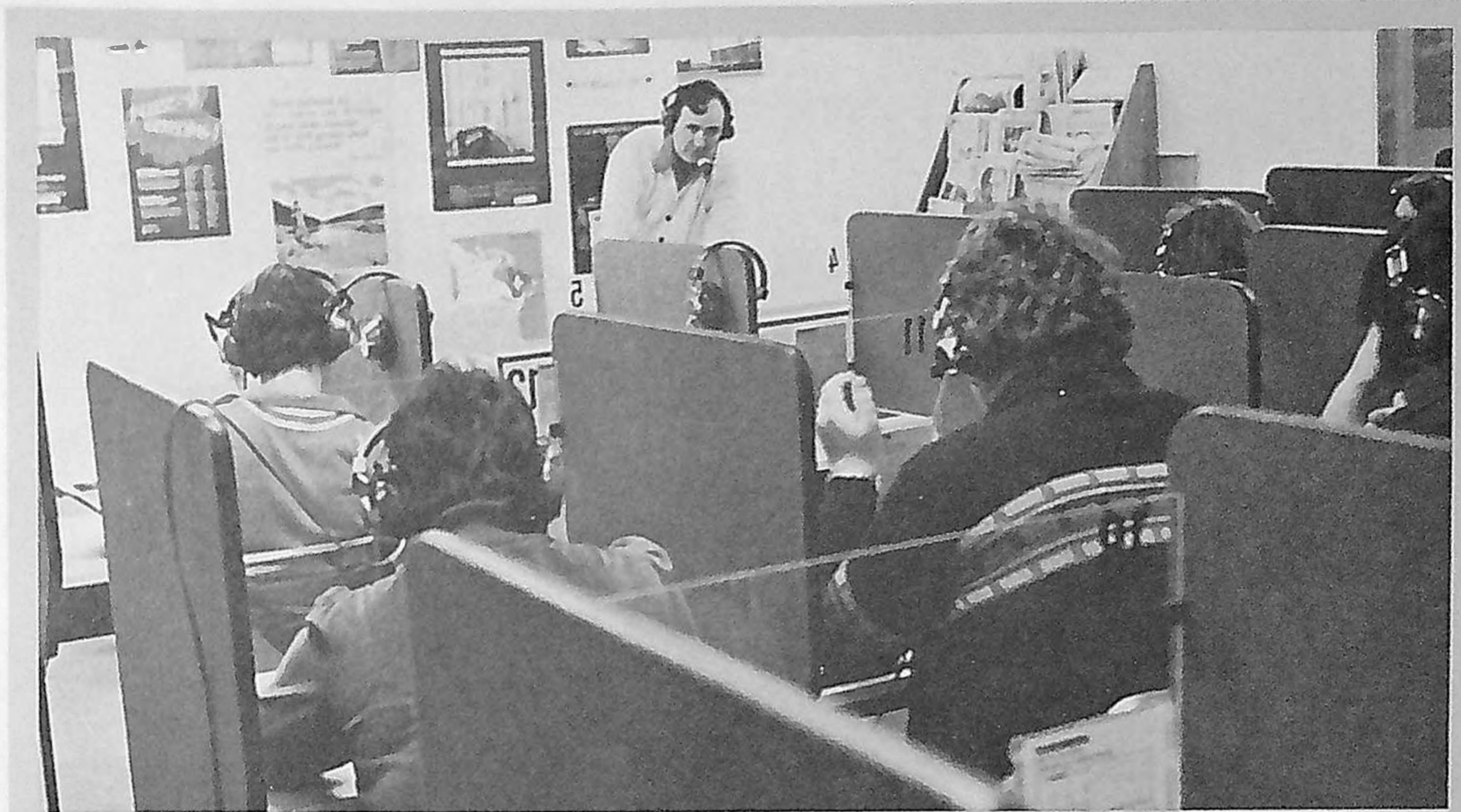
accepting of other people. It's supposed to do all those wonderful things for people.

"One time I took the trouble of listing these qualities, and then I put two columns underneath that. In one column I put all the people I know with liberal education and in another column I listed the people with technical, trades or hard science background. Then I compared the people on these lists with the wonderful things that are supposed to happen to you with a liberal education, and so help me, the people with the technical, trade, hard science background came out not marginally ahead, but infinitely ahead, and it makes me question what a humanistic education really does for a person."

Notwithstanding his observations, the former vice president declared that he would be "dead against" the elimination of liberal arts at Humber College, but at the same time he would have been equally opposed to "a vast increase" in them. There was little chance of the latter being proposed by anyone. Historically, the Human Studies Division has had to run full speed ahead just to continue to fall behind.

However, sometimes the Division ran when no one pursued. Just as the Human Studies Division was settling in with its program of four general education electives and two English Communication courses (the so-called "four-plus-two" model), news of budget cutbacks sent everyone scurrying to the conference rooms to study ways to alter curricula and shave costs. Anticipating a possible campaign to reduce the number of elective courses required in all programs, Dean Jack Ross of Human Studies (which had by now combined with the Creative Arts Division) decided to take precautionary measures, and at least try to minimize the expected losses. He drafted a proposal called "Plan B", which recommended that the four free-choice electives be reduced to two, with the addition of two "required electives"—courses selected by program coordinators rather than by students. Although purely exploratory, Plan B was to stir up a controversy that almost rivaled that of the Spratt-Edmunds report. Some program coordinators jumped at the chance to gain what they perceived as increased jurisdiction over the content of two courses

*MODERN LANGUAGES: Win Morris, front, provides French instructions in the Language Lab Centre of the North Campus. Assisting the learning process is a \$41,000 cassette recorder system, installed in February of 1980 to replace outdated equipment. The lab was equipped with 30 carrels, outfitted with a console containing head phones and tape recorders.*



previously the responsibility of solely Human Studies. The Human Studies Division itself was factioned. Some faculty, notably in the Social Sciences, favoured the plan as a means to regain grounds lost through cancelled service courses. Others, particularly in the Literature area, saw it as a surrender of territory before a war had even been declared.

“As programs were being directed to cut curricula down to 24 hours a week, I saw Plan B as the next evolutionary step to the four-plus-two concept, and as an alternative to possible reductions in the four liberal arts courses of the elective package,” explained Ross. “As it happened, there was no concerted action by the Divisional deans to press for a reduction of the four free-choice electives. They had found other ways to accommodate the budget cutbacks. Plan B was not needed, and so it was dropped, without ever being formally proposed to the President’s Executive Council.”

Although the number of electives remained the same in 1975, the college was forced to reduce general education courses—with the exception of English Communications

I and II—from four hours per week to three.

Human Studies not only lost one hour per course per week—a whopping 25 percent loss in the Division’s total teaching time—but it soon after also lost its dean. In order to assume more direct responsibility in the Creative Arts vocational program area, Ross decided to relinquish his responsibility over the general education component. Since financial conditions prohibited the appointment of a separate dean for Human Studies at the time, Jackie Robarts, principal of the North Campus, was to assume the dual role of principal of the entire campus and dean of one Division.

The two roles were not easy to marry, she recalled: “I found it necessary to keep telling people, ‘I am now speaking to you as the dean’...or ‘I am now speaking to you as the principal.’” It soon became clear that this ‘two-hat’ situation could not continue. In June of 1977, Carl Eriksen replaced Robarts as dean of Human Studies.

Eriksen was no stranger to the operation and the problems of liberal studies in the community college system. He had taught Economics at Mohawk College in Hamilton for

two years, served as assistant chairman of the Liberal Studies department there for one year, and as chairman of the Social Science department for three. He worked as an economist and research manager for the Ministry of Community and Social Services in 1973, and as a program consultant for Applied Arts programs and English and Social Science courses at the Ministry of Colleges and Universities from 1975 to 1977.

By the time Eriksen arrived at Humber College, the general education electives were divided into three categories—Social Sciences, Literature and Language Arts, and World Civilization—with all courses taught exclusively by Human Studies faculty. The experiment of including courses from other Divisions in the general education package had been abandoned, by order of the administration, when it was discovered that students, as Vice President Administration Jim Davison recalled it, “were consciously avoiding the more difficult subjects, those requiring the most homework, and were signing up for typing classes or guitar-playing. It proved the point that, given the opportunity, students will



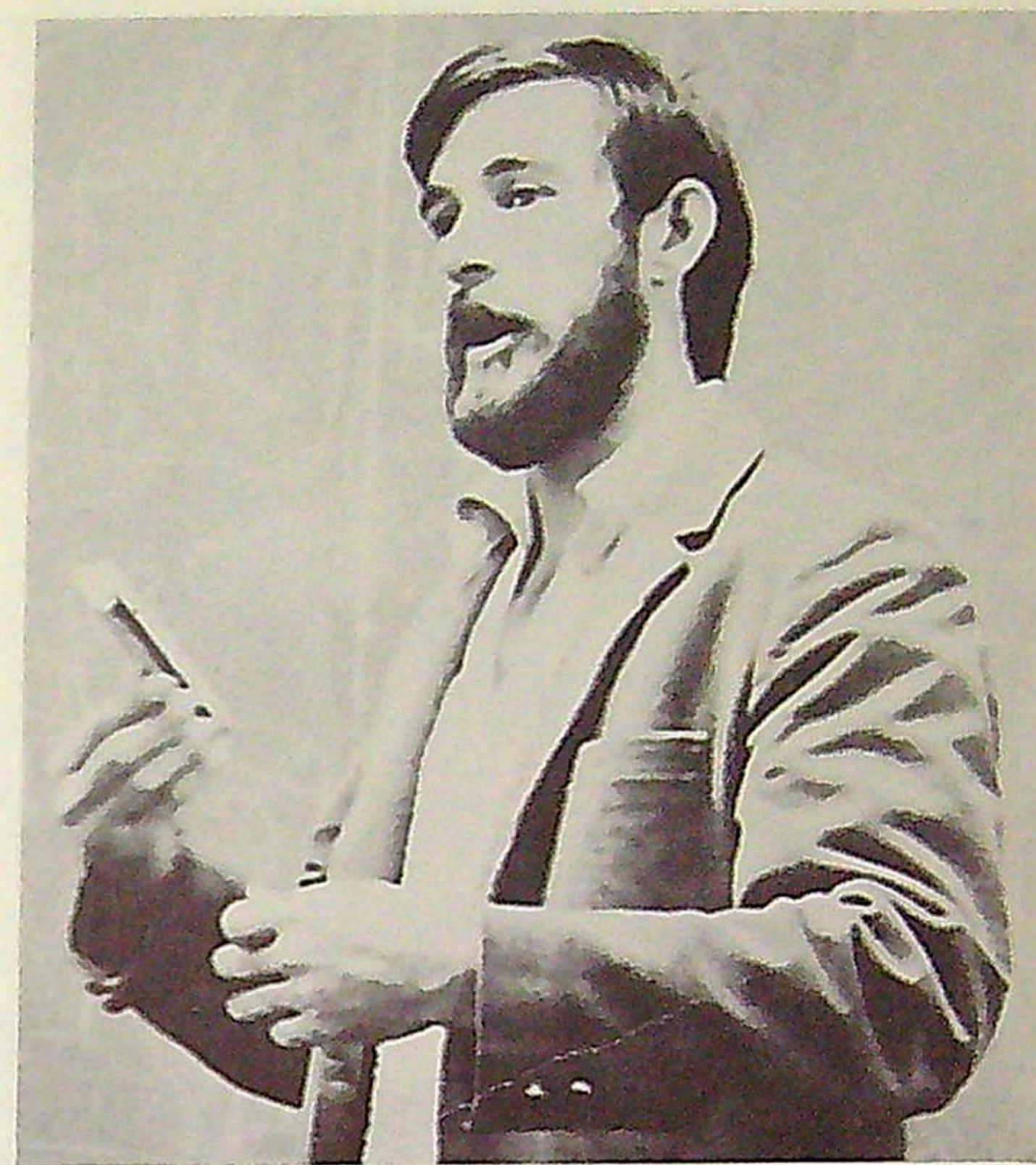


*A ROOM WITHOUT DESKS: cushions and bean bags were deemed more conducive for learning Human Relations, so this room was equipped with unusual furnishings. Although the study was serious, the atmosphere was always comfortable and casual. Teaching, second from right, is Jean Jablonski.*

LEFT ◀

*CEILING IMPOSED: Gary Noseworthy, while senior program coordinator of GAS, 1976-78, was told he must limit the total number of students in the program to less than 3 percent of the college enrolment. He was advised that the Ministry was determined to prevent the creation of new career programs posing as General Arts and Science "options". As options, they would not have required Ministry approval. Noseworthy succeeded Bill Riddell as the head of the GAS program.*

RIGHT ▶



avoid serious study. We placed a limiting definition on the concept of general education, but we tried to provide as much choice as possible with a wide range of courses in English, humanities and the social sciences. The deans, of course, would like to place a wider interpretation on general education, to include a number of the courses currently existing in virtually every Division of the college."

That decision imposed a temporary truce in the incessant tug-of-war between the liberal arts and professional areas, halting the wrangling to increase representation in the elective offerings. It also, at least to some extent, reduced the temptation among some instructors to candy-coat titles of courses as they competed for students in the bazaar-like open elective market-place. The academic content of the courses may have been good medicine—there were some quality-control safeguards to ensure that—but faculty over the years, under pressure to attract enough students to keep a course viable and student contact hours high, sometimes out of necessity or even cynicism resorted to the practice of

taffy-topping subject descriptions and titles, to make a course palatable and give it student pulling-power.

But at the same time, there must be some sort of moral in that fact that after years of squabbling and after interminable diatribe and dissent, the policy on free-choice electives was finally becoming firmly set, and the mechanisms to implement it stabilized...just as many people in society were doing a complete turn-about on the whole issue of student choice. The system by which students in Ontario high schools were granted considerable latitude in choosing non-obligatory courses was falling into disrepute with many educators, parents and a good number of students themselves. The complaints became more and more persistent about the excessive freedom in the high school curricula, and an increasing number of spokesmen—including many from the universities and community colleges—began to refer to graduates of the high school credit system as the "know-where generation" or the "educated illiterate." Admitting to a problem in the area of literacy, the provincial government in 1977

added a dash of compulsion to high school curricula, making English mandatory for students in grades 9 and 10. In January of 1979, the Ministry of Education announced that English courses would also become obligatory for students of grades 11 and 12.

It was all part and parcel of a back-to-basics movement in society; the harsh economic realities of the mid-seventies were making a mockery of the optimism and idealism of the sixties. Students, who had once stormed the platforms of the campuses to protest that big business was exploiting them, were now discovering to their consternation that big business all too often would not—could not—even employ them. In masses, the young in the mid- and late seventies turned their backs on the arts and science programs of the universities, and lined up for the job-oriented and professional programs at both the universities and the colleges...only, in many cases, to discover that the programs had filled their enrolment quotas, and there was no more room for them.

At Humber College, these students could at least be accommodated in the General Arts



*DUAL ROLE: Jackie Roberts from 1975 to 1976 functioned as both principal of the North Campus and as dean of Human Studies.*

LEFT ◀

*CARL ERIKSEN became dean of Human Studies in 1977, coming to Humber from the Ministry of Colleges and Universities, where he had been program consultant 1975-77, and research manager from 1974-75. He was a teacher and later a chairman at Mohawk College, Hamilton, 1967-74. As part of a new management rotating policy, the college in June, 1981, announced Eriksen was to become dean of Applied Arts as of October, 1981.*

RIGHT ▶



and Science (GAS) program, which had evolved primarily into a kind of academic "holding pen" for students who had been unable to gain admission into over-subscribed vocational programs, or who were seeking to pick up credits towards entry into a university.

When General Arts and Science began in the Applied Arts Division in 1967, it was a three-year diploma program that offered three options to students in their second year: the Academic Stream, Journalism and Public Relations. For the Academic Stream, freedom of choice in curriculum was promoted as the program's most positive feature. The calendar proclaimed: "Frankly experimental in nature, this program will appeal to those who can respond to the challenge of intellectual enquiry in a small-group setting, of freedom to make a wide range of decisions for themselves, and of new opportunities to develop their own potentiality and judgment." Of six subjects required in the first semester, only Comparative Literature and Media Communications was obligatory. The other five subjects could be freely selected from a diverse variety or from one particular discipline.

Allusions to vocational relevance for the Academic Stream were somewhat vague: "... you will obtain a knowledge of fundamental principles and their applications in diverse yet coherent fields. This will provide an invaluable foundation for specialization after graduation, in such fields as teaching, social service, industry, commerce and government."

In 1968, two more options were added to the GAS program: Theatre Arts and Human Relations (the latter would be phased out soon after). References to job prospects for graduates of the Academic Stream that year were still ambiguous: "Although the General Arts and Science programs are not specifically vocational, they may be considered generally vocational in the sense that anyone who develops his potential, and becomes an enquiring, imaginative, aware and active person, cannot have a better preparation for whatever field he eventually chooses," the calendar stated.

By 1971, a trend away from free choice in curriculum was becoming established. Not only were GAS students required to take a compulsory English course, they were also

obliged to complete an eight-hour-a-week subject called Introduction to Social Science. In addition, students were advised that they would have to "select the remainder in consultation with (their) program supervisor on the basis of (their) particular interests or goals."

In the summer of 1971, the GAS options of Journalism, Public Relations and Theatre Arts separated to become independent programs within the Creative and Communication Arts Division. With the professional options removed, General Arts and Science had to build in a stronger career component within the curriculum itself. In 1974, the year after General Arts and Science left Applied Arts to join Human Studies, GAS students were required to take 12 related vocational courses, selected in consultation with the program coordinator. The vocational core represented 48 credit hours out of a total of 96 required. Of the remainder, only six subjects were free choices. It was obligatory for students to complete English Communications, Social Systems in Canadian Politics, Cultural Studies, Western Civilization, Literature,

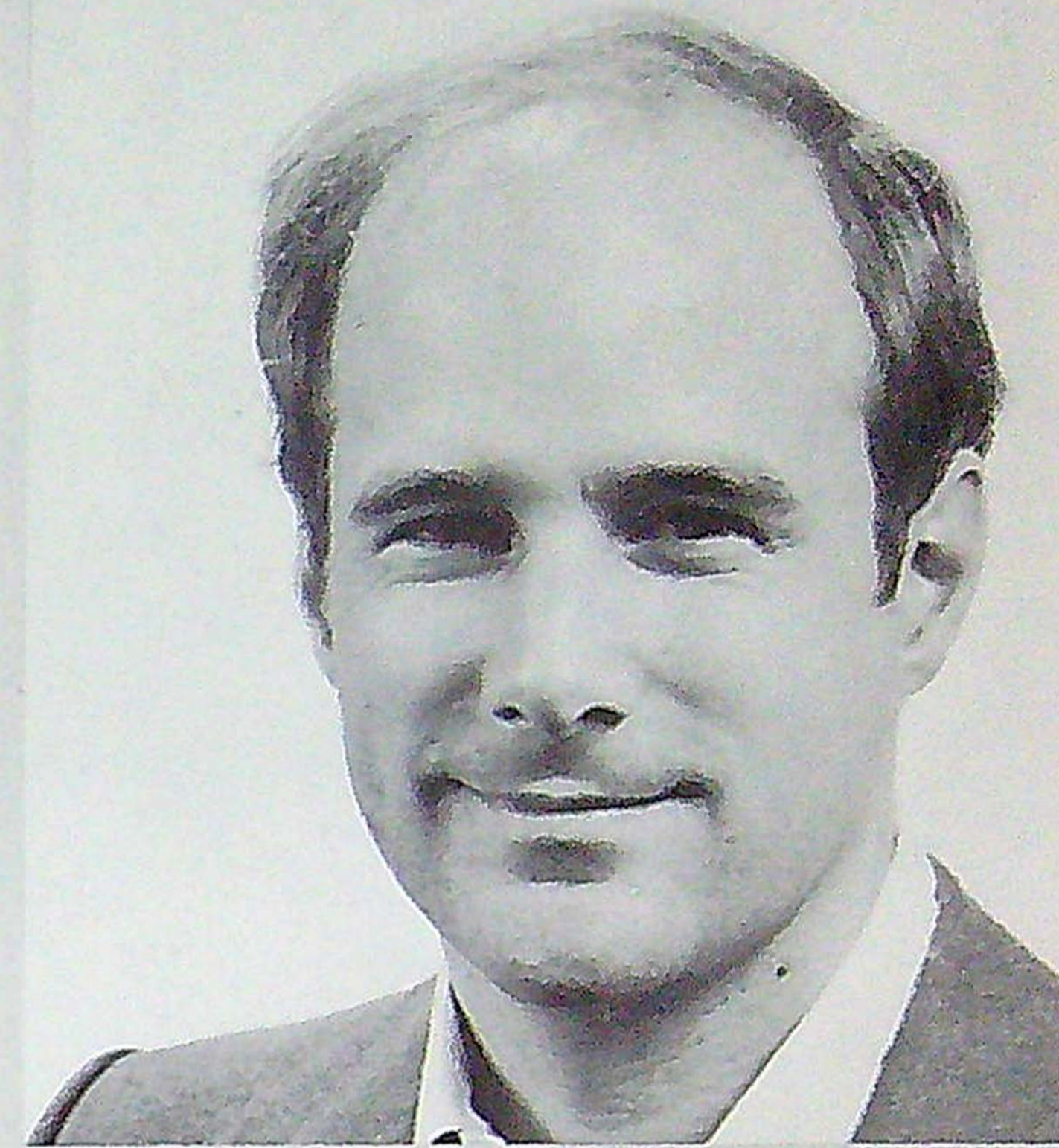


*ANTHROPOLOGY* instructor Earl Reidy in 1977/78 was appointed senior program coordinator for social sciences and the General Arts and Science program. Reidy held the post until May 1979, when he returned to full-time teaching in anthropology and sociology.

LEFT ◀

*CAREER EMPHASIS:* Michael Hatton assumed responsibility for GAS, 1979. He found the majority of students were in the program for one of three reasons: they were upgrading qualifications needed to be accepted in a career program, they had failed to successfully complete a vocational program or they were still deciding on a career choice.

RIGHT ▶



Foundations of Literature or English Survey, and two of the following three: Sociology, Psychology or Anthropology.

By 1977, the program that had started 10 years earlier with a curriculum that boasted being designed to involve students in broadly-based studies and experiences in which they had the freedom to be responsible for their own learning was now telling students that they must develop, in consultation with the program coordinator, an "Individual Career Profile"—a designated group of vocational study courses totalling 40 to 50 credits. Two English Communication courses were also mandatory, and students were required to take a minimum of 8 out of 10 stipulated courses in humanities, Literature or social sciences. With 10 credit hours left to make up the required total 90 credit hours needed for graduation, it meant that students in this sole Human Studies diploma program were taking no more free-choice electives than students in a two-year Technician program.

Not that it mattered much: only a handful of students each year graduated with a GAS diploma, and few entered the program with any

expectation of graduating. Students who had enrolled in the program to bolster their qualifications to enter a university usually remained for one or two semesters, just long enough to earn credits for about eight courses (of about 130 students who entered the first semester in 1978, for example, only about 80 went on into the second semester). Students seeking a transfer into a vocational program at Humber similarly remained in GAS generally for a maximum of a year.

Some of these students had been attracted to the GAS program because it provided the opportunity to take courses from more than one vocational Division. "We used as a touchstone the concept of a student who came to Humber College to learn how to run the family business," Ross recollected. "For this, he might need courses available in a number of Divisions." Within the framework of the GAS program, a student could come to Humber and take advantage of a mix of Business, Technology and Creative Arts courses, according to his needs. The individual timetables were set up by Gary Noseworthy (senior program coordinator for the GAS

program until he was succeeded by Earl Reidy and later Michael Hatton).

This specialized timetabling never involved large numbers of students, and few graduated with a diploma from this made-to-order multi-Division-based GAS variation. In fact, graduating numbers in the GAS program have always been small. There were, for example, only eight students graduating on June 13, 1970 with Humber College's first General Arts and Science diploma. The students were Roy Gould, Gladys Jennings, Wayne Nichols, Arthur Poirier, John Jacob Van West, William Walker, Peter Walmsley and Carol Wilkinson.

An additional four students—Sandy Lane (*née* Bull), Paul Caulfield, Skip MacLean and Dan Mothersill—graduated with the first Journalism option diploma; Ray Harsant and Brian Smuck graduated with the Public Relations option diploma; and Bert Bachmann was the only graduate of the Theatre Arts option.

At the end of Humber's decade, the number of graduates could go nowhere but down. In 1975 there was a total of only four



*ECONOMICS AND SOCIOLOGY* teacher Fred (Fali) Balsara was associate professor at Notre Dame University, 1963-68 and at University of Toronto, 1968-69. He was previously professor of law and head of the Social Science Division at Government Law College, Bombay University, India, and in India he published seven textbooks, on law and sociology. He came to Humber College in 1969.

LEFT ◀

*PHILOSOPHY TEACHER* J. Immanuel Schochet was assistant principal and chairman of the Department of History at Ner Israel Yeshiva College, 1966-70; was an instructor at Lakeshore Teachers' College, 1959-61; and at McMaster University, 1964-66. He joined Humber College in 1971.

RIGHT ▶



students in the second year of GAS, and in the following three years the total remained at a constant seven.

Adjusting to the reality of the enrolment pattern, in 1978 Dean Eriksen made it possible for students to graduate from General Arts and Science after a year, with a certificate rather than a diploma. The GAS certificate could be obtained through day or evening study, with the completion of 45 credits. The diploma—requiring 80 credits—was still an available pathway for those who wished to complete two years in GAS (GAS ceased to be a three-year diploma program in September of 1973), but that was of interest to only a bare minority.

Eriksen indicated that he was not altogether happy with the GAS program's role of upgrading students for university entry. "It's not necessarily so, but almost by implication we are saying that there is a 'higher' level of educational beyond the college, and that we're preparing students for that level," he explained. "It must be understood that university is a *different* level, and not necessarily a *higher* one. Otherwise we're just perpetuating education hierarchy and

university elitism, both of which I reject out of hand."

He added that there were visible symptoms of a growing elitism not only in the "ivory towers of liberal arts," but in the admission policies of some of the vocational programs in the community colleges. "The original concept was to provide students who wouldn't readily end up in university with an alternative opportunity for post-secondary education," he stated. "With this goal in mind, it was cited that admission into the colleges should be on a first-come, first-served basis.

"Now that some colleges have more students than they have places, what they're unfortunately doing is starting to play the old elitist game. If they have 50 spaces and 300 applicants, they're taking the 50 best qualified...as they define it. From the institution's and particularly from the teachers' point of view, I can understand why they do it. Why not choose the 50 best students, who are the most motivated to learn and so on? It really does make the teaching job easier.

"At the same time, that practice defeats the whole objective of providing an

opportunity for people who would not normally have ended up in a post-secondary institution. The Americans use the concept of compensatory education, whereby they deliberately allow minority groups into the universities even though they may not meet the entrance standards. The officials feel they have a social responsibility to certain groups. I think that was the concept in Ontario as well, and I'd hate to see the day where the colleges become solely places for students from the higher socio-economic groups."

As admission was becoming more selective and spaces in some of the programs more difficult to obtain, the GAS program was perceived by some students as a kind of a "waiting room," or a backdoor to where the action really was—in the professional and vocational areas. With a predominance of students displaying this type of attitude towards GAS, the likelihood of General Arts and Science ever being restored as a full-scale, heavily-subscribed diploma program seemed extremely remote. The general disillusionment and disenchantment with non-vocational liberal arts study would seem to dismiss the

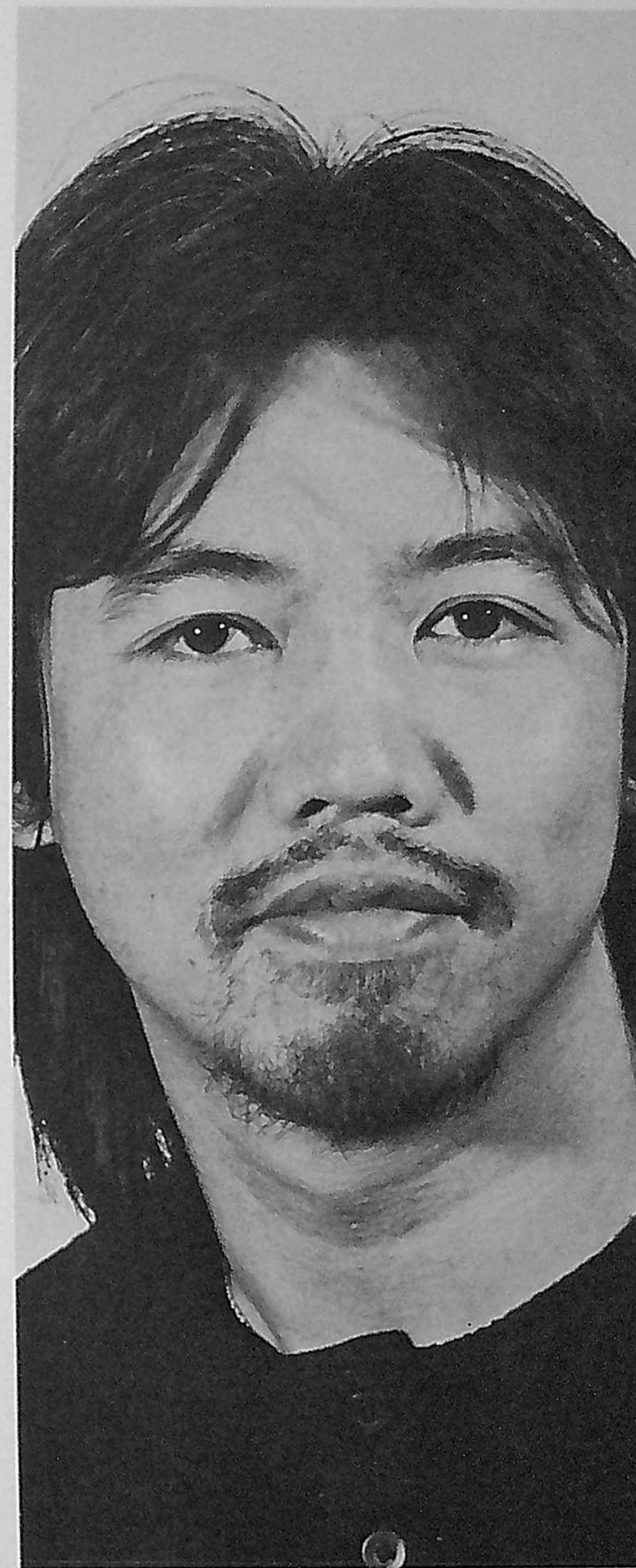
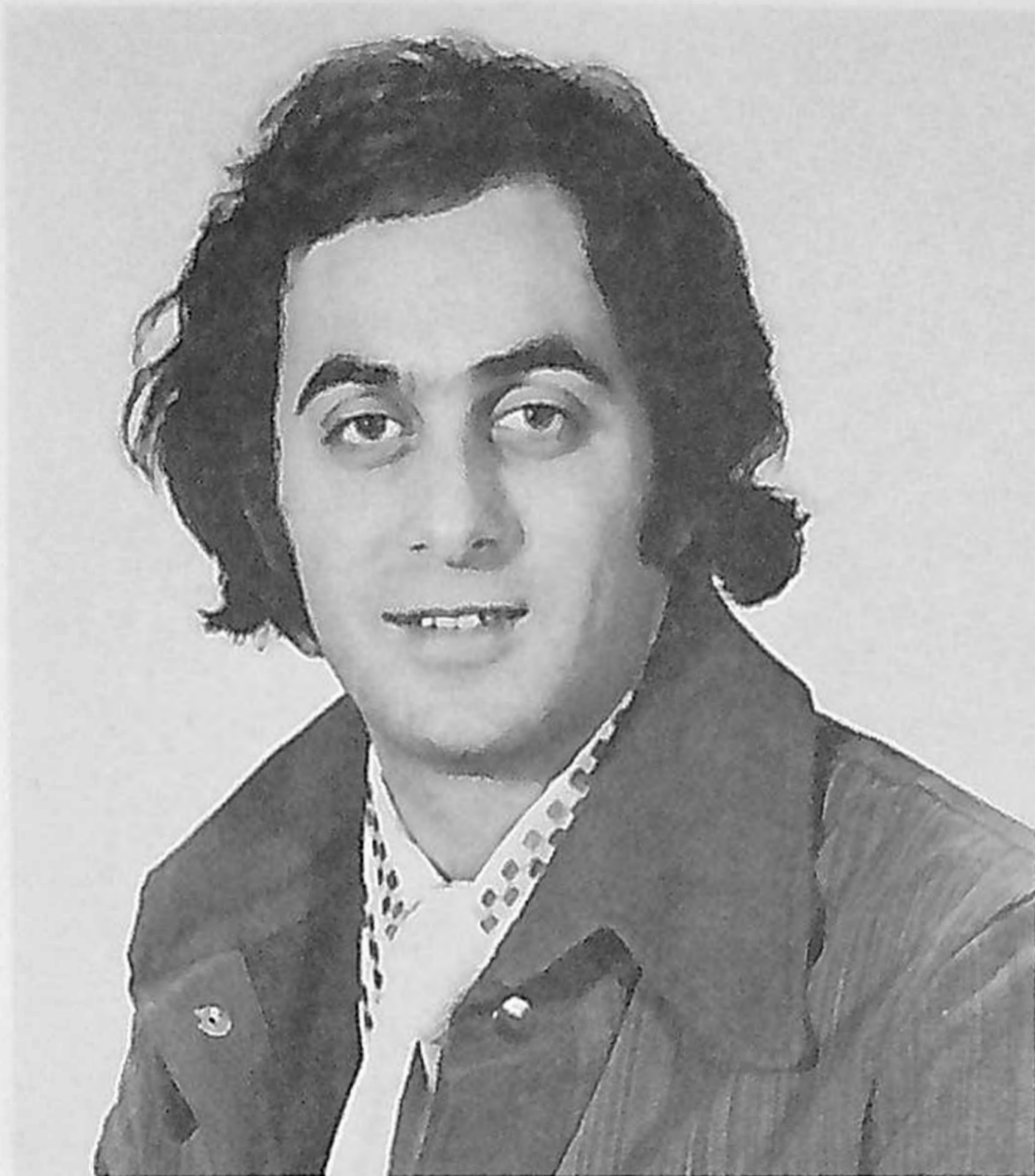


*EVENING COURSES: Psychology instructor Jay Haddad in the spring of 1981 was appointed Divisional senior program coordinator for Continuous Learning.*

LEFT ◀

*THE NEMESIS of any Philistine fool-hardy enough to attack or threaten English Literature or the humanities at Humber was Wayson Choy. Choy was founding coordinator of English at the college, and in later years he ably served as the Division's top tactician in all defensive warfare ... and he was known to lead the occasional punitive foray into the ranks of the "enemy" as well.*

RIGHT ▶



possibility of that happening in any case.

Fortunately, the general education component at Humber College could provide a small haven for the humanities, where they could at least continue in peace...until the next inevitable onslaught was launched against them.

Well, the humanities had able defenders enough, ready to rally for yet another Thermopolae. It was said often at Humber College that the Human Studies Division thrived on crisis, that the faculty were unruly and loved a scrap. "They will never march to my tune or anyone else's," said Dean Eriksen, "but that's great. The fact is that the social science and Literature faculty are here to teach students to analyze, to be critical and to question. It would be absurd to expect these teachers to not do the same within the Division and the college. But there are benefits in dealing with a group of highly intelligent, sensitive individuals. Sure, the going gets a little rough in the Human Studies Division, but on other occasions the total group can be extremely supportive..."

...however stormy. Still, if the teachers

did have a tendency to be drawn invariably to the centre of a squall, it was usually with concern and commitment. There were occasions in which they may have fanned the flames a bit, but at other times they served as the best fire-fighters on campus. And they were scalded more than once, but then, perhaps, they shared the sentiments of G. K. Chesterton, who confessed, "I believe in getting into hot water. I think it keeps you clean."

