

HUMBER Dialogue

News and Events for Humber College Faculty and Staff

May 1983 Vol. 1 No. 3

Chairman, Board of Governors Peter W. Broadhurst: An Interview

Peter Broadhurst was elected Chairman of the Humber College Board of Governors in January 1983.

A resident of Oakville, Ontario, Mr. Broadhurst was born in India and educated in England and at the University of Western Ontario. He is Vice-President of Industrial Relations for Litton Systems Canada Limited.

Mr. Broadhurst is married and the father of three children. An active man, his hobbies include alpine skiing, tennis and reading.

The following is a transcript of an interview conducted with Mr. Broadhurst some weeks after his election. We trust you'll find his comments and answers to be both candid and insightful.

Q. How did you become a member of Humber's Board of Governors?

A. I had been a member of ITACEY, you know, The Industrial Training Advisory Committee for Etobicoke and York, so I had had some contact with Humber. Tom Norton approached me about becoming a Board member and I agreed because I was very curious about Humber. I've been on the Board for a year and a half now and I'm enjoying the experience.

Q. As Chairman, what is your mandate? What are you going to focus on? What are your priorities?

A. I guess you could say they are concerned with long range planning. What does Humber need to do to survive and prosper in the eighties and into the nineties? We don't want to play catch-up football. We have to anticipate situations and understand trends, and develop appropriate strategies to meet them. We have to organize our finances so that money is available when and where we need it most.

Another priority of mine is staff development. We have a fixed staff in a rapidly changing world. We must ensure that we provide opportunities for them to be current and up-to-date - able to impart knowledge and skills to students that are in demand in the workplace. This calls for a blend of incentives and directions which I am anxious to explore and I know I can count on the cooperation of the faculty who have always been leaders in the Ontario Community College System.

I might add, too, that improving our presence in the Borough of York is a high priority. The Black Creek site proposal is receiving our closest attention.

Another priority is a greater emphasis on Alumni and Advisory Committee activities. I'd like to see our contact with both groups made as effective as possible.

Also, I'd like to see an extension of some of the in-

novative ventures we have been involved in recently - ventures which have allowed us to reach out to the community in imaginative ways - ventures like Weekend College. I think co-op education is a good idea. I'd like Humber to explore it more deeply. My biases show here. I'm a product of the English apprenticeship system.

Q. How do you feel about Humber's ability to respond quickly to the needs of business and industry, to the needs of a rapidly changing society?

A. Humber has always been an aggressive marketing institution. It's always been responsive to trends, in fact it's been good at anticipating them. As a frequent customer and employer of Humber students, I've been pleased with this aggressiveness. The new Vice-President (Roy Giroux) with his emphasis on staff development, should help to keep Humber innovative and current. In a rapidly changing world, it is essential to have that ability to respond to opportunities and challenges. I think Humber can do it.

Q. Are there any special directions in which you would like to see the college move?

A. We must, of course, be responsive to the needs of Etobicoke and York. However, we must also be sensitive to the needs of our many students who come to us from communities outside of our official geographical zone.

We have to do something about the overcrowding situation at Humber. One possible solution to this problem might be in developing ways of taking education to the student - to his space, and therefore, adding to ours. We must be innovative. Government funding is not going to become more generous so the challenge is to do more with the same resources or less. We on the Board will support explorations of imaginative ways to increase customer and community involvement.

Q. This might seem like a funny question, but what does "education" mean to you?

A. I'd say it's helping a student to come to terms with his community's culture - not only its value system and history, but also its skills. Although, as a college, we are emphasizing the skills training, I think we are also importantly involved in disseminating those universal truths I mentioned without which civilization is impossible. I suppose we should be helping those students who come from many backgrounds to reach a common understanding of society's problems. Helping them realize that from our diversity we can build a civilized future. And our emphasis on skills training doesn't contradict this general goal. It is the practical basis on which society grows and endures.

Q. How do you respond to the change that Community Colleges are nothing more than "glorified trade schools"?

A. I think having a "trade" is an honourable and essential thing for people to have. Teaching students to make a living is something we at Humber do well and I think we should be proud of ourselves.

Q. The dictionary defines the word "successful" as "achieving or having achieved success; having attained position, honours or the like." In those terms, you are a successful man. A last question - a personal one - what does being successful mean to you?

A. For me, genuine curiosity is the antidote to staleness. Success, then, is a matter of satisfying my unending curiosity and focusing on my current enthusiasms.

DIALOGUE is a publication for staff and faculty at Humber College of Applied Arts and Technology in Toronto.

DIALOGUE is published monthly during the academic year. Submissions are always welcomed. However, opinions expressed in this publication are not necessarily those of Humber College administration or the editorial staff.

DIALOGUE welcomes Letters to the Editor. Please address same to the Public Relations Office, Room D146. Moreover, should you have a question you wish directed for reply from College Administration, DIALOGUE will endeavour to get an appropriate response. Both question and answer will be printed in the next issue of the publication.

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College

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Peter W. Broadhurst,
Chairman, Board of Governors.

Thank you all for supporting Humber DIALOGUE. The next issue will be out in time for the President's Breakfast, August 31st . . . to welcome everyone back from vacation.
HAVE A SAFE AND HAPPY SUMMER!

Professional & Management Development Department

How does it happen that Humber has such a prominent Professional and Management Development Department? Kathryn Barber, Department Director, explains that in the beginning Humber offered conferences and seminars in order to fill college rooms, use college food services and give the college a presence in the community. Now Humber has very little spare room and most of the events are planned off-campus. The division gives Humber a reputation for professionalism country-wide and some income. In hard economic times, events have to be planned very carefully. "Our conferences have all been successful, even though they are our biggest risk," says Kathryn. The department pays very close attention to the market. "In tough times business people want to see immediate results after they attend or send their employees to public programs." The department also manages and develops programs for other organizations, and develops training programs for business and industrial clients across the country.

