

HUMBER Dialogue

News and Events for Humber College Faculty and Staff

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Interview : Dilemmas

Dr. Bill J. Priest is Chancellor Emeritus of the seven-campus Dallas County Community College District in Dallas, the largest undergraduate institution in the state of Texas.

Educated in his native California where he received his Doctor of Education degree in Educational Administration from the University of California at Berkley, he went on to pursue post-doctoral studies in school-community education at Columbia University.

A man of many accomplishments and a nationally recognized leader and consultant in the field of education, Bill Priest has served community and junior colleges through his active participation in councils, committees, and professional organizations. He was a contributor to the California Master Plan of the 60's which developed the well-known tripartite system of higher education. In 1973, he was elected President of the League for Innovation in the Community College and in 1978 served as Chairman of the Board of the American Council on Education. Currently, he serves on the Advisory Board of the Council on Post-Secondary Accreditation and is a recently appointed member of the Governor's Task Force of Higher Education (Texas).

Bill Priest was invited to address members of administration and management at Humber College with the specific mandate of critiquing a draft of the recently published College Mission Review.

The following is a transcript of an interview held with Dr. Priest following his presentation. The interview was conducted by Madeleine Matte, Editor of DIALOGUE.

Matte: Obviously you think it's a valid exercise or you wouldn't have come. But realistically, what can Humber expect from a Mission Review?

Priest: I think you get people thinking about important problems, refining their thoughts, developing a consensus, shaking out the cobwebs and fuzziness, and that, of course, produces something that is clear and related to the welfare of the institution.

The fringe benefits may be greater than the product in that the people working together produce a type of future human relationship that serves the college well in many capacities.

Matte: Do you think that any proposals that the Mission Review Committee comes up with will be difficult to implement? Have you seen that in your experience, where people come up with wonderful ideas but have no way of implementing them?

Priest: That's a common failing, and there's a delicate balance.

If you try to curtail a committee by giving them advance directions such as "don't come up with anything we can't do" - it's stultifying and almost self-defeating. Come up with what you ought to do and then do as much as you can, and if you fall short, which you probably will, you still have made significant headway.

Matte: To what extent do you think economic trends pressure college decisions? I'm speaking specifically of new program developments.

Priest: Well, I couldn't think of anything that would pressure decision-making more. It's just the faucet from which the liquid comes that fuels the tank.

If you ain't got the dough, you don't spend it. And if you don't spend it, you don't get the people and the support resources to do the job.

I'm not alleging that money is everything, but it's pretty damn close to it when you're talking about expansion.

Matte: Generally speaking, it's believed that universities have lower attrition rates than do colleges. Is this true? And if so, why?

Priest: My examination of that over an extended period of time indicated that, as a generalization, it is not true.

You have to be careful because, obviously, we're painting with a broad brush. Some institutions are high-selective, residential, and high tuition and they have a very low attrition rate.

I always assumed that colleges had this high attrition rate. But when we got into hard data during the Master Plan study in California in 1960, and there was enough money to really find out, we quit hanging our heads in shame and met universities eyeball to eyeball because our stats were just as good as theirs.

Matte: That's terrific. So why do you think then that colleges have significant attrition rates? Do you think our programs aren't meeting the needs? Do you think it's a question of quality?

Priest: For many of the answers you can turn inwards, but many of the answers are part of the societal malaise.

You've got instability. You've got permissiveness. You've got a "do your thing" philosophy. You've got ethical hedonism. You've got all these forces at work which run counter to perseverance.

Take a society that's leaning in that direction and one institution isn't going to turn it around just because you've thought it through. It isn't going to happen. You've working with this societal frame work.

Sure, you can chip away at it and you can make some headway, but individually you're not going to explain it to them, have them go and sin no more.

Matte: What are some positive steps that a college can take to reduce attrition rates?

Priest: Good counselling is a major thing, because getting the right person, in the right place, at the right time so that it isn't a misfit, is important.

Sometimes there should be attrition. If a person gets in something that shouldn't have happened in the first place, the quicker it's changed the better. That's desirable attrition. It's correcting an error. And if you minimize the errors, you don't have to correct so many. That would be one thing.



Matte: You're referring to professional or career counselling.

Priest: I'm talking about the whole package - working with people on their aspirations, their abilities and the probability of success and getting them pointed in a good direction which they already understand and are in accord with.

Then, of course, good teaching of well organized programs where they can go in and their time is well spent. They're getting something that's helping them and it's an incentive to keep coming back for more of the same.

Matte: We've been hearing a lot about the quality of programs as opposed to quantity programming. In your view, should we be improving on what we now have or should we be forging on ahead with new program developments? Or can we do both?

Priest: Well, I think you have to do both because things are changing very rapidly. And where you have 120 programs, a certain percentage are going to become obsolete and require either termination or major mutations. So, you can't stay in place.

Now, the general belief is that it's better to do fewer things well than it is to do more things shoddily. That's self evident. But you have to be very careful of an "all or nothing" deal.

It isn't "keep what you've got and keep improving on that." Nor is it "expand as much as you can and don't worry about the quality of what you've got." Those are the extremes and you don't want either one of them.

Matte: What view do American educators hold of Canadian education?

Priest: I can tell you what I think and what some people I know think.

We perceive it as impacted by an English influence which makes its academic side a little more stilted and straight-laced than the American version.

I think we see the occupational part as in indigenous response to Canadian needs that reflect some observation of the American experience.

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.

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.

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Humber
College

VIEWPOINT

I think there is a respect for Canadian education and maybe, on occasion, envy because it has considerably more stability than American education has had in the last couple of decades.

Matte: What advice would you have for a young person just starting out in high school?

Priest: I suppose the same basic advice you'd have in any generation. It isn't terribly new and exciting.

Application, careful planning, and implementation, dedication, defining goals clearly, developing a game plan likely to get you there, and doing those things which the plan requires.

In the present setting, there are some disquieting counterforces at work that say "why shouldn't I enjoy life - I may get atomized tomorrow."

We don't think that's going to happen, but you can't say, "forget that - that's of no consequence." Of course its of consequence.

There's a threat hanging over the whole world and if you're 16 years old, you shouldn't ignore it. You should recognize it.

Now what that means, I'm not sure. I'm sure it doesn't mean "live it up today to the hilt because you're probably going to get it tomorrow." But it may mean don't overlook this. Plow it into your formula as a danger, as a characteristic of your time. Let it influence you, but not dominate you.

Humber has become involved in educational activities in a number of lesser developed countries (LDC). Often our involvement is part of an overall national development strategy and arranged through government or international agencies. Our expanding role has led me to think about some of the issues which face developing nations particularly in the area of education.

"The higher the dose of schooling an individual has received, the more depressing his experience of withdrawal. The seventh-grade dropout feels his inferiority much more acutely than the dropout from the third grade. The schools of the Third World administer their opium with much more effect than the churches of other epochs. As the mind of a society is progressively schooled, step by step its individuals lose their sense that it might be possible to live without being inferior to others. As the majority shifts from the land into the city, the hereditary inferiority of the peon is replaced by the inferiority of the school dropout who is held personally responsible for his failure. Schools rationalize the divine origin of social stratification with much more rigor than the churches have ever done." (I. Illich, 1969). While this is an extremely strong indictment of the role of education in LDCs, the roots of this indictment may be understood by looking at some of the current educational issues in these countries.