# CHAPTER SEVENTEEN TECHNOLOGY Of Optimism and Utopia

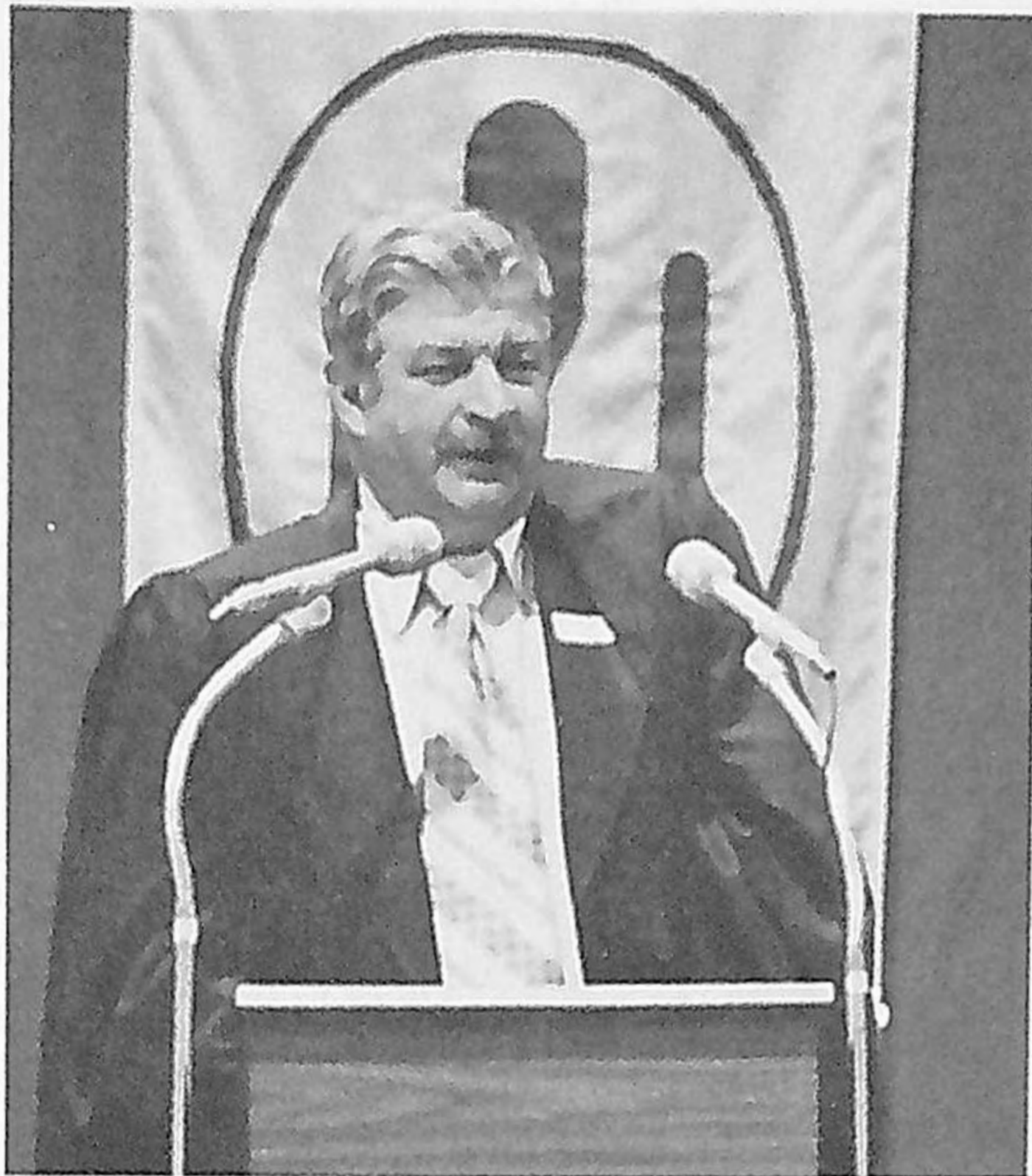
*STATEMENT IN STEEL: Neil Shepherd wanted to express the compatibility of technology to the applied arts with this sculpture. A huge micrometer represents the exact art of technical man, while a bird symbolized man's free creative spirit.*

The sculpture stood 22 feet high, looking like a giant exclamation mark in steel punctuating the grassed landscaping just outside the Technology building on the North Campus. A gear wheel mounted at the bottom of an axle represented a micrometer, an instrument used by technologists to measure distance, and above the shaft Neil Shepherd—the graduate of the Manufacturing Engineer program who sculpted the 1,500-pound work—positioned a soaring bird to symbolize the creative spirit of technology. This artistic statement, expressing its Baconian optimism towards the promise and potential of science and technology, was hardly typical of the seventies. In that troubled decade, some people, perceiving the contaminated harvests that sprang from the seeds of science, considered technology to be as creative as The Reaper's scythe. Nature herself seemed to be reduced to a despoiled stubble in the wake of man's inexorable industrial advance. Revelation after revelation about our ravaged environment traumatized people everywhere: birdlife poisoned by insecticides and waterfowl suffocated in the oil slicks of the seas; nuclear power plants that emitted an

invisible but harmful radioactive effluence and industries that spewed out all-too-visible pollutants into the lakes, rivers and air; fish fouled with mercury and supermarket shelves stacked with chemical concoctions disguised as food; skies that showered acid rain and an atmosphere punctured by propellants from aerosol cans.

And who was to blame for these deadly sins of emission? The scientists and technologists who initially discovered the products and processes that were poisoning the world? Was it the industrialists and manufacturers, whose production methods were laying the environment to waste? Might it be the consumers themselves, who were so gullible and greedy for baubles in fancy packages that they failed to appreciate that all the wrappings they discarded were turning their world into a non-biodegradable garbage heap? Or should the finger of accusation be pointed to the politicians who, despite their power, failed to enforce and protect, ignoring all the dire warnings of countless surveys and studies, many of which emanated from their own offices?



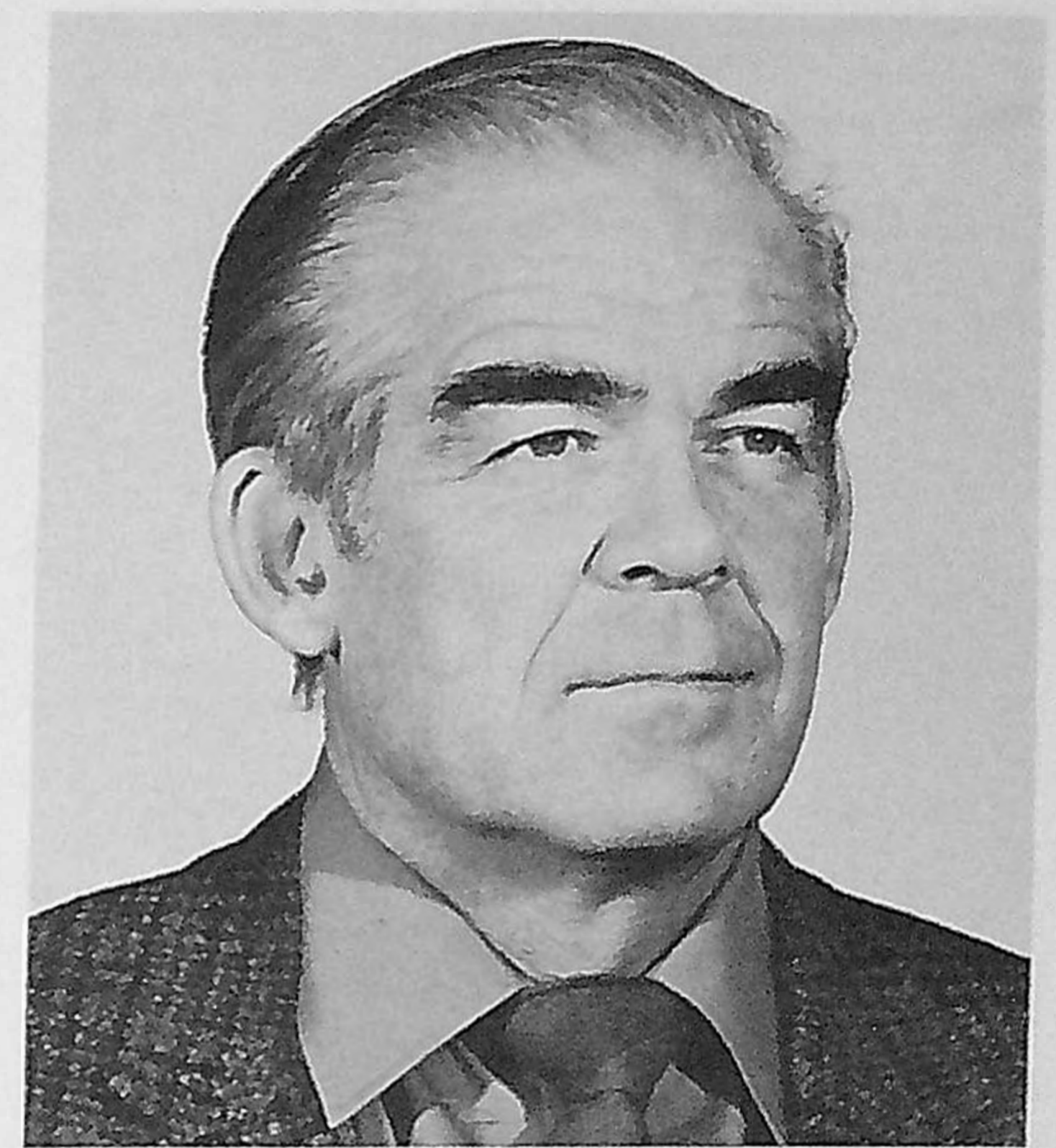


**CHOOSING THE TEACHERS:** Dean Bob Higgins looked for particular qualities in Technology instructors: "I wanted someone with a blend of theory and practice, and a good industrial background. I looked for someone with a feeling of empathy toward people, and with a sense of humour, because you can't survive in a classroom without the ability to laugh at a situation. And I looked for the optimist rather than the cynic."

LEFT ◀

**GENE DURET:** a smidgen of skepticism.

RIGHT ▶



Regardless of where the fault lay, it was clear as the world entered the eighties that there was little reason for optimism. Science fiction had promised a world filled with push-buttoned delights, and an electronic Shangrila for everyone. Shangrila, however, was fading fast on a lost horizon. Politicians and publicists, scientists and economists were warning of shortages of food and fuel, and were urging conservation of material and cut-backs in lifestyles. The world of plenty, it appeared, did not contain nearly as many riches as was previously thought, and even the cornucopia of capitalism seemed to be in danger of emptying itself out. Film spectacles of *Buck Rogers* and *Star Trek* notwithstanding, it was beginning to look as though there was *not* going to be a rocketship in every garage; indeed, there might not even be an automobile, nor even a house and garage for everyone.

Despite the forecasts of gloom and doom, though, there were people who had not lost faith. Consoling themselves with the bountiful blessings of the marketplace, they stubbornly clung to the conviction that *if* science and technology had created the problems, they

would also come up with the solutions. It was perhaps to these people that the Technology Division directed the following message in the college's 1971 calendar:

"We are quickly tuning in to the dichotomy of technology—its advantages and disadvantages. Insecticides have dramatically increased agricultural productivity, but Rachel Carson and other writers have warned us of the ecological problems of supersonic transport, nuclear power stations, the computer and the mounting piles of disposable garbage.

"If you desire a challenge and want the opportunity to increase tomorrow's well-being while solving the problems of today, we urge you to investigate the career-oriented programs of the Technology Division.

"The problems associated with pollution, quality control, new manufacturing processes and engineering techniques have created a tremendous demand for technologists and technicians. As a graduate technician or technologist, you will be involved in the resolution of the many problems facing industry."

The calendar message was carefully

worded not to mislead the readers into believing that Humber College was a research institution, or that students as graduates could aspire to become innovators or the instigators of great scientific breakthroughs and discoveries. The role of technician and technologist was clearly articulated: "As the vital link between the plans of the engineer and the skills of the craftsman, your responsibility will be to translate the engineer's concepts into the production of the finished product."

Such technologists and technicians might not be destined to become the Nobel prize winners of tomorrow, but at least the prospect of participating in future change and improvement permitted the students to look to the future in a positive rather than pessimistic way. And while the students of the Technology Division were not necessarily being groomed for a leadership role, neither were they being trained to become mindless followers. "There's a tendency in the technology area of universities and colleges and in teachers to be over-dogmatic," reported Physics and Mathematics instructor Eugene Duret. "Students are told that some things have been

**DEAN OF TECHNOLOGY:** *Jim Speight, first chairman and dean of the Technology Division. He later established Humber's one-man Environmental Studies program, assisted by a faculty committee. The objective was to collect information, act as consultant for industry and government, and promote environmental studies at the college.*

RIGHT ►



DON STEMPE

FAR RIGHT ►



done a certain way for a hundred years, because it's the 'best' way, and since the students are not Einsteins, they should not presume to deviate. But other instructors try to avoid that at Humber. We advise the students that just because they've acquired some skills, a diploma and a job, it doesn't follow that the employer will expect them to stop thinking. We recommend that if they have an idea, they should put it forward to the employer. To set an example in the classroom, we discourage them from throwing back the answers they think we expect. They're taught to be a bit skeptical, to question and examine other possibilities and slants."

At the same time, students in Duret's classes were warned about the dangers of human error, and were advised to keep in mind that neither technology nor technologists were infallible. "An example I give in the Electronics classes is the collision between the Andrea Doria and the Stockholm," said Duret. "Some people may think that radar is magic, but I point out that both ships were scanning each other with radar for half an hour before the collision. How could the two ships possibly

hit each other with the advantages of radar in this electronic age? It was the human factor; it very much depends on the technician operating the equipment.

"Perhaps we're so turned on, in the Technology Division, to how modern science can send a man to the moon, and we're so impressed by the headlines on technological achievements, that we sometimes forget about the problems people have in communicating with each other, or we pay little attention to the serious failures and faults that adversely affect humanity in very important ways. There are things on the debit side, and I think we in the Technology field often lose sight of them."

Bob Higgins, who succeeded founding chairman Jim Speight in April of 1970 and who was appointed dean of the Technology Division in November of 1971, admitted that the crises of pollution or vanishing energy resources were not first and foremost among the concerns of students within his Division. "They are informed about those kinds of problems," he said, "but these things are not a major driving force in their lives, and they don't consider themselves here to fix the world.

They do ask for clarification on questions of noise pollution and radioactivity, and they do want to know what damage either of these things might do to them or to other people. They've read the accounts in the media, but they want to know from another source how serious the problems *really* are.

"I can remember eight years ago I suggested to a class that society had passed a cross-over point where we were discovering fossil fuel resources at a slower rate than we were using them up. I got no reaction at all from them, no interest!"

In 1972, however, four Humber College students in the Mechanical Design Technician program were sufficiently concerned over depleting gasoline supplies and automobile fume pollution that they volunteered a considerable number of hours of spare time to construct a clean-air car, with the project under the guidance of instructor Don Stemp. The four students involved in the Urban Vehicle Design Competition were Tom More, Glen Underwood, Mike Kotva and Jim Ley, with More acting as student chairman of the project. The students worked on the car, which

*HUMBER'S ENTRY in the Urban Vehicle Design Competition of August, 1972: the team used a 1971 Pontiac Acadian, modified in transmission, fuel and exhaust and crash bumper systems. They called the car "Alice."*



they called Alice, entirely in their spare time, and Stemp and Higgins were often at their side, working late into the evenings, compensating for limited resources and facilities with their time and enthusiasm. On one occasion, the students at about 2:00 or 3:00 a.m. were working on the car in the Civil Lab of the Technology building when a security guard came to shoo them off campus, advising them that they could only be there with permission from the dean. Without a word, a student tapped on the toes of a pair of shoes that were protruding from beneath the frame of the car. The dolly rolled forward, revealing Higgins, face smudged with oil and grease. "You wanted to see the dean?" Higgins asked blinking his eyes innocently. "Was there something?" The guard left, somewhat disgruntled, but he never bothered the students at their work again, regardless of the hour. Stemp, in a report, noted that the students learned more than just vehicle technology: "Despite the sleepless nights and all the heartache involved, we feel that such projects offer a unique opportunity to bring together and involve students with governments, industry, and the community. I

think both sides learned a little about the other. The generation gap was not too apparent."

The experimental car, fueled by propane and built on an Acadian frame with about 800 pounds of additional equipment, was to be Humber's entry at a competition to be held on the General Motors testing ground in Milford, Michigan from August 7 to 11. Sponsored by the Etobicoke chapters of the Association of Professional Engineers, the Humber contingent produced a vehicle that featured a hydraulic pump/motor combination which replaced the function of an automatic transmission. Acceleration, deceleration, braking and clutch changing were controlled by a single lever.

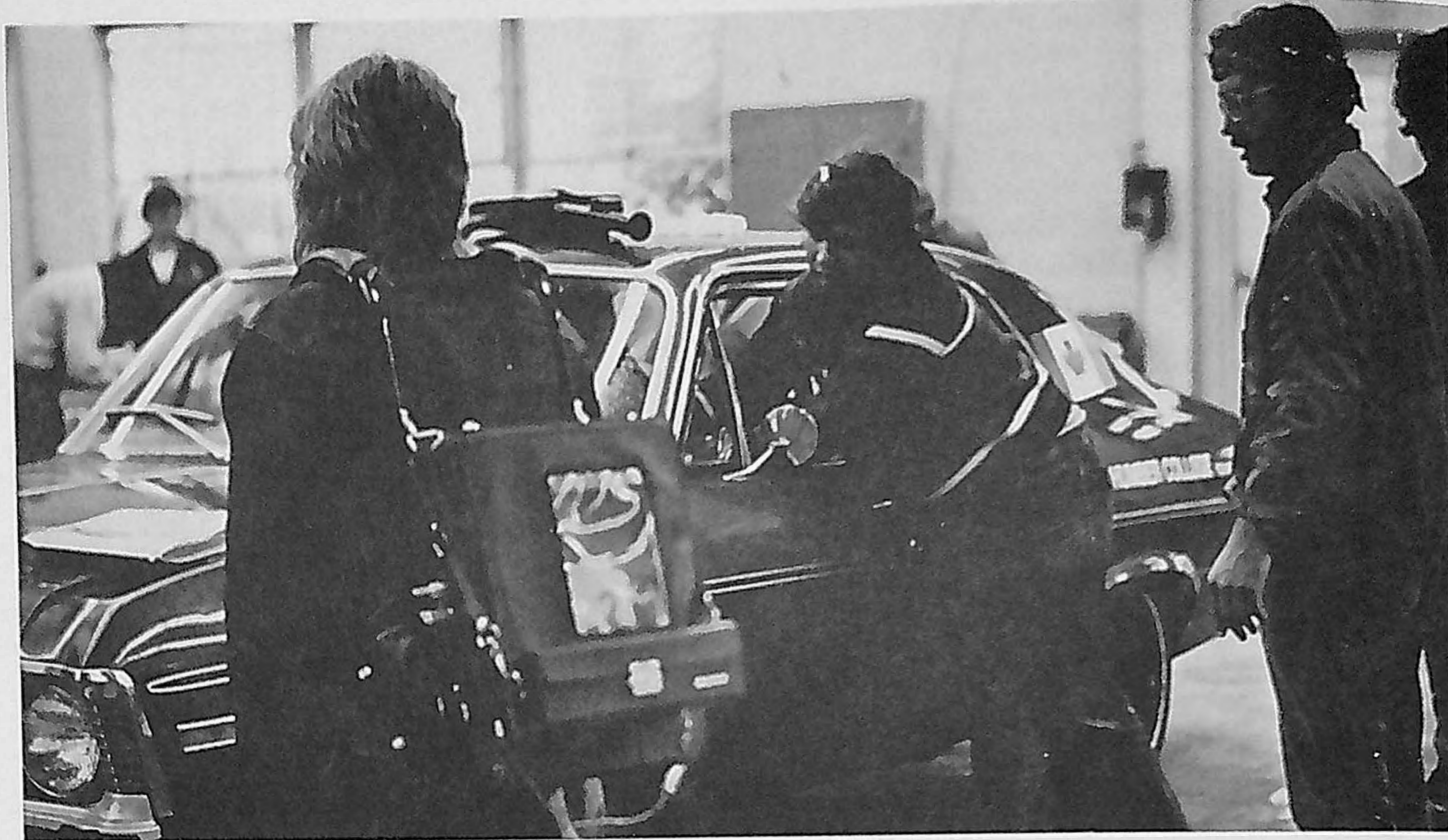
The amount of flow of hydraulic oil fed from the pump to the motor determined speed, and in theory at least, the automobile was to be capable of travelling 60 miles an hour. One student enthusiastically informed a newsman that "it goes from zero to full blast in one gear." Well, not at its beginning, nor on its virgin voyage of July 22, 1972. When the supports were first slipped away from beneath

the axle, the heavy weight of added equipment made the frame of the car sink precariously low. "It kind of settled like a pregnant goose," recalled Higgins, "until it touched the floor. The problem was resolved by a major redesign of the suspension."

The car was unable to keep its rendezvous with a gathering of pollution-free automobiles at Varsity Arena (but then, of 10 cars expected from Canada and the United States, only three did show up). It did make it to the Ontario Science Centre, but it had to be towed.

In the Milford competition for a practical, safe and non-polluting urban vehicle, Humber College's entry was nicknamed "The Sawmill", because of the noise it made while driving. The overall award for excellence at Milford went to the University of British Columbia entry, but one of the big head-turners was a square, red automobile from the University of Missouri, called "The Chicken". It was equipped with doors that folded forward, designed to eliminate the danger of damaging other cars in parking lots (as conventional doors that swing open). Designers of a University of California car boasted that its impact-absorbing bumpers

*FUEL TANK CRISIS: just four days before they were to leave for Detroit, the Humber team learned that the propane fuel system would not be certified unless the tank was first isolated from the passenger compartment and all electrical wires. It took some day-and-night designing, cutting and installing...but they managed to meet their deadline.*



could withstand collisions of up to five miles an hour: the bumper was packed with popcorn. Yet another car featured a disposable bumper, comprised of empty beer cans. The entrants of this particular design truly enjoyed demonstrating the car's crunch-proofing capacity. After each demonstration, the bumper had to be refurbished with a new supply of empty beer cans, which the students happily provided...after participating in the prerequisite draining process.

At the start of the eighties, major concern focused on the gas-guzzling propensity of automobiles. "Today, students are beginning to ask what we are going to do when gasoline supplies run out," stated Higgins. "My answer to them is that man is a pretty ingenious beast. Everything that man has accomplished has been done in a relatively short time span. There are other potential energy sources that we haven't developed fully, such as fusion energy, fission energy, and wind energy. We also have a renewable source of solar energy called trees. Perhaps that resource answers the counter-cyclical problem, since trees grow all summer, and we can burn them in the winter.

It's nice, cheap energy storage. And maybe somebody will come up with new ways of storing energy; storage is more of a problem than availability of supplies."

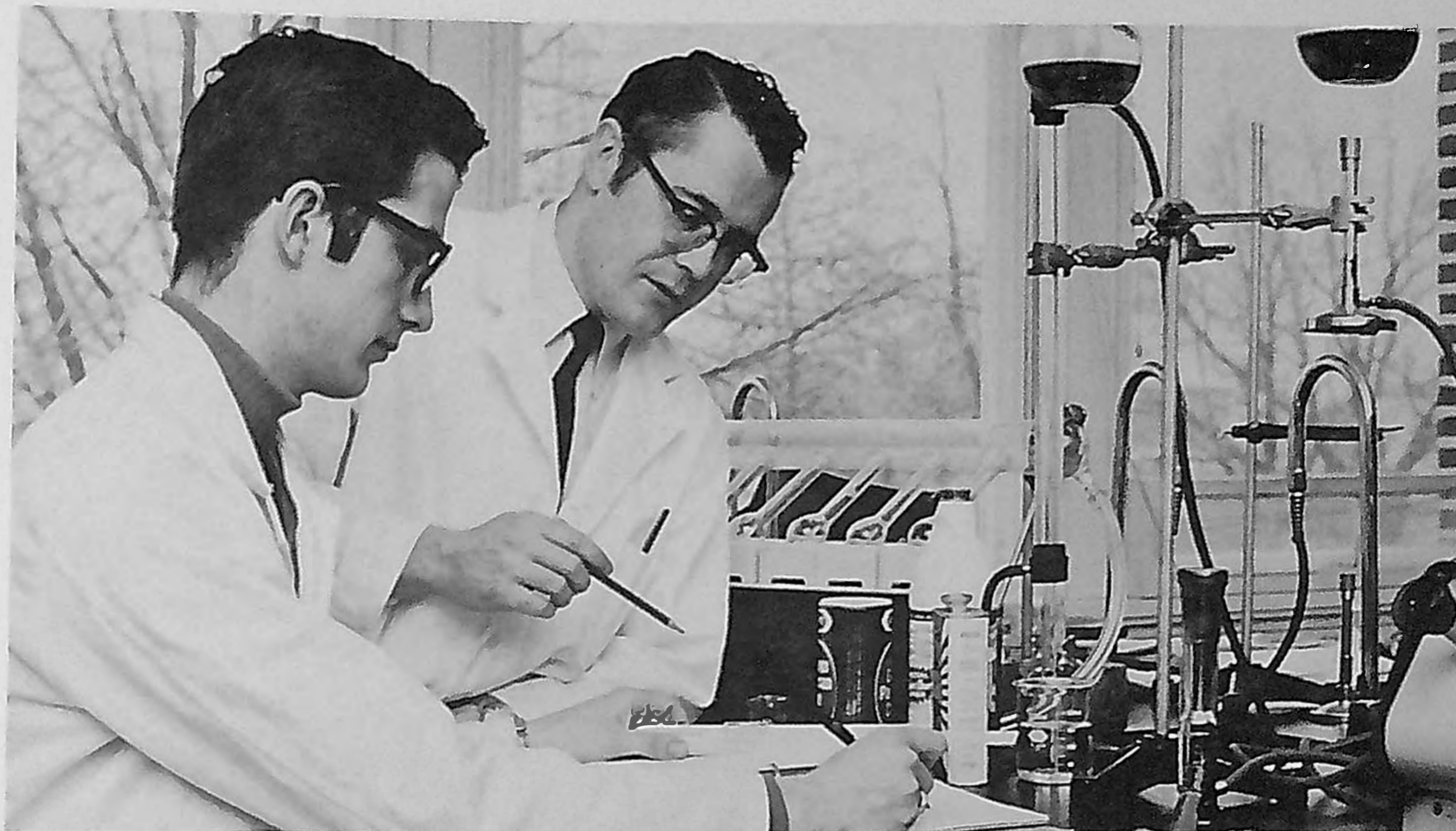
However, Higgins expressed some reservations on how deeply-felt the concern over pollution and fuel preservation really was, and he wondered how long the interest would be sustained. "Students are influenced by the press like everyone else, and the press hoots and hollers, but the next day someone wraps up fish and chips in yesterday's headlines," the Technology dean declared. "Some of our students keep their lofty ideals, but the majority are primarily at Humber College looking for the training that will get them a job."

In September of 1971, the Technology Division introduced a program—the first of its kind in Canada—that would provide students with not only a job but also an opportunity to maintain their "lofty ideals" and to serve the community and assist in the welfare of workers. The three-year Industrial Safety Technologist program, organized by staffer Don Stemp, was backed by the Labour Safety

Council of Ontario, the Construction Safety Association and the Industrial Accident Prevention Association. Later titled Safety Engineering Technology, this program's objective was to produce skilled personnel in the areas of occupational health and environment safety, who could detect hazards of fire, chemical or radioactivity on construction sites, in mines, manufacturing factories or forests, and who could monitor and modify any unsafe conditions that threatened life, health or property.

"We started the program because we had heard so many students saying that they wanted to do something for their fellow man," related Higgins. "Well, here was a program that enabled them to fulfil that wish, but the program has never been successful in the number of students that it was able to attract. The enrolment began in dribs and drabs, with six or seven students. This low enrolment was hard to explain or understand, since graduates from the program were so greatly in demand. After one or two years on the job, a graduate could find himself in the \$20,000 salary bracket. In 1978, the program's enrolment

**THE OLD SOUTH:** Bob Eckenbach, right, with David Rutherford, a Lab Technician student, back in the days on James S. Bell Campus. One advantage the old South Campus building offered that you couldn't find in the new North Campus quarters: windows that actually opened and closed.



finally got into the double digits, with 11 students in the day program and 15 in the night course: that was a breakthrough for us. But I now feel that students were only paying lip-service when they talked about their desire to serve their fellow man.”

Part of the problem in attracting students was insufficient publicity and promotion, aggravated by the fact that this program was not perceived as a clearly-specialized career path. Despite the initial difficulty with enrolment, Dean Higgins entertained no doubts about the wisdom of continuing the program. “If the college is here to serve a community need,” he argued, “and if we see a need for trained safety people, shouldn't we offer that program despite the small number of students, since those small numbers, as graduates, can do so much good?”

Higgins expressed the belief that even low enrolment programs in the Technology Division could be justified on a return-for-investment basis, especially when contrasted to some programs in other Divisions, where the investment return was not as evident. “Traditionally, Technology has been the small

Division in the College,” he admitted, “next only to Health Sciences in having the smallest enrolment. But we're training people to produce goods that could be saleable within the country and without, and in terms of economic potential, our graduates reflect or actually parallel the economic policies of the province and the country. Take my favourite example in the college system—the Travel and Tourism program. Those students are being trained to export dollars *out* of the country. That seems to be contrary to Canada's economic needs and its economic policies. In a time of economic crunch in the college, should we cut out one Technician program student who might in the future be able to produce something that can be sold to aid the national economy, or should we cut out a Travel and Tourism student, who will make Canada's economic situation worse?”

Tiptoeing past such comparisons and justifications...Technology began as the smallest of the three founding Divisions in 1967, with an enrolment of 86 students, followed by 98 in Applied Arts and 255 in Business. By 1968, Technology's total

enrolment was 197, by 1969 it was 292, and by 1970 it was 415; Applied Arts' enrolment in 1968 was 348, in 1969 it was 527, and by 1970 it was 825; the Business Division enrolment grew to 573 students in 1968, 732 in 1969, and 901 by 1970. By the fall of 1979/80, 13.2 percent of Humber College full-time students were registered in the Technology Division, with an additional 18.0 percent in Industrial Training programs. The Business Division was highest in enrolment with 25.6 percent of the total full-time students, Applied Arts had 19.4 percent, Creative and Communication Arts had 14.6 percent, Health Sciences had 7.8 percent and General Arts and Science had 1.4 percent.

The reason for the Technology Division's relatively slow growth from the beginning could be partly attributed to the fact that it was the last of the three Divisions to be moved from the limited facilities of the James S. Bell Campus to the permanent quarters at the North. “I think the prime problem with our long stay on the South Campus was that we really couldn't do much with equipment and facilities on the temporary site, knowing that it

*THE BLASTING BUSINESS: one of the most unusual programs at Humber was likely Explosive Technicians, taught by Patrick Merryweather, (beyond the plunger). Danger in handling the explosives was minimized by pre-planning procedures.*

would ultimately have to be re-done after we moved,” declared Higgins. “It’s like the tenant in rented quarters, or the transient living in an apartment, who never makes the same kind of improvements that the home-owner does. I guess we felt there were a lot of things that we wanted to do, but decided we’d wait until we moved to the North Campus to do them. I’m sure that detracted from the quality of our programs.”

One improvement Higgins did try to actuate with the physical facilities of the James S. Bell Campus instantly landed him in hot water. Prompted by the need for additional facilities for the Civil Engineering program, and establishing the fact that despite the predominance of males on the campus the female population had a disproportionate share of washroom space, Higgins expropriated a ladies’ washroom in the basement of the building in order to convert it into a lab. “All the plumbing had been taken out when the complaints started pouring in,” recalled Higgins. “The difficulty was that the compartments in the women’s washroom upstairs were too narrow. I was treated to a

tour of them one day, and told *that* was the problem. Margaret Hincks was boiling mad at that time!”

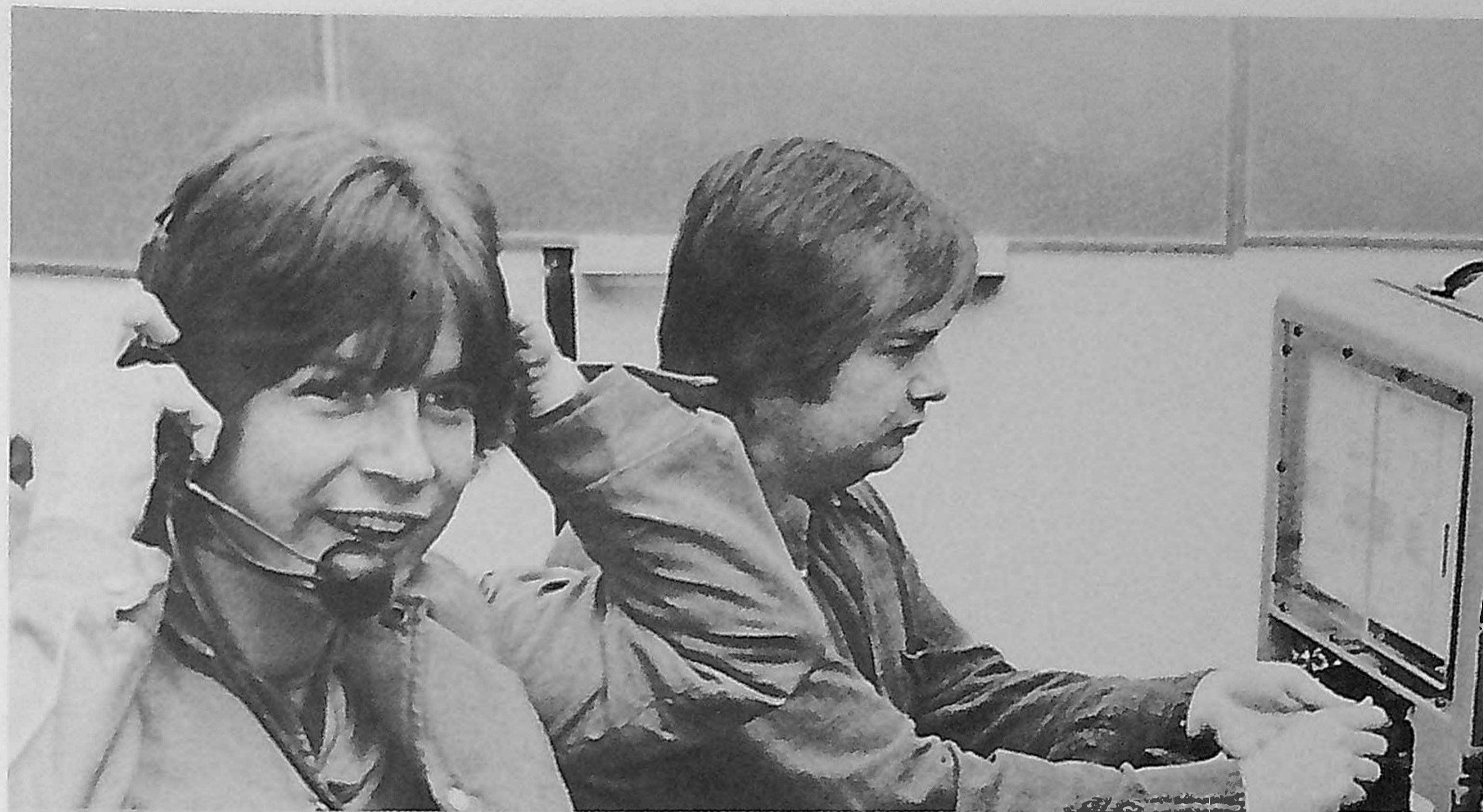
The Technology Division was fortunately able to leave that particular problem behind when it moved to its own building on the North Campus in the fall of 1971. Although the building was constructed to allow for an expansion of 75 percent in enrolment, Higgins, who had just succeeded Speight as chairman, was not totally satisfied with the new facilities. “I was chosen as the new head of the Division at the tail end of the building planning, and things had gone along too far to effect changes in the design. Our building was definitely under-supplied with storage facilities, and our growth potential vertically upwards was left out. I didn’t agree with the planning of the building: we had certain facilities located on the ground floor that were capable of high-floor loadings. Lighter equipment could have been more adequately placed on the top floor.

“Notwithstanding this, our enrolment took a quantum leap upward the year we moved to the North Campus, so the students must have perceived that the new campus was





*HYDROGRAPHIC SURVEY: developed in liaison with the Canadian Hydrographic Service. The course was taught by Gerald Wade.*



‘where the action was.’ The Technology programs at Sheridan College stayed much longer with their old quarters, and it’s interesting to note that the Arts people there received the lion’s share of the building resources...and it’s also interesting that Sheridan today is known as an Arts college. Our Technology Division has grown two to three times the size of Sheridan’s. Part of it may be the staff, part may be the quality and types of programs, but I’m sure part of it is due to our facilities on the North Campus.”