1983 National Health Care Management Conference

The making of a conference - gathering hundreds of people together in one place, on time, to listen to other people speak, and keeping them all cheerful, too. It takes skill, but it also takes nerves of steel. What if the brochures get lost in the mail? What if the speakers don't come? What if not enough delegates come, and you have to cancel the speakers? What if the hotel forgets about you? The audio visual equipment doesn't work? "You have to go in with the attitude that almost anything can go wrong," says Ingrid Norrish of Humber's Professional and Management Development Department. She should know. Ingrid and her co-workers have just developed a successful conference from the research stage, through all the planning and organization, right into existence. The National Health Care Management Conference was held for the first time this year on March 24 and 25 at the Harbour Castle Hilton Hotel in Toronto. Kathryn Barber, Director of Professional Management Development, Ingrid, the Program Manager and Jill Birch, Project Coordinator are delighted that the conference was such a success. And Ingrid has agreed to tell DIALOGUE just how they did it.



Milton Orris, Dean of Continuing Education at Ryerson, was the keynote speaker at recent Health Care Conference.

"We really have to start by finding out what 'they' want 'out there'," says Ingrid. "What we are interested in doesn't really matter." Humber organizes management seminars across Canada in the health care field with Dr. Paul Preston as the seminar leader. So Ingrid started by asking seminar participants if they would be interested in a conference, what speakers they would like to hear and what topics would be of interest. Then Jill Birch began to research health care publications to see what issues and topics were of current general interest. She and Ingrid developed a questionnaire which they sent to hospitals, nursing homes and health science departments to poll the people who didn't attend Humber's seminars. They asked not only what speakers and issues were of interest but practical questions as well, such as: What is the best time of year? How many days should the conference be? Where should the conference be?

Then they made the giant leap. They booked the Harbour Castle Hilton for the conference, to be held in one year's time. "The Harbour Castle is a good conference hotel," says Ingrid, "but we're not always so lucky. Hotels are often fully booked long in advance. Right now we're looking at 1985 in Calgary before we can get a hotel big enough to handle a conference we are planning." Booking a hotel means making a guess at how many delegates will come, booking their bedrooms, and booking seminar and full session rooms as well. A year ago the conference was in such early planning stages that it really was just guesswork, and some of the arrangements had to be changed.

"The number one issue in a conference is the keynote speaker," Ingrid emphasizes. But in the health care management field there really isn't one big name. Several people mentioned Milton Orris, a U of T Professor, and that suited Ingrid just fine. For this conference, workshop sessions were planned so that the selected speakers would give repeat sessions so that participants would not miss out on important topics. Ingrid was anxious to get the Minister of Health as luncheon speaker. He was not available, but the Deputy Minister came in his stead.

"One of the most difficult parts of promoting a conference is knowing which mailing lists to use," says Ingrid. "We have a list of people who have attended our health seminars, so we sent them each a personal letter offering them a special rate on this conference. Out of 250 people we received 40 registrations. That's a good return."

The next mailing was a brochure. Jill and Ingrid knew the "look" they wanted and the brochure was written at Humber, designed by David Lui in Graphics and printed outside the College. Mailing lists were purchased from Southam and Maclean Hunter. For this conference the subscription list for a periodical for health care managers was also used.



Robert A. Gordon (left), President of Humber College and Graham Scott (right), Deputy Minister of Health.

"We mailed out between twelve and thirteen thousand brochures," says Ingrid. "We wanted a self-mailer, without an envelope. A self-mailer is not only less expensive but someone who may be interested will see the brochure even if the person it's addressed to is no longer working there." On this mailing only twelve were returned as undeliverable. The timing of the mailing is important too. Two to two and half months lead time is ideal. This conference was booked for March 25 and 26. Ingrid and Jill didn't want to hit the pre-Christmas "I've spent all my money" and "Have no time" mood. They wanted the January "I need a treat" feeling. So they sent it in January.

Then the tension began to mount. The department had committed itself to the conference. Approximately \$10,000 had been spent on the development and on the promotion that was not recoverable. The hotel would cost about \$8,000 and speakers about \$3,500. Waiting for the registrations to come in meant a lot of anxious attention was paid to the mail. In the end, over 300 delegates registered for this first-time conference. "That was better than we'd expected," says Ingrid. "We managed to cover our costs and contribute some money to the college."

Next the actual details and timing of the conference sessions were arranged with the hotel. "Bedrooms are the hotel's business," says Ingrid. "If you can fill the bedrooms you can negotiate better rates on some of their other services. People think the hotel provides everything, and they can, but it's all extra. Jill has a project action plan on which she lists everything she and the speakers need for the conference, and where she should be at all times. It's almost like directing a play."

For this conference, the "play" went off without a hitch. All the speakers arrived on time and delivered what was negotiated. The microphones worked. The one small problem was in the restaurant. The hotel was short-staffed and it took some delegates two hours to get lunch. "You're a nervous wreck" says Ingrid, "but you can't do anything."

Humber's conference people did a lot of the announcing and introducing at the conference. They are always the targets for any discontent while a conference is going on. "You can get quite upset at one or two annoyed comments, and think everyone is annoyed," says Ingrid. "It's important for organizers to realize the complaints are minor and isolated or they can get demoralized at the event."

The final assessment comes in the evaluations. Each delegate is given a conference booklet containing information submitted by the speakers as well as an evaluation form. The delegates' assessments of the speakers, organization, timing and general success of the event are all tabulated, and each speaker receives his/her own evaluation. Kathryn makes it clear that completed evaluations are never given to speakers to read during the conference. The speakers are just as keyed up as the organizers are, she notes. Even one bad comment can hurt their next presentation.

And when the conference is over, do the organizers sit back and congratulate themselves? "It's a real let-down afterwards," says Ingrid. "You've been working on the conference for over a year, and all of a sudden, it's over." But then the evaluations come in and organizers are busy again, tabulating delegate response. But it's hard to be discouraged when you read such comments as this year's - "I felt the conference organizers did a great job - they were organized, helpful, and the materials were excellent" and "Everything was great - best two days I've ever attended." And finally, the most pleasing response of all "Excellent choice of topics and speakers - will definitely return next year." For Ingrid, next year is coming up fast.

by Jane Chamberlin
Public Relations Office

AFFIRMATIVE ACTION

Feminism: A Cause For All Reasons

Sally Barnes was appointed President, Ontario Status of Women Council, by Premier William Davis in September 1982 for a three year term. Her previous position was as Press Secretary to the Premier, the first woman to serve in that capacity.

Her credentials in journalism date from early days in newspapers in Kingston, Ottawa, and Toronto, to the Presidency of the Queen's Park Press Gallery in 1972. In 1973 she was awarded the Southam Fellowship for Journalists.