In many developing countries education is the largest industry often comprising 20-35% of the government's

recurrent expenditures. School enrollments between 1960 and 1975 rose from 160 million to 370 million. Education has been and continues to be a growth industry in all LDCs. Unfortunately this industry has continued its growth without seriously questioning whether the model of education which most often was imported from the industrial nations is the most appropriate and effective model for them.

It is estimated that approximately 70% of all children in the LDCs live in rural areas. Over 80% of these children are likely to continue to live in the rural sector earning a living by either working on the land or from unskilled paid employment. Since most LDCs have established universality in education most rural children find themselves in primary schools which attempt to prepare students for further study in secondary schools. Often these rural communities do not have secondary schools and only families with some wealth can afford to send their children away for further education. Moreover, the dropout rate in the primary school sector is extremely high. Estimates for Latin America suggest that 60% of all primary school students will withdraw before they complete their programs. In fact, 50% of all students will complete less than four years of formal education. Finally, only 10% of all primary school students will enrol in a secondary school with only 40% of those successfully completing a secondary school education. In short, only 4% of primary school starters will complete secondary school. Thus,

developing curricula for rural schools based solely on preparing students for a secondary school education would seem highly inappropriate. Questions which must be asked are:

1. Does this system of education contribute to or retard the growth of domestic inequality and poverty?
2. Does education contribute to the ever growing rural-urban migration and the massive social and economic problems now faced by the Third World urban centres?
3. In LDCs that are incapable of feeding their populations does the education system promote or retard agricultural and rural development?
4. What should be the prime goal of education in the rural sector of LDCs?

I raise these issues because there is a genuine concern that development is too often urban based or biased. That is, even when there is a rural component it is often related to an urban need. Improvements in agricultural productivity are often only responses to the lack of food in urban centres and improvements in rural conditions only spin off effects of a development strategy. It is my sincere hope that the college will develop some mechanism or evaluation tool to ensure that our participation in offshore products will, in real terms, enhance the quality and dignity of human life. As the Chilean Economist Jorge de Ahumada once noted for every dollar spent on hospitals or doctors costs one hundred lives; for every dollar spent on providing safe drinking water a hundred lives can be saved.

by Leo Smits
Community Studies
Lakeshore Campus

Profile: Bob Cardinali

Bob Cardinali, an extrovert in an introvert's job. The stereotype of the quiet, shy, retiring accountant is shattered forever when one first meets "The Card."

Bob graduated from St. Michael's College in 1958 and then attended Ryerson in the Business Administration Program majoring in Economics and Accounting. While at Ryerson, Bob actively participated in student government and was the producer of two major theatrical productions. After graduation, Bob founded their Alumni Association and served as President until it was firmly established.

He finished his course at Ryerson in 1961 and then did further courses towards his C.G.A. Once that accomplishment was behind him, Bob took the unusual step of registering with the Charter Institute for Secretaries and Administrators. This institution originated in Britain, and has been functioning in Canada for the past 30 years. The core curriculum emphasizes stocks, bonds, and shares and after successful completion, graduates are qualified to serve as secretary-treasurers, or senior financial officers of corporations.

After his formal education was complete, Bob was employed in a variety of companies: Trader's Finance, Union Acceptance, the United Way, Drake Personnel, Master Mechanic Manufacturing, and Warner Electric Atlantic. This latter association, with its clientele featuring Alice Cooper and Gordon Lightfoot forever drove Bob into the ranks of classical music admirers. His average time span with these companies was 2½ to 3 years until meeting his greatest challenge at Humber.

Bob has been at Humber for 10 years, which he describes as "an eternity - they'll probably carry me out." As the college's senior financial

officer, Bob faces the daily task of matching budgets and Don Quixote dreams in some order of priority. He is always accessible and stresses his department's role as a "service area." However, he still says "NO" on a regular basis and describes himself as a "bad guy just doing my job."

Bob explains his tenure at Humber by saying that "education is a very dynamic financial environment as funding formulas are constantly changing, so budgets themselves must be continually reworked. Industry, in contrast, is static." At present Bob notes that high technology is being emphasized in budget allocations but this may not necessarily be a corollary in the future. With high unemployment, and possible social unrest, the trend in the future may swing to the social service area, according to Bob. He is very satisfied in his present position at Humber and sees no drastic shift in either career goals or directions. Any further professional commitment would jeopardize his overall lifestyle and Bob is unwilling to sacrifice family or external obligations on the altar of ambition.

In addition to his administrative work, Bob has taught accountancy and banking procedures both at Humber and for the C.G.A. Association.

His professional affiliations include the Committee for Accounting Principles for Colleges and Universities, and the Metro Senior Finance Officers, of which he is Chairman.

Outside activities are vitally important to Bob. He is President of the Peel John Howard Society and here is where his well-camouflaged sensitivity comes through. "Working with these people really makes you stop and look at what you have, and who you are. How can you want more when others have so little?" Social workers rank highly in his estimation and he sees them as the most dedicated members of society.



On the lighter side, for the past four years Bob has coached minor hockey and softball. For personal sport he enjoys golf, tennis and hockey. Cross-country skiing with his wife, teenage daughter and son is "endured because it's a 'do it — hate it,' family thing." Leisure activities feature bridge and chess. Bob is a gourmet chef (Look out, Igor!) and handles most of the weekend cooking.

Home is in the Caledon Hills which he describes as "country, - every day is a holiday" so summer travel is usually limited to day trips and sojourns to Chapleau, Ontario, where his wife's family have a lodge.

Entertainment priorities include dining-out, theatre, and concerts. Annual excursions are made to the Stratford and Shaw Festivals.

For reading pleasure Bob favours political fiction and war novels. His favorite fantasy sees him as a fighter pilot for a day. He admits he would be a good candidate for *Thrill of a Lifetime*.

Bob summarized his personal value system as clearly and precisely as you would expect from a man who deals in numbers, not words. He is content and satisfied with what he has achieved. Impossible dreams often result in frustration. Once you have reached your personal career goals, are a contributing member of society, and a successful family person, what more is left? For Bob Cardinali, quality of life is definitely the bottom line.