One program initiated on the North Campus that was never in any danger of bombing out in terms of enrolment, regardless of the facilities, was Explosives Technician. With almost no specialized facilities at all, this occupational area of study proved so popular for two years as an evening course that the Technology Division decided to expand it into a full, four-semester program.

After a survey had indicated that there were more than 500 job openings for trained explosive handlers across Canada, with salaries starting between \$10,000 to \$12,000 annually, it was decided to initiate a daytime

program at Humber College in September of 1975, marking the first time that formal instruction in the use of explosives was offered in Canada. The program, headed by former mining engineer Patrick Merryweather, attracted about 25 to 30 freshmen each year, although this figure did slip to a low of 17 in 1980/81. Not all who enrolled would graduate, of course. Attrition was high, with only about seven to 10 students successfully completing the program each year. The enrolment erosion was chiefly attributed to the highly technical course content. Students entered the program enamoured of the word “explosives”, Merryweather once explained, but were scared off not by the occupational hazards but by the academic work load. “There’s more to the program than blowing up bridges,” Merryweather explained. Students were required to immerse themselves into the study of chemistry, mathematics, construction and technical drawing, surveying and safety, and they were taught the basic skills of loading blast holes, setting charges, checking circuits and safety firing blasts. They would also learn to “design and plan the charge drilling layout,

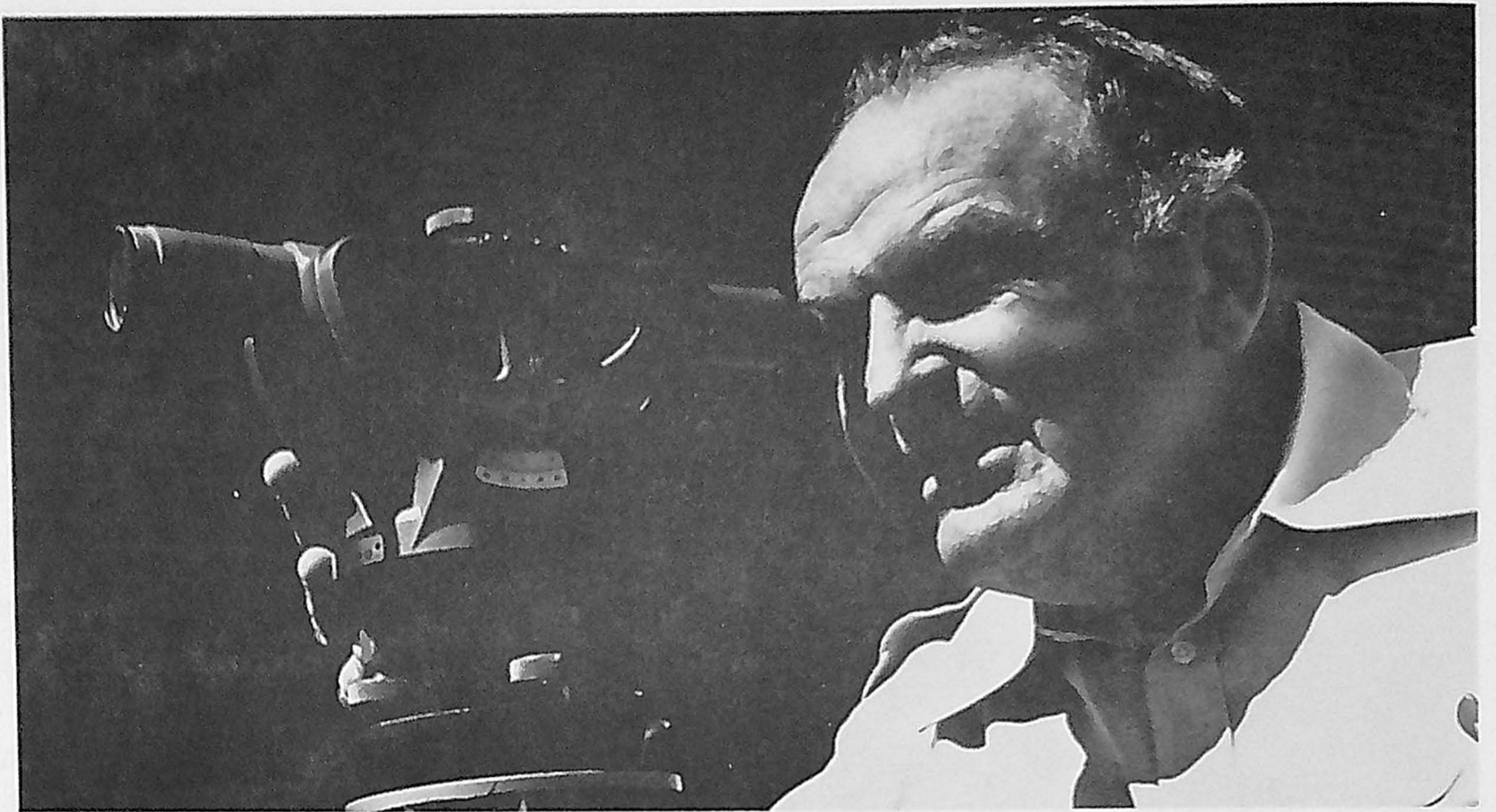
select the explosive, interpret test blasts, estimate drilling and blasting costs, supervise drilling and powder handling, and take all the necessary legal, seismic and safety precautions involved in blasting.” Employment opportunities existed in industrial quarries, open pit and underground mines, and in “construction involving highways, foundation work and underwater blasting.”

Practical experiments for students in this program presented something of a problem. However, charged with enthusiasm, students on Fridays headed for the back lot of the North Campus, but only after police and the nearby hospital had been warned that the class was going out for a big blast.

A program that began with less of a bang, but which was just as unique as Explosives Technician, was Hydrographic Survey Technology. “This program,” disclosed Higgins, “was a Canadian first, a North American first, and possibly a world first. We knew of no other program devoted solely to Hydrographic Survey.

“The program was initiated by an instructor, Des Thompson, who had been on

*SEEKING AN OPPORTUNITY: Des Thompson, while on sabbatical, saw that there might be a need for a Hydrographic Survey program. The college decided he was right, and after charting the waters extensively to confirm that opportunities existed for graduates, went ahead and launched the program.*



sabbatical and had taken a course in Hydrographic Survey. He discovered that even though Canada is a nation bounded on three sides by one of the longest coastlines in the world, and although those waters are mapped and surveyed by the Canadian Hydrographic Service, nowhere in Canada was there a full hydrographic training program. So Des recommended that Humber College initiate one.

“Anyway, we happened to be at the Canada Centre for Inland Waters one day, and talked to Adam Kerr, then regional hydrographer for the Canadian Hydrographic Service. He told us that the Hydrographic Service had to hire ordinary surveyors and then had to train them for hydrographic surveying. The Service had put out a general call to some colleges across Canada and to five in particular, asking for proposals on a possible training program. Humber’s name was not on the list because they hadn’t thought of us, but we requested that Humber be included, and Adam agreed.

“We were three months behind the other colleges, but Des Thompson and I worked day

and night putting a proposal together, and we had it in before any of the other colleges. I became an instant hydrographic surveyor, soaking material up and trying to determine the type of training they were looking for. With Des’s surveying background and with the experience in the hydrographic survey course he had completed on sabbatical, we came in with a proposal that the Dominion hydrographers office accepted literally without change.”

In the program, students were taught how to “chart and map water depth, currents, underwater obstructions” and they were trained in the techniques of “position fixing by astronomical and electronic methods and the various forms of radar, depth measurement using acoustic and sonar principles, as well as other forms of hydrographic data on water temperatures, currents, seabed geology and marine life.”

Despite the fact that there was a considerable demand for competent hydrographic surveyors in not only Canada but around the world, there was no stampede of applicants seeking entry into the new program.

Hydrographic Survey Technology began with about 10 students, peaked at 30 in its second year, then in later years levelled off at about 20 students.

At Humber College and elsewhere, it seemed traditionally true that programs with the most student appeal were usually those with corresponding courses in high schools; students tended to register into vocational areas that they knew something about. With that tendency in mind the Technology Division could not afford to be too adventurous or unconventional in the offering of programs in its first year.

Back in 1967, the choice for students in the Technology Division at the James S. Bell Campus of Humber College was limited to five clearly-established career pathways: Architectural Drafting, Mechanical Drafting, Electronic Technician, Computer Technician and Laboratory Technician. All of these were two-year, technician-level programs, although Engineering Technology Industrial and Production Technology were introduced in 1968, as two-year extensions growing out of a first-year curriculum that was initially to be

*TECHNICIANS, and not just technologists or engineers, were needed in a world of increasing automation. Graduates of Instrumentation (Industrial) Engineering Technician were taught to troubleshoot, repair and maintain instruments and computer systems.*



common in all technology programs. In that second year of the college's existence, the Computer Technician program was deleted from the Technology Division offerings, although three new choices were added: Civil, Electrical and Tool and Die Technician.

The distinction between a technician and a technologist was made in the 1968/69 calendar as follows: "The terms 'Technician' and 'Technologist' have precise designations in Ontario by the Ontario Association of Certified Technicians and Technologists as sponsored by the Association of Professional Engineers of Ontario. In a general interpretation, the technician is better trained in techniques leading to installation and servicing of equipment than in the theory of the equipment. The technologist has a training which stresses theory and its application to the solution of conventional problems but performs functions of a more practical nature than those of the engineer and scientist."

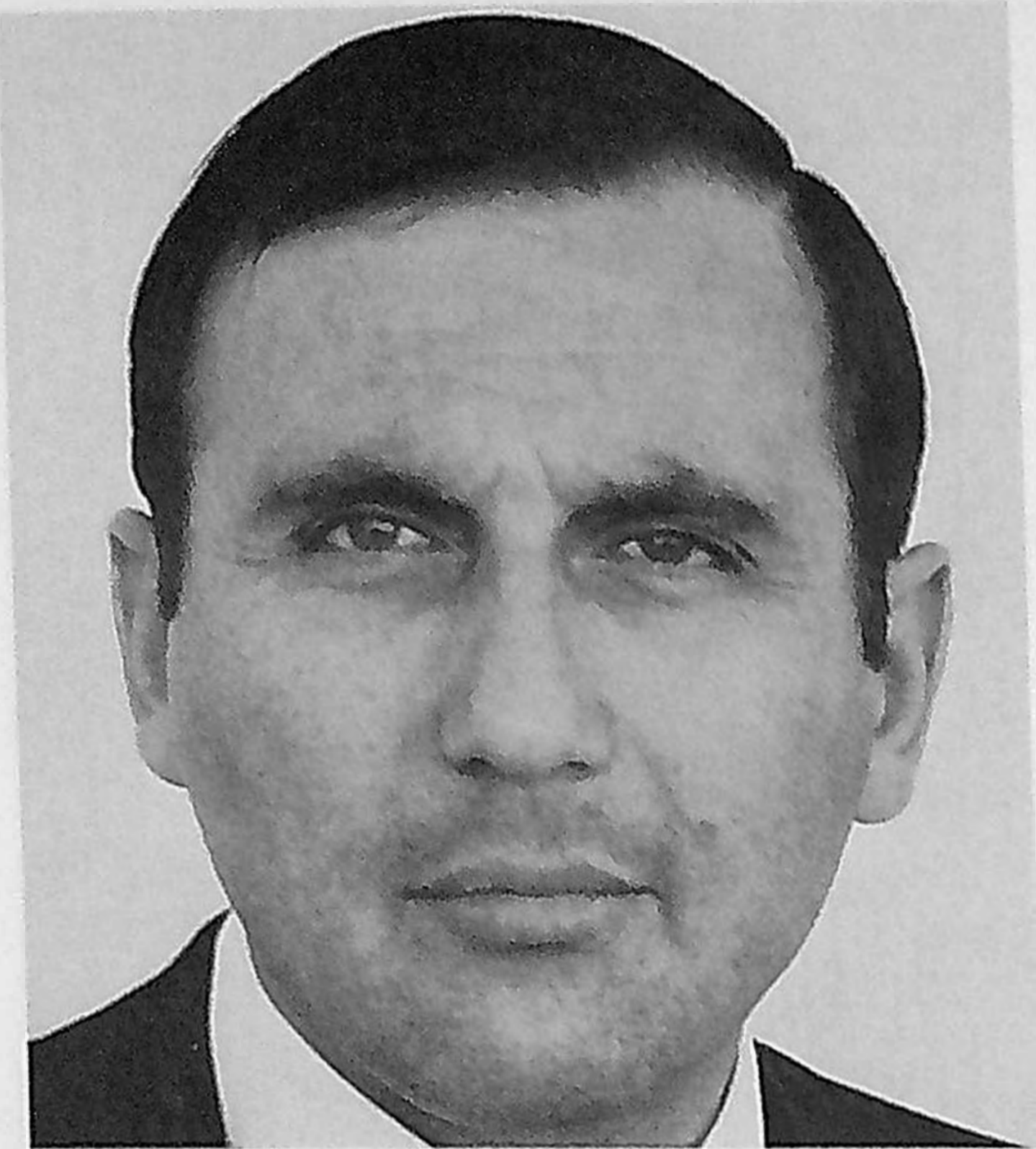
As the Technology Division grew, its policy in regard to the relationship of technician to technology programs was modified considerably. Instead of a first-year curriculum

common to all technology-level programs, the technology programs instead became third-year extensions of their respective technician programs. For example, students in the six-semester Electronics Engineering Technology program shared the same initial four semesters with students enrolled in the Electronics Engineering Technician program, but went on to take two additional semesters of more intensive training in electronics theory and practice. Similarly, examining the 1979/80 programs, Chemical Engineering Technology, Chemical (Industrial) Engineering Technology and Chemical (Microbiology) Technology could be seen to be extensions of the two-year Chemical (Laboratory) Technician programs; Architectural (Design) Technology was built on the Architectural (Design) Technician program; Electronics Engineering Technology and Electronics (Video) Engineering Technology shared a common four semesters with Electronics Engineering Technician; and the Civil Engineering, Survey, Electromechanical Engineering and Manufacturing Engineering Technology all emerged with an additional year appended to their two-year technical-

level counterparts.

A few technology programs—such as Industrial Safety—did not provide a corresponding technical program, since the professional area was perceived as requiring a high degree of conceptual thinking, rather than technical hands-on application. "The technician is a student who's happy to do something primarily with his hands and not question the 'why' of things," said Higgins. "The technologist delights in a new problem or challenge, he wants to take something apart and make it go; he's more creative and he's always asking the 'why, hows, and wheres' about the things he does.

"What we have done in the Technology Division is to load as much 'hands-on' experience as possible at the front end of the program. The amount of hands-on experience will vary with the equipment available. In some cases, we can only offer a simulation using smaller sized equipment. With tensile-testing machines in Civil Laboratory, for example, we can't break standard testing-size concrete blocks, since our machine doesn't have the capability. And so we produce a smaller block,

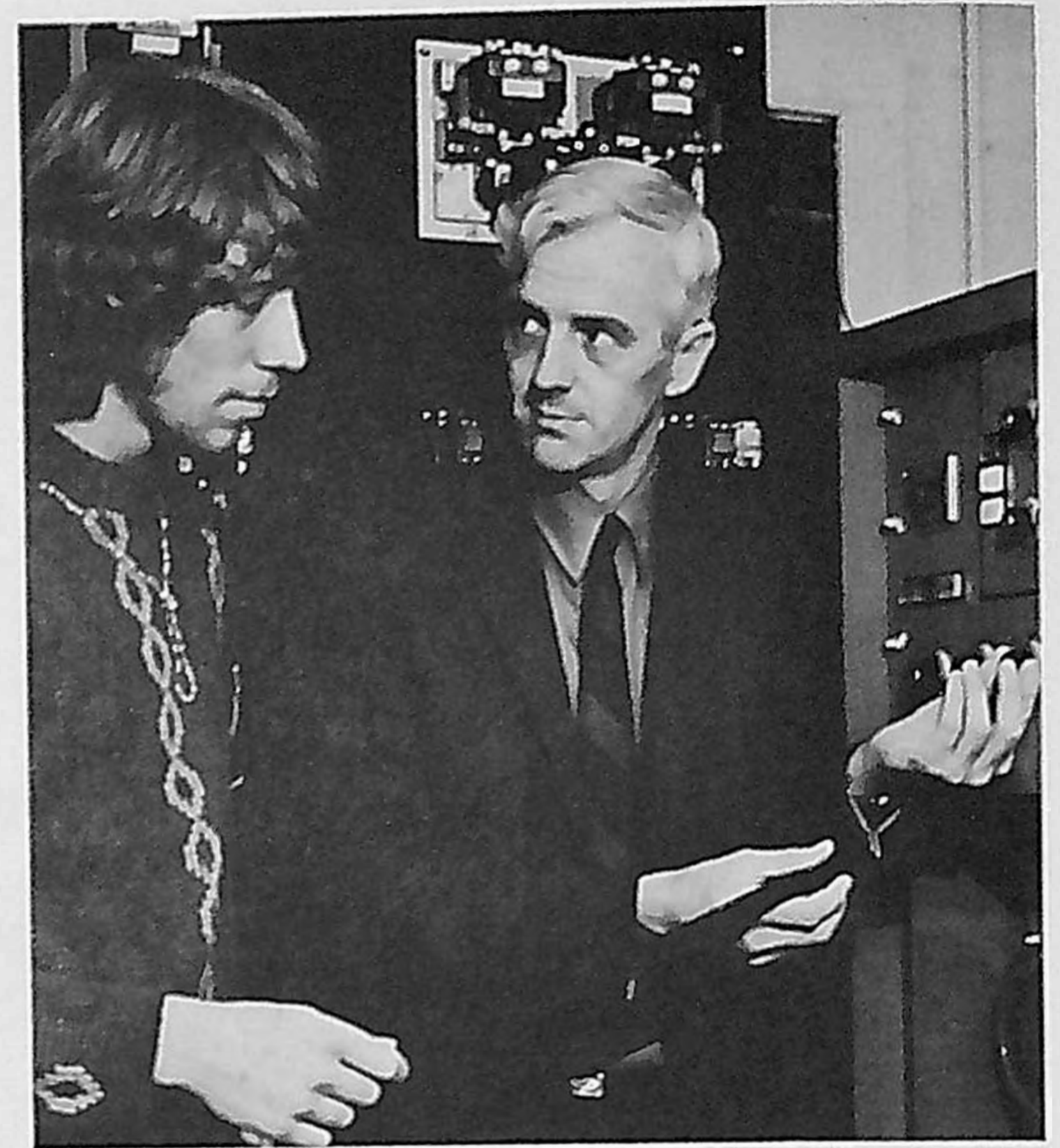


*MIKE SAVA, chairman of Mechanical clusters on all campuses, joined Humber in 1968 and was appointed chairman in 1972. He was a recipient of the Sons of Martha Medal from the Association of Professional Engineers of Ontario in 1978.*

LEFT ◀

*HANDS-ON POLICY: Mechanical instructor Art Penny demonstrates Technology's tradition of keeping equipment accessible to students.*

RIGHT ▶



show how it is made, break it, and explain what the differences would be if a full-scale tester had been used. In the same way, in the Explosives program we can only simulate small blasts; we obviously can't blow mountains down every time.

"After the hands-on training at the technician level, the technology students move on to the more theoretical and abstract parts in the third year of the program. That gives us the ability to combine technicians and technologists in their first and second years. The reason for doing this is, first of all, economy, and secondly, because we have no way of distinguishing between a potential technician and technologist when the student enters. The metre-stick of high school marks is not effective. And so we adopted a through-way concept, so that a student could enter a program and exit as a technician after two years, or continue for a third year to become a technologist.

"This policy was initiated much to the chagrin of the Ontario Association of Certified Engineering Technicians and Technologists which put forward the argument that a

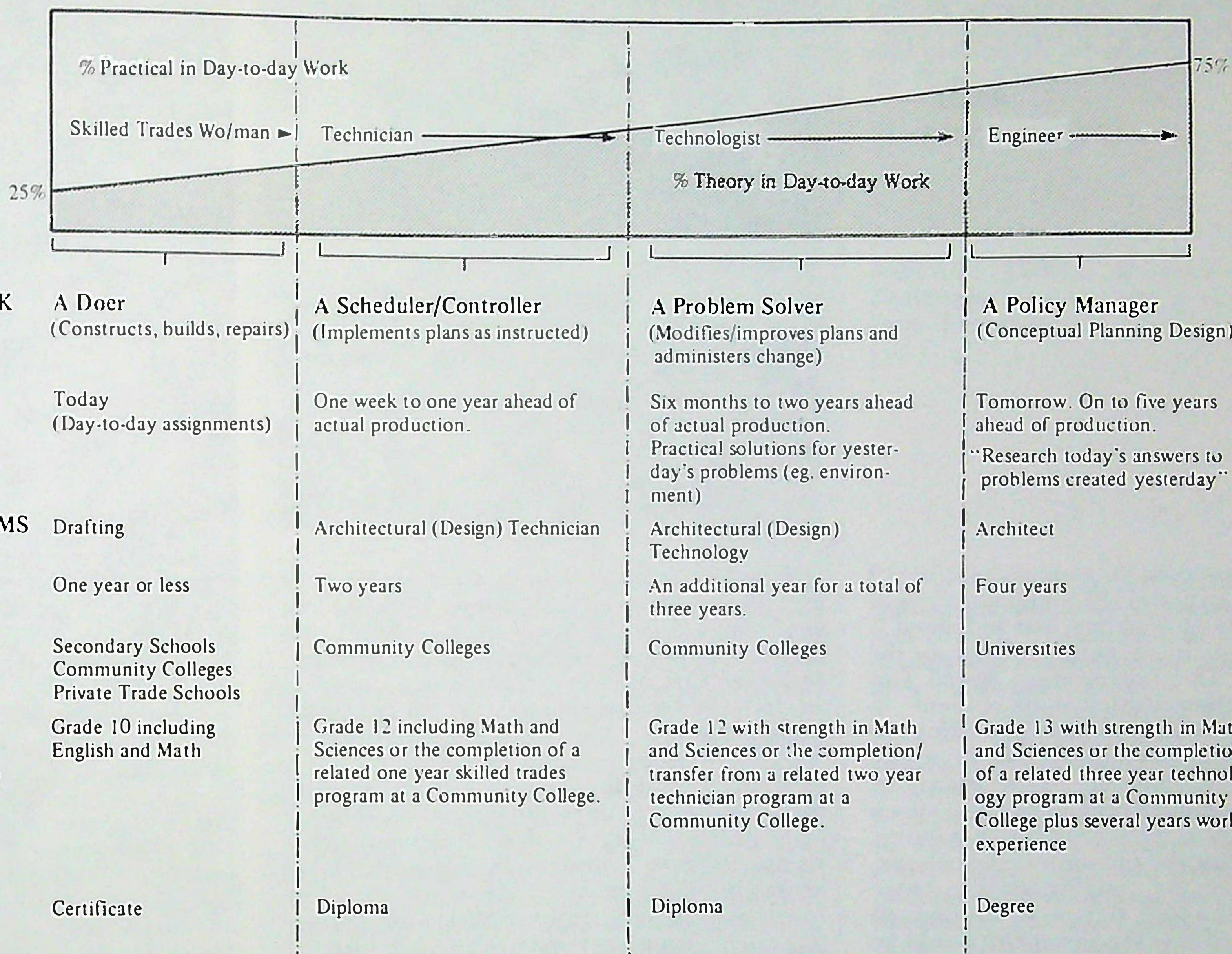
technician is not merely two-thirds of a technologist. The OACETT wanted the programs for each to be distinct and different. Our belief, though, is that a person should be given the opportunity to progress stepwise on an educational ladder, and no steps should be dead-ended. If a technician program is made terminal, then the student who wants to move upwards has to play his education as though it were a snakes and ladders game: first he had to slide down the snake before he can climb up the ladder again. We don't agree with that philosophy! We maintain that the student should be able to go on and on and on. Ideally, a student should be able to leave a technology program and go on into engineering. Lakehead is practising that, but unfortunately most universities are not. A fair number of students have gone into university Architectural programs and some have gone into Survey at Erindale. Relatively few of our students, however, go on to university. Most students seek employment at graduation and are satisfied with the jobs they get."

In the mid-seventies, the Technology Division attempted to depart from the norm for

diploma-granting Divisions by seeking to initiate a program that was totally employer-based. The Training for Business and Industry department and the early ENTER program did, of course, offer a wide range of courses for employers and employees, but the Technology Division's Automotive Technology program was unique in that although it was created for workers already employed, it would terminate with not merely a certificate—as was the case with TIBI courses—but with a full diploma. It was designed for petroleum corporations, retail gasoline dealers and automobile repair and service centres that wished to send employees to the college for management and technological training in the operation of a large, multi-bay car repair complex.

"We wanted to run a gasoline station, *cum* large repair service, *cum* classroom, operating it as a full living lab at the college," stated Higgins. "We had one petroleum company (Gulf Canada Limited) willing to contribute half a million dollars to launch the project, and it had agreed to commit 10 employees a year to participate in the program. The General Motors Dealers' Association was

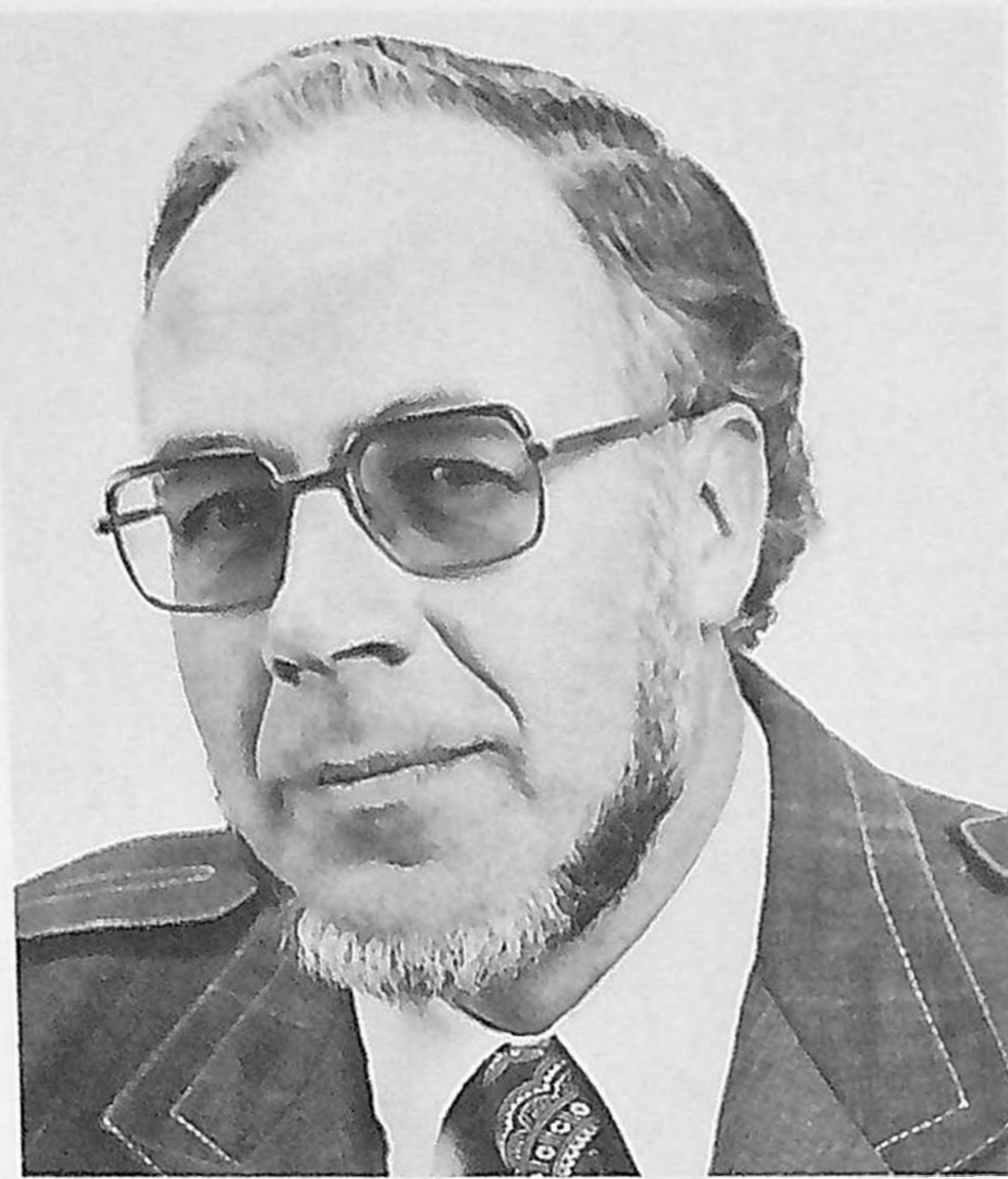
# THE WORKING WORLD OF TECHNOLOGY



\* These pages attempt to portray, graphically, the flexible environment in which you as a Humber Technology graduate, will be working. Please note that the entry levels are given as minimums; this is not to suggest that you can only enter from these points. For example, you may have a grade 13 standing but would prefer a more "hands-on" experience and, therefore, might enter at the Architectural (Design) Technician (or even Drafting) level. Then, as your work experience increases, and, perhaps, your interests change, you may wish to change your career by moving to a more theoretical level. This may be achieved through on-the-job training, and/or a combination of full- and part-time study. Similarly, a nineteen year old grade 10 graduate, whose work has involved mathematics etc. may wish to enter the technician level program as a mature student.

*SIEM VANDENBROEK, a founding faculty, was a member of the Award Committee since its inception in 1968 under board of governor Dr. Norman Gunn. Vandebroek was appointed senior program coordinator of student affairs for the Technology Division in 1970.*

RIGHT ►

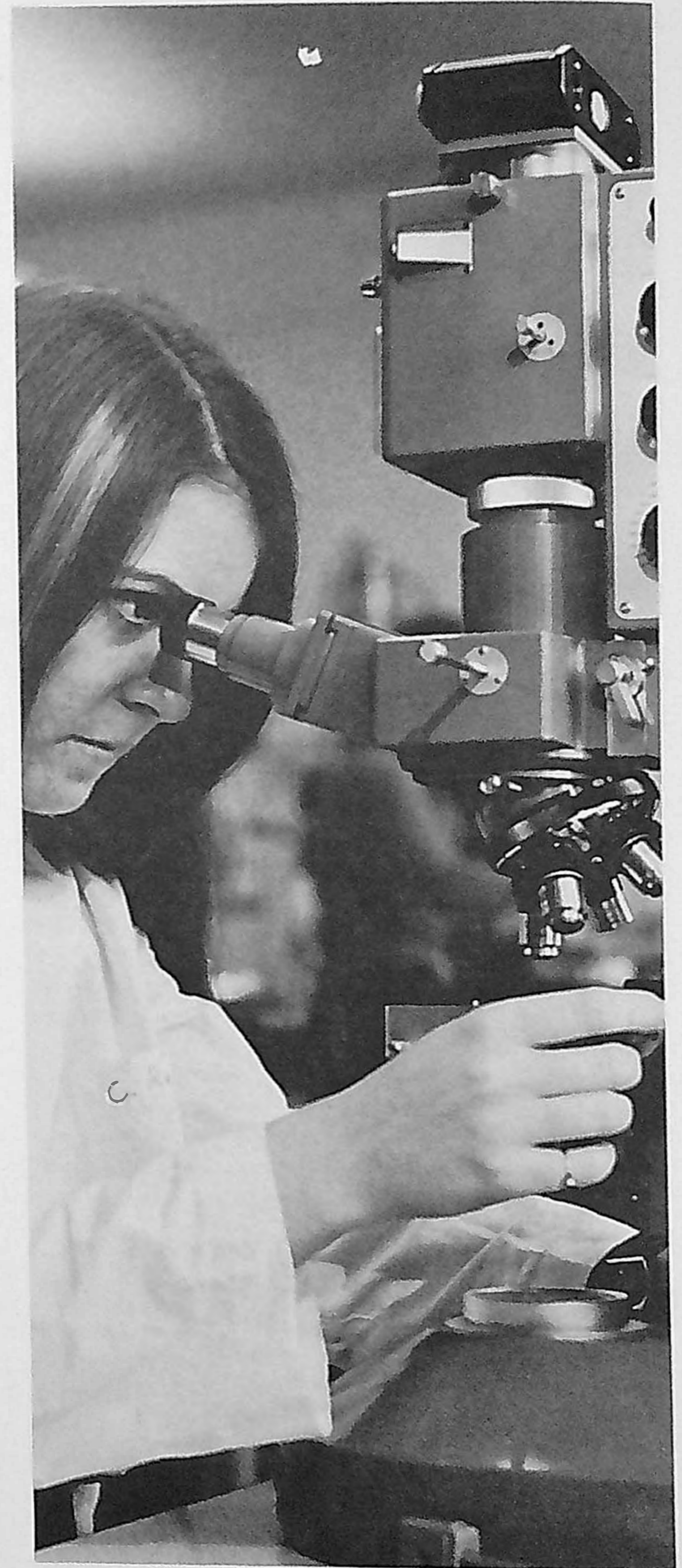


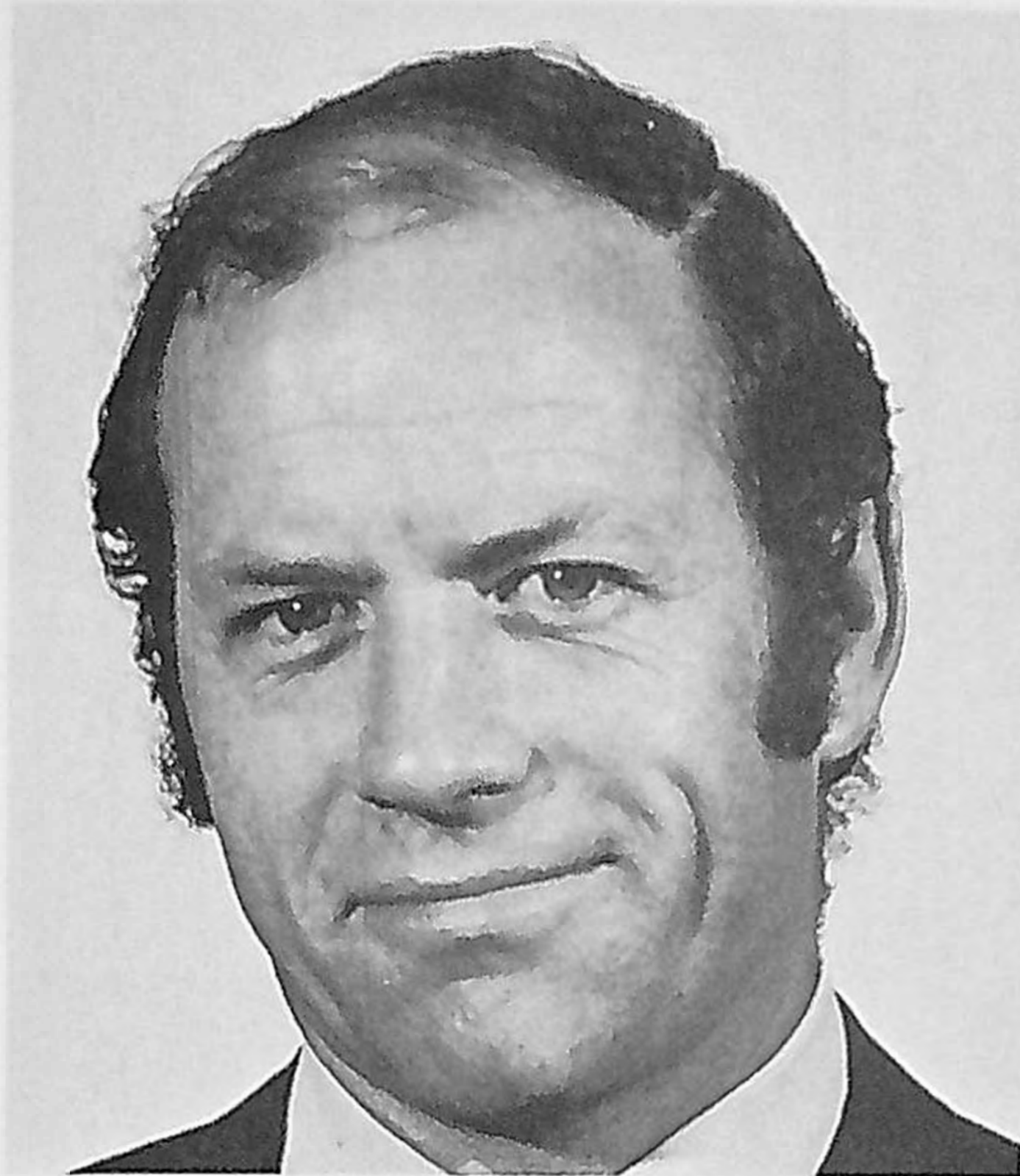
equally enthusiastic in its commitment of 10 students a year. Imperial Oil would not commit itself to numbers of students, but indicated it would participate on a varying basis as the need emerged. The Independent Retail Gas Dealers' Association wanted some students in there because it was interested in providing the management and technological skills to people who could ultimately become service managers of multi-bay automotive repair centres—which is the direction the car repair industry is going, moving away from the one or two-bay shops.