Sally began her Affirmative Action session recently by declaring herself as a "journalist by craft," not a strident feminist. Initially she felt uncomfortable with the connotation of the term "women's issues," until she realized that the concerns facing women, - pensions, equal pay, affirmative action, and high technology are of vital interest to all in society. Strides made in these areas benefit all of us as we maximize the intelligence and learning potential of every member of the community.

"It should be realized that women in the work force are not always there by choice, earning pin money," she went on. "Two-thirds of working women are single, divorced, widowed, or married to men earning less than



Sally Barnes, President of the Ontario Status of Women Council, spoke recently at an Affirmative Action session held at the North Campus.

\$15,000 per year. Fifty per cent of them have children under the age of five. Employment, for them, is a necessity, not an option. They earn 50% less than the average man. 70% of working women are employed in the traditional roles in banks, offices, factories; the very jobs that face obsolescence in the near future. The record of the civil service is somewhat better. 30% of women are in middle management positions, earning 63% of the men's average income." Sally feels that politicians have been made aware of these inequities, and that biases in values and institutions will shift. Her optimistic view is that we live in a "compassionate, fair, just society."

Equality for women is often perceived as a threatening issue with men and women competing as adversaries, implying winners and losers. Furthermore, family and traditional roles are shifting. This fact can be seen as intimidating and threatening, because resistance to change is historic. This need not be. The change can be gradual - we can go slower and "let it come."

In no way, however, does this imply inertia. Sally stresses we must begin by educating our daughters and granddaughters to the realities of today's world. The romantic dream of the home and swimming pool in the suburbs is floundering on divorce statistics. Women must prepare themselves for the future. Math and physics should take precedence over the latest formula of mascara, according to Sally.

To accelerate this process of equality women must learn to lobby effectively; to transmit to those in power their issues of concern. The key is involvement, whether by marching on Queen's Park, or writing letters to MP's filled with thoughts and ideas. Information on issues relevant to women can be obtained by calling 965-1111. As always, knowledge equates eventually to power.

Menzie, Heather

WOMEN AND THE CHIP: CASE STUDIES OF THE EFFECTS OF INFORMATION ON EMPLOYMENT IN CANADA. Montreal, Institute for Research on Public Policy, 1981.

This study addresses the question of present and foreseeable impacts of office automation on employment and women; case studies include banks, insurance companies, supermarket and corporate head offices.

Newman McCall, Christine
GRITS. Toronto. MacMillan of Canada, 1982.

"Grits" is a behind-the-scenes look at past and present key Liberal Party Members, their leaders and the political strategies used to keep the party in power for so many years. Highly readable, cohesive, informative and well researched, the book is one to be read regardless of political affiliation.

Michele Landsberg - Issues of 80's

Michele Landsberg is well known to all Torontonians. She was educated at the University of Toronto, and early days in journalism saw her move from the Globe and Mail, where she worked as a reporter and feature writer, to freelance, and then Chatelaine magazine. In 1972 she won the President's Award for Journalism from the University of Western Ontario. In 1978 she became a daily columnist for the Toronto Star, and in April 1981, won the National Newspaper Award for the Best Columnist in Canada.

At a recent Affirmative Action session held at the North Campus, her total commitment to feminist and social issues was much in evidence.

Michele first addressed the inequitable representation of women in politics, as demonstrated in the House of Commons. In this age of supposed women's liberation, there are sixteen women, a record high, sitting in a chamber of 282 members. At this rate, she projects, it will be six hundred years before we achieve numeric equality.

Turning to economic issues, Michele stated that two-thirds of the world's work is being done by men. Women earn one-tenth of the world's income, and hold one per cent of the property. Furthermore, male biases are often built into job descriptions. Witness the terminology; foreman, chairman. Physical strength, a masculine value, outranks the mental competence of a secretary on the monetary scale. WHY?

Judy Erola has stated that the government will have to "get tough" with the private sector, and begin to enforce affirmative action programs. When asked for a comment, Mr. Sam Hughes, Chairman of the Chamber of Commerce, was quoted as saying: "This is the silliest piece of human rights legislation to date, and the most offensive to the private sector."

Moving on to another issue of current concern, abortion was summarized by Michele as follows: Abortion is a personal choice that should be available on a universal basis. She resents that a man, Joseph Borowski, should be the moral spokesman for the opposing point of view. And sexual harassment was illustrated by examples from Seneca and Centennial Colleges. When women first enrolled in the Mechanics Program at Centennial, they were greeted with catcalls, leering, and obscene gestures. The Centennial faculty handled the problem firmly and unequivocally. It was stated in the classrooms that such behavior would not be tolerated, and would be dealt with severely. The problem disappeared. Quite a contrast to Seneca College, which provided the perfect example of women students being treated as sex objects, by active administrative support of an S and M pub.



Michele Landsberg, Toronto Star columnist, spoke at a recent session sponsored by the Affirmative Action group at Humber's North Campus. A record number of staff and faculty turned up to hear Ms. Landsberg speak.

Pornography is a five hundred million dollar industry in the United States, controlled by the Mafia. This is spilling over into Canada, and Michele hopes to stem the tide before it becomes a flood. Michele actively supports the regulation and control of the industry. She categorizes herself as a "soul sister of the new right," protesting the blunting of the sensitivities of society, rather than advocating censorship.

Ending on a positive note, Michele noted the progress to date. Women have their rights specifically included in the recent Human Rights Charter, despite opposition from Lloyd Axworthy; women, who drop out of the work force to raise a family, are no longer penalized under the provisions of the Canada Pension Plan; and women are in the forefront of the nuclear protest movement.

Approximately 250 people turned up to hear Michele speak.

by Judy Dunlop
Assistant Manager, Public Relations

Board Members Appointed

Humber College of Applied Arts and Technology is pleased to announce the appointment of two new members to its Board of Governors; Mr. Burton Napier and Mrs. Lise Marcotte.

A detailed profile will be featured in September's DIALOGUE.

BOOKS

Contributions to the BOOKS and section of DIALOGUE are always welcome and should be addressed to the Public Relations Office, room D146.

The following is a group of mini-reviews submitted by Audrey MacLellan, Chief Librarian, and her staff.