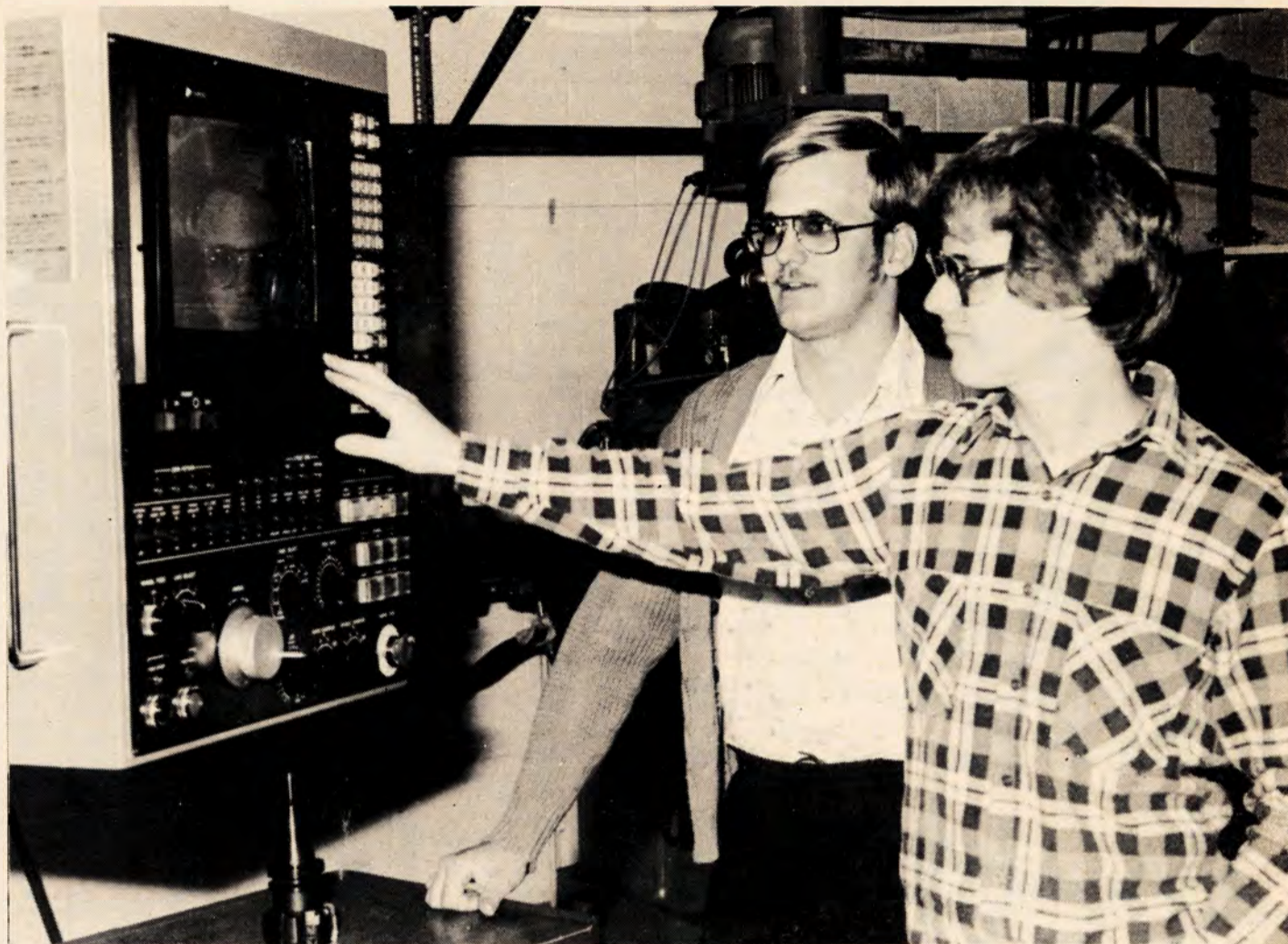
by Judy Dunlop
Public Relations

TECHNOLOGY: A Step Ahead

High Technology at Humber — just the beginning? High Technology for the uninitiated and unmechanical, is defined as manufacturing processes that are directly controlled by software computer programs. Humber jumped into the forefront of this new movement early last year with the purchase of three totally new, state of the art, numerical control machines: two OKK's, and the Mori Seiki. Japanese equipment was purchased because, at the present time, it is technically superior to its North American counterpart. The Mori Seiki is a lathe capable of turning and planing. The OKK's are 3 & 5 axis milling machines and perform the following tasks; drilling, boring, topping, and contouring. Up to 36 different tools can be stored in this machine's memory, and a sequence of use can be programmed without stoppage.

Total mechanization has many advantages over conventionally controlled devices. Computers are extremely reliable, (no need for coffee breaks here) are deadly accurate, and can repeat a task endlessly with no risk of boredom, human variation, frailty, or whim. Joe Pusztai, the Senior Program Coordinator of the Mechanical and Industrial Program Cluster outlines their basic infallibility: "By in process gauging, the computer program measures the part being produced to a certain accuracy. Once deviation in size exceeds minimal limits, the computer program automatically resets the machining tool thereby eliminating waste, scraps, and most importantly, reducing costs." Tool breakage can be controlled acoustically. The sound of material being cut can be tuned, so that any tonal variation will cause the computer to search out an alternate tool, and only if one is not available, will the machine ultimately shut down.

These new machines are providing Humber's first introduction to direct numerical control. Technology's ability to directly transfer programmed data from the VAX Computer System



Larry Barnard, our resident Numerical Control Technician, and Ben Helmond, a second year student admire new equipment purchased with BILD grants.

written in Compact II language into the new equipment's memory bank will be an unequalled step. Test runs have proved successful and when this system is operating at optimal capacity, will represent programming that will be unique to the Canadian community college system.

This new equipment was purchased by BILD grants at a cost of \$600,000 and represents money well-

spent. In addition to the increased intake of students in the Mechanical Cluster, this equipment is in use four evenings per week by part-time students, and also on Saturday for seminars conducted by Technical Services.

Obviously, this new machinery is technically relevant. Manufacturing costs in Ontario, and ultimately Canada, must be brought into line with

American and Japanese rates if we are to remain competitive on an international basis. Perhaps training in this new area will provide a much needed boost to our automotive and aerospace industries. Once again Humber is creating new programming to reflect the ever-changing needs of society.

Programming for the 80's

It is appropriate at this time of year, the beginning of a new academic session, that we briefly examine a few of the innovative programs designed to establish Humber as a trend-setter in the educational field.

The technological effects of microelectronics and the demand for increased productivity in the workplace are significantly changing organizations and the people who work in them. A new genre of integrated office systems is emerging. In answer to the demand for qualified personnel, a new program has been designed by John Riccio at the Lakeshore Campus. Office Systems Operation is a 32 week Certificate Program, sponsored by Manpower. It will train students to operate and manage an efficient information system. Graduates will be taught all basic and advanced word-processing functions such as text preparation and document management. Their knowledge will also translate to other information systems such as record-processing, data communication, personal and decision support. Training will be available on a minimum of three systems: IBM; Micom; AES; Xerox-Ethernet; and the Star-Work Station. The latter system is offered exclusively at Humber.

Also available at the Lakeshore Campus is the Microcomputer Office Applications Program, run through Weekend College. The focus of this program will centre on adult learners, already experienced in the business management and accounting field.

Graduates will be able to design and program their own business software, tailored to their specific need, and also to customize existing commercial products. Students will become familiar with the various types of microcomputers available and their peripherals (disk drives, printers, modems etc.) IBM, Xerox, Radio Shack, Apple, and Pet equipment is represented.