“But because the training service centre was going to have a Gulf sign on it, the Council of Regents decided that the enterprise would be too commercial for a college to be in...even though we had put out a tender to find out whether any other company would be interested. Gulf was the only one that responded positively with a substantial offer. It's probably the only college program to be turned down for being 'too commercial.' But it was what I would call a real co-op program.”

Cooperative work-study programs, alternating classroom study with salaried on-the-job training, had not generally fared well

at Humber College, despite attempts by both the Technology and Business Divisions to implement them. In September of 1968, the Business Division launched what was believed to be the first business program in a Canadian community college operating on an earn-and-learn cooperative basis. The diploma program was in Wholesale Administration, and was structured on a four-month college semester followed by a four-month period of salaried employment training with a wholesaler. Other co-op ventures followed, in the professional areas of Merchandising Management, Life Insurance, Retail Supermarket and Service Station Management and Computer Programming. The Technology Division was also committed to cooperative work-study options by 1969, when the college calendar provided the following guidelines for participation: “The Cooperative Work-Study Program of the Technology Division at Humber College is intended to enrich and intensify the student's academic training by closely relating it to actual experience in his chosen field...It accomplishes this by alternating a student's time between four-





month study periods and four-month work periods...Following a four-month academic training and screening period with the College the student will become in effect a permanent employee of a company participating in the program. He will continue as an employee of the company, with leaves of absence for academic training, up to and following graduation."

The salaries paid during the on-the-job session were established by the employer. The student could participate in the co-op portion only if he were acceptable to an employer, and should he be dismissed by that employer because of his performance, the student would be deemed to have failed in that portion of the program, and would then be transferred to the regular, school-bound mainstream. The work-and-study alternative was available in the Technology Division in the Electronics Technology and Technician programs, in Design Team Drafting and in the Instructional Materials Centre Technician program. This IMC program was originated by Max Ward, with the assistance of the Technology Division. Ward was hired as director of the college's



Instructional Materials Centre in 1968. Renamed Audio-Visual Technician and transferred to the Creative and Communication Arts Division in 1976, it was one of the few programs to continue with a cooperative work-and-study structure.

Its success in the Audio-Visual Technician program notwithstanding, the co-op concept, in the opinion of Dean Higgins, was by 1980 "a dead issue" in the Technology Division of Humber College. The co-op issue was "dead" primarily because the Technology Division had found it could score far higher success in combining earning and learning by the alternate pathways of part-time learning, seminar series and contract education. The 1979/80 Humber College Annual Report offered the following information on Technology's part-time opportunities: "Most of the day-time programs can be taken part-time for the benefit of the working student. For the part-time student, we have developed certificates containing anywhere from 4 to 14 courses extracted from a diploma program. Thus, any certificate is in itself a credit towards a diploma. The evening diploma programs

*HUGH CHESSER in 1968 came from a teaching post at Thistleton Collegiate to serve as mathematics coordinator at James S. Bell Campus. He was promoted to senior program coordinator of the construction cluster in 1972 and was appointed chairman of Technology at the North Campus in July of 1980.*

FAR LEFT ◀

*INSTRUCTIONAL Materials Centre (IMC) Technician was a co-op program, transferred from Technology to Creative Arts.*

LEFT ◀

have a unique feature in that all required courses are available to students during a five year period. This enables the part-time student to plan with confidence towards the completion of a Technology diploma."

To update employees who are already on the job, the Technology Division provided seminars on such diverse topics as Microcomputers, Optoelectronics, Occupational Health and Numerical Control. In addition, through the contract education activities, the Division offered a considerable number of training programs at the request of industries, run on company premises or on college campus, usually for a duration of from five days to two weeks. Training programs could also take advantage of the modern equipment housed in the industrial resource centre of the Lakeshore 2 Campus.

Work and education could, therefore, be combined without going the co-op route which Higgins had found unsatisfactory for his Division.

"Co-op programs have not been funded adequately, nor have they been supported by industry," observed the Dean, "and a co-op can

*THE SOLE WOMAN teaching in Technology in 1981 was Kathy Bartha, an instructor in the Chemical Engineering cluster, hired in 1976.*

RIGHT ►

*AWARD WINNER: Joanne McCourt of Electronic Technology received the Xerox of Canada Limited Fellowship Award. She graduated in 1979.*

FAR RIGHT ►



only be as good as the relevancy of the placements you can get from industry. We also tried offering a combination of conventional, accelerated and co-op programs in our Electronics area for a few years, and the students voted to reject the co-op. Strangely enough, they also voted against the accelerated system, in which students could, by utilizing the summers, complete six semesters in two years plus one semester. Summer learning is not popular in Canada.”

Something else that did not seem to be too popular in Canada—or at least at Humber College—was female participation in traditionally male-dominated technology and technical programs. Although the student population at Humber College has always been almost equally divided by sex—an extensive survey of students in November of 1976 showed that 47.8 percent were male and 52.2 percent were female—contrary to the college ratio, males have been overwhelmingly predominant over females in the Technology Division. By way of example, of the 47 students who graduated from the seven technician programs in the convocation of June, 1970,

only three of these students—Hazel Haverluck, Patricia Manolis and Maria Matusiewicz—were female, and all three of them were in the one program, Laboratory Technician. In the calendar for the following year, Higgins made the strong appeal: “Often the role of the woman is overlooked but we offer some programs such as Laboratory Technician, Chemical Technology—Health (Medical) option, Industrial Management option and Surveying option as particularly suited to their interests.”

By 1980, the Division had attracted only marginally more female candidates, despite special presentations in high schools, the use of female students as models in photographs promoting programs, and the very deliberate use of the hermaphroditic “he/she” or “his/her” in references to students in course descriptions. The Centre for Women, in the college’s anniversary year between September 1, 1976 and June 30, 1977, offered a financial incentive to enrolment in the way of two bursaries of \$250 each to two females entering a non-traditional program for women in the Technology Division. In addition, the Centre

for Women, and the Committee for Women in Technology—made up of Kathy Bartha, Renate Krakauer, Jim McCabe, John Parsonage and Siem Vandebroek—produced a promotional brochure called “A Career in Technology? Why Not!” The pamphlet provided descriptions of nine programs, prefaced by the following invitation: “Does an office job not turn you off? Ever fancied a technical career? Does the thought of doing something slightly different interest you? Acceptance of women in technical areas is increasing daily. Try something a little different. You will find: job satisfaction, higher salaries, interesting people, social recognition, innovation. You may find yourself in a minority position, but is that always bad?”

Whether “bad” or not, Dean Higgins maintained that females would likely continue to remain in the minority in certain technology professions, regardless of attempts to change stereotype-thinking. “In the mechanical areas, I guess my male chauvinism would show through,” he disclosed, “since I’m not really sure if the Mechanical industry is attuned to the presence of a bunch of gals, or whether a bunch

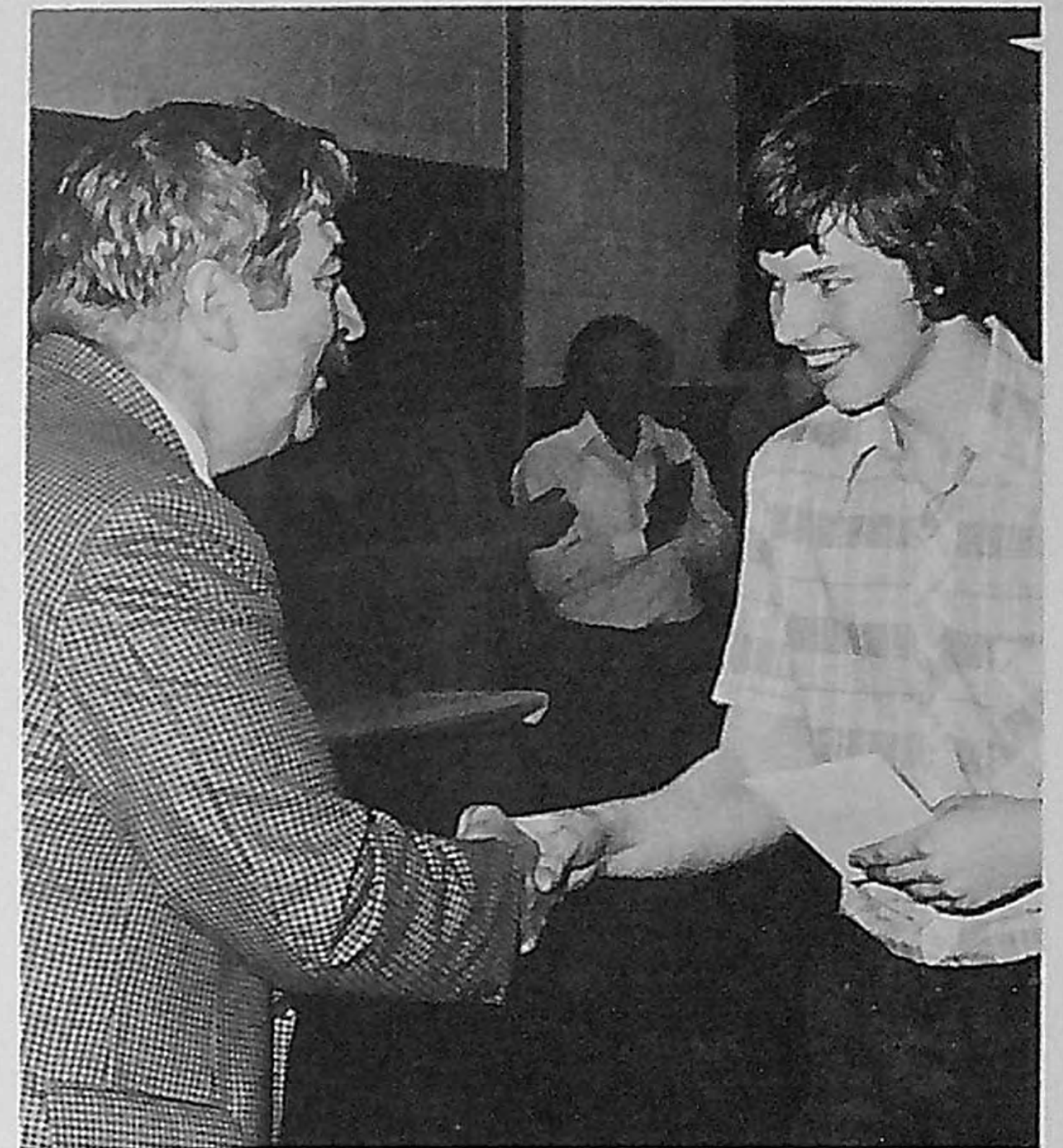




*ERNIE HORNEY, instructor in the Mechanical Industrial cluster, coordinated the annual Expotech exhibition since its inception in 1977. In 1981, the contest attracted 59 high school student entries.*

LEFT ◀

*EXPOTECH: the Technology Division in 1977 initiated Expotech, a contest and exhibition for technological projects submitted by secondary school students from across Ontario. For the annual event, students could enter projects in one or all of five categories: architectural civil construction and surveying technology; mechanical, industrial and manufacturing processes technology; electrical and electronic technology; chemical, ecological, environmental, resource, safety and occupational health technology; or industrial arts.*



of gals would be attuned to it (even though my own daughter was, incidentally, taking Engineering at McMaster).

"I don't know that Surveying is the place for a gal. Nor am I sure that women belong in Hydrographic Surveying, where you have a ship-board situation...although we did see a breakthrough in that program. I'm not sure that I see the construction site as a place that would attract girls."

If the ratio of females to males was low in the enrolment of students in the Technology Division, the representation of females in the faculty was even lower. Of 49 teachers in the Division in 1981, only one was a woman: Kathy Bartha, who instructed in the Chemistry and Bio-Science areas.

"We did choose a woman for a sessional appointment in Mathematics," reported Higgins, "but she quit two days before the start of the semester. We also had Joan Miller but she was transferred to Health Sciences, and I think we offered a job to a lady surveyor a few years ago; she accepted the position, but later turned it down.

"The small number of women teaching in

the Division is not the result of any conscious policy on our part. We just haven't had very many female applicants for Technology, and that may be because sex stereotyping has preceded us."

Higgins traced the blame for much of the sex stereotyping in society to the public schools—"Incidentally, by women teachers!"

It would be unfair to Dean Higgins—or to any one man—to place on him the burden of the last word on so controversial a subject. Questions of a woman's role in society and a history of women's activities in the college will be dealt with in a little more detail in the following chapter. In the meantime, one could perhaps seek solace in the evidence that women were beginning to dare to be different, and starting to break away from the traditionally "female" vocational areas. The 1979/80 Humber College Annual Report observed: "In the past, the Chemical programs were the only ones with a high female enrolment. We are slowly seeing the products of our efforts, and have female graduates in Electronics, Architectural, Surveying, Hydrographic Surveying, Manufacturing Engineering, Mechanical

Engineering, Mechanical Design, Transportation Planning, and Aerial Survey Diploma programs."

The pattern was promising. Back in the 17th century, poet John Donne observed that "Every woman is a science." It was a patronizing pat. When you are seeking to be a student of the sciences, there's little consolation in the concession that you are considered worthy of being a subject of its study.

# CHAPTER EIGHTEEN CONTINUOUS LEARNING

## Part-timers, Old-timers, Women and Wanderers

In the latter part of 1964, Education Minister Bill Davis and a select group of advisors set out on a fact-finding tour of the junior colleges of California. This junior college system, dating back to 1910 and leading to associate degrees in arts and sciences, would ultimately be rejected as a model for Ontario's colleges of applied arts and technology, although one aspect of American programming did prove worthy of export. The discovery that part-time studies accounted for two-thirds of all junior college enrolment in California in 1964 could not help but impress upon the minds of the Canadian officials the potential of extension activity in Ontario's proposed CAAT counterparts. A commitment to part-time education, through both day and evening courses, was later stated in a paper entitled "Some Unique Features of Colleges of Applied Arts and Technology," produced in February of 1967, and appended to the *Basic Documents*, the Department of Education's published guidelines governing the operations of the community colleges of Ontario. The paper advised:

"A broad spectrum of extension programs

must be developed to include, along with regular evening classes, staggered timetables to accommodate shift-workers; correspondence courses, and satellite courses offered in outlying districts. For these, the resource centre (library) might operate 24 hours a day, if necessary, both on an attendance and on a mailing basis. Educational TV, through the use of the video-tape recorder would be an important adjunct to such programs, as would laboratory facilities secured from educational institutions throughout a college area.

"Two distinct types of programs would be offered: credit courses to parallel the regular day-time courses and leading to the same certificate or diploma; and cultural and recreational courses to fulfill community requirements for many leisure-time activities. Space for such recreational activities should be provided in workshop areas; thus, with painting, sculpture and so on, the College as a community Art Centre is a possibility."

The authors of this document realistically conceded that their recommendations were "not intended to provide an immediate blueprint but rather a goal towards which the

new institutions should aim. Some of the suggestions readily lend themselves to immediate implementation; others must await the opportune moment."

By 1980, Humber College's extension program—spread across a multi-campus complex and with the benefit of fourteen years of planning and progression under the successive imaginative direction of Dave Pugsley, Ken MacKeracher, Tex Noble and Tom Norton—would be servicing about 45,000 people a year in more than 1,000 part-time courses that would range in content from culture to craft; vocation to avocation; from self-interest and recreational activity to academic or professional accreditation by certificate or diploma.

In the fall of 1979 alone, for example, there were 8,000 students attending evening classes at Humber College's six campuses. Of this number, about 6,000 were enrolled at the North Campus. In all, the college had offered 419 evening courses, 167 of which were non-credit.

With the limited physical facilities and resources of the James S. Bell Campus,



**PART-TIME ENROLMENT:** *it was estimated that in 1980 there were about 580,000 registrations in part-time courses in the 22 community colleges across Ontario. An increasing number of credit diploma and certificate courses were being offered through part-time studies, and these were being made more available during daytime and weekend hours, and not solely in the weekday evenings.*



however, Humber College in its first year of operation could scarcely hope to come close to meeting the wide-scoped objectives expected by the Ministry. Nevertheless, by January of 1968 the institution did manage to compile a respectable complement of evening extension courses. These were divided into credit courses—paralleling daytime classes in content and depth, and requiring 60 hours of classroom study—and special interest subjects, usually running three hours on one day a week, for ten weeks. The fee for credit subjects was \$35, \$20 for special interest.

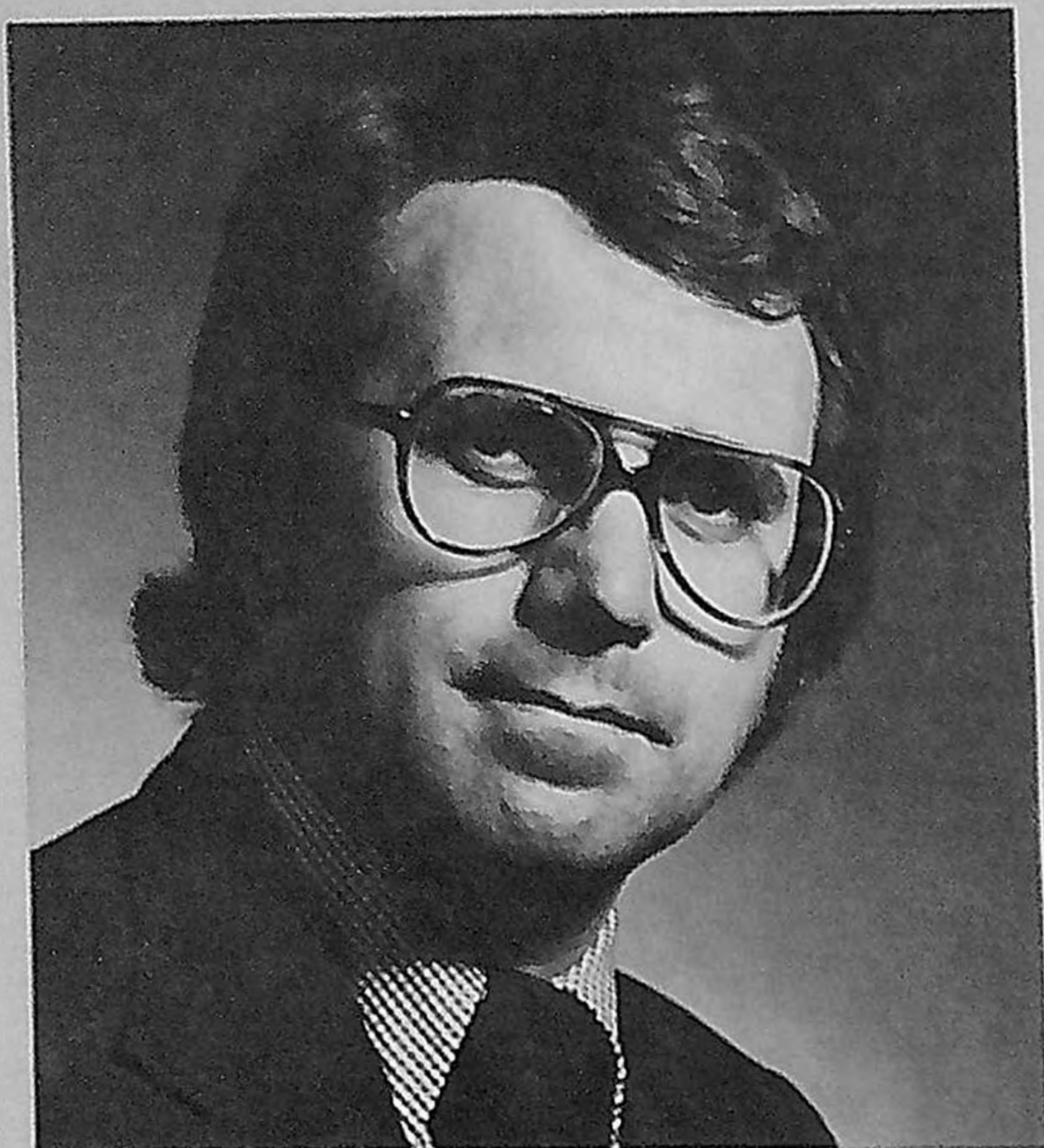
Humber College's first extension credit program consisted of seven conventionally academic courses: English Literature and Communication, Economics, General College Physics, Introduction to Business, Introduction to Marketing, and Introduction to Accounting.

Special interest courses offered by the Business and Technology Divisions were as solidly vocational or patently practical as the credit courses were academically orthodox. From the Technology slate, citizens of the community could choose from a list including Mathematics for New Canadians, Elementary

New Mathematics, General College Mathematics, Heating and Air Conditioning, Industrial Control and Applied Mechanics. The Business Division was represented by Principles and Practices in Factory Management, Forkner Speed Writing, Investment and Money Management, Electronic Data Processing in Industry, Introduction to Fortran, Law and the Layman and Beginning Typewriting. Only the Applied Arts Division ventured warily into areas that touched on cultural or recreational activities, with a course in Art (dealing with water colours, oils, charcoal and ceramics), and another in Speech and Theatrical Arts. The focus in Applied Arts evening courses in winter of 1968 was less on earning a living than learning about living. Social and cultural issues were the centre of concern in many of the Applied Arts subjects: the Family in Today's Society; Vital Questions and Issues of Today; Group Dynamics and Relationship Development for Parents; A History of the Canadian Identity; and Psychological, Social and Cultural Factors in Crime and Delinquency. There were also courses in

modern languages—French, German, Russian and Spanish—and some in English communication skills.

Two of the most popular of the Applied Arts courses in that first offering were Community Leadership Development and The Past, Present and Future of the Canadian Indians and Eskimos, a success that was significant in that both were coordinated by outside agencies: the former by the Etobicoke Recreation Department and the latter by the Indian-Eskimo Association of Toronto. To populate the classrooms, the novice college was able to draw on the membership and the promotional expertise of the older establishments. This enrolment windfall was a godsend since recruiting students for extension courses proved to be far more difficult a process than compiling a list of subject offerings or even preparing the curricula for them. The classrooms on the opening night for many of these courses turned out to be the loneliest places in Etobicoke. Many courses had to be cancelled for lack of subscriptions; quite a few ran with a handful of students, in the hope of getting the extension program

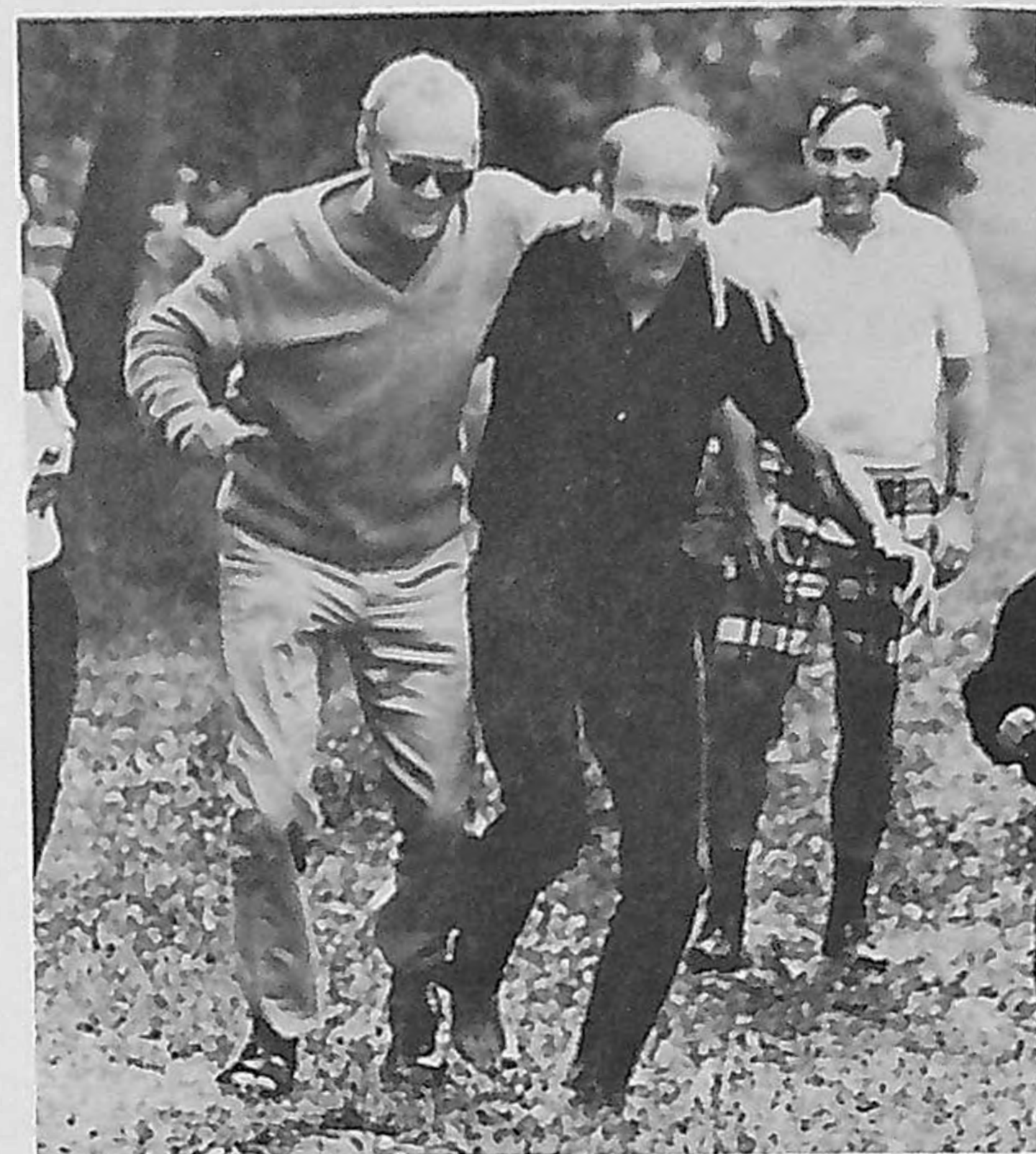


*KEN MACKERACHER, dean of the Centre for Continuous Learning, left Humber in 1976. He was succeeded by Robert H. Noble, and in 1978, Tom Norton — former dean of RANDA and principal of Lakeshore Campus — became vice-president, CCL.*

LEFT ◀

*LIGHT ON HIS FEET: Dean of Faculty Doug Light, left, in a three-legged race with David Pugsley at a faculty picnic. Besides the four hour mile, Pugsley also ran Humber's Continuing Education Department from 1968 to 1970.*

RIGHT ▶



established and at least making the stark silence inside the walls of James S. Bell a little less embarrassingly evident after 6:30 p.m. each day.

Gamely, the young college launched a drive to put an end to its anonymity in the community. Open Houses were utilized to the maximum to sell the college's academic wares to the public. For those stay-at-homes who resisted the enticement of a free night out, Humber College arranged to deliver its educational message to their doorstep, in the form of a tabloid called "This Is Humber College," prepared by PR-man Ben Viccari and promoting both day and night-time courses. In early 1968, Dave Pugsley was appointed the first director of the Continuing Education department, and he immediately initiated an intensive survey of industry and service clubs, professional and business associations, technical organizations and daytime students to determine the type of programs that might have the widest appeal and that would best meet the needs of the community. Promos on "Humber Hotline", an advertisement featuring a bright red telephone and spotlighting the

number 259-6333 as a direct line to information on specific Continuing Education courses, began to circulate throughout Etobicoke and York.

By the fall of 1968, Pugsley had put together a package of 120 extension courses, offering on the South, North and Queensway 1 Campuses everything from Arboriculture to Welding. Courses were divided into four basic types: vocational, teaching practical skills; social-issue, dealing with problems in modern-day living; self-realization, providing exposure to ideas; and self-fulfilment, offering courses in crafts and culture. Besides credit courses that paralleled daytime diploma studies, clusters of certificate subjects were also offered in the Applied Arts, Business and Technology Divisions, which enabled students to compress their training and concentrate on specific vocational skills, bypassing the longer and broader diploma route. An example of this was the Journeyman Chef Certificate program, endorsed by the Canadian Restaurant Association. The Certificate was granted by Humber College following successful completion of six stipulated subjects, each

offered every fall as long as there was sufficient registration to permit reasonable class-size.

In the cooking and cuisine offerings of 1968, some of the individual subjects had a clear vocational objective, as was the case with Basic Course for Maitre D'Hotel, Retail Meat Cutting, and Teaching Techniques; Theory and Methods of Practical Food Demonstrations. At a more basic level of the culinary arts was Practical Cooking for Homemakers, concentrating on "soups, sauces, meat, poultry, seafood, salads, vegetables and egg cookery, as well as various desserts," and demonstrating the techniques of "sauteing, broiling, roasting, poaching, braising, stewing and deep frying."

An immeasurable asset and a definite enrolment drawer to the cuisine and hospitality area of Humber College was master chef Igor Sokur, member of the Brillat-Savarin Academy of Chefs in Paris and founder and senior program coordinator of the Hotel and Restaurant Management program. The Ukrainian-born Sokur, who acquired his command of English from reading the labels of tins while working as a private in a U.S. army kitchen near Nuremberg after World War II,

*MASTER CHEF Igor Sokur, second from left, stirred up a sensation year after year with his part-time gourmet cooking courses. Sokur came to Humber in 1968, one of many faculty wooed away from the Provincial Institute of Trades (George Brown College).*



had been honoured with dozens of awards, diplomas and plaques from societies and associations around the world. A member of the Canadian Olympic Team of Chefs, Sokur represented Canada at Frankfurt in 1968 and 1972. Students who enrolled into courses under his supervision were able to learn from a chef who had cooked for a queen: during a visit of Queen Elizabeth II and the Duke of Edinburgh to Canada, Sokur was selected by Ontario Premier Leslie Frost to organize and serve the royal couple at a special garden party held in Toronto's High Park.

In later years, Sokur's International Gourmet Cooking classes would become a favourite of countless food fanciers. Gastronomes gathered eagerly to watch the wizardry of the Master Chef as he unfolded the exotic mysteries of delicacies from the distant lands of China, France, Scandinavia, Switzerland and Japan. In the Burgermastery Barbecue and International Patio Gourmet Barbecue courses, the lowly charcoal or gas broiler was elevated to a flaming altar for outdoor ambrosia: Arctic char, duckling, lobster tails, salmon, soufflé omelet with rum

flambé and apple in honey nectar.

But meanwhile, an altogether different kind of cooking was also being taught on the North Campus in the evenings of 1968: not in the kitchens, but in the kilns. For the first time, a full course in Ceramics was offered, covering the "fundamentals of the use and preparation of clay, hand-formed and wheel-thrown pottery, introduction to moldmaking, firing and glazing, creative problems and decorative techniques, application and chemistry of glazes and stacking and firing of kilns." This course—along with 13 others dealing with art, music, dance and design—was added to the roster of college extension courses following the formation of the Creative Arts Division in September of 1968.

In later years, Pottery Throwing provided the means for hundreds of students to find relaxation and recreation. They flocked to the college in the evenings and on weekends to unwind on the potter's wheel. Prim and proper professional ladies and white-collared businessmen who would never have dreamed of touching a job that would put dirt under their fingernails inexplicably plunged elbow-deep

into mud for the sake of art and hobby.

It was a deletion from the Continuing Education calendar in 1968, however, and not just the addition of arts and crafts that proved to have the most profound effects on part-time enrolment, not only that year, but in years to come. Until the winter of 1968, people who wished to enrol into credit subjects as mature students—that is, over 19 years of age, but without completion of grade 12, but with one year of work experience or equivalent—were required to write a three-hour test to prove they were "capable of performing at a grade 12 level." The long, do-or-die test seemed to achieve little more than to intimidate people, and to discourage them from re-entering the educational system they had dropped out of years ago. Unaccustomed to tests and unable to cope so suddenly with academic pressure, and sometimes just wearied by the length of the exam, not surprisingly, 30 percent of the individuals attempting the tests failed. Consistent with the guideline to encourage adults back into the classroom rather than frighten them away, it was decided at Humber College to eliminate the mature student test in

*TAKING A TURN: the Creative Arts Division offered studio facilities for pottery wheel throwing, ceramic glazing and graffiti, slip casting and mold making. In 1981, part-time students were almost the only ones taking advantage of these facilities.*



the winter semester of the 1968/69 year.

In a bid to attract the community to the campus, to "provide an opportunity for everyone to become better acquainted with the aims and objectives of Humber", in the fall and winter of 1970/71 the college invited the general public to a series of eight Sunday afternoon concerts, held on the North Campus and featuring such guest artists as the Baroque Music Ensemble, the Canadian Chamber Players, the University of Toronto Orchestra, the Central Technical School Opera Workshop, pianist Sheila Henig, violinist Adele Armin, baritone Nicholas Litowski and soprano Rosalie Geller. The cost for the entire series was \$10 for adults and only \$5 for students, and the musical event was organized by a special committee made up of Gordon Wragg, A. Anundson, Marta Braun, Jim Brodie, John Liphardt, Gordon Kerr, Helen Quirk, Rex Sevenoaks and Elsie Swartz. Assisting the committee were representatives from the Faculty Wives Association: Mrs. Jim Brodie, Mrs. John Cameron, Mrs. Jim Davison, Mrs. Rudie Jansen and Mrs. Tim Stanley.

In yet another program, to attract

housewives in particular, to fuel their initiative to return to school or re-enter the full-time work force, Humber College in September of 1969 organized a 12-week program titled "Contact '70—A Challenge to Change." Coordinated by Penny Bell, and built on a format of two-hour lectures presented on Thursday mornings at the James S. Bell Campus, this program marked the first major attempt by the college to involve extension students in daytime studies. Repeated in February, the program retained its early morning scheduling. Organizers believed that a fringe benefit of the 9:15 a.m. start simulated the conditions in which, as working mothers, home-makers would have to rise early to feed their husband and children, deliver the tots to a babysitter or daycare centre, and get to work on time. The participants were mostly housewives varying in age from 35 to 50 years old, who were considering entering or re-entering a business or professional field after a decade or more of tending family and home. Their educational background ranged from high school drop out to Bachelor of Arts degrees.

Contact '70 was based on a pilot project successfully offered at Centennial College the previous January. A Department of Education report on Centennial's pilot project came to the conclusion that "If the colleges are to serve the community in the truest sense, they have a responsibility to all members of it, including the mature, married woman, whose potential has scarcely been tapped and whose abilities, when used in public life, can enhance and improve society as a whole."

The signal from the Ministry and the success of Contact '70 and the subsequent Contact '71 would spur Humber College into stepping up its activities in woman-oriented programming. The success of Contact '70 could be measured immediately by the enrolment figures. There were 75 applicants for an enrolment limit of 25, and of the 25 participants in the program, one woman began a career in a government office, another found work in a library, and a third launched her own handicraft enterprise. Many used Contact '70 as a stepping-stone towards further education, both part and full-time.

Although basic guidance for brides,



*NO MORE LINE-UPS? Former chairman of the Centre for Continuous Learning Carol Kalbfleisch predicted a day when registration, testing and even transfer of fees could be done directly from home by computer, and correspondence courses could be provided on tiny microfiche, to reduce postal costs involved in bulk mailing.*

LEFT ◀

*CONTACT '70: Penny Bell, as coordinator of the Family and Consumer Studies program, was an expert in not only food and consumer products, but in life-style issues and shifting family roles as well. Her background made her logical choice to organize Contact '70, a part-time program designed to help married women who wished to return to school or who wanted to enter or re-enter the work world. The project marked Humber's official entry into women-oriented programming.*

RIGHT ▶



cooking courses and subjects in typewriter training would continue in the extension offerings, Contact '70 prompted a new thrust into what was to become essentially a group counselling activity, designed to meet the needs of a growing number of women who by choice or out of economic necessity were seeking to apply their talents beyond the threshold of the home. To facilitate the functions of counselling and referral, the college consolidated its effects in this area in April of 1971 under the Continuing Education Centre for Women, as part of the community outreach program. A main objective of the Centre was to offer courses that would broaden the interests of women beyond such traditional activity-areas as baking or dressmaking, and design a milieu in which women could interact and exchange ideas on the forces that shape their lives, and in the process, learn to trust and respect each other as a sex.