VIEWPOINT

The following is one of a continuing series of guest editorials by Humber personnel. If you'd like to make a statement by expressing your views on a topic that you feel might be of general interest, please contact Madeleine Matte in the Public Relations Office, Room D146.

Affirmative (answering that a thing is so; asserting that a proposition is valid.)

Action (process of acting, exertion of energy or influence)

Affirmative action, in the vernacular, means providing a hand-up to individuals or groups struggling to climb the education or employment ladder. What kinds of groups? Mostly members of racial and ethnic minorities, the handicapped, and women - the visible majority society has treated like a minority. Affirmative action means asserting that discrimination in education and employment is morally wrong and downright impractical. Affirmative action means acting out of a deep commitment to fairness and the certain knowledge that enlightened self-interest demands that an institution and a society utilize all of the resources available to it. And if that means that the face of the institution or the society changes, black, brown, yellow and white working together; handicapped people working side-by-side with the physically fit; women working side by side with men - at all levels - so be it.

Affirmative action means more than guest speakers and seminars and nice words, spoken on special occasions by people who go right back to doing things the old way. With the same old faces in the same old places.

Affirmative action means taking a hard look at people in jobs, their opportunity for advancement, their opportunity for education, their incomes and their numbers.

Ideally, those numbers and opportunities should occur in the same proportion as their proportion in the institution or in society.

The Annual Report on Affirmative Action, part of Humber College's Multi-Year Plan for 1982 examines the position of women at Humber. They are 34% of the OPSEU Academic Unit; 29% of the Hay-rated Administrative Staff; 63% of the OPSEU Support Staff. 8 men and 41 women earn less than \$11,000; 128 men and 273 women between 11,000 and 16,999; 119 men and 78 women earn 17,000 to 22,999; 188 men and 77 women earn 23,000 to 28,999; and 146 men and 40 women earn more than \$29,000.

61.7% of female staff earn less than \$17,000, as compared to 23% of male staff. Differences in academic salaries between men and women, to December 1980, ranged from - \$1,168 in Health Sciences to \$9,735 in Technology.

A program of increasing awareness of employment opportunities for females and males in non-traditional occupations is underway through visits to secondary schools. Yet at Humber College itself, few women work in non-traditional areas, fewer than one-third of the administration are female.

How often have you heard - "We tried a woman in that kind of job once, and she didn't work out,"? How often have you wondered how many men leaving jobs in the college have been replaced by women? One woman who didn't work out in a job doesn't mean that no woman could do it. Any more than one incompetent male means that all men are incompetent.

A commitment to affirmative action means more than making appointments, it means ensuring through courses in management, and opportunities for upgrading, that there are women ready to apply for the appointments. Affirmative action means more than nice words, uttered with the implicit understanding that they can be ignored; it means delivering the message to people with the power to make decisions, at any level.

Affirmative action makes good sense, for Humber College and for society, because an institution which is out of action is not working.

by Eleanor Wright Pelrine
Faculty of Public Relation
Program and Editor of Content

Third World Involvement

Over the years, Humber's involvement in the third world has increased substantially, reflecting three primary objectives:

1. Recognition of the institution's obligations as a World Citizen.
2. To create an opportunity for staff to participate in professionally rewarding events as part of their individual and professional growth.
3. To undertake projects without cost to the College Budget.

In the early days we developed a very strong relationship with St. Vincent and the Grenadines and have worked in many ways with that island and with its people. From scholarship funds for Vincenians to rebuilding schools, Humber's involvement is now so well known that when in St. Vincent, those in government, in schools and sometimes on the street will ask which campus you work at, and ask about colleagues who were their teachers.

Although Humber staff have now branched into other areas of the world, our special relationship with St. Vincent remains our most visible third world involvement.

Beginning in 1979 the general issue of faculty renewal began to arise more and more frequently in the College. In management terms the problem was posed "How do we keep the same level of excitement, creativity and commitment among faculty members in the 1980's that we had in the late 1960's?" Words such as burn-out, staleness, ossification became a part of many conversations.

The College responded with a broader sabbatical/mini-sabbatical policy, as well as more concentration on individual faculty development plans, and conference involvement. But it was equally clear that involvement in different forms of special projects could have a very positive effect. Looking back on our experience in St. Vincent, it was obvious that involvement with a developing country not only created a substantial change of pace for our faculty, but also developed new perspectives, a new consciousness of the importance of a teacher's role and a different level of involvement for teachers on their return to the College.

Hence we began to expand our offshore activities while maintaining the general principle that such involvement must be self-funding. Over the course of this last year Humber has had staff in the Caribbean, Africa, and Asia. In some cases this was undertaken on vacation time, in other cases as a College assignment during our less busy summer schedule.

During the coming year Humber will be involved in a direct way in the continuation of existing projects in Kenya, the Caribbean, and China. In an indirect way, Humber will encourage faculty to respond to C.I.D.A., United Nations Agencies, World Bank and other recruiters in an attempt to expand the positive effects of Off-shore Assignments.

by Tom Norton
Vice-President, Academic

Letter to the Editor

Dear Editor:

The comments below are meant to be helpful, and, as I would be interested in proof-reading a future issue of DIALOGUE perhaps they will serve as a recommendation. I hope I am not giving the impression that I am infallible because I make mistakes the same as everyone else and am always learning.

Spelling errors noted:
John Gallsworthy (Galsworthy)
accomodates (accommodates)
multiplicity (multiplicity)
retro-active (retroactive)
alloted (allotted)

Master's of Education program and Master's degree in Education should both be Master of Education degree as there is no possession involved to justify the apostrophe.

Under the heading "The Presents" (surely this should be Present), its' should be its as this possessive never takes an apostrophe and in any case it could never be plural. (It's means it is.)

Under the heading "History" I would suggest "designated as 'severely to profoundly mentally retarded' rather than 'severe to profound mentally retarded'" as given.

On page seven the items under Support Staff, Academic Staff, Hay Staff and Future Topics are very much over-capitalized. There is no reason for capitalizing such general terms as employee benefit plans, academic employees etc., when they are not specifically named.

There are numerous (sp!) examples of poor word division at the end of lines.

There are numerous instances where compound adjectives should be hyphenated and other cases where they should not be. For example we hyphenate "up-to-date" but not, "other statistics are not up to date." (A Manual for Writers, Kate L. Turabian, enlarges on this point.)