At the North Campus a new three year Computer Engineering Technology Program is now in place. In response to the needs of industry, transmitted through various advisory committees involving Humber staff, the proposal for this program was submitted to, and approved by the Ministry. Jim Hardy and Mike Lake of the Technology Division outlined the basic thrust of this program and how it differs from the business applications of computers. Business computers are generally hooked up to printers. A delay in print-out is not a major cause of concern. Technology emphasises programs that control outside circuitry, almost a form of robotics. Time is a critical element in this type of programming set in an assembly-line environment.

The Computer Engineering Program is three years in length with an anticipated enrolment of 30 students in the Fall of 1983. The first two semesters of this program are held in common with the Electronic Engineering Program; in the third semester the balance shifts dramatically. 80% of the Computer

Engineering Technology Program will centre around program design with the remaining 20% involved with maintenance. In the electronics stream the percentages are reversed.

Twenty new computers, as yet unspecified, will be purchased with funds provided by the BILD and Skills Growth grants. Hopefully, all students will have access to a computer on an individual basis.

This program is unique in the sense that it is specifically geared to industry. Programs offered by other colleges have a higher percentage of a "business" component. Jim Hardy summarized this program outline by saying, "we did a better job of it."

Health Sciences, perceiving a need in society for counselling in three highly sensitive areas, are offering multidisciplinary programs of study again this Fall in the following areas: Human Sexuality; Gerontology; Life Threatening Illness, Dying and Bereavement.

Human Sexuality will be of specific interest to those engaged in teaching or counselling human sexuality in an institutional or community setting. Topics include: Sexual Attitudes and Values; Psychological-Social Aspects of Sexuality; Medical-Biological Aspects of Sexuality; and Family Planning.

The Gerontology Certificate Program is designed for all professionals who work in institutional and community settings

with the elderly. This course will provide a broad overview to the study and theory of aging. It will integrate concepts from physiology, sociology, and psychology to focus on factors affecting the aging process. Aging will be explored as the final stage of life on a continuum of human development.

The ultimate human problems are terminal illness, dying, and bereavement. Humber College, in consultation with the Clarke Institute of Psychiatry, has designed a program that combines theoretical knowledge with the practical experiences of an inter-disciplinary group of human service professionals. Coping is no longer enough.

Also, in conjunction with the Professional Development Department, Health Sciences offers 12 conferences and seminars each year. These sessions are always extensions of the full-time day programs enabling graduates to constantly refresh themselves and assess new developments in their specialized areas.

To educate for the 80's, it is essential that we constantly revise and re-evaluate existing programs to ensure that they are reflecting the needs of the workplace. In the examples cited above, this mandate was certainly upheld.

Extraordinary South America

What's it like to create and participate in one of Humber's National/International Travel Programs? What happens, what are the excitements and the problems, what efforts are required from both the teacher and the participants, what makes it a unique travel adventure different from most packaged tours? For an answer, let's look at the highlights of a July/1983 program entitled EXTRAORDINARY SOUTH AMERICA, an educational safari into Ecuador and Peru.

Planning begins 18 months before the set departure and by April the project is well in motion. The Human Studies Division has approved the course content, Continuing Education will sponsor the course, and a travel agent has come up with a successful bid of \$4299 for 26 days.

Then begins the long summer and fall of preparation for teaching the course. A personal reading program delves into geography, art and anthropology of pre-Inca and Inca periods, history of especially Colonial and Modern periods, Darwin's studies of the Galapagos, geology of volcanic islands, politics and economics of Third World countries — in short, the material of an exciting trip before the trip begins.

The students come in droves. By January, 34 of them have enrolled and of these 32 will finally travel to South America. They constitute a fine cross-section of our society. Ranging in age from 23 to 76, they include a medical doctor, lots of teachers and retirees, housewives, a CBC reporter, secretaries, technicians, office personnel, and the Director of Youth Employment for the Government of Ontario. What they have in common is the view of travel as a learning safari and the desire to go, with a group, to adventuresome locations that they would tend to avoid on their own.

On July 12 we're off at last. We land in Guayaquil, Ecuador amidst flooded farmland and get our first big lesson in geography and economics. El Nino, that big pool of warm Pacific water that has given Toronto a warm winter and fantastic summer, isn't so kind to Peru and Ecuador. Thirteen-times normal rainfall has wreaked havoc on crops and the warm ocean waters have forced the fish to seek deeper and colder levels. The fishing industry is decimated and the sea birds and Galapagos Marine Iguanas die for lack of food. We lucky

Canadians remain lucky. The same El Nino will give us unusually comfortable swimming water in the Galapagos, unheard of winter sunshine in Lima, greenery at Machu Picchu, unclouded snow peaks in the Andes, and coolness in the Amazon.

Sailing from Guayaquil, we arrive at the Galapagos and begin our exploration of what indeed is Eden. Under the guidance of staff members from the Darwin Institute, we are put ashore twice each day on islands that have sprung volcanically from the ocean's bed, whose population of fawn and fauna are derived from the flight of birds and rafts of jungle refuse that have flowed from the rivers of South America, and which, for the most part, are even now devoid of people and all the other signs of civilization. The tropics and the arctic meet here: side by side Iguanas and Penguins go about their business. Evolution reverses itself: Marine Iguanas, having once emerged from the sea to live on land, have now learned, out of necessity, to feed on the ocean's bottom then rush back to sun-drenched coasts to recover body warmth. Darwin's famous Finches develop beaks to become feeders: some choose their food among thorns, others become as woodpeckers, still others turn branches into tools and dig for their prey. We cannot see nor experience enough and we wearily fall into bed soon after darkness each day, eager to rise and be off in the earliest morn and once again these wondrous animals who know no fear of man.

After the Galapagos, Quito is a culture shock. So many people, such tall buildings, those awful cars — and so little air to breathe at 9000 feet! But we quickly enough regain our civilized ways and tastes, and the "Florence of South America" works its charms on us. For Colonial Art it stands alone: the monastery of San Agustin with its unparalleled cloisters; the Compania, South America's most beautiful church, whose whole interior is either a painting or a surface covered with gold; and all the other gold churches and the vast colonial squares and the long, narrow balconied streets. We experience too the proverbial friendliness of the Ecuadorians and delightedly spend a night dancing and singing around a bonfire with the orphan children for whom we brought eight cases of clothing. In the chill of this winter night, we are warmed by meeting the dedicated staff who have plucked these abandoned children from



The unparalleled splendor of Machu Picchu, the lost city of the Incas. Photographed by John Wragg.

the streets of Quito and given them a new home and a new hope.

We also spend long, exciting hours in the museums of Quito, and later those of Lima, pondering over the art of the Incas and of those many races that came before them. We come to understand that if the Incas are the Romans of South America, masters of architecture, road building, and societal organization, they would never equal the skill in goldwork of the Chimus whom they conquered. Nor would they ever equal the artistic finesse and ability at portraiture of the Mochicas, the true "Greeks" of the continent, who left us a complete panorama of the everyday life and interests of their people.

But to us Canadian city dwellers, even more interesting than South America's cities is the village life of the Andean countryside where we meet the descendants of the Incas at their daily activities. Day after day, around Quito in Ecuador and around Arequipa and Cuzco in Peru, we explore villages and hamlets, visit markets, climb mountains, clamber over Inca ruins, and marvel at gorges and snow-capped peaks.