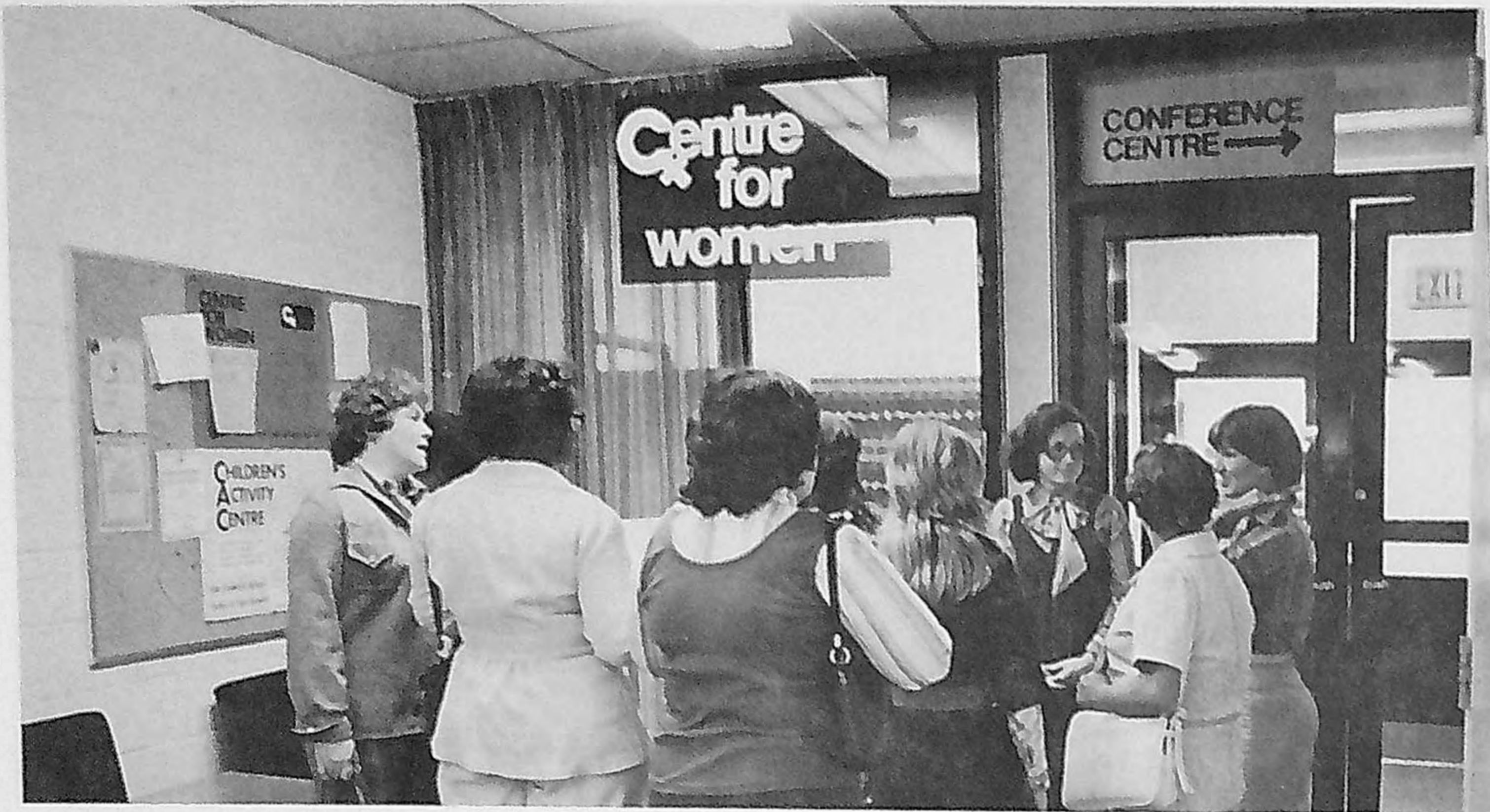
The Centre for Women was initially set up by Vince Battistelli, with Amy Richardson as program consultant, assisted by Pat Fairhead. Marnie Clarke was appointed director of the Centre in that spring of 1971, and the Centre

sponsored its first seminar, entitled "Women: Today and Tomorrow" the following October. Guest speakers were Laura Sabia of the National Ad Hoc Committee on the Status of Women, who protested that Bell Canada made it impossible for women to reach the rank of vice president; media personality Barbara Frum, who objected to society's tendency to equate every woman's happiness with the acquisition of a husband, as illustrated by a jeweller's commercial that depicted a female burbling, "I want marriage and kids and a Birks' diamond"; Sister St. Michael Guinan, executive research officer for the Ontario Social and Family Service Department, who stated that women feared each other as competitors, and harmed each other because of jealousy and malice; and M.E. MacLellan, author of *A History of Women's Rights in Canada* for the Royal Commission of the Status of Women.

The seminar, which attracted about 200 women, was aimed at a general audience of women, as were many other of the courses, conferences and workshops sponsored by the Centre for Women in the following years.

There were self-enrichment courses such as the daytime, non-credit "Women in Canadian Literature," probing society's concept of women as reflected in novels. There were studies on health and hygiene—"Our Bodies, Ourselves", "Women and Health" and "Health Issues for Women"—which explored things like birth control and pregnancy, breast cancer and surgery, the selection of a doctor and the choice of feminine hygiene products. Courses in judo were provided which taught female body throws and pressure points, how to thwart a purse-snatcher or break the arm or wrist of an assailant, and there were workshops on verbal self-defense, such as "Assertiveness Training for Women," which urged women to be more aggressive and vocal in demanding and protecting their rights. A one-day seminar on rape in March of 1976 drew 250 students, who were told that the law favoured the accused male because of the macho myth that women long to be dominated and yearn to submit. Rape was described as the safest of all crimes to commit, since only one out of every 10 victims ever reported the crime.

Besides the subjects of general interest,



the Centre also targeted some topics at specific segments of the female population in the community. For single women, in May of 1976 a seminar was conducted at the Runnymede Neighbourhood Learning Centre, analyzing the social, legal and financial problems faced by women who live alone, and who reject the notion that marriage or living with a man are the only means to a woman's happiness or self-fulfilment. For sole-support mothers, subsisting on government doles, there was "Opportunity for Advancement," showing women how to shake off their dependence on welfare and how to become self-reliant through employment. And for the divorced or separated, there was a six-session workshop, with lawyers and family life instructors on hand to answer questions on legal and emotional matters, and there was also "Creative Divorce" taught by Peter Kiviloo, who advised the participants—most of them female, separate and about 40 years old—that "You have to work together at separating."

For women who were not planning to become part of the mounting statistical casualties from marriage breakups,

"Techniques in Living Together" for newlywed and engaged couples was offered in the spring of 1972, jointly sponsored by Humber College and the Northern Etobicoke United Churches. Special seminars such as "Families: Today, Tomorrow" and "Effective Parenting" were conducted, to deal with topics ranging from disciplining of children, relating to members of the family and the changing role of the family in society. The Health Sciences Division at Osler Campus presented "Preparation for Childbirth" to remove some of the mystery and fear of childbirth, and in the fall of 1975 a course was offered to assist parents in teaching their children about sex.

In "Housewives Speak Out," the keynote address was by writer and activist June Callwood who told the 450 women attending that she believed the government should pay housewives a salary of \$200 a week for the work they do. "What's the matter with us having pay, paid vacations, workmen's compensation, pensions?" she demanded. "I want us to be paid, particularly for our care of children. I want us to have training in child psychology, to become much better informed."

***JUNE CALLWOOD:** at a 1975 conference, in a speech titled "Occupation Housewife", she urged the government to introduce weekly salaries for housewives. Conference topics included liberation within marriage, preserving housewife self-esteem and learning how to handle put-downs.*

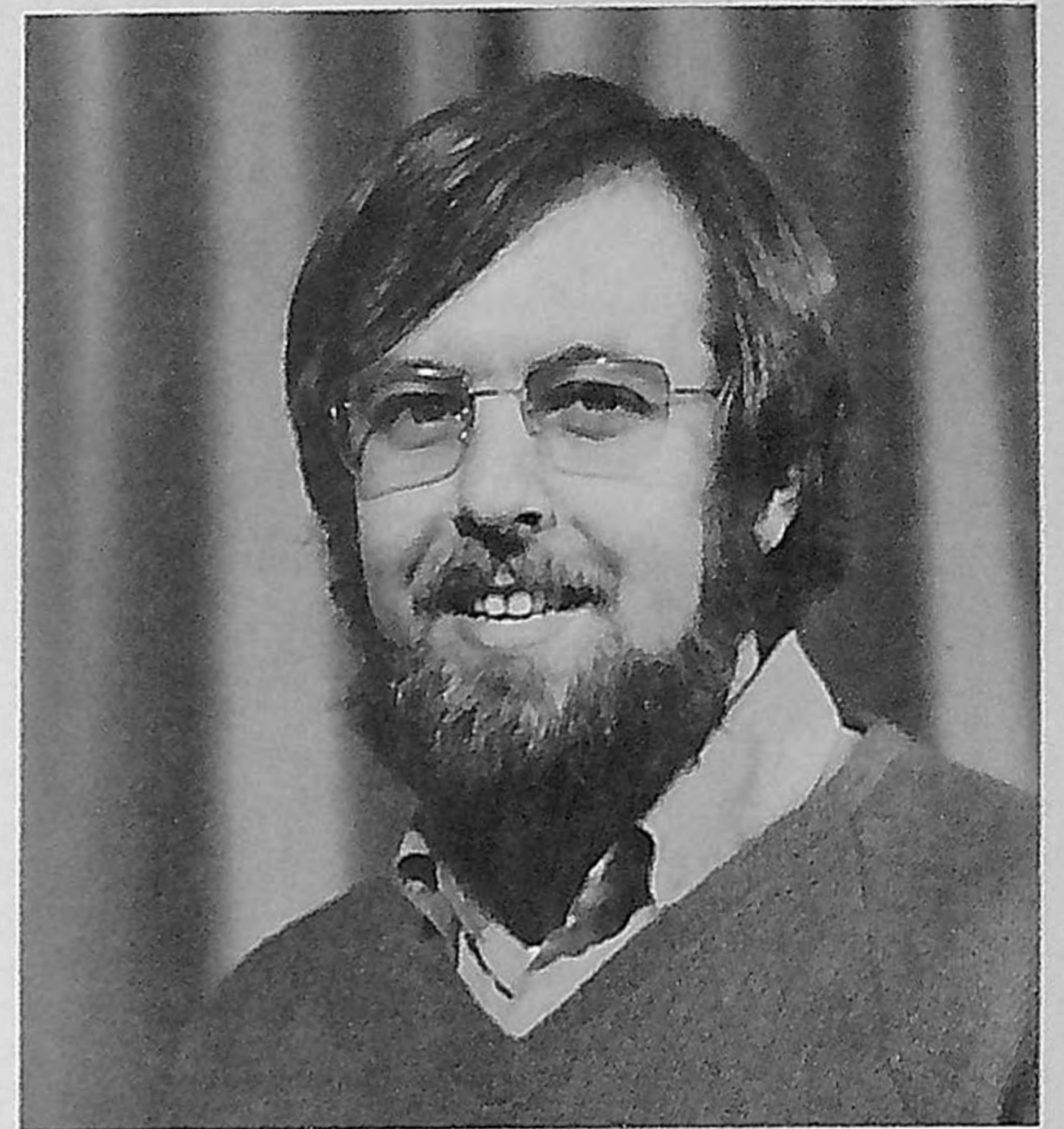




*MARNIE CLARKE became the first director of Humber's Centre for Women in 1971, but left that post to become director of the Women's Bureau at the Ontario Ministry of Labour.*  
LEFT ◀

*A BUSY YEAR: Vince Battistelli of the Centre for Continuous Learning in April, 1971, helped to establish the Continuing Education Centre for Women, initiated to provide counselling and distribute information on education programs available to women across Metro. That same year, he also helped Sharon Hillier inaugurate Storefront Humber at 2945 Lakeshore Boulevard, where workshops on parenthood were offered, and where legal and other kinds of advice could be obtained.*

RIGHT ▶



Callwood concluded that in a society that measures the importance of all things by money, only with a salary could a housewife keep her self-esteem. More than 150 children were accommodated with baby-sitting services during this conference.

Self-esteem became a topic in yet another seminar, when in 1976 the Centre sponsored a discussion between 24 parents and teachers on the subject of sex stereotyping. One mother revealed to the group that she was somewhat crushed when her son had once asked her what she wanted to be when she grew up.

Motherhood was still a hot issue when 50 women met at York Public Library to debate the topic "Motherhood: Lifestyle or Career?" Renate Krakauer—who in December of 1974 had succeeded Marnie Clarke as director of the Centre for Women after Clarke resigned to become the new head of the woman's bureau at the Ontario Ministry of Labour—told the assembly that motherhood could be considered a "career" since it required skills in human relations and communication, but it was a poor choice as a lifetime career because it offered no salary but led to an enforced early retirement

when the children grew up and left home. She went on to question whether any choice was even involved, or whether girls were not merely conditioned for the role from childhood. One mother in the audience hotly challenged Krakauer's position, declaring that she (the mother) herself had voluntarily given up another career because of her conviction that child-rearing is a full-time responsibility. The mother further dismissed as irrelevant the allegation that girls were conditioned for a motherhood role, since the current countervailing trend was to condition them to enter the work force. As intended, the premise and response sparked a lively debate among the participants on the question of motherhood as a longterm "career."

For housewives who wished to return to school, however, tutoring in effective study skills was made available, and "Opportunity for Change" provided career counselling and vocational testing for those who wished to enter the job market. There was also a guidance service for women in the work force who were seeking a career change or upward mobility in management.

The Centre for Women extended its mission to pre-college territory in November of 1972, when with the High School Liaison Services, it co-sponsored a conference titled "Beyond Marriage and Motherhood," designed for girls in grades 11 to 13. Although neither marriage nor motherhood were attacked, the girls were urged to prepare themselves for a career as well, on which they could at least fall back in an emergency.

Another co-sponsored event was "Women in the Work Force: It's About Time." Rosemary Brown, a contender for the New Democratic Party leadership, was feature speaker at the two-day workshop presented by the Centre for Women and the Labour Council of Metropolitan Toronto. The theme was "Have Trade Unions Let Women Down?", and Brown predicted to the 300 women in attendance that unions would never fight more strongly for female equality in the work force until women themselves became willing to play a greater part in the labour movement.

Women interested in learning how to become more involved in the trade union movement had a ready facility at hand to assist

**ANNIVERSARY PROJECT:** in the college's 10th year, 1976/77, the Centre for Women offered a \$250 bursary for a woman studying at Humber in a non-traditional area. Renate Krakauer, left, who was the Centre's director from 1974 to 1977, awards the cheque to Dale Lognan, a student in the Architectural Drafting technician program.



\* them: the Centre for Labour Studies. Established in January of 1975 as a cooperative project between the Continuous Learning Centre of Humber College and the Labour Council of Metropolitan Toronto, with Humber's Joe Grogan serving as director, the Centre offered credit courses that could lead to a certificate in Labour Studies. Courses were designed for not only members of collective bargaining units but for working people and community citizens in general and programs could be offered not only at Humber College, but at Neighbourhood Learning Centres, union halls, or anywhere suitable as a learning environment. One of the goals of the Centre for Labour Studies was to try to correct the distorted view the community had of trade unions, caused by media that focused almost exclusively on union wage demands and strikes. Courses for women and about women in the labour movement were periodically provided, such as "Union Women: Agents for Change," offered in March of 1976. Included in the offerings for fall of 1979 was "Trade Union Women," which, along with other issues, was to examine the question, "To what extent are women trade

unionists experiencing equal opportunities?"

Humber College's own hiring practices and promotion policies in regard to women became the focus of Centre for Women's attention in January of 1974 when a 24-page report compiled by the Centre's Status of Women Employees Committee—made up of six females and three males—charged that a survey showed that the college was discriminatory in wages and job positions. The form of the survey, conducted in 1973, was a four-page questionnaire. One hundred and fifty-five women—a total representing 33 percent of those eligible to respond—completed the questionnaire. Although the survey indicated that only 10 percent of the women respondents felt that they had been discriminated against in their work situation by the college because of their sex (compared to 61 percent who felt they hadn't been, 19 percent who believed they had sometimes been, and 10 percent who did not comment), at the same time a total of 47 percent indicated they believed "that women are not encouraged to participate in decision-making bodies" (compared to 39 percent who believed they are encouraged, and 14 percent

who did not comment). The report concluded, "It is worth noting that although the lowest paid positions in the college are held predominantly by women, the highest positions are held by men. Of the fourteen senior administrative positions (Dean, and above), only one is held by a woman...Only two of the members of the board of governors are women."

On the basis of comparison of rank and salary levels, and a study of job postings, the committee concluded that in all academic categories, "women are less highly paid," that there was an indication of "a strong preference for recruiting men in the higher paid positions" of administrative and support staff, and that classification and hourly rates for CSAO support staff (secretaries, maintenance, technicians, cooks and drivers) were sometimes "decided on the basis of sex-stereotyping."

The report had been produced when Marnie Clarke was director of the Centre for Women (she was also co-chairman of the Status of Women Employees Committee, along with Frank Willock). Some recommendations



*STEWART HALL, made chairman of Continuing and Community Education in 1979. His job was to develop and implement new ideas for non-post secondary part-time programming, coordinate the systems that help put part-time students into their classes, and establish positive relationships for Humber with community groups, other colleges and government agencies, with regard to part-time programming. Hall joined Humber in 1973.*

LEFT ◀

*WOMAN'S ADVISOR: Doris Tallon's goal in the college was to formulate an action plan that would "place more women in higher specialist positions, in jobs not traditionally held by females, and in management." It was observed by a committee that "examples of gross discrimination are rare at Humber, but attitudinal problems will be the main barrier to the implementation of equal opportunities." She is shown here receiving the 1979 Woman of The Year Award.*

RIGHT ▶



were quickly implemented at the college—including the creation of a Children's Education Drop-In Centre to enable parents to participate in all courses and programs on a part-time basis, and the elimination of all sex-stereotyping "in all job classifications, postings and promotional materials...which may discourage women from registering in any college program." A few of the other recommendations, such as the establishment of a career assessment centre and the employment of a "Human Rights Administrator to work with all sectors of the College in the Implementation of the recommendations of this Report" seemed financially prohibitive in a time of economic crunch. The financially-squeezed college was not likely to lash out on any extravagances in support of a report that President Wragg had publicly denounced as inaccurate and biased. "It gets my goat to read a report that gives pages and pages of space to comparative salaries without examining the cause of discrepancies," he had declared. Wragg insisted that the differences in salaries depended on how long an individual had been working at the college, and on academic

credentials and other qualifications.

In any case, the whole area involving the status of women in the college was soon after turned over to a woman's advisor, appointed in accordance with a memorandum from the Ministry of Colleges and Universities which was distributed in January, 1976. The memorandum decreed "that each President in consultation with the board of governors assign responsibility and identify one individual with specific mandate to coordinate, design and implement actions pertaining to the status of women." The board of governors on January 16, 1976 appointed Doris Tallon—executive assistant to the president and international students' advisor—as the college's first women's advisory programming director in a program set up by the Women Crown Employees Office of the Ontario government. A policy statement issued by the board stipulated that the role and responsibility of the woman's advisor would be as follows:

- to act as liaison person with the women's advisor co-coordinator in the Ministry of Colleges and Universities;
- to act as ombudsman for any concerns

related to the status of women which may be voiced by staff and students within the college;

- to eventually establish a women's studies committee, made up of representatives from all academic Divisions, support staff areas and administration, which would facilitate the establishment of credit courses in Women's Studies;
- to initiate measures to increase career opportunities and to prepare women to catch up on the basis of their individual ability;
- to monitor all job classifications, postings and promotional material to ensure the absence of sex stereotyping which may discourage women from applying for a position or from registering in any college program;
- to help identify competent women for appointment to decision-making bodies in the college when vacancies occur;
- to design and implement a series of seminars on topics such as:
  - career development for women
  - women's studies for staff and students

*WOMEN'S CONFERENCES* would continue, but the Centre for Women officially came to an end in September, 1977. Former Director Renate Krakauer went on to become a program manager in Continuing Education, responsible for developing part-time programming within the Borough of York.



- non-traditional fields of study and employment opportunities for staff, college students and high school students
- awareness sessions for men.

Assisting the Women's Advisor was an equal opportunities committee, made up of the following members: Grace Allen, Eugene Duret, Marina Heidman, Valerie Hodge, Sam Iaanaci, Edith Johnston, Renate Krakauer, Ruth Matheson, Ruth McLean, Molly McMurrich, Chris Morton, Audrey Thomas, Bill Thompson, Sarah Thomson, and Kathy White.

Commenting on the elimination of the Centre for Women as an autonomous area a year later (in September of 1977) and its absorption into the Centre for Continuous Learnings' community education department, Wragg admitted. "If we had it to do over again, we would have certainly retained the name. It was a reorganization, to give it a broader scope and expand services to the over-all community, rather than restrict it to women. There was never an intention of reducing the number of women's programs or eliminating counselling.

"We have as many women's programs

now as we had two years ago, but we don't have the name and sure, the name gave it a focus. I guess from where I sit, if we felt that programs specifically aimed at women had a lengthy future, we'd probably eat humble pie and go back to the Centre for Women name again. But in my book, five years down the road, there won't be any need for special women's programs. Women will have had the necessary psychological reinforcement and the encouragement to think of themselves as equal with men, and to take on any kind of job a man does and succeed at it. They won't need all this special help that they are presumably getting at the moment."

The focus of the Equal Opportunities Committee, a part of the Affirmative Action Program at Humber College, was on providing equal opportunities for all people, and not exclusively for women. In 1980, the Equal Opportunity Committee created the Affirmative Action Advisory Committee. This group, made up of representatives from every Division of the college, would assist women's advisor Doris Tallon by recommending and implementing ideas.

The change of name notwithstanding, Humber would continue to offer specialized women's programming. The extent of the college's ongoing commitment to such programming was made concrete in a publication which was called *Women's Resource Handbook 78-79*, prepared by Ann Cullingham and Lynne Miller for the Affirmative Action Program at Humber College. This booklet listed information on the services and resources located on all campuses and in the community that were available to woman—staff and students—at Humber College. Included was data on child care, health and counselling services, financial aid, learning resources, career planning, job training, legal assistance, physical fitness, distress centres, and family service agencies. The publication also provided information on courses and workshops of special interest to women available through the Centre for Continuous Learning, the Centre for Labour Studies, the Human Studies Division, and the Ontario Public Service Employees Union (OPSEU) Education Department. In the 1978/79 Humber Continuous Learning



*HIGH RISK SPORT: although it was offered at the college in 1971, skydiving was cancelled by the Athletics Department the next year because of the high risk factor. There were no mishaps in the 10 sessions of Humber's parachuting course, but the danger of the sport was all-too-tragically underlined when a Humber girl, though not connected with the college's program, was killed that year while skydiving: her chute failed to open.*

calendar, for example, 16 women-oriented courses were put forward, including "Money Matters for Women", "Mothers and Daughters", "Strategies for Singles" and "Opportunities for Women in Technology." But needless to say, women made up a large bloc of the enrolment in the regular part-time programs as well. Donald Dean, assistant director of planning (research) reported that an analysis of the students enrolled in all extension activities at Humber College in the winter of 1978 showed that 47 percent of the enrolment was female. In an earlier survey of students enrolled in the fall of 1977 in part-time post-secondary courses—that is, in courses that duplicated those in regular daytime programs—49.7 percent was female.

Sexual ratios apart, the area with the largest enrolment in part-time courses has historically been the Business Division. "Right from the beginning of the college," stated the late Dean Eric Mundinger, "we made a conscious decision to make sure that a course taught in the evening, or on Saturday mornings, had the same credit-worthiness as a course that was taught in the daytime. We took

care that teachers in the day and evening programs followed the same outline, covered the same material, used the same tests and met the same academic standards.

"Another factor contributing to our growth in night school students was that we recognized that people who were working and also taking courses did not have as much time as the regular day student. To accommodate them, we picked out about eight direct Business courses from such diploma programs as Marketing, Accounting, Business Management or Data Processing, and offered these courses as a requirement for a certificate.

"Now, we recognize that these students are missing the related-Business courses, as well as the English Communications and the General Studies, but someone who is over 28 years old and who had been working for eight to ten years, can take his certificate to his employer, and use it to demonstrate to the company the fact that he is serious about his job. Many students who have taken the night course do earn promotions, and it's encouraging to see those who have graduated from our programs sending to Humber College other

employees who are moving up in their jobs.

"It's also interesting to note that in the fall of 1978 there were 1,850 students taking evening Business courses. That figure represented a total slightly higher than our full-time enrolment, so there were more students that year taking Business courses in the evenings than in the daytime."

The Business Division's success with part-time education was early illustrated, at the college's fifth convocation in June of 1972. Two Marketing students became the first in the college to graduate with diplomas through extension studies.

This lead in Continuous Learning enrolment was one that the Business Division would easily maintain in the ensuing years. For example, of 8,585 students registered in C.L. credit courses on all campuses at the end of November, 1980, a total of 2,788 of these were attending Business courses. In November of 1979 the Business Division was tops with 2,022 of a 6,788 total, and back in the fall semester of 1978, Business ruled the roster with 2,275 part-time credit-course students of a 7,153 total.

JOE GROGAN, director of Humber's Centre for Labour Studies. The Centre, initiated in 1975, developed both credit and non-credit educational programs, in close collaboration with union organizations. As of April, 1981, the Centre was attached to Human Studies.

LEFT ◀

PSYCHOLOGY TEACHER: Sarah Thomson began teaching at Humber in 1973. Students in her class, if they had been weaned on "Romper Room" as tots, may very well have found her face familiar, for back in the sixties Thomson was television hostess on that program.

RIGHT ▶



Not all Divisions had grown in Continuous Learning credit-course registration during this period. Creative Arts slipped from 1,726 in November of 1978, to 1,345 in 1979, and finally to 1,068 in November of 1980. In contrast, however, the Applied Arts and Technology Divisions registered a steady growth during these three years, with figures of 706, 847 and 975 for Applied Arts, and totals of 811, 852 and 893 for Technology. Health Sciences could boast an impressive enrolment leap from 528 and 598 part-time credit students in the fall semesters of 1978 and 1979 respectively, to 1,112 in November of 1980. Trailing just behind was Human Studies, with 883 in the fall of 1978, 895 in 1979, and finally 1,103 in November of 1980.

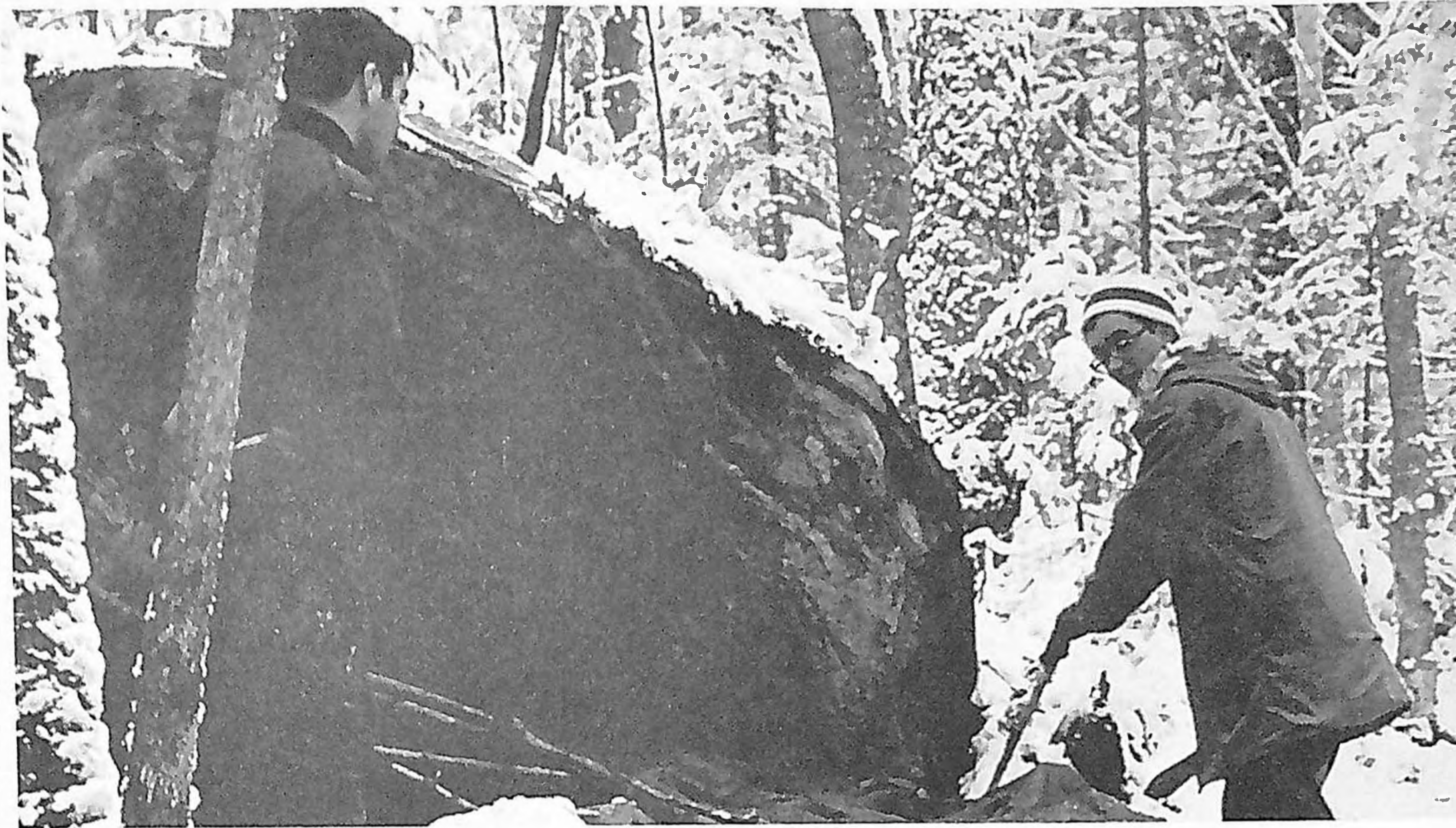
Sarah Thomson, who until April of 1981 served as the Continuous Learning program coordinator for Human Studies, concluded after analyzing the growth pattern up to fall of 1980 that the greatest enrolment increases, for her Division at least, seemed to be in courses that stress the practical, rather than in those that focused on more academic knowledge. "The public is interested in courses which

develop skills—whether these skills are in communications, in business or in dealing with people," revealed Thomson. "The so-called 'academic' courses do not do well in part-time programming at this college. That does not mean that we should stop offering courses that deal with theory or abstract ideas, but clearly these courses can not have the same priority as those that promise to improve people's communication, vocation and social performance. Theories and abstract ideas must be shown to have a pragmatic application, an actual use."

To illustrate, courses that investigate *practical* or *applied* areas of psychology—such as Organizational and Industrial Psychology—have done very well, while Sociology has lost ground, and Philosophy has registered a sharp decline in 1980. Economics, because of its practical application, has been holding steady. Exploring Human Sexuality was offered in the fall of 1980 and—however practical or applicable—certainly proved popular.

Although lacking sex appeal, English Communications courses have traditionally scored high in enrolment. Language Skills,

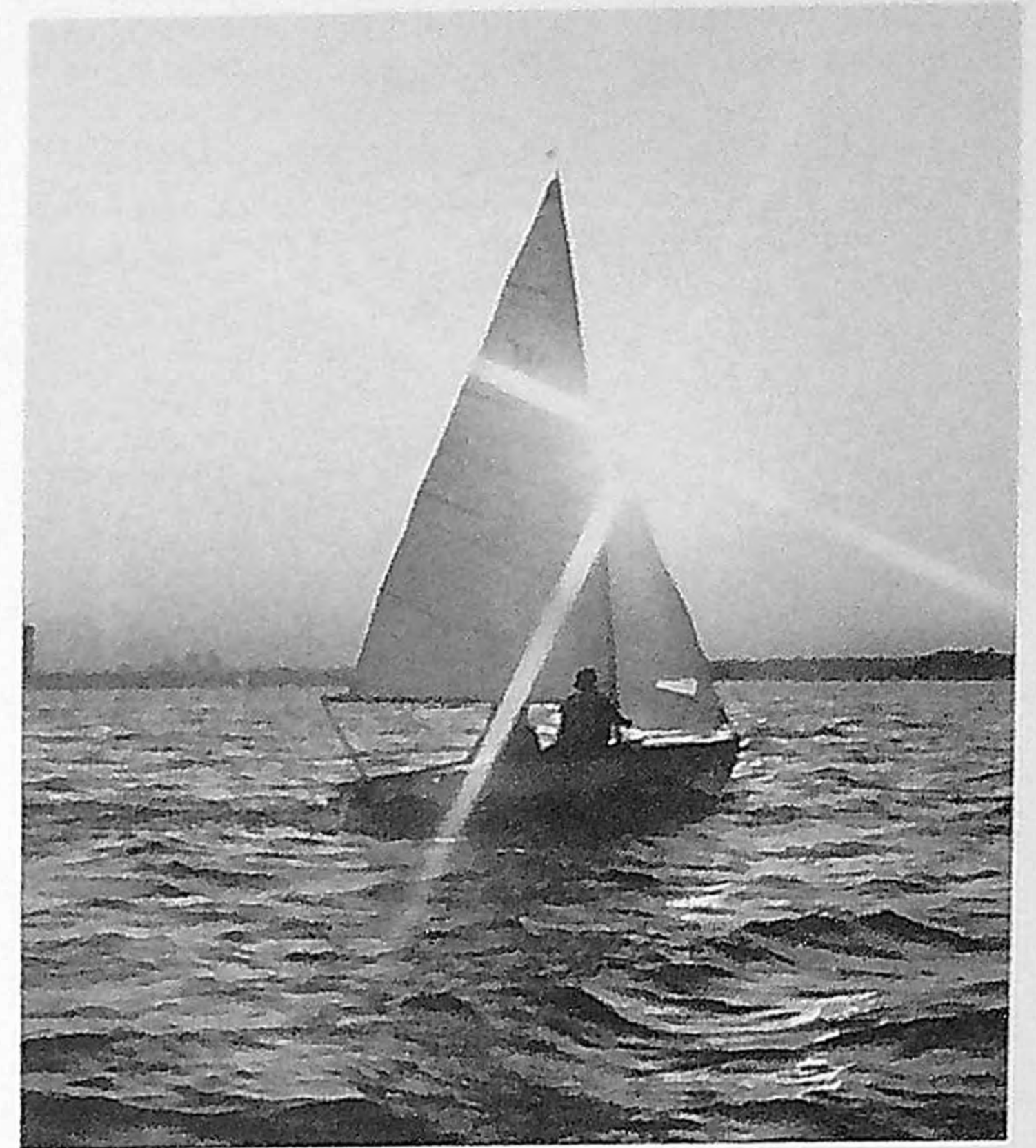
Communications I and II and Improving Spoken English attracted many students, as did Improving Your Written English, offered at York-Eglinton Centre on Saturday mornings. Then, combining the promise of vocational benefit with personal gain, the Human Studies Division—while Steve Harrington was Continuous Learning coordinator—packaged together about a dozen short business communication courses into the Business Communications Certificate program, promoting the program as "beneficial to supervisory staff and to those aspiring to move into middle or upper management. It would also be valuable to people trained in technical fields who require additional business communication skills to advance in their careers." For certification, students were required to successfully complete six courses, each running for seven weeks. Effective Writing or one Report Writing course was compulsory for students wishing to earn a certificate, although they could choose the other five from about 10 possibilities, including Decision Making, Reasoning and Argument, and Effective Reading.