Finally, (and this is admittedly controversial), the contributors to DIALOGUE have not been consistent in that some used double quotation marks and some single. The use of single quotation marks only, is more common in Great Britain than in Canada and the U.S. Here, the rule is that the only use of single quotation marks is to show a quote within a quote.

In addition, all my reference books state that the comma and period are ALWAYS inside the quotation marks - no exceptions. The semicolon and colon are always outside. Many people seem to think that there is a rule that the position of the quotation marks depends on the position of the quote within the sentence, and I would be very interested in having the authority for this practice.

Helen Quirk,
Typing Lab.

Humber's Counselling Services

If You Want Advice, Ask Ann Landers . . .

Education and Student Services is the attractive location that houses Humber's Counselling Department. Here students, and interested persons from the community, can receive counselling that covers educational, personal, and career planning decisions. Every physical detail of the area is carefully planned to relax and to create a welcoming atmosphere. Lighting is subdued, sofas replace utilitarian chairs, and counsellors face clients in non-threatening living-room settings.

Craig Barrett is the Coordinator of this area, responsible for overall administration, and a percentage of the counselling. Anne Chesterton, Chris Morton, and Tom Christopher are the other counsellors at the North Campus. Vinnie Mitchell and Cy Bulanda rotate services throughout the Lakeshore, York-Eglinton, and Keelecampuses. All have post-graduate degrees in a variety of specialities ranging from Masters of Education, to Masters of Psychology, and Social Work.

In this article, several facets of this critical area will be explored.

Anne Chesterton outlined the most visible and obvious responsibility of this department. Counselling's role is to help the individual develop decision-making skills. She cites the parable of the fishes. If a man approaches you and asks for a fish and you give him one, he than has food for one meal. If, on the other hand, you teach him how to fish, he can eat for the rest of his life. **COUNSELLING DOES NOT OFFER ADVICE.** On this point Anne was absolutely adamant. Counselling's role is to help individuals to recognize and utilize their own internal resources. The first step in this problem-solving technique is to gather all information relevant to the issue. What appears to be a simple academic concern, when examined in detail, can often yield more deep-set problems. Family concerns, pressure in peer groups or other relationships often surface. The second step in the process is to weigh all the possible alternatives. Step three is the decision itself. And step four is the accepting of consequences. "All decisions," says Anne, "are not gratifying." Often a student is forced to choose from a series of equally distasteful options. For example, a student without the proper qualifications for the program of his or her choice may have to settle for a less direct route to his or her goal. The student is forced to make a choice which is "least uncomfortable."

Counselling, however, fills more than this obvious traditional role. By meeting with members from the outside community that come in through personal referral, promotional material, or word of mouth, they perform a marketing function, as clients often sign up for courses. In addition, they fill a public relations role by being freely available as a measure of goodwill. Anne acknowledges an increase in clients being seen this year, probably in response to the difficult economic circumstances. Career alternatives and retraining are a constant theme.

Counselling often troubleshoots areas of difficulty and produces unique solutions. Craig Barrett put together the Anti-Flunk Book, a study skills brochure that was distributed to all new Humber students last fall.

And because this current generation was weaned in the electronic age, the idea was conceived of introducing study skills on tape. A learning module was set up and is now being taught by the Human Studies Division as part of the Communications course. Counselling often acts as an innovator of ideas, and then passes the responsibility to another area to develop and implement more fully.

To further illustrate the role of Counselling as an innovative one, Tom Christopher and Anne Chesterton will be exchanging with two guidance counsellors from Westview Centennial Secondary School in North York, to promote understanding and to improve communication with the secondary schools.

Counselling was responsible for the development of the Peer Tutoring program at Humber. Students with a grade point average of 75% were eligible to apply, and after screening, were paid for their work. To date there are 29 tutors involved, handling 70 contact hours per week. These figures are expected to double next year as the program becomes firmly established.

Because they care, Anne Chesterton and Tom Christopher have designed and will teach a career planning course, offered through Human Studies, as a General Studies Elective. Anne feels students are under a lot of pressure to make critical career choices at a time when they possess insufficient knowledge of their interests, skills, and the options available to them. All students are at varying developmental stages, and it is hoped, that a course of this type will accelerate the process to self-identity.

And, in addition to everything else they do, Counselling also acts as a resource centre for staff. In addition to the discussions of educational alternatives, resumes, and career goals, they will become one of the focal points of the new Human Rights Legislation, both in the education of staff and for the documentation of incidents. Before an issue is filed with Personnel, it can be channeled less formally

through Counselling, noted, and then if further action is required Counselling will provide the necessary back-up.

Another area to be explored for possible future development is the creation of an exclusive meeting area for mature students. Moreover, Counselling hopes to be able to initiate testing procedures to diagnose the 10% of secondary school graduates with learning disabilities, who are passed through the system as a matter of convenience. And, at some point in time, we may have to offer special needs programs for handicapped students as the effects of Bill 82 filter upward through the system. Craig Barrett summarized the role of Counselling Services as being the "conscience" of the college. A valid assessment indeed.

Counsellors; marketing and public relations representatives; teachers; authors; trouble-shooters; innovators; and course-designers; - that is the potpourri of Counselling Services.

by Judy Dunlop
Assistant Manager
Public Relations

Convocation 1983

Dates to Remember:

LAKESHORE GRADUATES

Monday, June 20, 1983
Official Ceremonies start at 7:30 pm.
Lakeshore 1 Campus

NORTH CAMPUS GRADUATES

Creative and Communication Arts, General Arts and Science and Technology Graduates
Wednesday, June 22, 1983
Official Ceremonies start at 7:30 pm., North Campus.

Business Graduates
Thursday, June 23, 1983
Official Ceremonies start at 7:30 pm., North Campus.

Applied Arts Graduates
Friday, June 24, 1983
Official Ceremonies start at 7:30 pm., North Campus.

Health Sciences Graduates
Saturday, June 25, 1983
Official Ceremonies start at 2:00 pm., North Campus.

Computers: A Stable Influence?

On Friday, April 15 members of the graduating class in Equine Studies and their instructor David Godson, attended a demonstration by Clive Cockerton on computer applications in the horse industry. Some of what was discussed follows:

This year's Kentucky Derby winner may have his love life organized by computer. Computer dating has arrived in the high-tech horse world, all in the hopes of producing more Kentucky Derby winners.