Finally we come to Machu Picchu, the "lost city of the Incas," the ultimate travel experience. What can one say of earth's most beautiful ruins on earth's most beautiful site? We treat it with reverence: at our evening briefing, we agree to remain silent there during the sunrise between 6:15 and 8:15 a.m. and we spend these hours in awe letting the distant snow covered peaks, the morning mists and the rising sun work their magic around the ruins and on us.

We complete our trip with a short stay in the mysterious Amazon. After the heady Andes, the experience is like the river itself, a slow unwinding of an amazing journey into the heart of a continent.

The students return to their homes, enlightened, having made new friends and eager for the post-trip get together and the sight of the group journal they have created. I, myself, am relieved to have successfully managed all those days to get 32 people in and out of hotels and airports, to have hired good local guides, to have translated over the telephone and in markets, and to have restructured the ongoing itinerary to suit individual needs and desires. Most of all, I remember that it was all worth doing — and that I'd gladly do it again.

NOTE: Humber's 1984 programs include: a repeat of EXTRAORDINARY SOUTH AMERICA, with the addition of Rio de Janeiro, Iguassu Falls and Buenos Aires; WESTERN CANADA, directed by Richard Rumball; FOUR REPUBLICS OF THE U.S.S.R., directed by Nina Butska; GREECE and TURKEY, directed by Crystal Bradley; THE EXOTIC EAST, directed by Steve Harrington. In addition to these cultural programs Frank Chen is directing TRAVEL-STUDY TOUR SOUTH EAST ASIA: YOUR NEXT PROFIT CENTRE, which explores opportunities for trade, investment and business development.

by Larry Richard
Human Studies



Group straddling the imaginary line of the Equator, just north of Quito, Ecuador. Photo courtesy of John Wragg.

Humber Sweeps Package Design Awards

The contents don't matter, it's the package that counts! Rather an unusual philosophy but one that resulted in Humber College sweeping the package design awards at a recent competition sponsored by the Ministry of the Environment.

The basic rationale underlying the competition was environmental concern. So much packaging material ends up as just plain garbage and the Ministry really prefers the reusable kind!

This competition was open to all full-time community college students in Ontario. Their basic task was to design attractive packages using new materials and printing processes that lend themselves to recycling.

45 students entered the competition; 37 from Humber. Vass Klymenko, an instructor in the Package Design Program, commented that the competition dovetailed so nicely with the course content at Humber that this challenge became a class project.

Six prizes were awarded, five to Humber. First prize resulted in a tie between Dominic Vendittelli of Humber and a student from St. Lawrence College. They each received \$750. Second prize of \$500 went to Robert Arthur of Humber. Three Humber students received Honourable Mention and prizes of \$250 each. They were: Julia Vukovic, Alan Richard, and Michelle Lovegrove. All award winning students are now in the third year of their Package Design Program.

In addition, Humber College will also receive a plaque and a cheque to match the amount won by the students. The awards will be presented at the Packaging Association of Canada trade show to be held at the C.N.E. coliseum on October 17 through 19. All competition entries will be on display at that time. Congratulations to the students and their teachers whose work reflects such a high degree of excellence.



First Prize - Dominic Vendittelli of Humber



Second Prize - Robert Arthur of Humber

Faculty Resources Available

Humber College has joined a consortium of colleges dedicated to the promotion of teaching excellence. Memberships in the National Institute for Staff and Organizational Development (NISOD) will provide us with access to the resources of this North American Consortium of Community Colleges based at the University of Texas, under the direction of Dr. John E. Roueche.

This network of educational institutions will share through its publications and other activities ideas and practices for dealing with typical college issues and concerns such as diversity in the classroom, attrition, teaching effectiveness, integrating the humanities into vocational curricula, etc.

The NISOD Innovation Abstracts listed below may be obtained by calling or writing the Professional Development Office, K221, North Campus, extension numbers 375, 364 or 563. The abstracts are short two-paged statements on a variety of topics of interest and value to teachers.

I. Being There: Helping Students Deal With Crises

By: James D. Hengstenberg
The Crisis Centre
Dallas, Texas

Practical advice for the layman on how to be helpful to students in emotional trouble. The author provides some simple guidelines for recognizing emotional crises and suggests steps you can take to help, or obtain the help the students need.

II. Change, Grief, and Educational Tradition

By: Dr. Nancy Armes
National Institute for Staff and Organizational Development

Dr. Armes examines the emotions associated with life-threatening changes and relates these to the process of learning. She suggests "appropriate rhythms and structures" for college environments to help students manage the transitions of life arising from intellectual change and growth.

III. Handling Difficult Questions and Situations

By: Dr. Karen Watkins
Managing Editor
Innovation Abstracts

"Avoiding argumentative students altogether is impossible, but we can prepare ourselves beforehand to make such confrontations as painless as possible for ourselves and for our students." — Karen Watkins

This article will help you prepare for question periods and classroom discussion which sometimes turn into win-lose arguments with students. The author suggests strategies for dealing in a positive and constructive way with these situations.

IV. What Schools Should Be For

By: John I. Goodlad
University of California, L.A.

Are we relying too much on the school system to solve our social and economic problems? Have other institutions and individuals neglected their own educational responsibilities? What are schools for?

Professor Goodlad outlines his philosophy of education, the role of school and of other institutions. He hopes this will be the beginning of a dialogue on education that will restore some basic principles.

by Frank Willock
Professional Development

The Development Gap : Challenge for Change

"Our world is in reality two worlds, one rich, one poor; one literate, one largely illiterate; one industrial, one agricultural and one affluent and consumption-oriented; one poverty-stricken and survival-oriented" said Lester Brown, a noted demographer and economist on Third World development.

There is a difference in the standard of living between Canada, a developed nation, and in the countries of the Third World. The nature of this difference is so dramatic that the term "the development gap" has been coined and has been used to describe this difference in living standards between the developing and developed nations. The birth rates, the infant mortality rates, per capita energy and per capita energy consumption are the four common measures of development.

In 1981, a recent census year, a minority of the world's people lived in the developed countries and over three quarters lived in the developing countries. Statistics illustrate the nature of the "development gap" and the problem of the unequal distribution of the world's resources. The Third World, unfortunately struggles for existence while the developed countries tend to hoard resources for storage.

The chance a child has of living to his or her first birthday is often viewed to best reflect the inequalities of life among the world's countries. Here, in North America, the infant mortality rate of 18 per 1,000 children lags behind other developed nations such as Sweden, where only 10 out of every 1,000 children die, in this important measure of economic and social well-being. On the other hand, in Nigeria, a Third World country, 175 out of every 1,000 children die. In Latin America, another developing region of the world, 75 out of every 1,000 children die. It is now estimated that in India 150 out of every 1,000 children die and this figure may loom higher when hunger sweeps through the country.

The birth rate, the ratio of all births to the total population in a year, per 1,000 population, is another measure and factor indicating the status of a nation and the nature of development, or the underdevelopment, of that country. Rapid population growth, usually, is a fundamental barrier to social and economic development.