Certification, however, was not the only reason why part-time students came to Humber College, nor was vocational relevance the only thing they looked for in courses. Over the years, many thousands have enrolled in various non-credit courses at Humber College, hoping for a change of pace from their jobs, a break from the work world. In September of 1980, the Continuous Learning Division assumed complete responsibility for all part-time non-credit courses—both vocational and non-vocational—while the Academic Divisions for the first time took full responsibility, including control of the budget, for part-time credit courses, no matter on what campus the courses were offered. The operation of part-time non-credit programming has always been substantial at Humber: in November of 1978 there were 4,119 students enrolled in non-credit studies, in 1979 the figure remained almost the same at 4,126, but then the figure leaped to 4,844 in 1980. The work world continued to be represented in many of the non-credit programs—particularly in such places as the Centre for Labour Studies and the Training in Business and Industry program. In

fact, of the 45,894 students registered in part-time courses at Humber College in the 1979/80 academic year, a total of 18,966 students—representing 41.4 percent—was participating in TIBI. Part-time post-secondary courses had drawn 16,990 students (37.0 percent), part-time non-post-secondary had pulled in 8,895 students (19.4 percent), and adult training—Adult Occupational Training and Tuition Short Programs—attracted 1,043 students (2.2 percent) to the college. These figures, it should be noted, represent a *head count*, and not full-time equivalents.

Despite the undeniable pre-eminence of courses with vocational relevance in the overall offerings, many part-time students did come to the college with goals other than career upgrading and updating. Some had reasons peculiarly their own. In September of 1971, the appearance of a small, balding, middle-aged man at the college every evening, in a different class each night, prompted a staff member to ask the gentleman why he was there so often. The reply, delivered straight-faced, was, "Well, I hate my wife." Some students, it



would appear, were running away from company, while others were looking for it, and finding it along with recreation in social and disco, belly or ballet dancing. Others wanted the relaxation that comes from losing oneself in crafts and hobbies such as candlecraft and batik, painting and puppetry, backyard gardening and cabinet-making.

Many of the courses were anything but "relaxing," and one that was more rigorous and demanding than most was Wilderness Survival. The course was taught by Journalism instructor Pat Gore, who had served with the Royal Air Force mountain rescue team in Wales. Wilderness Survival was prompted by a tragedy, a story of a woman motorist who had died of exposure just two miles from the North Campus in the winter of 1971. Gore realised that a bit of knowledge could have saved her life, and it occurred to him that many Canadians could face a similar fate if they became lost while taking vacations into the wildlands, travelling with backpack or canoe, by light aircraft or snowmobile. His Wilderness Survival course, offered in 1972, drew 19 students, who spent one evening a week in the

*PUSHING SAFETY: a novice gets a steadying hand in a course boosting motorcycle safety.*



winter camped in four feet of snow at Bon Echo provincial park, north of Belleville. The group nestled in sleeping bags, sheltered behind a windscreen of evergreen branches. Their menu would never have won Sokur's approval: the choice was either canned spaghetti for the pampered few, or boiled birchbark and balsam needle tea for the truly dedicated survivalist. One girl reported that the worst discomfort of the experience occurred when she woke up at 3:00 a.m. wanting to go to the bathroom.

A later sequel to Gore's course would be a Wilderness Survival program offered by the Athletics, Recreation and Leisure Education Department, which could lead to a letter of standing or which could be used as a credit towards the Humber Outdoor Education Certificate.

To equip outdoor oriented people—camp leaders, trippers, guides and hunters—to better cope with first aid and emergency care in the wilderness, the Health Sciences Division also provided Wilderness Emergency Care, offering specific areas of concentration in first aid, cardiopulmonary resuscitation and emergency care, and training “the wilderness

leader to evaluate, give aid to and prepare for transportation when medical facilities are not readily available” during an activity such as a canoe or a mountain backpacking trip. For individuals already possessing a first aid or emergency skills certificate, Health Sciences offered the Wilderness Emergency Care Workshops, teaching advanced techniques in such areas as “canoe extrication of the injured, climbing injury management, advanced workshop in simulated injuries, and psychology of emergency crises.”

Safety and survival were the themes of another part-time activity, initiated in January of 1970. The first college course on Snowmobile Safety offered in Metropolitan Toronto was established by Bob Davidson of the Applied Arts Division, to teach safe driving and equipment maintenance, and to acquaint operators with the bylaws regulating snowmobile use. The course was repeated on the North Campus the following August, using wet grass to simulate snow.

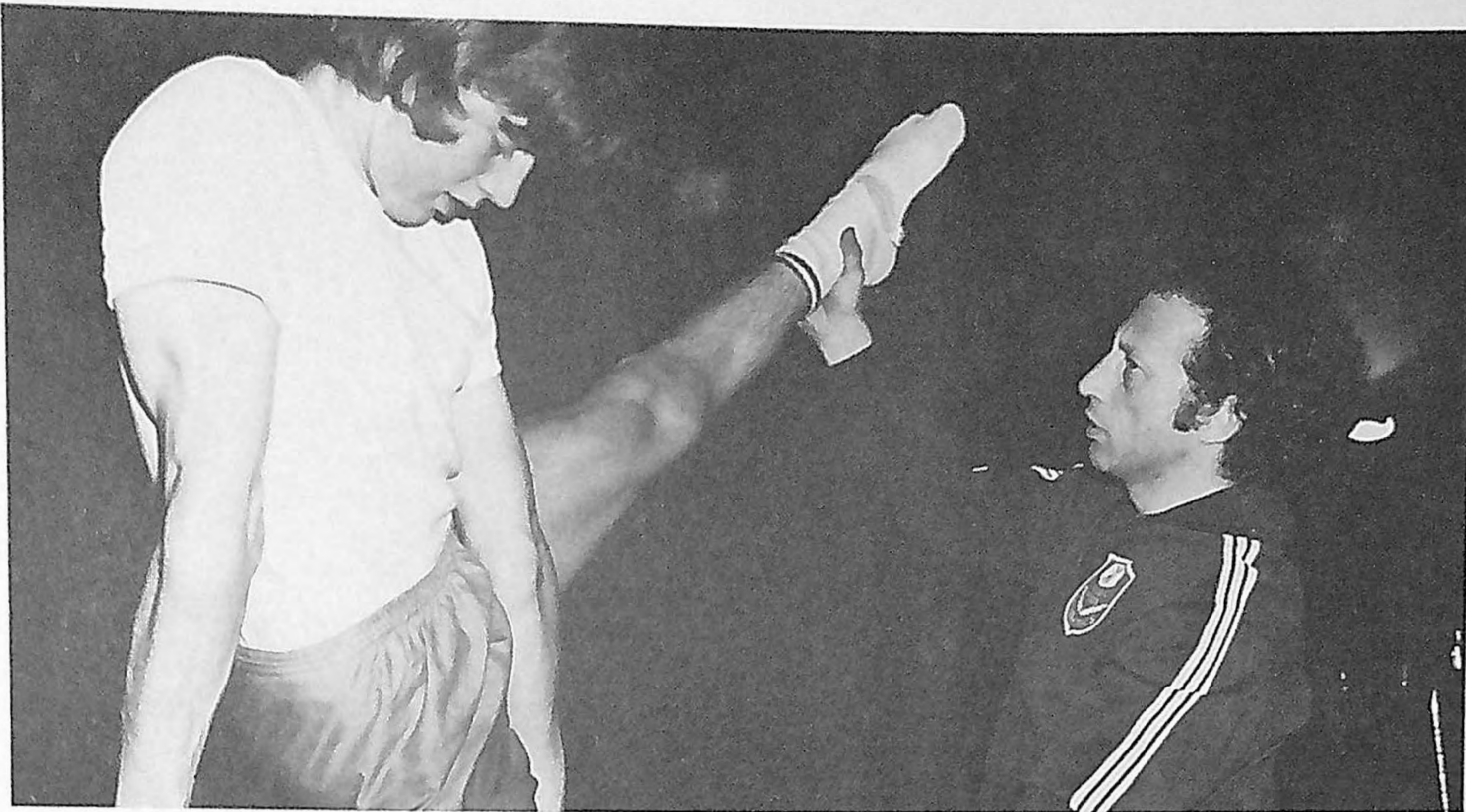
Self-survival and safety may or may not have been uppermost in the minds of students attracted to a Parachuting course in the

summer of 1971. Perhaps they were after higher education, although the course by its very nature encouraged drop-outs—from airplanes 2,800 feet above ground level. The course was an outgrowth of the activities of the 90-member Freefall Humber club, founded by daytime students the previous autumn.

For students who wanted to study nature in depth rather than from the heights, and who preferred the closed-in dark dens of rock and soil to the wide-open spaces of sun and sky, there was a course in Spelunking, offered in September of 1977. Included in this cave-exploring course was a week-end visit to a non-commercial cave in West Virginia, where the spelunkers could respectively look up or down—or vice versa—at the stalactites and stalagmites dangling from the ceiling or rising from the floor of the cavern. It was said that the most difficult thing about spelunking was trying to establish whether it is most properly an indoor or outdoor sport.

Besides the rather esoteric activities such as spelunking, (or an earlier Frisbee-throwing clinic), the Athletics, Recreation and Leisure Department of Humber College ran a whole





*PHYSICAL FITNESS and gymnastics instructor Eugene Galperin, right. On the North Campus, the emphasis focussed on encouraging "students, staff and the community at large to develop and maintain an adequate level of fitness..."*

spate of more traditional sports and leisure pastimes: golf, judo, tennis, yoga...badminton and birding, fitness and fencing, skiing and squash. Scuba was always popular. In 1975 alone, there were 500 part-time students enrolled in an advanced course that led to certification by the National Association of Underwater Instructors and the Association of Canadian Underwater Councils.

The Lakeshore 1 Campus became the focus of Humber College gymnastic activities in 1975, following the hiring of Eugene Galperin, former national coach of the Soviet Union gymnastic team, who in 1969 had been named "honoured coach of the Soviet Federation of Socialist Republics" and in 1973 had been designated "Coach-Teacher of the highest category." The Lakeshore Management Group felt that some very visible athletic activity would help put the campus on the map. Galperin's objective at Humber was to develop a program that might produce some gymnastic champions for Canada, and it was not long after the gym pro came on the scene before things began to jump at Lakeshore. The campus, with its gymnasium equipped with

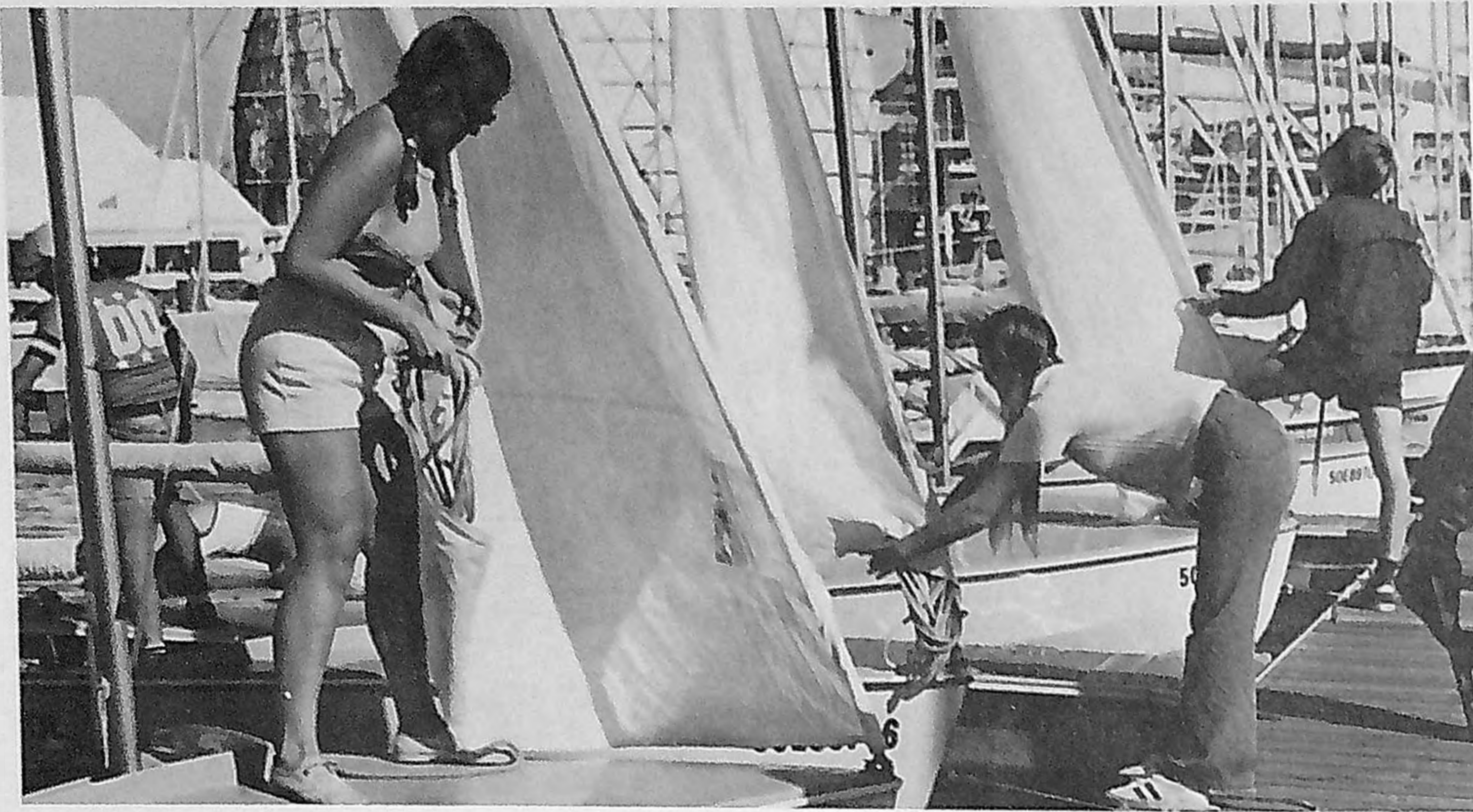
Olympic-standard equipment, in January of 1976 became the site of the men's Gymnastic Winter Games trials, sponsored by the Ontario Gymnastic Federation, and in the following September, the gymnasium was utilized as a gymnastic clinic for coaches and their students. Galperin demonstrated techniques never before used in Canada or North America, and he called in Ludmilla Moskvina, a former dancer with the Bolshoi Theatre, to teach the coaches and gymnasts choreography, ballet exercises and jumps, landing and body control. Moskvina and Galperin joined up again in January of 1977 to team-teach a course called Tumbling and Choreography for Floor Exercises for coaches and gymnasts. Using a musical background, the gymnast-dancer duo illustrated how a combination of ballet and tumbling techniques could improve agility, poise and balance.

Galperin also coached the Etobicoke Jaycees Gymnastics Club, and in May of 1976 one of his protégés, 13-year-old Brad Peters, snatched up six first-place medals and the over-all championship in the level 2 division for junior men at the Ontario Gymnastic finals.

Other prizes were also won by two of Peter's Jaycee Club team-mates.

Seven of the young male gymnasts who had placed first, second or third in their division in the finals were assembled by Galperin into a new club called the Humber TO's. The following November, members of the TO's captured all three gold medals at the Metro West Junior Men's Compulsory Gymnastic Meet held at Westview Secondary School. The TO club entered six competitors at the meet, and each one of them placed in the top three in his division. At the Humber Toronto Gymnastics Club Inter-provincial Invitational Meet in May of 1977, the TO club won the top three places in the 12 and 13-year-old group. TO's Doron Kernerman took the gold medal in vault and the silver in rings, and Peters claimed first place in the 14- and 15-year-old group.

Galperin's training centre provided gymnastic programs for boy and girls from age 8 to 17 years old, at either beginners (pre-competition preparation) or advanced levels. The calendar description for the advanced level promised students that in "the shortest period



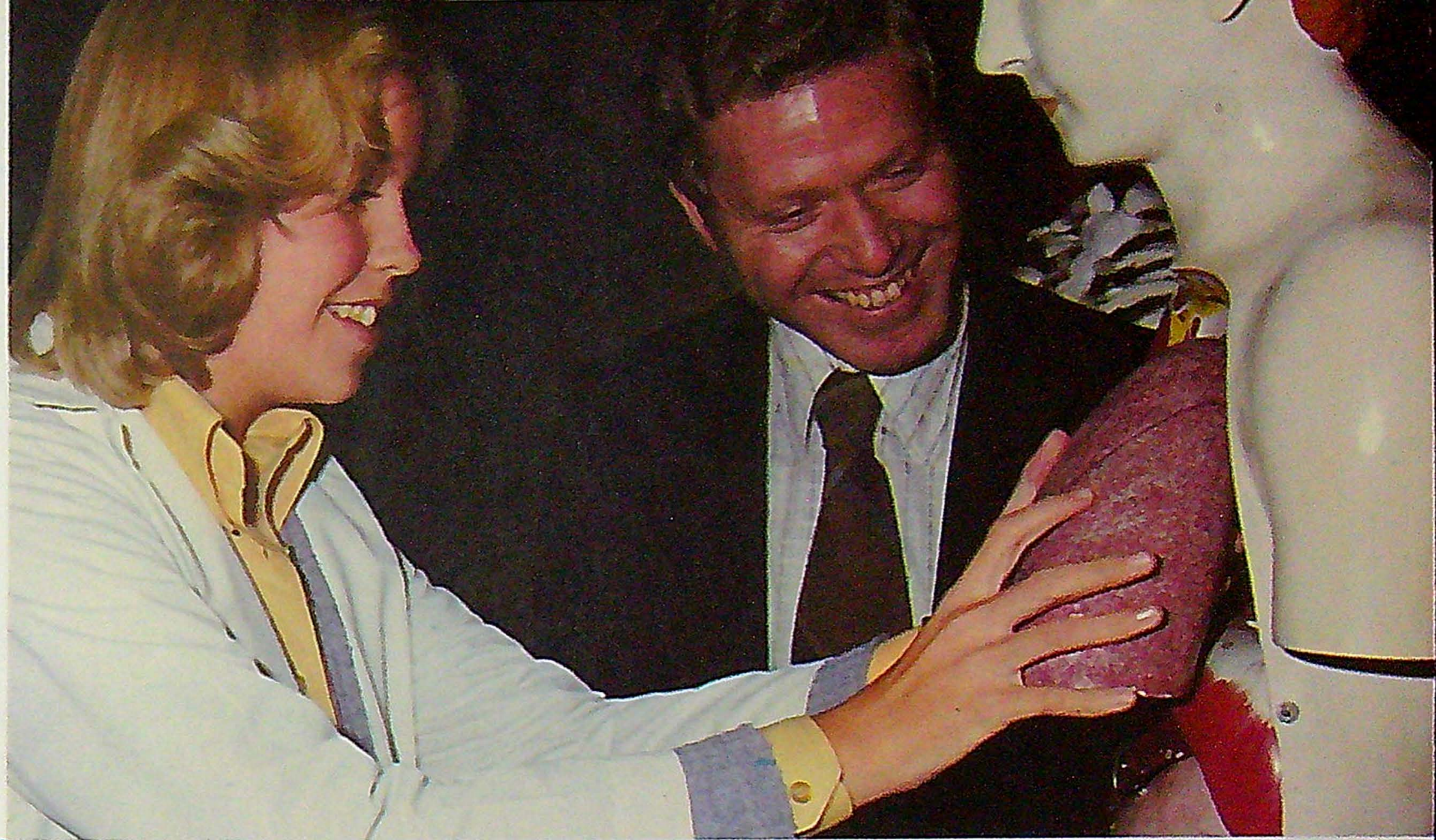
of time, gymnasts will learn complex moves in accordance with their competitive level. Olympic standard equipment will be used. In addition, trampoline classes will be conducted, teaching twisting techniques.”

Tumbling and twisting on trampolines might be all very well for landlubbers, but many students at Humber College proved that they'd rather be sailing. In the open-water instructional sailing course, recognized and approved by the Canadian Yachting Association and Ontario Sailing Association, students were able to man 16-foot Wayfarers to ply the waters of Humber Bay. The students under sail fared well enough navigating the choppy waters of the bay...better by far, in fact, than three instructors who were supervising the sailing craft from a 19-foot powerboat on August 2, 1979. A sudden summer squall sent the sailing vessel skidaddling for shore, tailed by the tending powerboat. The powerboat, unfortunately, stalled about 200 yards from the mouth of Humber Bay, and the instructors aboard found themselves being swept by waves towards the rocks along the shoreline. Braving the high winds and heavy waters, a student in a

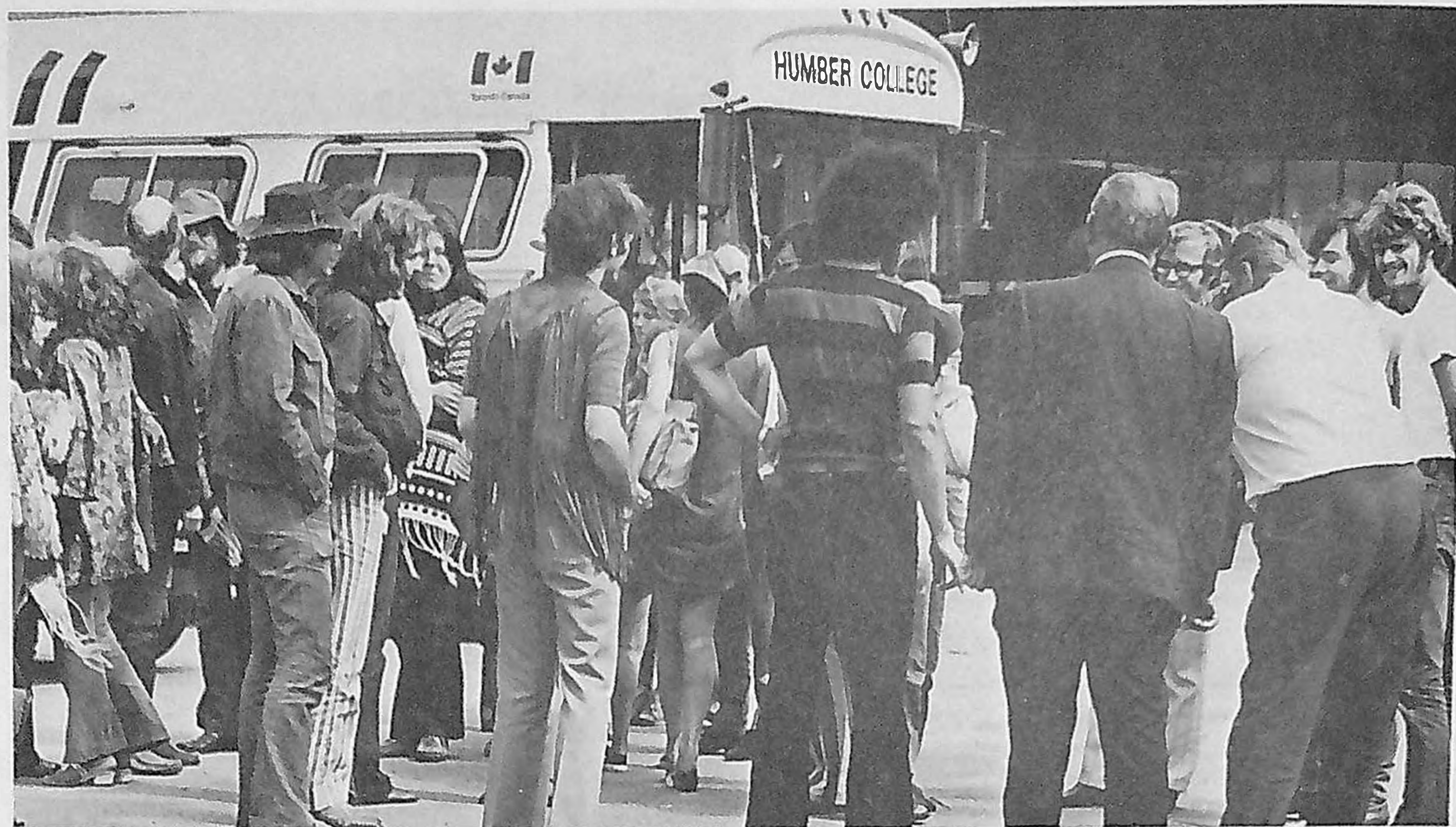
sailboat rushed to the assistance of the teachers on the disabled craft, and edged his boat alongside it. The student swapped places with a teacher who set out for shore in the sailboat to call the harbour police, but it was too late. Unable to secure anchor, the powerboat crashed onto the rocks at the mouth of the Humber River. The three in the boat escaped unharmed, but the craft suffered several punctures. But although the college came close to losing one boat in a near mishap, it acquired another one that summer, built by instructors and students in the keelboat sailing course. Under the guidance of instructors Phillip Friedman and John Parraton, students from Marine Mechanics, Machine Shop, Welding and Cabinet-Making cooperated in the vessel venture. The “Roberts 36” was equipped with ketch rigging, multi chine steel hull...and other nautical niceties. The 36-foot, two-masted craft was to be used for the 16 hours of on-water instruction in the course offered by the Lakeshore 2 Campus, and would be paid for through revenues generated by part-time summer sailing courses. The yacht, called “The Orion”, was launched in May of 1979.

Lakeshore 2 Campus offered yet another alternative for those with a nautical bent. In the spring of 1978, the college introduced the Practical Coastwise Navigation course, which delved into the realms of charts, mariner's compasses, fixing techniques, aids to navigation, navigation instruments and government regulations. The campus also offered a post-secondary diploma program in Yachting, built on two years of general studies in that subject and a third year of advanced studies in either the Marina/Yacht Club Management or Small Craft Maintenance and Repair. The program was rigged to appeal to both part-time and full-time students wishing to learn “how to plan, organize, develop and operate one or more of marina, yacht club, manufacturing, wholesale or retail sales, yacht repair, yacht brokerage, marine insurance and yacht charter activities.”

While students were sailing their boats across the waters of Lake Ontario, other part-time and full-time students were crossing the Atlantic and Pacific Oceans, participating in Humber College's study-and-travel International/National Studies program. In



*MEXICO BOUND: no luxury tour, students were expected to stretch out a budget of 300 pesos a week on food. No one went hungry, but one girl never completed the tour: she was flown home from Oaxaco, suffering from a serious asthma condition.*



this program—at one time called Mobile Education, or Mobed for short—students after a semester of evening orientation classes could in the following spring and summer tour the country or countries that were studied. Students paid the regular Continuous Learning fee for the evening courses (for example, \$50 or one day-time elective course selection card in 1978/79). By completing the 14-week orientation session, meeting once a week for three hours, students could earn a Human Studies elective course credit. Besides the fee for the classroom study, students had to cover the costs of transportation, accommodation, admissions, meals and so on during the on-location portion of the program, in Canada or abroad. In the early years of International/National Studies, some of these costs were subsidized to a varying degree by the college, but budget conditions gradually led to decreases in the subsidy, until it virtually disappeared in 1979/80.

International/National Studies could trace its origin to a program called Caribbean Life and Culture, initiated in October of 1970 by Dave Armstrong, then coordinator of

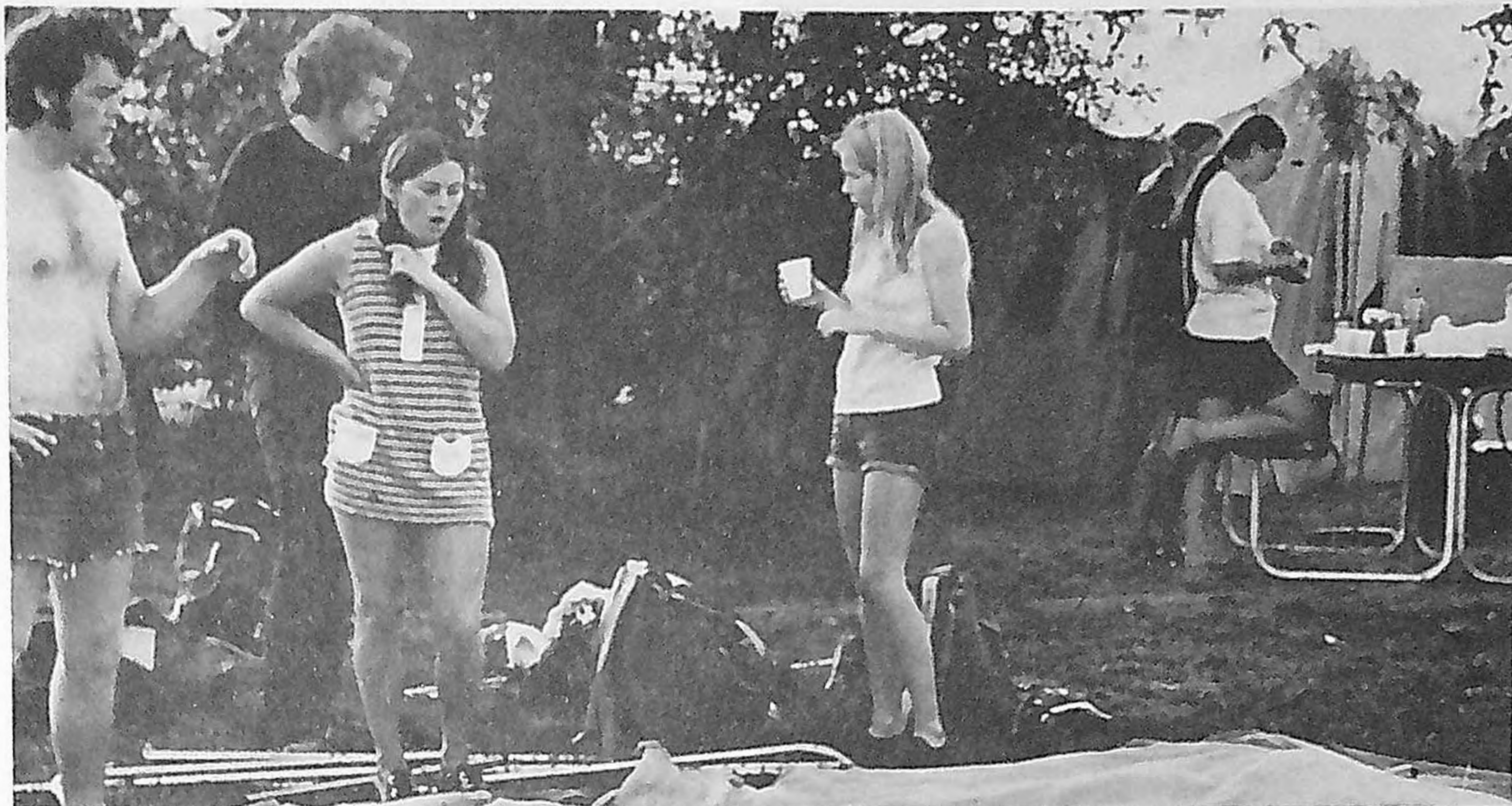
Professional Development. Prior to the trip to the Caribbean, which cost about \$495 per person for airfare and accommodation, participants undertook 60 hours of classroom study in West Indian culture, economics, literature and politics, provided by 15 teachers with expertise in West Indian studies.

The Mobile Education program was most truly launched, however, as a fully-credited college activity the next year, following a chance meeting in a corridor between an English instructor and two administrators. Gary Noseworthy, the instructor, recalled the incident: “Fred Manson was talking to the president in the hall at the time, and Manson cornered me to ask whether I came from Newfoundland (knowing that Noseworthy was a common Newfoundland name). He enquired whether I’d be interested in taking a group of students to Newfoundland, and I had to say no, since I was planning to take my wife and family to Yucatan that summer. He then asked if such a trip would be of educational interest to students, and after I replied that it probably would, he asked if I would like to take some students to Mexico. I answered that I’d have to

talk to my wife and think about it...and the whole thing started from there.”

“The whole thing” that the incident started was an incredible educational odyssey that carried 28 Humber College students across a total of 8,500 miles of North American territory for an intensive eight-week cultural immersion into Mexican society. The Mexican travel course began on the North Campus with a 12-week, in-depth classroom study of art, anthropology, economics, history and sociology. In addition, students from January to June in 1971 were required to study the Spanish language. Although few became anything like fluent, the exposure to Spanish later was to prove most fortunate: the group expected a week of lectures at the University of Mexico, although it transpired that the university was prepared to provide only a single one...delivered in Spanish.

Preparatory to the launching of the expedition, while students were boning up on their Spanish, instructors Noseworthy and John Maxwell took to the highways of Ontario, practising driving the Humber College bus in order to qualify for the special license they



*MEXICAN CAMP: six people always on guard.*

would need to chauffeur the students in the bus across the continent. The bus was only slightly renovated, with a few seats removed to create a sleeping space, and a portable washroom added. Besides utilizing that sleeping area, the group also took along five six-person tents, so that they could camp while travelling across the United States. Students practised camping on the North Campus grounds before the trip began on July 1, 1971. "What I did was divide the group into duty watches much the same way as the military does, six people apiece," recalled Noseworthy. "Each group was responsible for a function, either maintaining the bus, setting up the camp, cleaning up, or whatever.

"There would be one group that wasn't in a tent. Their job was to maintain security of the campsite and the bus. If they slept, they slept 'catch as catch can,' and they worked out their own rotation. There had to be at least two people awake at all times when we were away. Normally, two people would sit on the bus and keep each other company. They worked out their own pattern on that. They were mixed groups—males and females, it didn't matter—

six to a tent, and we had no problems at all."

If there were no problems with the students, the same could not be said about the vehicle they used. "It was really a funny bus," said Noseworthy. "The compressor for the air-brakes was mounted on the top of the engine for some dumb reason, and we kept losing the brakes. One time we were coming through the mountains in Mexico and we lost the air-brakes and the fan-belt. It was 100 degrees, the middle of the night, pouring rain, and there we were with all those kids going nowhere.

"We had taken along a station wagon as a safety back-up, in case the bus broke down. Wouldn't you know it: that's the time the station wagon wouldn't work either. So I hitched a ride to the last village we had gone through, and rented all the taxis in town—four of them—to take the kids to the next stop. One of the taxi drivers fixed the station wagon, and the next day we picked up the necessary parts to fix the bus. We learned a lot about fixing buses on that trip."

In Mexico, the expedition avoided the popular tourist spots, and stuck to the less-travelled regions of the country. "We avoided

Acapulco and many of the places you read about in tourist books because we wanted to see how Mexicans lived," explained Noseworthy, "not how *tourists* lived in Mexico. We covered all of Mexico except the north-west, which is probably the most exploited part of Mexico in terms of visitors from California and New Mexico. After five days and six nights in Mexico City, we left for Oaxaca, then went along the south coast of the Gulf of Mexico almost to the Guatemalan border, then cut across the peninsula on a route called Highway 95, where we had to ford the same river *five* times, in a torrential downpour. That was a trip, it really was.

"In Mexico, we stayed in hotels—3rd class hotels, 2nd class hotels, 1st class hotels, and no-class hotels. To give students a wider range of experience, we stayed where the Mexicans stayed, we stayed where the Americans stayed and we stayed where *nobody* should have stayed."

The out-of-pocket cost per student for accommodation, transportation and meals was \$250, for the eight-week experience. Part of the expenses were met by a general group fund





*TRAVAILS of a tour guide: Giovanni Viscione, Humber's "Man in Italy", was accustomed to probing questions from the college's International/National jet set, but in Torcello, Italy, he found himself caught off balance in this cultural exchange with students Jean Podilchak, Mary Ann Heary and Barb Dods. He, and Franco Bellone, chief of Rome's Social Viaggi Agency, played genial godfathers and hosts on many of Humber's educational tours to Italy.*

LEFT ◀

*PASSPORT CHECK: English teacher Maurice Farge and his wife, Brenda, at Toronto International Airport in 1974. He was one of four instructors who accompanied 53 students on a four-week tour of five Soviet Socialist Republics. The Mobile Education program was coordinated by Nina Butska.*

RIGHT ▶



raised collectively by the students who worked on an Opportunities for Youth program, cleaning up a conservation area.

Was the trip educationally valid? Overstating the case a bit perhaps because of his enthusiasm, Noseworthy declared flatly, "If schools are going to keep pace with education, they will have to stop constructing buildings, and start buying buses."