Breeders have turned to the computer to help solve the problem of consistently producing good racehorses. Achieving consistency can be a frustrating business. Horses with erratic racing records can pass on great speed to their offspring while brilliant racehorses, such as Secretariat, can often disappoint as breeders, never producing runners of their quality.

"Breed the best to the best and hope for the best" is a familiar expression in the horse world, but one that is perhaps too tentative for a modern and competitive industry. When stallions worth \$20 - \$40 million mate with mares worth \$3 million, good business sense demands offspring that have a good chance of joining the elite. While a computer cannot predict the outcome of any horse mating, it can give the horseman a good idea of what to expect.

The computer's abilities to aid the breeder were demonstrated at Humber through a link-up by phone with a computer in Kentucky owned by the Bloodstock Research Company. This computer was able to tell its audience both the complete racing and breeding record of any thoroughbred and the complete racing and breeding record of any offspring. By comparing the different records, the computer could establish average, below average, and above average performances.

The computer was then able to implement an indexing system which could advise breeders of the results of previous pairings with similar genes and family background. Previous mistakes could be avoided, and success imitated.

by Clive Cockerton
Human Studies Division



What Do Students Do?

Equine Studies, Interior Design, Medical Secretary, Film and Television. Four different programs with four different types of students . . . until now.

Several students of these programs have something in common; they're all high achievers and awards winners.

It began on April 15, 1983 when second year Medical Secretary Student Donna Irwin won the International Word Processors Association competition. Donna spent two hours on the processor, completing the test which gave her the highest score over students from all other Ontario colleges involved.

Humber's talented students didn't stop there.

The next day, third year Interior Design student Ian Ross won the Institute of Business Designers Competition for the Eastern zone, in Fort Lauderdale, Florida. The competition project (designing the executive offices for the Italian Trade Commission in New York City) included plans, color coordination, elevation, etc.

Ian now goes on to compete with the other zone winners for the top prize.

Of the 100 remaining entrants, two other Humber students had their talents recognized. Gabrielle Birker was the first honorable mention and John Roberts was the second honorable mention.

"Not bad," you say. It's not over yet.

As April continued, we rolled around to the 24th. On this day, Equine Studies sent several students to Canton, New York to compete in the Intercollegiate Horse Show Association Regional Finals.

Shawn McVicars placed second in the Intermediate Equitation Over Fences; Fiona Scott placed third in Open Equitation Over Fences;

Nancy McGowan and Susan Haworth both placed fifth in the Intermediate Equitation Over Fences, and the Walk, Trot, respectively.

As if that wasn't enough, Shawn McVicars qualified and went on to the Association's National Championship Horse Show in Virginia, U.S.A.

He placed fifth in the Intermediate Over Fences. A good showing for the only rider to qualify from a Canadian educational institution.

"O.K., so we're proud," you say. Well hang on because more talent is on the way.

As we reached the end of April, we had the CBC Telefest '83. It's now April 29, the Harbour Castle Hilton Hotel. Post-secondary students from across Ontario are having their talent as producers and directors recognized. Humber's own third year Film and Television students walked away with three prizes for their directing expertise.

Ivan McDonald came first in the long video category for his production of "Truth or Dare"; Dan Perry was third in the long film category for "Sugar and Spice"; and Casey French was also third in the short film category for "Reoccurring Nightmare."

How's that for talent? Those are just the students who have won something. What about those who don't enter any competitions?

First, there are the Chef de partie students, praised by food lovers and critics alike for the culinary expertise displayed in the preparation of their final exam meal.

Next, there are the radio students, several of whom are being sought to work at CJMR in Mississauga doing on-air announcements and promotions.

Then we have Wilson Chan, a Chemical Technology student who is President of the Chemical Institute of Canada, Student Chapter.

Last but not least, we get to the Early Childhood Education for the Developmentally Handicapped students, (E.C.E.D.H.). Certain daycare centres in this field were unwilling to take on students for their placement. After much persuasion these centres finally agreed. So impressed were they with the E.C.E.D.H. students' ability and training, they now call Humber every year, asking to have students sent to them.

Humber, you should be proud. You should be proud of the way your talented students are getting the recognition and praise they so deserve.

When it comes to talent, Humber students are up there with best. In fact, they are the best!

by Diane McLeod
Public Relations Office

Computers: Roles Defined

Every now and then someone decides that it would be a good idea to catalogue all the computers at Humber College. This would-be Linnaeus faces two problems. The first problem is simply that the term computer is so broad as to be almost unhelpful. If we had an Apple II and an IBM 4341 we could say that we had two computers. However, the sizes, costs and uses of these devices are significantly different. The point is that under the apparently tidy label "computers" there are vast and expanding varieties of software flora and hardware fauna.

The second problem in cataloguing has to do with the changing nature of the computer and its uses. Even if a complete list was possible - and only John McCormack in Inventory Control really knows! - new computers continue to arrive while others are being changed or transferred. As our earnest labourer is counting and listing, Bob Higgins is wheeling in some new machine for Technology, Ken Cummings is enhancing the computer graphics facility and Bob Connors is attempting to pillage microcomputers for the greater needs of Lakeshore II!

Perhaps the more important questions for you are not to do with the specific hardware we own but rather with what uses are being made of the College's computers and by whom? If you have a need or an idea for computer applications, what experiences and resources in the College are available to you? If the industry employing your graduates is computerizing, which college systems can be adapted or expanded to serve your students?

In future issues, DIALOGUE

will provide you with background information on computer applications in the College beginning with a summary of computer graphics activity in the Design Arts. In addition, another College resource that is providing direction to the burgeoning interest in computer applications is the newly-formed Academic Computing Development Committee, otherwise known by its somewhat infelicitous acronym the AC/DC Committee. This Committee, chaired by Fred Courtney, Business Division is concerned with providing guidance, resource information and support for the range of academic computing activities in the College. Specific questions can be directed to the Committee through Fred Courtney's office.