Most advanced countries, such as Canada, have low birth and low death rates and have an annual growth rate of less than one percent. In fact, Canada has easily reached zero population growth levels and continues to grow in population size due only to a net immigration. Traditionally, a characteristic of developing nations is a high birth rate but now they are experiencing a lower death rate and have a 2.5% growth rate annually.

In Mexico, for example, the birth rate is 43 per 1,000 and the country is growing at a rate of 3.2 percent each year. This situation often leads to an area with high unemployment, famine and poor sanitation.

In Canada, it will take approximately 58 years to double its size in population, however, most developing nations will double their population in just 24 to 26 years. World population then, in the year 2000, would be reaching 7 billion, with the majority of people living in a Third World country. Natural resources will no doubt continue to be scarce throughout the world and political and economic pressure may continue to increase upon the developed countries to share their unpolluted natural resources and manufactured goods with the developing nations' people.

The developing countries, such as India, have a gross national product below \$500, per individual, per year. Sweden and the U.S.A., however, have income averages of \$4,000, or more, per year. This measure of the nature of the gap between developed and underdeveloped countries seems even more abrupt when it is realized that a minority of the people in a nation, the top elite, control over 40 percent of the property and wealth. The poorest 60 percent of the population earn only about 20 percent of the nation's wealth. This results in a skewed distribution of income, job opportunities, health services and education. In the developed countries, many people may go poorly clothed and poorly educated, but in a developing nation, a "basket-case" situation may exist and many people may go malnourished and poverty stricken.

This situation is a pity. It has been known for India, as an example, to export to the developed countries of the world, and to have armed



military guards protect, from the labourers, the stockpiles of grain in the shipyards.

Canadians, for instance, eat, on the average, 3,600 food calories per day while in Western Africa, where drought has plagued the area since 1977, the average amount of food calories, per day, per person is about only 1,600. This shortage of food, in the developing countries, may often exist due to some agricultural barriers, but for the most part, the problem exists due to man-made trade and economic barriers. The food which is grown in a Third World nation usually goes to the few, political-military elite, or else is often exported by the multinationals which own the farm lands.

Economic and social development is also closely related to energy consumption. An abundant supply of energy is essential to supporting a modern industrial economy. Not only

does energy increase an individual's productivity, but improved standards in living also generate demands for new consumer goods. The U.S., for example, has an energy consumption rate 2.5 times higher than in the U.S.S.R. However, there exists a tremendous gap between the developed and the underdeveloped countries. In the industrialized nations, per capita energy use is often 40 to 50 times greater than in the developing countries. This disparity between the developed and underdeveloped countries is increasing.

Perhaps, with improved global relations, the "development gap" may be bridged and more equal standards of living will be found throughout the world. This is a tremendous challenge to mankind and we have yet to accomplish this task.

by Jim Jackson
Human Studies

Letter to the Editor

Dear Editor:

I read with particular embarrassment and regret the article entitled "The Rites of Fall" by Dr. McLean in last month's DIALOGUE. The article tells of the week of seminars which the new faculty members experienced the week before registration commenced. To use Dr. McLean's words: "By the end of the week Humber had . . . gained a dedicated group of enthusiastic teachers."

As pleased as I was to read of the program which the Professional Development Department had planned for the new teachers to orient them to the college and to provide them with the opportunity for peer evaluation, I was struck by the statement that Humber had gained 46 new teachers this Fall. It has not. Humber has gained far more than 46, but these other new teachers were not invited to Geneva Park; the uninvited new teachers are the new sessional instructors.

The sessional teacher differs from his permanent faculty counterpart in one regard: his term of employment at Humber is for four months. In all other respects, he resembles a permanent faculty member and has the same responsibilities to inform, motivate, and invigorate his students. Indeed, unless told, the student would have no idea that he is being taught by an itinerant scholar — a true masked man of modern day academia.

There are obvious financial reasons why the new sessional instructors were not invited to Geneva Park (the sessional's contract began the week after the orientation), but there are just as obvious reasons why ALL new faculty members should partake of this valuable offering from Professional Development. Sessional instructors are also a "dedicated group of enthusiastic teachers," and when they first come to Humber they should be included in "The Rites of Fall."

Regards,
George Byrnes,
Teaching Master,
Human Studies.

The Book Review

THE MAN FROM ST. PETERSBURG by Ken Follett

The New American Library of Canada Ltd.
New York, N.Y. 10019

Feliks "The Man From St. Petersburg" endeavours to try and change the course of history by his actions, and nearly succeeds.

Like all fanatics, Feliks is driven by a strong, radical philosophy. He believes that by killing a Russian prince on a political mission in England, he will stop mother Russia's sons from fighting in a war which doesn't concern them, and which will bring their country and people further misery. He travels through many countries under abject conditions, suffers poverty, hunger, and pain, lies, steals, and kills but will not relent from his pursuit. He will try and try again to reach his final destination where he will stalk his prey. However, Feliks runs into a major obstacle, a long lost love appears on the scene. This forces a complete change of plans temporarily, and also puts him into focus with the law where he finds himself a most wanted person and runs for his life.

While Feliks tries to hide, London faces the problem of militant women who are protesting to obtain the vote. Feliks manages to melt into the crowd once more and evades the law.

Ken Follett narrates so adroitly in his latest thriller full of suspense and action. It is easy and interesting reading. I recommend it.