The administrators of Humber College weren't quite prepared to literally swap buildings for buses...although figuratively at least, as the conclusion of this chapter will suggest, that kind of conversion may have already taken place. But the success of the Mexican study-travel experiment that summer encouraged administrators to increase their commitment to study-travel. In the years that followed, Humber College extended its activities beyond the Etobicoke and York boroughs to on-location sites from the Rockies to the Maritimes, from the southern shores of Lake Ontario to the far northern reaches of the province and nation. The college became a world citizen, sending students off to study in lands both distant and exotic: to India and

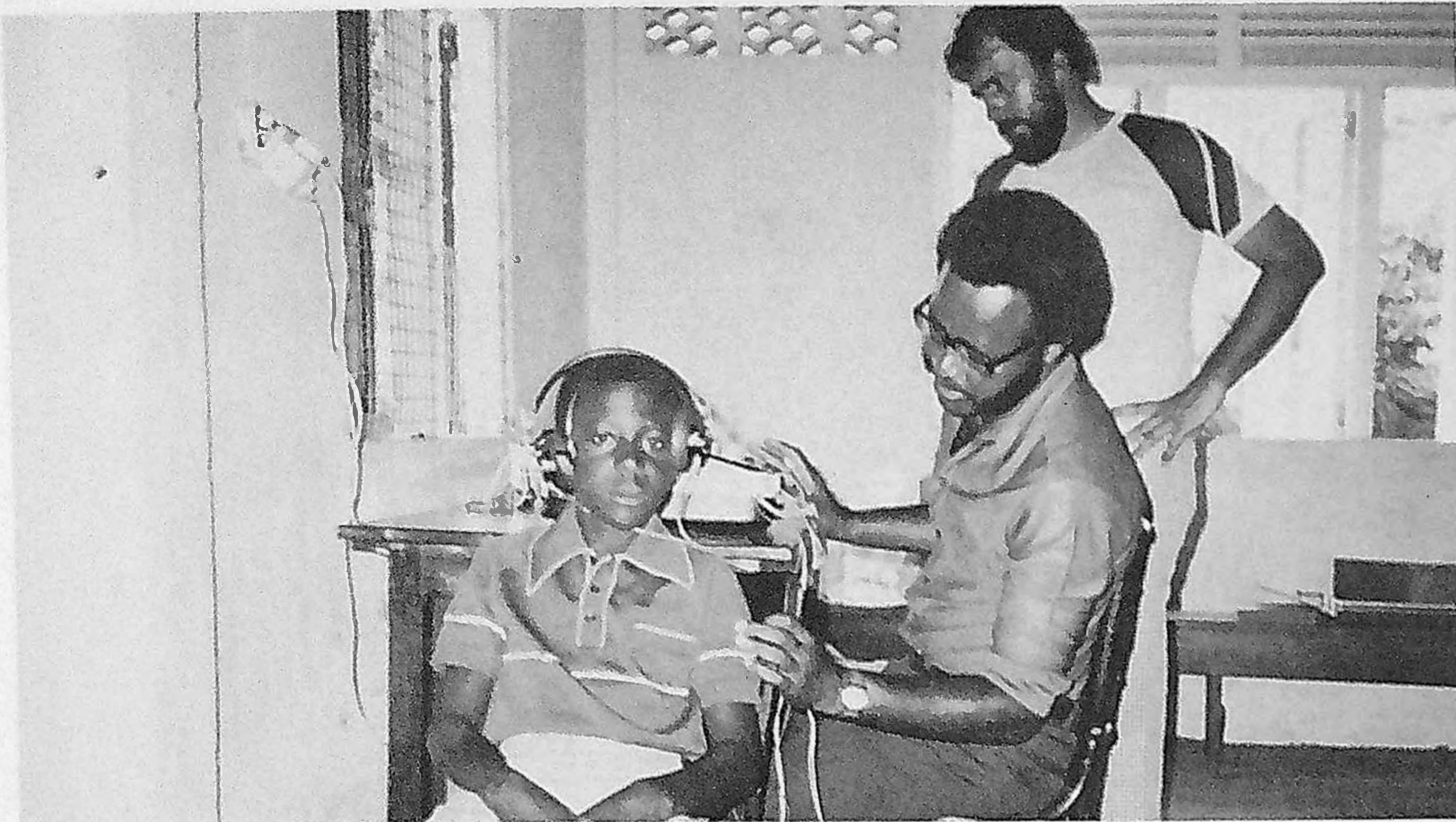
Japan, South America and Scandinavia, Britain and France, Greece and Egypt, Italy and Germany, Turkey and the Holy Land...to the four corners of the world. Humber's banner has been carried to all parts of the globe by a troupe of instructional standard bearers and happy teacher-cum-wanderers who during the travel portion of the program were required to serve as educators, guides, counsellors and, sometimes, surrogate parents. Dispatched on overseas service over the years were Crystal Bradley, Nina Butska, Bob Coleman, Maurice Farge, Stewart Hall, Steve Harrington, Gordon Kerr, Morry MacLeod, Walt McDayter, Peter Mitchell, Eric Mundinger, Marek Pain, Austin Repath and Larry Richard.

And the traffic was two-way. Even before Humber College's native sons and daughters flew off to study in foreign climes, students from other nations were being hosted by Humber and touring its environs.

In July of 1969, a group of 11 university students and graduates—eight women and three men—arrived from Japan to participate in a three-week evening Canadian cultural studies program at Humber College. The

sessions were sponsored by Experiment in International Living, an independent, non-profit organization whose goal was to help improve the understanding of world life-styles. The same organization sponsored the visit of 12 Mexicans in August of that year. The Canadian International Development Agency and the Tanzanian government were the co-sponsors of a special crash course in Radio Broadcasting, designed for 13 students from Tanzania in 1973. The East African country at the time had the benefit of only three shortwave services, broadcasting in English and Swahili. Of the regular broadcasts available to the Africans, one of the wavelengths came from the United Nations, one provided only BBC programming and the third was colonial-owned. The Tanzanians had come to Humber College to learn the skills that would enable them to correct that broadcast imbalance and deficiency.

In addition to those participating in special programs, there were also a considerable number of foreign students enrolled in regular full- and part-time studies courses at Humber. In January of 1976, for



*HEARING AID: Dr. Don Hood, background, oversees as a Vincentian outfits a young islander with one of many hearing aids flown to St. Vincent by donors.*

example, a survey showed that of the 7,100 people enrolled in full-time studies at Humber, 134 of these were foreign students, the majority of whom were registered primarily in the Technology and Business Divisions. (These students, many of them already financially handicapped, were anything but thrilled that year to learn that the provincial government had decided to increase community college annual tuition fees for foreign students from \$250 to \$375 per semester—although a protective clause provided that current students did not have to pay the increased fee.)

The students congregated at Humber College from far-flung points of the compass: from Vietnam, Hong Kong, the Caribbean, Greece, Italy, Iran, Pakistan and the continents of Africa and South America.

Not by coincidence, there was always a strong representation from St. Vincent, a small volcanic island located about 117 miles west of Barbados...and about 2,000 miles south of Rexdale. By 1979/80, about 50 students from St. Vincent had graduated from Humber College. Humber College's association with the island began in 1969, when the college was

linked with a school on that Caribbean island, in what was called Project School-to-School, designed to establish cooperation links between Ontario schools and those in underdeveloped countries. At about the time of the twinning, the island's prime minister, Milton Cato, was in Canada, and he was invited to Humber College, where he was presented with a special carpet produced by students at Queensway 1 Campus. To reciprocate the honour, Prime Minister Cato invited President Wragg and a couple of guests to visit the island. The invitation was accepted, and Wragg, Pro Dev Dean Bill Trimble and Student Union President Jim Beatty soon after set out for St. Vincent, bringing 200 paperback books with them. The books were no token gesture of friendship, but were desperately needed in schools that had almost no libraries at all. It was estimated that half of the 90,000 population of St. Vincent was made up of children under 15 years of age and of these, only half attended primary school (which was not compulsory on the island). Of the children who did start primary school, only one out of five would ever complete it. Many simply

couldn't afford the cost of the school books.

Books weren't the only things that were in short supply among the children of St. Vincent. Many of the children were deaf and mute. Tests by a speech pathologist revealed that 45 of the children could be helped to hear and speak if they were fitted with hearing aids and given speech lessons. At a price-tag of about \$200 to \$500 each, needless to say, there were few spare hearing aids lying around the island. Consequently, a special appeal had to be made through Canadian media and schools, resulting in the donation of about 500 hearing aids, many as good as new.

Since there were about 22 Vincentian students studying at Humber College at the time, the college decided in cooperation with the Ontario Ministry of Education to create a program that would train the students to instruct deaf-mute children to speak. The 22 students were given lessons from audiologists and speech pathologists in special sessions one night a week. For good measure, one student was taught how to repair hearing aids.

By 1979, four years after Humber had launched its hearing aid project, a total of





*GORD KERR: left, a member of the St. Vincent Educational Aid Fund, 1971/79, and co-ordinator of the St. Vincent Hearing Project, 1976/79. In addition to delivering hearing aids to the island, another Humber group, led by Allan Stewart of the Lakeshore Campus, flew to the island to install a plumbing and electrical system at Troumaca Bay, a public school perched on top of a mountain.*

about 100 people had been outfitted with hearing aids, and taught how to use them. Of more than 200 Vincentians tested, about 85 percent were children. In the forefront of this aid program was Gordon Kerr, an instructor in Computer Studies who had volunteered to serve as coordinator of the Humber College St. Vincent Hearing Project. Kerr, who travelled to St. Vincent several times on behalf of the college, worked closely on the island with hearing specialist Dr. Don Hood.

Meanwhile, when the college learned that the newest typewriter being used at an island intermediate school was more than 20 years old, an electric typewriter was sent to replace it, along with several choices of type faces and a large supply of ribbons. Funds for St. Vincent supplies were raised through an annual Caribbean Carnival at the college, and from the sale of vegetables and flowers grown on President Wragg's farm and sold at the college. In 1977 alone, for example, the president's produce harvested \$609 for the St. Vincent Education Fund. A flea market held in the North Campus concourse brought in additional donations for a children's ward in a Kingston

hospital, and the sale of donated books at a fair in 1978 raised another \$1,091, to purchase two sewing machines to be donated to a St. Vincent technical school. A three-day book fair held in October of 1979, and organized by media supervisor Kelly Jenkins, raised yet another \$514.25. Girls in the Family and Consumer Studies program, coordinated by Penny Bell, ran a raffle (offering to cook a meal for eight as the prize), in order to raise enough money to buy two sets of Corning Ware and flatware that were sent to the Home Economics courses at two of the island schools.

A new school had recently been erected on a mountain, but it was not equipped with either lighting or plumbing. A Lakeshore team headed by Al Stewart rented an old DC3 and loaded it with fixtures, wiring and food, then flew to the island school to finish the lighting and plumbing. "One of the Vincentians studying here asked if he could go on the flight," revealed Doris Tallon, who was approached by him in her capacity as chairman of the St. Vincent Educational Fund. "He wanted to visit the island, but didn't have the money. He thought he could spend a night with

his people there while the plane was unloaded, then come back on the return flight. When he did come back, he swore he'd never do it again. The old plane was so heavily loaded that it had to fly very, very low, just above the chimney tops. And it took 23 hours to get there."

While rendering its assistance on far-away St. Vincent, Humber College also realized that students from the island and from other regions outside Canada, while studying at Humber, had special needs and required unique counselling to help them adjust to college life and the Canadian community. The International Student Centre was established to make available information on such things as housing and immigration laws, to show films and to bring in guest speakers, and to provide a meeting place which could serve as a hub for social activities. The international set initially held their meetings in the college board room and for a time they occupied a portable building which came to be known as the "International House," located next to the athletic bubble.

Yet another centre set up by the college to serve a particular segment of the student



*ELDERHOSTEL: English instructor Starr Olsen, teaching in the program designed for students over the age of 60. In 1980, the Elderhostel project attracted 77 students to Humber, from places as close as Kitchener, as far away as Florida.*

LEFT ◀

*FIANANCIAL BARRIERS: Sir Rupert John, at Humber in 1976 to deliver a convocation address, expressed concern to reporters about announced community college fee increases for foreign students. The governor of St. Vincent, noting that average income in St. Vincent was about \$240 a month, predicted that third world countries would not be able to afford to send students to be educated in Ontario.*

BELOW ▼

population was Third Age College, established in January of 1973 with Mildred Toogood acting as senior citizen consultant. The function of this Continuous Learning section was to supply part-time programming for citizens who had retired. Recognizing that some senior citizens might find it difficult to make their way to the college in the worst of winter weather, in 1976 the Third Age College set up courses in macramé and Christmas crafts, and ran them in three nursing and seniors' homes in Islington. Retired residents living anywhere near the area were invited to attend.

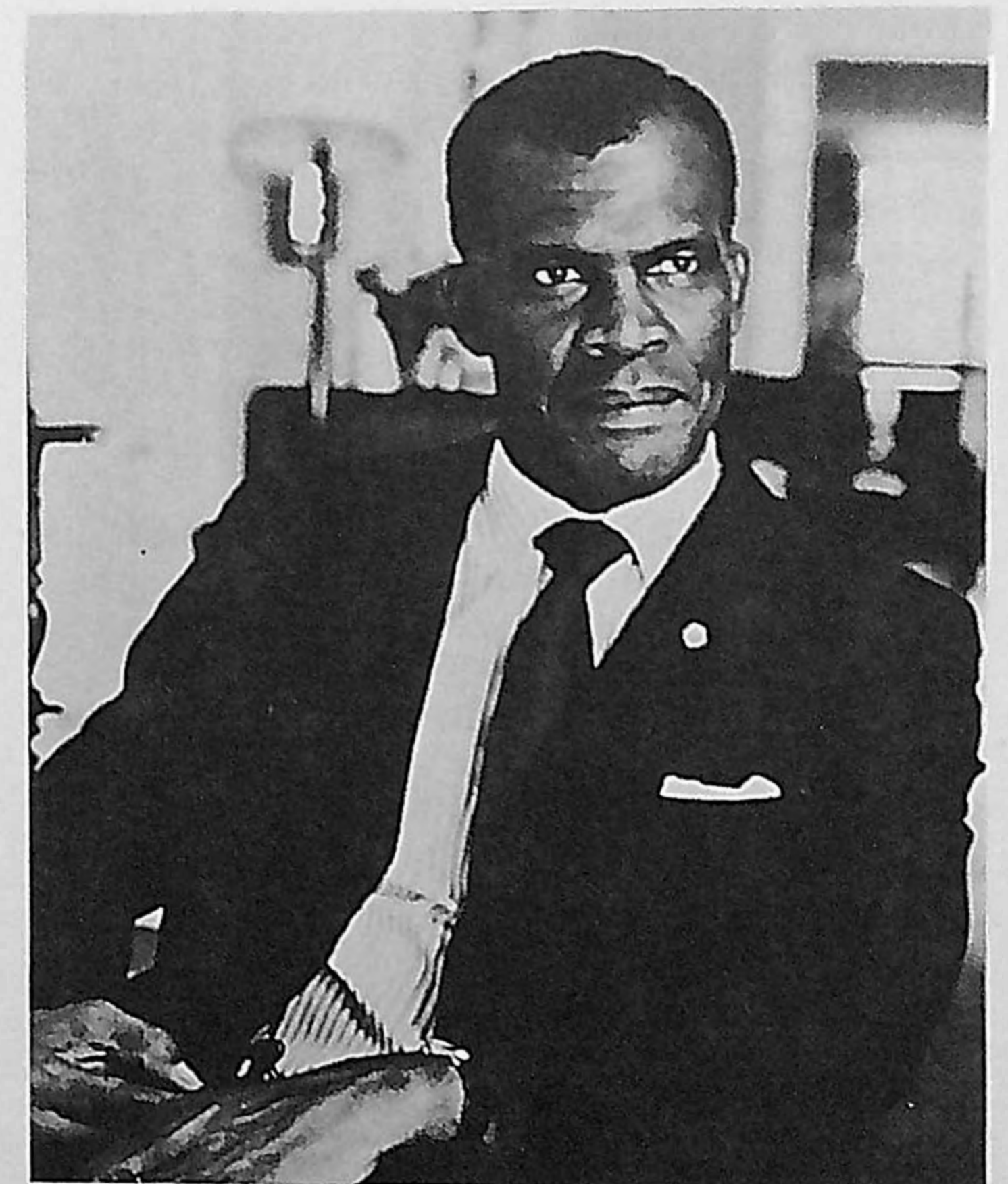
In addition, Third Age College has run courses on the North Campus, at York-Eglinton Centre and at other sites, including churches. Some courses were in the general interest category, offering choices in such subjects as Anthropology, Astrology, Creative Writing and Conversational French. Other offerings were directly related to retirement, such as Living the Rest of Your Life and Retirement Planning.

In 1980, Humber College announced its participation in a new program called Elderhostel. Successfully launched in the

United States and being initiated for the first time in Canada, Elderhostel was designed to provide people over 60 years of age with an opportunity to travel and learn. Remo Brassolotto of Humber was appointed the provincial coordinator of the program that was offered in conjunction with Laurentian, Trent and York universities. Participants in Elderhostel were offered six weeks of accommodation and summer classes—two weeks at Laurentian, one at Trent, one at York, and two at Humber College. Programming was tailored to make available "Challenging and intellectually stimulating ways for seniors to spend retirement."

Explaining the college's rationale behind its offerings of special courses for seniors, a brochure printed by Third Age College declared: "The latter part of our lives is most often left unthought about. The word we use to talk about it is itself laden with a negative connotation—retirement. Experience shows that many older people do not retire, but advance when they reach 'The Third Age' ..."

Learning never stops. It is a life-time process, always advancing to new levels, ever-







*PEOPLE'S REPUBLIC of China visitors tour Humber College. Former board of governor S. L. Britton, centre, guides the guests around the North Campus.*

LEFT ◀

*CORPORATE LOGO: the original college symbol, featuring a hidden "H" within a super ellipse, was designed by Dean Charters in 1968. About a decade later, a 10-member committee adapted this new corporate signature, to appear on stationery and in advertising, brochures and college calendars.*

BELOW ▼

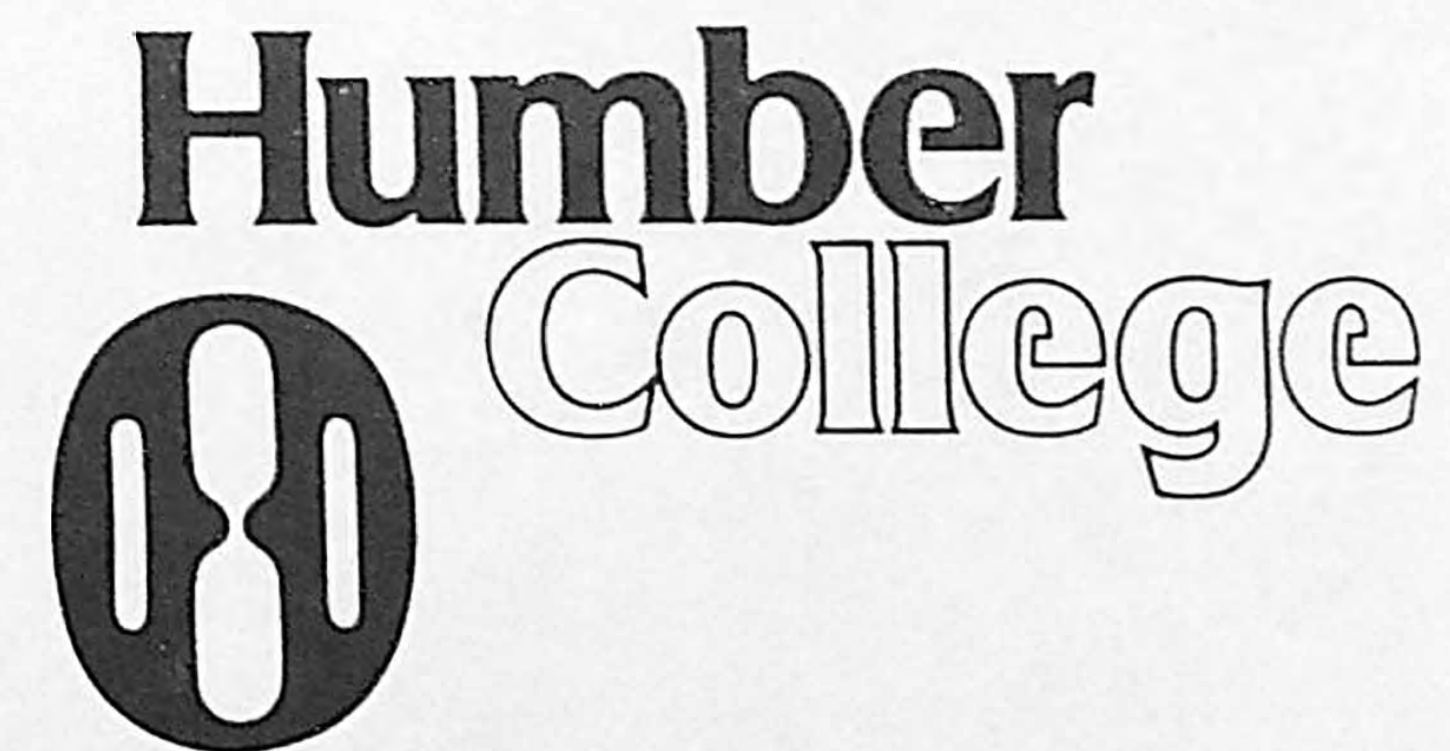
continuing to satisfy new needs. That perception capsulizes not only the *modus operandi* of Third Age College, but is equally applicable to the basic principle underlying every objective of the Continuous Learning Division.

The logo of the college says it all. Designed by Dean Charters and making its debut on the cover of the calendar in 1968, the symbol offers a gestalt-like "H" to represent Humber. The "H" is comprised of a stylized hour-glass flanked by two bars and the bars and hourglass signify a student passing through time to reach the objectives of his or her education. The process, however, is enclosed by an ellipse, the symbol of continuing cycle or eternity.

Learning continues, no matter what the age of the individual, no matter how far he or she has advanced in his or her education, profession or trade. Every level of knowledge is not a period, but a pause, a rest station before one proceeds towards an infinite possibility.

Since its founding in 1967, it has been possible to view Humber College as a kind of vehicle for that on-going life-time journey, one

that carried a constantly changing clientele to destinations of their choice, running on a wide network of routes on schedules convenient to the community, and providing transfers so that passengers could hop on or off freely and resume their voyage later. The concept captures the very essence of Humber College's philosophy, and the college's success in functioning as this type of educational carrier perhaps explains better than anything else can the achievements of its past and its continued strength of presence in the community.



# CHAPTER NINETEEN POSTSCRIPT

by Doris Tallon

Once, while rummaging through my papers—the pile that never seems to decrease—I looked up from my desk and saw a horse pressing its nose against my office window. Beside the horse, like a waiting robot, stood a giant bulldozer. It may seem odd to recall that 1968 scene before my window, but for me it symbolizes something real, something both comically true, yet poignant, and reflects the present frenetic atmosphere at Humber College.

Years ago, that horse and the acres of field behind it startled me into remembering that the landscape would change, that each of us will change with it.

Humber *has* changed. The pile of papers on my desk represents a whole community. I can no longer meet with every face in this community. Once, that was easily accomplished. Now, we have grown from a ‘head-nodding’ few hundred to over ten thousand students and almost twelve hundred staff members.

Of course, we had to grow if we were to succeed, size being such a cultural signal of success. Most of us believed, in the first few years when we occupied cramped quarters at James S. Bell Public School, that growing

larger was a way to prove our worth.

Size has given us the assurance of community recognition, of security, of being needed; our present history has given our graduates a proud and deserved sense of belonging. Now it is urgent for us all to be sensitive to the *ways* we grow. For, it seems to me, our size has threatened some rather fragile things that make an institution great.

I suspect that dealing with size is not easy. As an educational institution, we are growing larger, necessarily, to serve the complex needs of our society. But our growth has often made our individual contributions seem lost among the thousands of other influences.

Thus, along with my pride in sharing the history of Humber College, I also feel a sadness—a sense of loss. Instead of the one single community we once seemed to share so warmly, we now have become *many* communities: Divisions, departments, unions... Some of these communities work better than others; some risk more than others. But for a number of people here, working as hard as ever, with loyalties intact, the personal satisfaction of belonging deeply, not to an in-



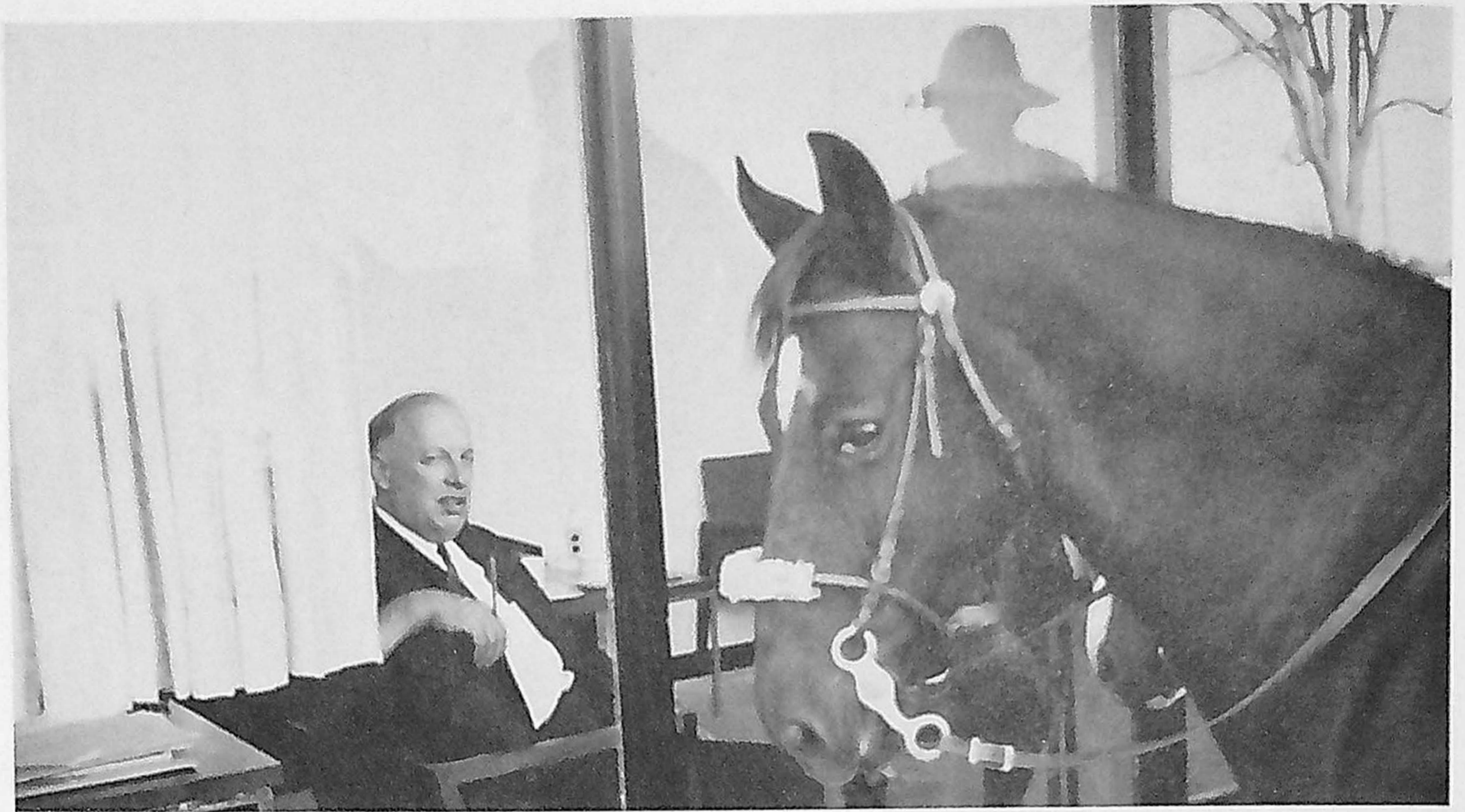
stitution but to a *community*, has at times, been eroding. This is a fact recognized by our administrators, a fact faced by many staff.

Yet, neither they nor I am pessimistic about individual achievement, or the fact that “systems” tend to govern our behaviour toward each other. From my desk, I have seen metaphoric horses press their noses against our windows, reminding us to be aware of becoming too serious, of taking too much for granted.

I have been witness to administrative battles and power plays, and have been aware of hopes and dreams that were sometimes fulfilled, but sometimes disappointed. Through it all, we have sincerely tried to do what is best for Humber. We are, after all, mortal together. From my memories of these years, one truth stands clear about Humber College: we are committed to remaining *humane*—not just unavoidably human, but *humane*.

Have we succeeded?

No, not always. Individuals have been injured when organizational rules fossilized against them, and no one with power had the courage, the time or perhaps the information needed to set things right. Well-meaning pro-



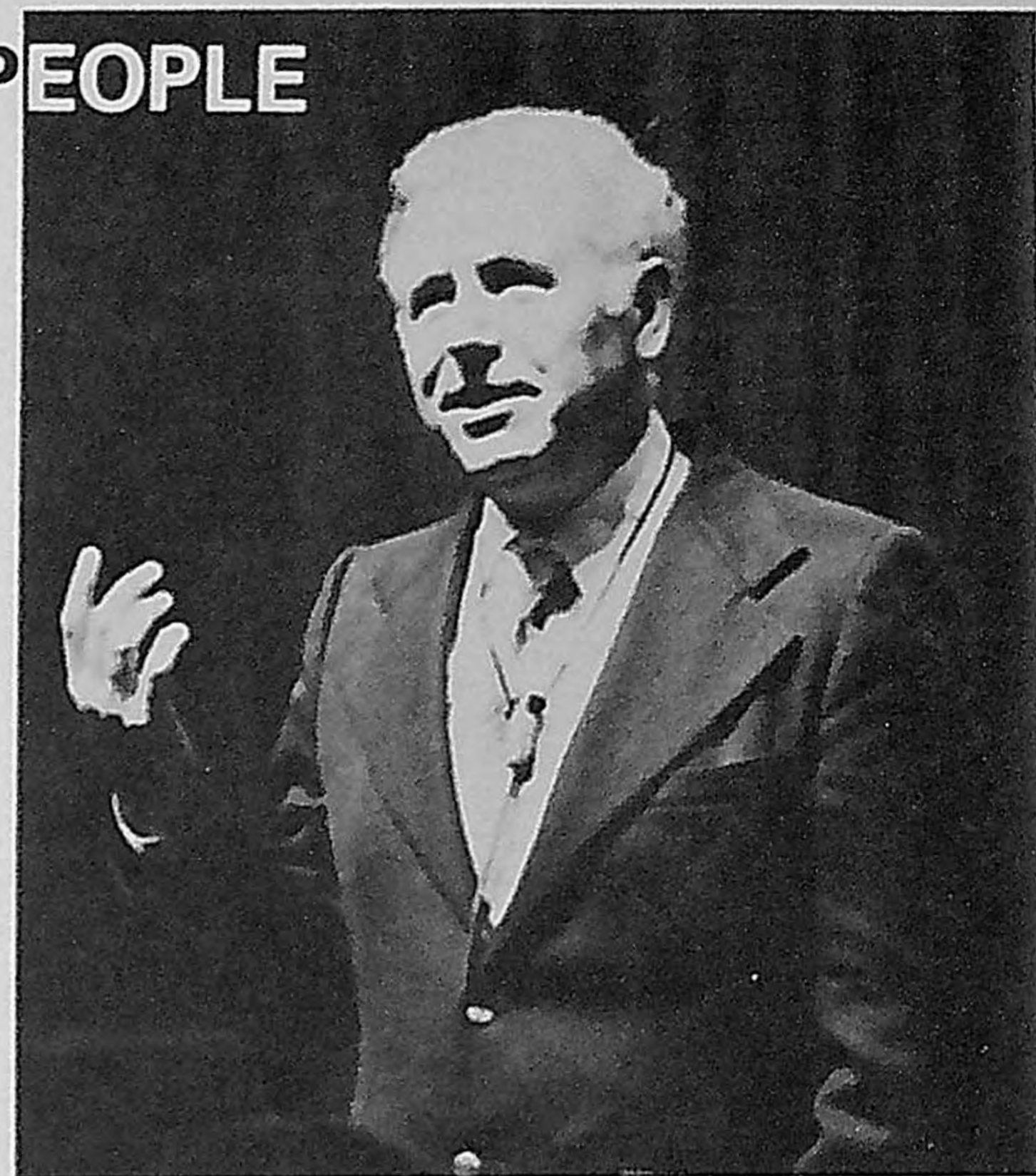
jects have been lost in a welter of committee work and sudden budget cuts. Outstanding individuals, in many cases, have been recognized for their contributions, but sadly, some have not. Occasionally, as in other large institutions, inappropriate use of power has been seen. In retrospect from my vantage point, every participant has his or her version of “what happened” with contrasting viewpoints ranging from elation to a sense of despondency. Behind the facts and figures of this book, there are stories that cannot be neatly, clearly told.

Yet, when I look at the total sense of what Humber College means to most of us—staff, instructors, administrators, the important community of students we serve, the community itself—I feel an overwhelming sense of good will, of real achievement. There are countless people working together to complete goals with the hope of benefitting everyone. Some may have begun with purely selfish motives, but so many have gone beyond this. Where one person has failed to have courage, a dozen others have taken risks and set wise precedents. There is an encouraging awareness that one person cannot achieve alone what needs to be achieved by a

community of good people. And, yes, Humber has a rich number of such individual people.

The college has grown beyond the acres of fields that used to face my office window. The fields are paved now, and rows of housing border the buildings that make up Humber. That wandering, unfettered horse is gone, of course, but its suggestion of irrelevance, of freedom, remains. What was then important, at the beginning of Humber College, remains vitally important to many of us: that we remember—in the crush of our own growing size—that there are fragile things that must be safeguarded to keep us sensitive and humane. We must never lose sight of the simple human values that have served us so well in the past, nor can we permit them to be obscured as we seek solutions to the complexities in our future.

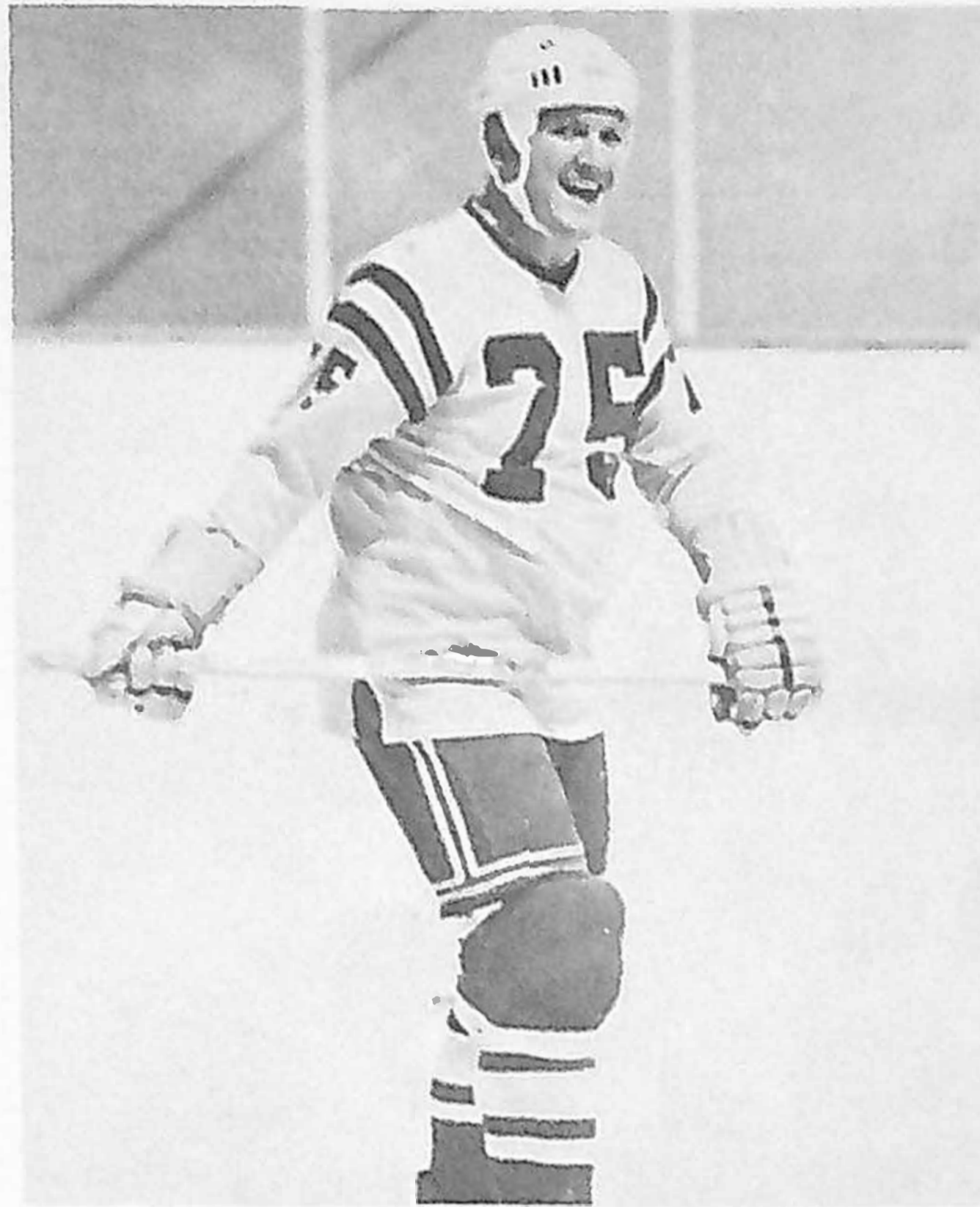
## PANORAMA OF PEOPLE



*TOP LEFT, centre, jazz great Duke Ellington during a visit to Humber; TOP RIGHT, Arthur Hailey — author of novels Airport, Hotel and Wheels — lectures at the North Campus on November 28, 1974; BOTTOM CENTRE, Kelly Jenkins, who in April of 1980 was appointed supervisor of audio visual services on all campuses; BOTTOM RIGHT, a plant-in, with former board of governor Dr. Anne Curtin and English teacher Vickie Speers.*



**TOP CENTRE**, Vice-President Administration James L. Davison cuts some fancy figures on ice during a staff hockey tournament; **TOP RIGHT**, Barrie (The Enforcer) Saxton, coordinator of Law and Security Administration, during a Valentine's Day skit; **BOTTOM LEFT**, Douglas E. Light, Humber's founding dean of faculty, shows off the best of Britain, a gift given to him when he departed for Centennial; **BOTTOM CENTRE**, founding Board of Governor Chairman Edward S. Jarvis, carving a turkey at the college's faculty and staff Christmas dinner, 1968; **BOTTOM RIGHT**, Margaret Eiler, who in 1977 was appointed first woman chairman of Human Studies.