The AC/DC Committee and future articles in DIALOGUE will be able to provide you not only with details regarding hardware, but more importantly, with information on the uses to which computers can be put in College programs.

by Peter Muller
Applied and Creative Arts
Division



Students - Update

On Wednesday May 11/83 the 1st year Furniture & Product Design students made formal presentations of their final major studio projects. They had been working furiously for the previous several weeks to develop new design concepts and prototype models of unique stereo speaker stands. The results were very gratifying, with many new configurations showing how ingenuity can solve some tricky design problems. Two visitors were in attendance at the presentations, Mr. Hagen Gotch from Andrews Manufactur-

ing Ltd. and Mr. Larry Campbell from Fairview Electronics. These gentlemen are both heavily involved in the manufacture and retailing of stereo related products and their comments and critique gave the students new insights into how their designs could be refined for ease of manufacture and sale. They both remarked about how impressed they were with the high quality of the designs and wide variety of creative design solutions.

by Bob Shapton
Applied & Creative Arts

Campuses Renamed

The confusion associated with the identification of campuses in the south of the Borough of Etobicoke is going to be removed. The Board of Governors has approved the following name changes:

Lakeshore I will become Lakeshore Campus
Lakeshore II and the IRC will become Queensway Campus.

The old Lakeshore II will be Queensway, Building A, and the former IRC will be Building B.

A committee has been set up to address the many details relating to the change, e.g., brochures, telephone directory, stationery, etc. It is expected that all of these will be completed by September 1.

The Personnel Report

Pensions

Over the past few years, pensions have received growing attention in the media, and from politicians. More and more people are becoming concerned about whether they will have sufficient funds on which to live after they retire. Because of the high rates of inflation that we have experienced in the last decade, even people who felt confident they had a secure "nest egg" for retirement have been shaken to see the future purchasing power of their savings eroded.

It is increasingly evident that current pension plans need to be improved to meet the minimum economic needs of a growing elderly population, but there is vigorous debate as to what changes to make, when to make them and whose responsibility it is to bear the cost - governments, employers or individuals.

Since 1977, government reports, senate committees, a federal task force and a royal commission have provided statistics, analyses, opinions, options, and proposals which have served to spark active discussion on public sector pension plans, private pension plans, and tax saving schemes like RRSP's.

All full-time regular employees of Humber College contribute to the Canada Pension Plan (C.P.P.) and the Colleges of Applied Arts & Technology (CAAT) Pension Plan, trustee by OMERS. Combined mandatory deductions equal 6% of gross annual salary. In addition, the College contributes a matching amount. Retirement pension benefits are not directly determined by the contributions we make, but by a formula which specifies the level of benefits to be received, based on an average level of income and a period of service. Although it can certainly be improved, our CAAT Pension Plan is one of the best pension plans available in Canada.

Common Concerns

Common questions raised by Humber employees are:

- why do I have to contribute?
- why can't I get my money out?
- why is the interest rate on refunds so low?
- who is investing my money?
- what is the investment return on my funds and why is it so low?
- how can I improve my pension benefits?

It is not easy to answer these questions without giving a long and involved explanation of pension plan funding, but briefly the answers are:

- contributions to the CAAT Pension Plan are governed by a contract for the Ontario Colleges established by an Order in Council;
- no one can obtain a refund unless they resign from the college before accumulating 10 years service and reaching age 45 years;

- the Pension Plan is not a savings plan. The interest rate on refunds is purposely low to reduce the cost to the plan of refunds;
- the Trustee, the Ontario Municipal Employee Retirement System, administers our CAAT Plan and has an extremely effective investment department, (comprised of 30 staff who are advised by a committee of experts drawn from both the private and public sectors.)
- regardless of what it may seem, the current investment return on monies invested for our fund is excellent and is performing better than most similar funds. (Remember, we all want our money invested in SECURE investments);
- to improve your pension benefits, make sure you are credited with as much pensionable service as possible and plan to establish your own private retirement fund.

Retirement Planning

Unfortunately, retirement is an extremely complex topic and involves many "hot" issues, not just financial security. Planning for retirement is critical and yet it is something we all seem to avoid. When we are young and independent or perhaps just starting families, we resent contributing 6% of our hard-earned income to something that seems decades away, especially when we feel we could better use that money to pay a mortgage or purchase a new car. Later, as retirement approaches, too many of us fail to confront the fact that we are getting older and that we should be setting aside significant savings for our "leisure years." There is a cruel irony surrounding this issue - when we are young, we often dream of retiring with lottery winnings at age 40, but as we get into our late 50's, we are subjected to very strong but conflicting pressures: we still feel very productive and yet our society almost dictates that we "go to pasture" at age 65, regardless of our situation. The effect of these powerful emotions too often renders us incapable of making rational decisions early enough to ensure a secure retirement. The approximate adult life expectancy in Canada is 78 years of age, therefore we should all be planning for 15 years of retirement. It is extremely difficult to maintain a good standard of living after age 65 if we do not begin direct, effective planning by age 50 at the latest. Obviously, the earlier planning begins the better.

Also, it is unwise to rely solely on government and employment pensions. Each of us has a responsibility to provide for our own future.

Comparison of Pre-Retirement and Post-Retirement Spendable Income

This chart represents a typical retirement case of a married College employee who retires at age 65, after 20 years' service with the College. The five columns show five different salary situations and

the resulting pension income. Note that for those earning over \$20,000 per year who wish to maintain that level of income after retirement, they must have a personal retirement fund to "top up" their pension earnings. Each additional year of service over the twenty shown in this example, would increase the pension income slightly.

Married Member With 20 years of Credited Service					
1982 Earnings	\$10,000	\$20,000	\$30,000	\$40,000	\$50,000
Less:					
Canada Pension Plan	\$ 180	\$ 268	\$ 268	\$ 268	\$ 268
CAAT	420	932	1,532	2,132	2,732
Unemployment Insurance	165	300	300	300	300
Income Tax	150	2,750	5,700	9,200	13,400
Total Deductions	\$ 915	\$4,250	\$7,800	\$11,900	\$16,700
Spendable Income, 1982	\$9,085	\$15,750	\$22,200	\$28,100	\$33,300
1983 Income					
CAAT	\$2,136	\$4,280	\$7,320	\$10,336	\$13,360
Canada Pension Plan	2,250	3,700	3,700	3,700	3,700
Old Age Security of Member and Spouse	6,000	6,000	6,000	6,000	6,000
Total 1983 Income	\$10,386	\$13,980	\$17,020	\$20,036	\$23,060
Less: Income Tax					
	-	\$ 500	\$1,300	\$2,100	\$3,000
Spendable Income, 1983	\$10,386	\$13,480	\$15,720	\$17,936	\$20,060
1983 Spendable Income as a Percentage of 1982 Spendable Income					
	114%	86%	71%	64%	60%

Notes:

- (1) The above examples assume that the spouse of the member is not working and is the same age as the member.
- (2) Income tax has been estimated

- based on expected 1982 and 1983 conditions.
- (3) Canada Pension Plan and Old Age Security payments are approximately those as at December 31, 1982.