by Caroline Betsch
Continuous Learning

Computers and the Humanities,

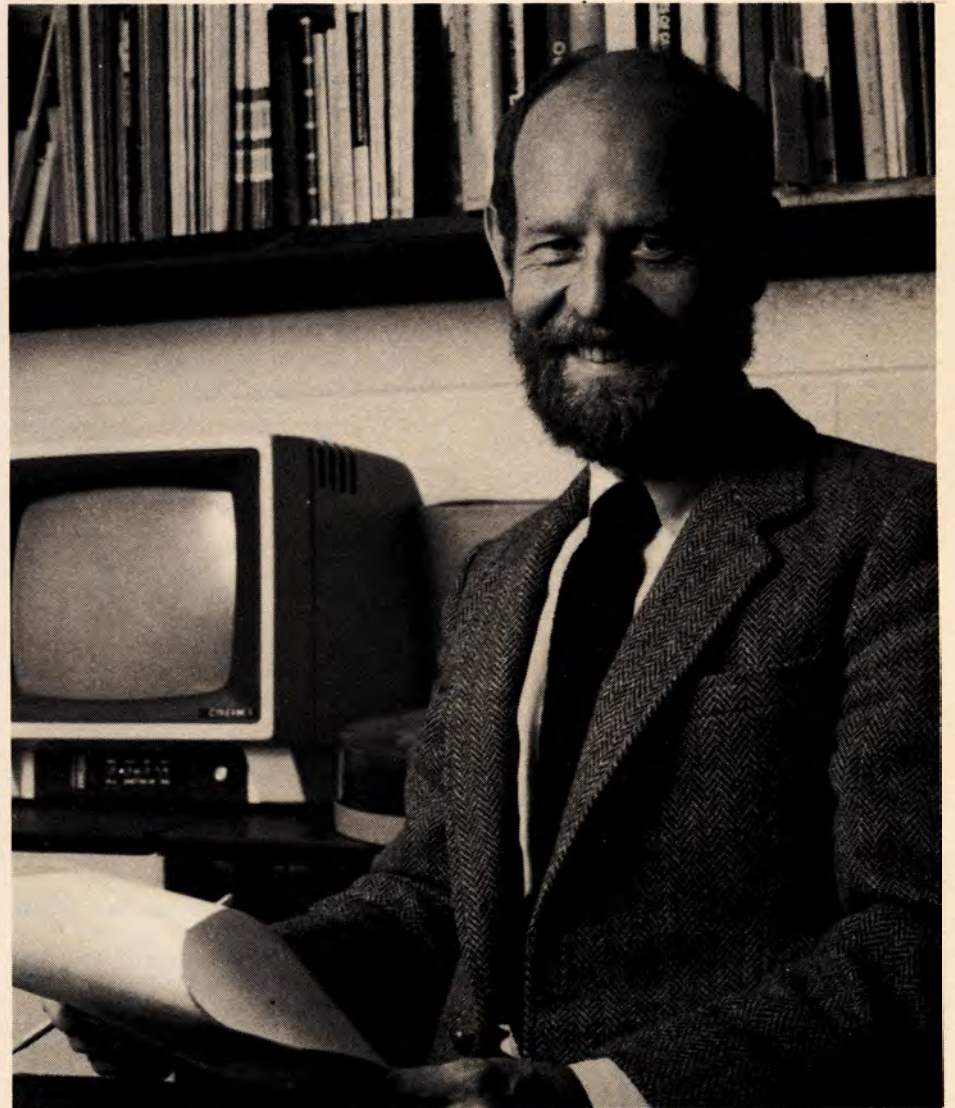
In Part I of this discussion, I suggested that the computer may be thought of as a technological extension of the brain and the nervous system. The function of the computer is to take in, store, retrieve, process and put out information according to predetermined patterns. What is remarkable is that a computer can perform these functions with economy and speed that excel those of our own brains. Furthermore, the complexity of the computer's manipulation of information evermore closely matches the complexity of human thought in those proscribed areas to which this tool is applied. A future article on artificial intelligence may help to explain the present strengths and weaknesses of thought emulation by computer.

For the time being it is sufficient to group the idea of the computer as essentially an information technology. As such it exists arguably in direct line of descent from all our previous information technologies, namely print and before that, hand writing, and before that poetry. And before that? — Possibly the emergence of that very software of the thinking brain, language itself. Notice that the path from language to computer is marked by major increments in information-handling capability. The jump from speech to writing increased not only the quantity of information available but also its durability and its integrity. Print improved each of these and added speed and a new breadth of distribution. Similarly, the computer has improved and added. But added what? It is very likely too early to know fully, but at the very least, the computer has added primitive thinking and convergence to information handling. It is all rather as though we had books that could pass on their chapters to other books and other tools.

To the extent that computers are changing the methods by which we conduct our thinking lives, they must in time become as significant a part of the study of communications, the arts, and the humanities as words and books are now. Yet we can be assured that books will not be displaced by computers any more than writing was displaced by print. The character changed but the basic attributes remain indispensable. How can the study of communication, the arts, and the humanities incorporate computer technology into their enterprise? — At the moment in roughly three ways: using computers, teaching about computers, and teaching with computers.

Within the idea of using computers we can capture two applications: computerized research and word processing. Computerized research is basically the ability of library services to store their contents in machine-readable form. Any scholar or student may thereafter work with a librarian to build a search strategy with which to navigate electronically through the body of stored information seeking ideas on a particular subject. Interested? — Talk to Cheryl Salkey in the library about Humberline.

"Word Processing" — Four years ago the term sounded at best bizarre and at worst sinister and dehumanizing. You could process cheese and diminish it as you did so, but process words? — Absurd. Yet now, we accept the concept and the term and get on with our lives. (It is amazing how language informs us, and expands to meet the world as it is.) The fact is that word processing has the capability of enhancing the writing and thinking processes. In addition, word processing software can converge with grammar and



spelling software to hold the promise of freeing English teachers and English students alike from drudgery. You're in doubt? — Talk to Bob Coleman, Human Studies, about "Epistle" and "Writer's Workbench".

The responsibility of the humanities to teach about new information technologies and the use of the computer as a teaching tool will be the third and final part of this discussion of computers and the humanities.

by Peter Muller
Continuing Education and Development

Ontario Training Incentive Program

The economic picture in Canada is brightening slowly as Statistics Canada figures loudly proclaim. However, the human tragedy of unemployment is still with us in staggering proportions. To help alleviate this festering condition, the Provincial Ministry of Colleges and Universities has launched a new marketing campaign, O.T.I.P. (Ontario Training Incentive Program).

O.T.I.P. will provide grants to employers and employees for up to a four year time span at a basic rate of \$1,000 per year. O.T.I.P. is basically a two-part program and is well defined by its budgetary allocations and conditions.

\$3 million was provided for 1983-84 for a new, permanent Ontario Training Incentive Program to support long-term, on-the-job training. This facet of the program will allow for 1,150 training places in 1983-84.

\$8.5 million was allotted to support short-term training over the next two years only. This aspect of the program will provide for 8000 positions in industry.

O.T.I.P. also provides enriched incentives for employers who will train in the following job categories:

- draughtsmen/women
- chemical process operators
- industrial electricians
- aircraft mechanics
- systems analysts and programmers
- instrument repairmen/women
- industrial maintenance mechanics
- numerical control programmers

Companies training in these particular areas will receive \$1,000 at the end of the first, second, third, and fourth year of training. In addition, the trainee will also receive a similar amount at the same intervals.

As an added motivation, \$1,000 is also available to employers to cover the initial 10 week familiarization period of the employee.

As an integral part of this program an employee is eligible to attend a college of applied arts and technology for up to 50 days a year, at no cost to himself or his employer. The college is funded by O.T.I.P. at a per diem rate that averages out to \$30 per day. This provides an optional benefit that is valued at \$1,500 per year.

To qualify as a potential recipient of this program the employer must meet certain conditions. The company must have been established for a minimum of one year, and must guarantee that their participation in this program will not affect the status or working conditions of existing personnel. Salaries must meet minimum wage requirements. Proof of training must also be evident; a schedule of training must be produced.

Interested employers should contact a local CAAT and ask for the O.T.I.P. coordinator. In the case of Humber College, the program is being implemented by the Professional Service Division and the contact person is Jim Mackintosh.

Reclassification - One Step Forward ?

Support staff classifications are not indigenous to the individual college but are defined system-wide by a committee of Ministry and College representatives. The classification system is then administered by the Personnel Relations Centre of the college concerned.

A complete listing of all job categories and their intrinsic duties are available in the Personnel Relations Centre, the Library, or from the Union President, Don Stevens, or Chief-Steward, Rhoda Sullivan. This document is known as the "Class Definitions". Generally, there is a wide disparity of tasks being performed across the system with the larger colleges trending towards greater sophistication and specialization.

The salary level for each new classification is determined with the aid of province wide salary surveys, and then subject to negotiation between O.P.S.E.U. and the Council of Regents.