TOP LEFT, these women in 1974 all reported to the registrar. Figures on their sweaters represented code numbers used to identify them for computer input; TOP RIGHT, former Executive Dean Robert H. (Tex) Noble, utilizing a primitive commuter conveyance not yet fully tested at Humber; BOTTOM CENTRE, Gloria Quinlan, giving a sympathetic ear to a Neighbourhood crier; BOTTOM RIGHT, keeping tab on the texts is Gordon Timnett, who in 1970 was appointed manager of bookstore operations.



# INDEX

- Academic advisory committee, . . . . . 265, 271  
 Academic affairs committee, . . . . . 35, 82  
 Adams, John, . . . . . 223, 228  
 Adamson, Adrian, . . . . . 124, 263  
*Ad Hoc*, . . . . . 78, 81, 122, 131, 137, 233  
 Administration, original members, . . . . . 125  
 Adult Occupational Training Act, . . . . . 132  
 Advertising and Graphic  
 Design . . . . . 224, 226, 227, 228  
 Aerial Survey . . . . . 297  
 Affirmative action, . . . . . 52  
 Affirmative action advisory committee, . . . . . 308  
 Algonquin College of Applied Arts  
 and Technology, . . . . . 11  
 Almond, John . . . . . 35, 64, 207, 208  
 Ambulance and Emergency Care, . . . . . 22, 258-260  
 Applied Arts Division, . . . . . 35, 41, 124,  
 177, 186, 187, 190-206  
 Apprenticeship and Technical Studies, . . . . . 24  
 Apprenticeship programs, . . . . . 130, 136  
 Arboretum, . . . . . 213  
 Arena Management, . . . . . 205  
 Architectural Design, . . . . . 291  
 Armstrong, David . . . . . 107, 224, 316  
 Ashton, Liz . . . . . 202  
 Audio-Visual Technician (Instructional Materials  
 Centre Technicians), . . . . . 234, 235, 295  
 August, Donald, . . . . . 125  
 Auld, James A. C., . . . . . 25, 175
- Baker, Jack , . . . . . 128  
 Balch, Margaret, . . . . . 228  
 Ballantyne, Brenda, . . . . . 126  
 Balsara, Fred, . . . . . 280  
 Bando, Doug, . . . . . 216  
 Bard, James, . . . . . 241  
 Barnard, Iva, . . . . . 216  
 Barras (Buttle), Marilyn, . . . . . 243  
 Barrett, Craig, . . . . . 265  
 Bartha, Kathy, . . . . . 296, 297  
*Basic Documents*, . . . . . 55, 106, 107, 298  
*Basic Job Readiness Training (BJRT)*, . . . . . 183  
*Battestelli, Vince*, . . . . . 174, 303, 305  
 Beatty, Bryan, . . . . . 89, 261  
 Beatty, James N., . . . . . 64, 80, 81, 91, 320  
 Begg, Gary, . . . . . 45  
 Bell, Penny, . . . . . 190, 193, 302, 303, 321  
 Bell, Richard, . . . . . 78-80, 122  
 Bell, Robert, . . . . . 124, 125  
 Bellone, Franco, . . . . . 319  
 Bender, Anne, . . . . . 257  
 Bendersa, Rick, . . . . . 73  
 Bill 153, . . . . . 15, 18, 20, 21,  
 26, 28, 153, 242
- Bishop, Ebbie, . . . . . 205  
 Bishop, Flora, . . . . . 265  
 Bissenden, Debbie, . . . . . 202
- Board of governors, 7, 32, 33, 38, 44, 48, 50, 51,  
 54, 80, 81, 82, 86, 88, 91, 97, 105, 116, 118, 129,  
 143, 147, 159, 161, 180, 200, 243, 248  
 Bobechko, Rose, . . . . . 125  
 Bowman, Jack, . . . . . 205  
 Box 1900, . . . . . 191  
 Bradley, Crystal, . . . . . 99, 319  
 Bradbury, John, . . . . . 125  
 Brassolotto, Remo, . . . . . 322  
 Bridge Project, . . . . . 183  
 Britton, S. (Syd) L., . . . . . 36, 53, 127  
 Brodie, James, . . . . . 125, 218  
 Brown, John, . . . . . 223  
 Brown, Rosemary, . . . . . 305  
 Brown, Sid, . . . . . 197  
 Bubble, The, . . . . . 152, 153  
 Buchanan, Jack, . . . . . 159  
 Buckley, Jack, . . . . . 244, 247, 248, 249, 251, 259  
 Bulanda, Cy, . . . . . 265  
 Bunston, Kent, . . . . . 230  
 Bus fleet, . . . . . 146  
 Business Administration, 207, 208, 209, 210, 212-  
 213  
 Business Answers Back, . . . . . 63  
 Business Division, . . . . . 35, 41, 125, 177, 186,  
 207-222, 218, 294, 309-310
- Callwood, June, . . . . . 304  
 Cameron, Eleanor, . . . . . 235  
 Camp Advance, . . . . . 194  
 Campbell, Betty, . . . . . 119, 125  
 Canadian Nursing Association, . . . . . 242  
 Canadian School of Embalming, . . . . . 247  
 Canadian Stage Band Festival, . . . . . 230  
 Cantisano, Amelia, . . . . . 46  
 Cardinali, Bob, . . . . . 181, 182  
 Career Planning and Placement Centre, . . . . . 12  
 Carney, Ted, . . . . . 180  
 Carlson, Craig, . . . . . 195  
 Carruthers, Michael, . . . . . 78  
 Carter, Blair, . . . . . 192  
 Casson, Martha, . . . . . 12  
 Caulfied, Paul, . . . . . 238  
 Centennial College of Applied Arts  
 and Technology, . . . . . 22, 34, 118  
 Centre for Continuing Studies in Employee Benefits,  
 . . . . . 218-219  
 Centre for Labour Studies, . . . . . 11, 41, 306, 310  
 Centre for Women, . . . . . 52, 303-306  
 Chambers, Tom, . . . . . 223  
 Chapman, Ben, . . . . . 136, 137  
 Charters, Dean, . . . . . 324  
 Chase, Don, . . . . . 199  
 Chemical Engineering, . . . . . 291  
 Chemical Laboratory, . . . . . 291  
 Chemical Microbiology, . . . . . 291  
 Cheong, George, . . . . . 234



Fleischer, Marlene, ..... 41  
 Floor Covering, ..... 136, 137  
 Flynn, Brian, ..... 88, 89, 91, 157  
 Flynn, Mayor Dennis, ..... 176  
 Forster, Bill, ..... 119  
 Foster, Donald, ..... 247, 248  
 Francis, Donald, ... 93, 94, 97, 103, 106, 159  
 Franklin, Frank, ..... 140  
 Fredericks, Leslee, ..... 228  
 Friedman, Phillip, ..... 314  
 Frum, Barbara, ..... 303  
 Funeral Services, ..... 137, 247-250  
 Furniture and Product Design, ... 100, 226, 228

Galperin, Eugene, ..... 313-314  
 Gauci, Joe, ..... 97  
 Gavigan, Keith, ..... 223  
 Geddes, George, ..... 158  
 Geddes, Russell, ..... 199  
 Gell, Florence, ..... 33, 53, 155  
 General Arts and  
 Science, ..... 33, 123, 190, 277, 279  
 General Business, ..... 177, 210, 213  
 Girvan, Joan, ..... 211, 222  
 Goddard, Paul, ..... 137  
 Goodis, Jerry, ..... 63  
 Goodman, Ned, ..... 228  
 Gordon Wragg Student and Athletic  
 Centre, ..... 72, 91, 92, 97, 155, 157, 159  
 Gordius, Mary, ..... 191  
 Gore, Pat, ..... 233, 311  
 Granville, Jacques, ..... 131  
 Graphic Arts Centre, ..... 219  
 Gray, Dr. Alice E., ..... 127  
 Grier, Ruth, ..... 176  
 Griffith, Jerry, ..... 47  
 Grogan, Joe, ..... 306, 310  
 Grossman, David, ..... 12, 154, 169  
 Gudz, Mike, ..... 223  
 Guinan, Sister St. Michael, ..... 303  
 Gum, Judith, ..... 124, 190  
 Gunn, Dr. Norman, ..... 33, 127, 294

Haddon, David, ..... 210  
 Hailey, Arthur, ..... 327  
 Hairdressing, ..... 131, 136  
 Haisell, David A., ..... 222  
 Hall, Clint, ..... 131  
 Hall-Dennis Report, ..... 261  
 Hall, Justice E. M., ..... 261  
 Hall, Stewart, ..... 181, 307  
 Harewood, Glenn, ..... 262  
 Harrington, Mary, ..... 69  
 Harrington, Steve, ..... 105, 310, 319  
 Harsant, Ray, ..... 238  
 Hart, Margaret, ..... 269  
 Hatton, Michael, ..... 279

Hawks, (Hockey), ..... 75-76  
 Health Sciences, ..... 41, 186, 242-260  
 Henry, Mary Ann, ..... 319  
 Heidman, Marina, ..... 245, 249, 250  
 Hezekiah, Jocelyn, ..... 253, 256, 257  
 Higgins, Bob, 41, 109, 164, 178, 269, 283, 284,  
 285, 286, 288, 289, 291, 295, 296, 297  
 Hillier, Sharon, ..... 174, 305  
 Hilton, Kay, ..... 36  
 Hincks, Margaret, 34, 57, 124, 127, 186, 192, 197,  
 205, 288  
 Hiscoke, Tony, ..... 234, 249  
 Hlibka, Bill, ..... 234  
 Hoffman, Ernst, ..... 216  
 Holland, Yvonne, ..... 148  
 Holmes, Bill, ..... 165, 185  
 Holmes, Larry, 23, 57, 85, 188, 224, 226, 232  
 Home Economics, ..... 190  
 Hood, Dr. Don, ..... 320, 321  
 Hook, Richard, 44, 101, 160, 190, 205, 214, 270  
 Horne, Derek, ..... 171  
 Horney, Ernie, ..... 297  
 Horticulture Apprentice, ..... 199  
 Horton, Mayor Edward A., ..... 142  
 Hotel and Restaurant Management ..... 207,  
 213-214, 216-217  
*Hourglass*, ..... 233  
 Hueng, Paul, ..... 174  
 Huggins, Tony, ..... 92  
 Hughes, Paul, ..... 162, 163  
 Hull, Olive, ..... 51  
 Human Studies, ..... 186, 188-189, 261-281  
 Humber Arboretum Management  
 Committee, ..... 160  
 Humber College Silver Cup, ..... 202  
 Humberger, ..... 84, 215  
 Humber-York Centre, ..... 165  
*Humbug*, ..... 64, 83  
*Hum-Drum*, ..... 78, 233  
 Hurley, Lisa (first Dean's Pin), ..... 127  
 Hydrographic Survey, ..... 289-290

Industrial Instrumentation, ..... 178  
 Industrial Maintenance Mechanics (Packaging),  
 178  
 Industrial resource centre, ..... 139  
 Industrial Safety Technology, .... 24, 286, 287  
 Interior Design, ..... 224, 226, 228, 229

Jablonski, Jean, ..... 278  
 Jackson, Herb, ..... 17  
 James S. Bell Campus, 10, 78, 80, 105, 118-128,  
 130, 142, 144, 173, 192, 193  
 Jansen, Rudie, ..... 45, 125  
 Jarvis, Edward S., 7, 33, 35, 36, 40, 59, 105, 116,  
 127, 129, 143, 207, 328  
 Jaworski, Tadeusz, ..... 241

Jeffery, Doug, ..... 81, 149  
 Jenkins, Kelly, ..... 321, 327  
 Jennings, Gladys, ..... 59  
 John, Sir Rupert, ..... 322  
 Johnson, Don, ..... 230  
 Johnston, Edith, ..... 158  
 Jones, Elsie, ..... 121  
 Jones, Jack, ..... 158  
 Jones, Jean, ..... 125  
 Jones, Joan S., ..... 49  
 Jones, Peter, ..... 234  
 Journalism, ..... 22, 60, 61, 232-234, 238  
 Junior colleges, ..... 18, 298

Kalbfleisch, Carol, ..... 303  
 Karpetz, Phil, ..... 57, 60, 99, 123, 125, 149  
 Kearney, Pat, ..... 234  
 Keele Dale Campus, ..... 162-169  
 Kendall, Jack, ..... 158  
 Keogh, Mike, ..... 194  
 Kerr, Adam, ..... 290  
 Kerr, George A., ..... 24  
 Kerr, Gord, ..... 321  
 Kerr, Howard H., ..... 27, 31  
 Kersey, Norine, ..... 216  
 Ketchum, Kathleen, ..... 67  
 Ketchum, Richard, ..... 67, 271  
 Kielman, Hero, ..... 146, 223, 224  
 King, Dr. Alan, ..... 48  
 King, Angus R. (Gus), ..... 134, 166, 183  
 King, Arthur, ..... 102  
 King, Rebel, ..... 46, 48  
 King, Yolande, ..... 134  
 Krakauer, Renate, ..... 296, 305, 306, 308  
 Kwiloo, Peter, ..... 304

Laboratory Technician, ..... 290, 296  
 Lacey, David, ..... 127  
 Lake, Rev. Lloyd, ..... 124, 262  
 Lakeshore Campus, ..... 24, 40,  
 41, 52, 69, 157, 171-185  
 Lakeshore Teachers' College, ..... 127,  
 173, 174, 175, 177, 183, 184  
 Landscape Technology, ..... 198-199  
 Lane, Sam, ..... 65  
 Lane, (nee Bull), Sandy, ... 60, 121, 126, 238  
 Lang, Al, ..... 138  
 Laphen, Fred, ..... 164, 165  
 Larke, Stan, ..... 235, 238  
 Law and Security Administration, . 24, 197-198  
 Learning resource centre, ..... 36, 234, 235  
 Legal Secretary, ..... 177, 207, 212  
 Lennox, Gladys, ..... 253, 256  
 Liberation College, ..... 65  
 Rock concert, ..... 65; 83  
 Light, Douglas E., ..... 35, 36, 56, 69,  
 121, 125, 142, 300, 328

Liphardt, John, . . . . .	209, 211	Merryweather, Patrick, . . . . .	288, 289	Olsen, Starr, . . . . .	322
Little, Gil, . . . . .	125	Miceli, Joe, . . . . .	146	O'Neil, Bill, . . . . .	84
Lockwood, David, . . . . .	192	Michalek, Allen S., . . . . .	230, 232	Ontario Career Action Program, . . . . .	140, 164
Lognan, Dale, . . . . .	306	Milkovits, Ethel, . . . . .	183	Ontario College of Pharmacists, . . . . .	251, 252
Lohnes, Louise, . . . . .	211	Millan, Jerry, . . . . .	234, 241, 249	Ontario College Students Association, . . . . .	94
Lomoro, Frank, . . . . .	228	Miller, Frank, . . . . .	257	Ontario Federation of Students, . . . . .	93, 95
Love, Agnia, . . . . .	228	Miller, Joan, . . . . .	250	Ontario Institute of Studies in Education (OISE), . . . . .	111, 124, 163, 165
MacKay, J. Keiller, Lieut. Gov., . . . . .	127	Miller, Lynne, . . . . .	308	Ontario Student Assistance Plan, . . . . .	93
MacKay, Mrs. J. Keiller, . . . . .	52	Milne, David, . . . . .	238	Orientation Week, . . . . .	80
Mackenzie, Margaret, . . . . .	255	Ministry of Colleges and Universities, . . . . .	18, 22, 24, 25, 26, 32, 94, 149, 159, 171, 174, 182, 252, 253, 254, 256, 257, 258, 307	"Orion", The, . . . . .	314
MacKeracher, Ken, . . . . .	165, 298, 300	Ministry of Education, . . . . .	93	Orlowski, Stan, . . . . .	171
MacLean, Skip, . . . . .	232	Mitchell, Vinnie, . . . . .	265	Orsini, Adriana, . . . . .	228
MacLellan, Audrey, . . . . .	119, 125, 234, 235	Mobbs, Ferguson, . . . . .	84	Osler, . . . . .	40, 149, 246, 252, 254, 255, 256, 257
MacManus, Donna, . . . . .	262	Mobile Education (National/International), . . . . .	316-319	Ostrowski, Richard, . . . . .	235
Magill, Bill, . . . . .	259	Monk, Peter, . . . . .	45	Package Design, . . . . .	227
Management Development Program, . . . . .	164, 165	Montreux International Jazz Festival, . . . . .	230	Pain, Marek, . . . . .	228, 241
Manpower and Apprenticeship Division, . . . . .	129; name change, . . . . .	Moroney, Pat, . . . . .	80, 149	<i>Pandemonium</i> , . . . . .	92
Manpower and retraining, . . . . .	129, 130, 132	Morris, Win, . . . . .	275	Park, Colonel Sam Bois Smith, . . . . .	184
Manson, Fred, . . . . .	35, 59, 99, 119, 190, 205, 262, 316	Morrison, Hugh, . . . . .	57, 159, 238	Parr, James Gordon, . . . . .	28
Manufacturing Engineering, . . . . .	291, 297	Moskvina, Ludmilla, . . . . .	313	Parraton, John, . . . . .	314
Marchese, Naz, . . . . .	95	Mothersill, Dan, . . . . .	60, 238	Parrott, Harry, . . . . .	26
Marketing, . . . . .	177, 207, 208, 209, 210	Mould, Mayor Jack, . . . . .	127, 142	Parsonage, John, . . . . .	168, 296
Marine and Small Powered Equipment Mechanics, 178		Muir, Cliff C., . . . . .	34, 36, 40, 144	Pasternak, Harry, . . . . .	73
Mason, John, . . . . .	214, 215	Muller, Peter, . . . . .	122	Peddie, Jim, . . . . .	241
Matthews, Dan, . . . . .	205	Mundinger, Eric, . . . . .	57, 63, 105, 125, 208, 209, 213, 221, 269, 309	Peel-Humber Developmental Centre, . . . . .	194
Matthews, Don, . . . . .	141	Music, . . . . .	230-232	Pellecchia, Molly, . . . . .	91-92, 159
Maxwell, John, . . . . .	317	Music concerts, . . . . .	302	Penny, Art, . . . . .	125, 292
McAvoy, Harry, . . . . .	85, 90, 95, 97	Murray, Bob, . . . . .	89	Peszat, Lucille, . . . . .	244, 245, 255
McBeth, Susan, . . . . .	196	Muzsi, Joe, . . . . .	125	Petch, Paul, . . . . .	211, 217
McCabe, Jim, . . . . .	296	Near River's Bend (school song), . . . . .	67	Peters, Bruce, . . . . .	125
McCallum, Dermid, . . . . .	21	Neiger, Dr. Stephen, . . . . .	125	Peterson, Norma, . . . . .	191
McCann, Paul, . . . . .	86	Neighbourhood Learning Centres, . . . . .	166, 167	Pharmacy Assistants, . . . . .	245-246
McCause, Carol, . . . . .	212	Nickson, Keith, . . . . .	87	Philip, Milton, . . . . .	194
McCarthy, John, . . . . .	61, 65, 66, 82, 83	Nisbet, Heather, . . . . .	125	Picard, Al, . . . . .	24, 137, 138, 178
McCarthy, Terry, . . . . .	146	Noble, Robert H. (Tex), . . . . .	41, 131, 132, 133, 135, 154, 157, 164, 165, 298, 300, 329	Pieper, Paul, . . . . .	250
McCourt, Joanne, . . . . .	296	North (Rexdale) Campus, . . . . .	10, 24, 40, 41, 79, 80, 81, 123, 126, 142-161, 165, 173	Pink Onion, The, . . . . .	121
McDayter, Walt, . . . . .	9, 14, 125, 233, 319	Norton, Tom, . . . . .	29, 40, 41, 69, 102, 105, 111, 113, 137, 138, 176, 178, 183, 187, 298, 300	Pipe, The, . . . . .	215
McDermott, Noel, . . . . .	35	Noseworthy, Gary, . . . . .	44, 49, 68, 116, 278, 279, 316	Plan B, . . . . .	274
McFadyen, Janet, . . . . .	100	Nostbakken, Grace, . . . . .	194	Planning board, . . . . .	40
McQuire, Rev. David, . . . . .	158, 248	Nursing Assistants, . . . . .	245-246	Plotnik, Ken, . . . . .	125
McQuire Gallery, . . . . .	158	Nursing Diploma, . . . . .	12, 242-244, 252-258	Podilchak, Jean, . . . . .	319
McLean, Ruth, . . . . .	41, 108, 114	Nursing graduates, report on, . . . . .	253-254	Pokorny, Ota, . . . . .	228
McLuhan, Marshall, . . . . .	68	Obelnicki, Bill, . . . . .	146	Porter, Millicent, . . . . .	89
McMillan, V. J., . . . . .	232	Office Systems Management, . . . . .	210, 222	President's Citizenship Medal, first awarded, . . . . .	80
McNally, Dr. Norman, . . . . .	258	Official opening of Humber, . . . . .	127	President's Executive Council (PEC), . . . . .	40, 41, 44, 50, 110, 113, 275
McNie, Jack, . . . . .	25, 253, 255	O'Flynn, Sean, . . . . .	47	Professional development, . . . . .	41, 107, 108
McQueen, Greg, . . . . .	249, 250			Professional Golf Management, . . . . .	213
Mechanical Design, . . . . .	284, 297			Provincial Institute of Trades, . . . . .	27, 28, 36
Mechanical Engineering, . . . . .	297			Pub, student, . . . . .	84, 86, 87, 88, 90, 92, 96, 123
Medical Secretary, . . . . .	177, 207, 212			Public Relations, . . . . .	238-239
Mellor, Ab, . . . . .	175			Pugsley, David, . . . . .	125, 298, 300
Mendelson, Dr. Neal, . . . . .	200, 202			Queensland Campus, . . . . .	172, 173
Mental Retardation Counsellor, . . . . .	24, 194-195				

Queen's Park, .....	15, 17	Scott, Doug, .....	104, 146, 149	Sukman, Jerry, .....	125
Queensway (Lakeshore 2) Campus, .....	64, 79, 83, 129-141	Secretarial Science, .....	207, 212	Supermarket (Checking, .....	136
Quiggin, Michael, .....	174	Seminara, Sal, .....	88, 96	Support staff, original, .....	125
Quinlan, Gloria, .....	165, 329	Seneca College of Applied Arts and Technology, .....	11, 12	Surveying, .....	291
Quirk, Helen, .....	125	Sevenoaks, Rex, .....	125, 274	Swartz, Elsie, .....	125, 212
Quo Vadis, .....	252, 254, 255, 257	Seventh Semester, The, .....	215	Symbol, Humber College, .....	324
Radio Broadcasting, .....	12, 22, 235, 238	Shaw, Ruth, .....	125, 142	Tallon, Doris, .....	37, 119, 125, 307, 308, 321, 325
Radio stations, campus, .....	238	Shea, Derwyn, .....	166	Taylor, E. P., .....	200
Record albums, Humber bands, .....	231	Shepherd, Neil, .....	282	Technical and Vocation Training Agreement, .....	132
Recreation Leadership, .....	24, 205	Sheridan College of Applied Arts and Technology, .....	83	Technology Division, .....	35, 125, 177, 186, 282-297
Reidy, Earl, .....	279	Sherriff, June, .....	125	Theatre Arts, .....	239-240
Renewal, staff and administrative, .....	114	Shreve, Gloria, .....	168	Theatre productions, .....	239
Residence, student, .....	88	Silber, Sylvia, .....	122, 125	Theiss, Derek, .....	79
Retail Co-op, .....	191	Simmons, Eleanor, .....	194	Third Age College, .....	11, 322
Retail Floriculture, .....	22, 24, 199	Sinnett, Gordon, .....	148, 329	Thompson, Bill, .....	25, 48, 108, 140, 157, 289, 290
Retraining and Apprenticeship Division, .....	130, 177	Sims, Pamela, .....	111	Thomson, Jack, .....	125
Richard, Larry, .....	125, 265	Sisco, Norman A., .....	30, 31, 55	Thomson, Sarah, .....	310
Richardson, Amy, .....	303	Ski Area Management, .....	12, 205	Toastmaster Club, .....	209
Richardson, Ross, .....	51, 163	Smith, Gerald, .....	239	Toogood, Mildred, .....	322
Riddell, Bill, .....	278, 281	Smith, Ian, .....	44, 56	Toth, Imre, .....	138
Ridley, Ted, .....	69	Smith, Jim, .....	233	Towers, Neil, .....	87
Rissides, D. W., .....	59	Smith, Dr. Miles, .....	200, 202	Training in Business and Industry (TIBI), .....	11, 113, 130, 164, 292
<i>Rivers Bend Review</i> , .....	89, 261	Smyth, D. McCormack, .....	31, 143	Transportation Club, .....	146
Robarts Commission Report, .....	163	Social Services, .....	24, 196-197	Travel and Tourism, .....	24, 197, 202, 287
Robarts, Jackie, .....	17, 20, 27, 40, 99, 100, 109, 257, 275, 277	Sokur, Igor, ..	36, 52, 213, 215, 216, 300, 301	Travelling Toy Chest (Toymobile), .....	195, 196
Robinson, Margaret, .....	125	Solar Energy Technology, .....	137, 138	Trimble, William B. S., .....	27, 40, 41, 51, 55, 103, 107, 110, 219, 221, 272, 320
Robinson, Robbie R. A., .....	125, 210, 219	Speakers Bureau, .....	169	Trott, Margaret, .....	235
Ross, Jack, .....	41, 224, 226, 264, 265, 271, 274, 275, 279	Speers, Vickie, .....	327	Trueman, Lynn, .....	60
Ross, Dr. Murray, .....	127	Speight, James, .....	35, 284, 288	Trunkfield, Christopher, .....	125
Routley, Clare B., .....	34, 60, 118, 125	Spivak, Brian, .....	84	Underground Film Club, .....	125
Ruffian, .....	202	Sports, .....	72-76, 312-314	Unions, .....	45, 46, 47, 48, 49, 94
Rullah's Image, .....	200, 202	Spratt-Edmunds Report, .....	265-269	United Appeal, .....	238
Rupniak, Joe, .....	146	Spratt, Peter, .....	265, 266, 267	University of Toronto, .....	10, 59
Ruschin, Henry, .....	246	Stacey, Harold, .....	223	University students, enrolled at Humber, .....	56, 57
Rutherford, David, .....	287	Stainton, Vicki, .....	174	Urban Vehicle Design Competition, ..	284, 285
Ryerson Polytechnical Institute, ..	27, 35, 190, 249	Stanish, Bryan, .....	194	Vandenbroek, Siem, .....	125, 294, 296
Rzepa, Richard, .....	216	Stanley, Tim, .....	100, 101, 223, 228	Van Kessel, Jack, .....	125
Sabbaticals, .....	109, 114	Stapinski, Dennis, .....	86	VEGG Club, .....	97
Sabia, Laura, .....	303	Stark, Jim, .....	85	Vicari, Ben, .....	12, 300
St. Joseph's School of Nursing, .....	243	Stenson, Don, .....	247	Vice president Academic, ....	27, 40, 41, 103, 178, 179
St. Vincent, .....	92, 320, 321	Stemp, Don, .....	284, 286	Administration, ...	40, 41, 178, 179, 180
St. Vincent Educational Fund, .....	215	Stephenson, Dr. Bette, .....	26, 181, 203, 256	Continuous Learning, ...	40, 41, 178, 179
Sanderson, Dawn, .....	125	Stewart, Al, .....	321	Planning and Development, .....	154
Sandford, Bill, .....	232	Stone, Phil, .....	235	Viscione, Giovanni, .....	319
Sava, Mike, .....	292	Storefront Humber, .....	174, 305	<i>Vita parcours</i> , .....	161
Saxton, Barrie, .....	198, 328	Strike, Maurice, .....	239	Volker, Eckenhard, .....	167
Scheidig, Gordon, .....	82	Strong-Boag, Mary, .....	196		
Schmidt, Ted, .....	89	Student Administrative Council, .....	122		
Schochet, J. Immanuel .....	280	Student Affairs Committee, .....	146		
Scholarship, first, .....	33	Student Association Council, .....	88		
Schunter, Peter, .....	182	Student Athletic Movement, .....	73		
		Student government, .....	53, 64, 78-98, 122, 146, 148, 157		
		Students, .....	55-69		
		Suda, Paul, .....	205		

Vozoris, Spiro, ..... 149

Wade, Gerald, ..... 289

Walden, Bev., ..... 212, 217

Walker, H. H., ..... 28

Wallace, John, ..... 218

Wallace, Len, ..... 146

Wanamaker, Moe, ..... 164, 165

Ward, John, ..... 175

Ward, Maxwell, ..... 234, 295

Warnett, Mary, ..... 127

Warren, Jim, ..... 223

Washroom War, ..... 288

Webster, Bryan, ..... 228

Webster, Mrs. Harry, ..... 33

Welder Fitters, ..... 136, 178

Welch, Robert, ..... 173

Wells, Bill, ..... 13, 38, 56, 107, 125

Werlich, John, ..... 228

White, Bert, ..... 141

White, D. A., ..... 53

White, John, ..... 24

White, Sid, ..... 136

Willey, Gordon, ..... 25

Williams, Ken, ..... 154

Williams, Norman E., ..... 31, 93

Williamson, Peter, ..... 264

Willock, Frank, ..... 108, 109, 307

Winter Madness, ..... 94

Wood, Grant, ..... 72

Woodrow, Colin, ..... 49

Word Processing, ..... 210, 211, 212

Workshop Rehabilitation, ..... 195

Wragg, Gordon, ..... 8, 10, 13, 24, 26, 28,  
29, 31, 36, 37, 38, 49, 52, 54, 58, 64, 65,  
68, 69, 78, 83, 84, 86, 87, 89, 96, 98, 109,  
119, 121, 123, 127, 128, 129, 147, 155, 171,  
172, 175, 178, 200, 215, 247, 255, 302, 307,  
308, 320, 321

Yardy, Bill, ..... 211

Yeller Cellar, ..... 121

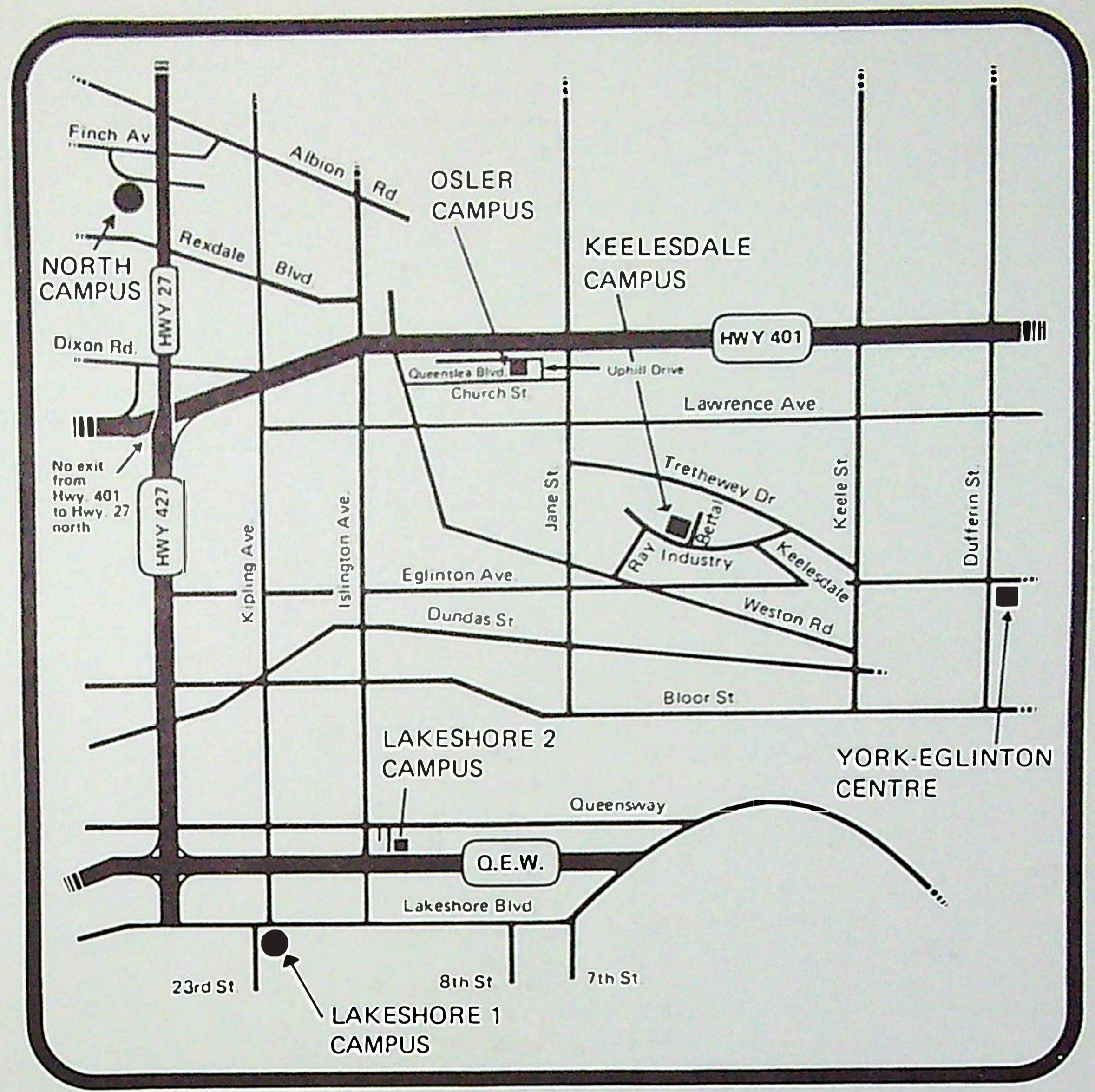
York, Board of Education, ..... 163, 166

York Borough, ..... 118, 162

York, Parks and Recreation Department, .... 166

York-Eglinton Centre, ..... 163, 166, 168

York University, ..... 23, 59



CAMPUS LOCATIONS

- |  |   |
|--|---|
| North Campus<br>205 Humber College Blvd.,<br>Rexdale, Ont. M9W 5L7       | York-Eglinton Centre<br>1669 Eglinton Ave. W.,<br>Toronto, Ont. M6E 2H4 |
| Lakeshore 1 Campus<br>3199 Lakeshore Blvd. W.,<br>Toronto, Ont. M8V 1K8  | Keelesdale Campus<br>88 Industry Street,<br>Weston, Ont. M6M 4L8        |
| Lakeshore 2 Campus<br>56 Queen Elizabeth Blvd.,<br>Toronto, Ont. M8Z 1M1 | Osler Campus<br>5 Queenslea Avenue,<br>Weston, Ont. M9N 2K8             |