Staff Development Activities For June

The following is a list of staff development activities offered by the Personnel Relations Centre during June.

Individual announcements will be mailed. However, we suggest you call Marilyn Sinclair at ext. 393 to reserve your seat.

The Back Care Education Program

Date: June 1, 1983
Time: 9:30 am - 12 Noon
Location: 7th Semester

Pre-Retirement Financial Planning (Support)

Date: June 16, 1983
Time: 4:30 pm
Location: 7th Semester

The Human Rights Code - Interpreting The New Human Rights Code (Support)

Date: June 8, 1983
Time: 12 Noon - 1:30 pm.
Location: 7th Semester

Physical and Mental Stress Relievers: On the Job Instant Stress Relievers

Date: June 13, 1983
Time: 12 Noon - 1:30 pm.
Location: 7th Semester

Fire Prevention and Safety in the Home

Date: June 14, 1983
Time: 12 Noon - 1:30 pm.
Location: 7th Semester

Third Age Programs

Community Outreach

The Third Age Programs at Humber (formerly Third Age College), began in the early 1970's. A survey of the needs of Seniors in the Borough of York indicated a desire on the part of seniors for courses from their community college. Shortly thereafter, an Etobicoke Group of Seniors also sought to attend courses provided by the College. Those initial efforts produced some interesting courses in Leadership Training and Intergenerational Sharing. A course called "Bridging the Gap" included both younger students and seniors who shared and discussed a variety of issues.

Out of those early series of courses, there developed a Community Outreach Program. It became clear that the transportation that was initially provided could not be continued and that it was more appropriate for the continuance of the program that it be carried out where older people themselves gathered. Courses were thus offered at the local clubs and centres primarily in the Borough of York. An experiment with providing courses at nursing homes developed into a series of courses being offered at several homes on a regular basis.

The present Third Age Programs consist of The Outreach to Clubs and Centres and an Outreach to Nursing Homes Program. The Outreach to Clubs and Centres in the Borough of York is managed by Renate Krakauer, while the Outreach to Nursing Homes is being managed by Mary Benedetti. At the present time, about 40 courses take place per semester at different clubs and centres in the Borough of York. The Nursing Home Program includes some 8 homes and 12 courses.

A third grouping of courses is also part of the Community Outreach to Seniors Program and consists of clubs and centres outside the Borough of York. They are managed by myself and consist of some 20 courses at 15 different locations.



Art Coles (right), Director of the Arboretum, leads an Elderhostel group on a tour of the Arboretum grounds.

Learning Unlimited

In 1978, the first lecture series of Learning Unlimited was offered at Richview Library. It was an attempt by a small group of seniors to provide university-level lectures for people of retirement age in Etobicoke. The program was modelled on the very popular program for seniors at Glendon College called Living and Learning in Retirement. The program at Richview grew each year so that it now includes 3 lecture series in the fall and 3 in the winter. Most series are fully subscribed at 150 and people are now having to be turned away.

Humber's involvement with Learning Unlimited was to provide the early leadership for the group and to assist in the development of the project. Several very successful series have been given by Humber College staff. At the present time, Humber is still involved through membership on the Board of Directors.

Elderhostel

The Elderhostel Program came to Humber in the summer of 1980. It constituted a significant addition to Third Age Programming. It was part of an effort to extend the programming for older people to the summer months. Exploring the possibility of bringing the program to Humber led to Humber becoming one of the first few colleges and universities in Canada to have the program. It also led to Humber becoming the Provincial Office for Elderhostel in Ontario.

The idea for Elderhostel was developed by Martin D. Knowlton in 1975. He had visited Europe in the early 1970's and was discussing his concerns about hosting older people and use of vacant college facilities when the word "ELDERHOSTEL" was coined. He put together a program for people over 60 that was to begin at the University of New Hampshire and several other institutions in New England. His idea was a simple one - to offer college level courses in one week segments. It would be a residential experience, i.e., hosting, and make use of the

often vacant residences of colleges and universities in the summer months. Needless to say, the program met with immediate success. In the early years in New England, the program almost doubled each year. During the year that Canada entered the program, some 21,500 Elderhostel registrations were taken. That figure has continued to escalate each year and this year, Elderhostel is being offered at over 600 colleges and universities in 11 countries. The majority of programs still take place in the summer but the demand has spilled to such an extent that programs are now offered year round.

A typical Elderhostel week consists of about 40 people who arrive on campus on Sunday afternoon. They register, get settled in their rooms, have supper, and then attend an orientation session. Then on Monday, they begin taking their courses. Only one course is required, but usually everyone takes

all 3 courses. The extracurricular programming varies from college to college but usually includes a wine and cheese party and other activities that provide a deeper appreciation of the courses, the college, and the local cultural life of the city or town. The week of Elderhostel ends on Saturday after breakfast, giving ample time for the "Elderhostel Junkies" to make it to their next program.

Humber will again be offering 3 weeks of Elderhostel this summer at our Osler Campus. Our courses include "Living with Computers"; "The Idea of Happiness"; "The Mind Game"; and "Moral and Ethical Issues on Health."

Early registration figures indicate some 30 people already enrolled in each of the 3 weeks.

Third Age Programming

These varied and diverse programs have been an attempt to respond to the challenge of providing learning opportunities for older people in a community college setting. The unique diversity of people over 60 has required a multiplicity of programs to attempt to meet the highly varied needs. The recent reorganization of the Continuing Education Department has maintained its commitment to Third Age Programming by integrating it to the new programming units of the department. The initial period of specialized and separate attention to seniors has perhaps served its purpose and a new phase of innovative programming in this area can begin.

by Remo Brassolotto
Program Manager
Continuing Education and
Development



Group of seniors enjoying a tour of the Equine Centre through the Elderhostel learning experience.