With these factors in mind, if reclassification is a possibility in the individual's opinion, certain procedures must be followed. The employee should notify his supervisor/manager, preferably in writing, that he wishes to be considered for reclassification. If the supervisor agrees that there has been a major increase in the level of responsibility of the position, he/she will assist the employee and the process will enter the second stage of the procedure. However, if there is great disparity in the staff/managerial perception of the tasks being performed, the employee can contact the Personnel Relations Centre directly and the latter will act as a mediator in the process.

Assuming total agreement, the supervisor submits a formal request to the Classification Committee with the revised duties fully documented, together with the original job description. This information should be submitted six weeks in advance of the convening of the college job evaluation committee (support staff). Prior to the committee evaluating the job, an audit of the position is conducted by Joanne Bleasdale from the Personnel Relations Centre.

The audit process involves an interview with both the employee and the supervisor in order to ensure that the committee has all the pertinent facts when they evaluate the position. The job audit places no judgement on the position, or the reclassification request, it is merely a recording of the facts as reported by the employee and his/her supervisor.

In evaluating the position the committee strives for unanimous agreement from its members before going on to the next job.

After the committee has evaluated the job and made their recommendation, the results are conveyed to the individual and his/her superior within seven days.

Should the committee turn down a request for reclassification, certain alternate procedures are available to the employee. A formal appeal to the committee can be launched through the Personnel Relations Centre within seven days. Or, the employee can approach his/her supervisor and request higher levels of responsibilities in order to increase his/her scope. If, there is an unresolvable difference of opinion, the decision may ultimately be referred to an outside provincial committee or the employee may choose to launch a grievance through the channels detailed in article 18.2 of the 1982/83 Collective Agreement for Support Staff.

Prior to launching an appeal or grievance the employee and the supervisor should sit down and objectively assess the class definition of the classification which they were aiming for and make sure that at least 50% of the employee's duties do in fact clearly fall within the classification, otherwise further action will be fruitless.

The classification system is based on levels of responsibility of a job with no allowances for volume or merit. Movement through the salary range is determined strictly by seniority.

In an organization as established and mature as Humber, the likelihood of established positions experiencing major increases in responsibilities is unlikely. However, should this occur a

college job evaluation committee is responsible for evaluating all support staff requests and making recommendations to the Director of the Personnel Relations Centre - see College Policy & Procedure Manual 04-06-10 (i).

The members of the committee are trained outside the college in job evaluation techniques and as well attend provincial seminars on our own classification system in the colleges.

The Classification Committee meets four times per year and its current members are as follows:

- Joanne Bleasdale - Classification Officer.
- Betty Campbell - Administrative Staff First Line Supervisor.
- David Guptill - Chairman - votes only in the case of a tie.
- Yvonne Korince - Member of Support Staff Bargaining Unit.
- Dennis Stapinski - Manager of Employment.

Toby Fletcher acts as a consultant to the committee on compensation issues. Support staff represented on the committee were recommended by management on the basis of their diverse experience in the college, their length of service, and their professional reputations.

In order to be considered for reclassification, substantial changes must be evident in your revised job description in the following two areas:

1. Increased responsibilities related to the higher job category must be present in excess of 50 per cent of the work content.
2. Independent judgement must be exercised. On a continuum of accountability entry level jobs e.g. typist steno, feature specific supervision. In the middle range of clerical positions, e.g. clerk III, direction is available but the employee functions fairly independently. At the highest end of the scale, support service category, the employee acts on his own initiative and is responsible for his/her own decisions. As well the support service officer categories are considered to be administrative in nature and the assigned duties must reflect this.

by David Guptill
Personnel

Here's to the New You..

At a recent Human Resource Development Seminar, Dennis Stapinski, the Employment Manager of the Personnel Relations Centre outlined a few basic tips that would be of value to those interested in promotion at Humber College. On your list of things to do, you should investigate the following:

1. Acquire a good, general, overall knowledge of Humber, its individual departments and activities.
2. Make full use of the part-time evening courses available through the Continuous Learning Centre. Also, focus on the short-term workshops offered throughout the college. These activities are seen as good indicators of your level of ambition.

3. Convey the impression of a well-rounded educational background. This can be self-taught with the use of an effective reading program and choice of public television offerings.

4. If possible, seek out involvement with other college departments (via special projects, for example) to establish a good professional profile.

5. Do NOT overlook the importance of a good personal reputation. Glowering gets goats, not points!

6. Take the opportunity to serve on outside committees, if you are asked, or initiate an interest group outside of your regular work area. Although this may create more work for you, it also increases your exposure.

Here's to the new you.

Dateline: Divisions

DICK MACDONALD of the Applied and Creative Arts Division recently presented a talk at the Beth Tzedec Synagogue. His theme was **Canada's Newspapers, How Fair? How Balanced?** This opportunity to discuss the press and its responsibilities provided a good platform for Humber's ongoing presence in the community.

CONTINUOUS LEARNING REGISTRATION for the Winter 84 semester will begin on Saturday, December 10 from 9 a.m. to 5 p.m. Staff registrations will be taken during the preceding week, December 5-9.

CCL ENROLMENT figures for Fall 1983 indicate that 13,667 students are involved in the part-time learning cycle. This figure reinforces the pattern of steady increase over the past few years.

The Literary Reading Series continues its successful run at the Lakeshore Campus. TIMOTHY FINDLAY, professional actor and writer of film and radio scripts will be presenting a sample of his work in the Lakeshore Library on Wednesday, November 2, 1983, at 2 p.m. Mr. Findlay won the Governor General's Medal for Fiction for his work THE WARS, soon to be a motion picture.

ATHLETICS highlights the following events for November. On November 17 and 18, over 1000 athletes will participate in a Canada Cup Wrestling Tournament to be held in the Gordon Wragg Centre.

Following right on the heels of the wrestlers, the Ontario Boxing Association will take over the gym on November 19 and 20.

The Sloga Soccer League will visit for a tournament Saturday, November 26, 1983.

Any support staff with excellent secretarial skills is eligible for an EXCHANGE with Nelson and Colne College in Lancashire, England. The exchange may last from one semester to one year. Interested staff members should contact Doris Tallon, ext. 232.

JIM HARDY of the Technology Division has recently completed a text, HIGH FREQUENCY CIRCUIT DESIGN, published by Reston. This practical handbook describes the design of high frequency filters, amps, and oscillators. This book will eliminate valuable time spent in research labs testing experimental circuitry. The text is now in use in Canada, the U.S., and Europe.

November will be a busy month for AFFIRMATIVE ACTION. PEG EILER, Associate Dean of Applied and Creative Arts will address staff members on effective communication. Stand Up, Speak Up, Move Up takes place on Wednesday, November 2 at noon in the Board Room.

Presenting Yourself as a Professional will be the subject of discussion by JUDY FILO, an independent management consultant. Topics to be introduced include:

- the stereotype of the Professional Woman
- fear of failure
- the ideology of Superwoman
- coping with the guilt factor

This session is scheduled for Tuesday, November 15, at noon in the Board Room

Humber's new PHONE SYSTEM is scheduled for debut on Friday, November 4, 1983.