



*This is  
Humber College*

PUBLISHED BY HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Famed chef to train gourmets on campus



Igor Sukor, to teach new Humber program, wears traditional chef's garb, and is seen here with the chain of Rotisseurs gourmet society.

When the North Campus opens next September, students of a new program may well be preparing a flaming beef tenderloin dish known as "Prince Igor". And if that happens, students will be administering the new Food Services Supervisor Program, as it is called, is a logical outgrowth of the need for fine food, well prepared. Kitchens everywhere must be administered and staffed: in hospitals, hotels, restaurants, schools and colleges, catering establishments and many other places. The essential element is that today's food executive must know Canadian taste buds have become highly critical.

The program, a two-year course, will be directed by Igor Sukor, master chef. For the past five years, he's been director of the apprenticeship program at George Brown College's Food Service Department. Mr. Sukor was a professional in food long before he left his native Europe twenty years ago.

Since then, he has served as a chef at leading establishments in the United States and Canada. He is a member of the Federation des Chefs de Cuisine of Canada, the Gourmet Society of Toronto, The Canadian Restaurant Association and a confrere of La Chaine des Rotisseurs.

His program will teach all aspects of food administration and will feature other important skills for the food executive, such as human relations, economics, accounting and English.

At the recent national convention of the Canadian Restaurant Association, Igor Sukor's appren-

tices gave continuous demonstrations, and prepared food for the association's press party. One of the dishes at the party was a flambe recipe which has been originated by Mr. Sukor and students to cook. Appropriately, the boys dubbed it "Beef Tenderloin Prince Igor".

Ron Evans' column in The Telegram spoke of it in this way: "After the salad, the main course: Prince Igor something or other. This was a steak smothered in melting butter and then sprinkled with brandy and flamed. Wow!"

Since one of the practical applications of the Food Services Program will be to operate the staff and student dining facilities at the North Campus, Beef Tenderloin Prince Igor might well be on the menu one day.

## Generation gap no problem to student

It's "back to school" in more ways than one for Mrs. Gladys Jennings. A mother of two children and a grandmother of four, Mrs. Jennings was one of the first residents of Etobicoke to respond to the announcement that a community college would be established in West Toronto.

She's a retired civil servant, all of whose children received their early education right on the premises she now attends as a General Arts and Science student. Mrs. Jennings is amazed at the transformation of the old James S. Bell Public School she visited so many times as a parent.

"I always wanted to continue my education," she says, "and when I learned that Humber College welcomed students of all ages, I decided to accept the challenge. I'm glad I did."

Did Mr. Jennings and the children poke fun or raise objections? "No. We've always tried to take an interest in what each of us did, and we've always encouraged one another. I sincerely hope that my own experience will be an example to others."

The program is very interesting and I think it's up to as many of us older people as possible to keep abreast of the changing times, whether we do it the way I am or through night classes."

How does Mrs. Jennings get along with her fellow students? Is there an exchange of ideas or do they regard her as something of a curiosity?

"On the contrary," she states, "they've helped me immensely. I'm accepted as one of them and we get along well together. We all share a common bond and a feeling of pride that we're part of Humber's very first year."



Humber students, encouraged by Health Service, organized a blood donor clinic and found it fun, judging by the smiles of (left to right) Wayne Bult (Architectural Drafting), Charlie Fox (Business Administration) and Jim Turak (Architectural Drafting).

### A VISIT TO "MOTHER"

## Drop-ins encouraged here

The lady who's known as "Mother" by the students — otherwise Mrs. Jean Jones, B.Sc. N., provides Humber College's health service in a pretty informal way. She's quite happy to, and pleased that she dispenses more information than she does pills.

"We want students to feel they're welcome to drop in at any time, to discuss any aspect of health, either in or out of school," says Mrs. Jones. This dialogue between students and health service has already led to their participation in several college-sponsored activities, among them a seminar on young people and sex.

"Our concern is with the physical well-being of the student in order that

he or she may gain maximum benefit from Humber College. Among the services we provide are: emergency care for illness and injury during college hours; referral for more complex health problems and general guidance in the art of living in a healthy, happy manner. Our consulting physician, Dr. Roberta Robinson, visits us frequently."

Since the establishment of Humber College, the Health Service has been the centre of a good deal of student activity. A group of students in the Business Division, headed by Penelope Smith and Ronald Barrow, organized a blood donor clinic to co-operate with the Canadian Red Cross' drive for volunteers; 149 pints of blood were donated by students.

"We were proud of the fact that a total of 32 percent of the student population gave blood," says

Mrs. Jones. This figure indicates the enthusiasm they have for such projects, since the Ontario student average is about 20 percent of enrolment.

Other activities generated from the Health Service include the organization of regular visits by the Gage Clinic's mobile X-ray Centre and an unusual symposium held this winter: Sex and You.

Interest demonstrated by students in the need for mature discussions on sex led to four seminars — held on three weekday evenings and a Saturday. A total of 120 students turned out to hear such eminent authorities as Dr. John Rich, psychiatrist; Dr. Stephen Neiger, psychologist and sexologist; Mr. Aubrey Golden, lawyer; Dr. Clair Robinson, psychiatrist; and Humber College consultant, Dr. Roberta Robinson.

## Flower power gets new status with landscaping program

In September, when the new North Campus opens, its 180 acres may be swarming with students armed with blueprints and landscaping equipment.

They'll be enrolled in the new Landscape Technicians Program which hopes to produce skilled graduates capable of being employed by landscape architects, golf courses, parks departments and other organizations to whom pride in a beautiful external environment is part of their way of life.

The program, part of the Applied and Liberal Arts Division's expan-

sion, will be handled by Richard A. Hook, N.P.D., and Gordon McNair, N.P.D. Both instructors are graduates of the Niagara School of Horticulture, well-known throughout North America as one of the leading schools of landscaping. The exquisite mile upon mile of river front maintained by the Niagara Parks Department are adequate testimony to the influence of the school.

"Our program," says Mr. Hook, "will include important guest lecturers — parks officials, landscape architects, nursery operators — and we'll do a large amount of field

work, particularly at the North Campus. By September, a complete greenhouse will be installed.

"Additionally, during the summer months, students may be placed individually in field work, and their work will earn them college credits. Our objective is to turn out front-line supervisors in a field with excellent employment opportunities. The new Landscape Technicians Program is one of only two such in all 19 Ontario colleges of applied arts and technology; education in this area has been relatively neglected until the present."

## This is Humber College

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

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# "College Serves All" Humber registrar says

"Humber College is designed to serve the entire community, and not just a segment of it," says Registrar Harry P. Edmunds, B.A.Sc., P.Eng.

"We believe that the entire population should be aware of the opportunities available to them at Humber College. A wide range of programs, designed to suit almost any desire and available to applicants with varied qualifications, is ready for your participation on a full-time or a part-time basis."

It is Mr. Edmunds' job as a Registrar to process applications for admission, schedule and report on examinations, and keep the public informed about Humber College.

"Humber College is prepared to arrange a course for mature students (who are over 19 years of age, and have been working for at least a year) to improve their qualifications, in order that they may gain admittance to any college program.

"Colleges of Applied Arts and Technology are basically occupation oriented. Hence we offer programs that individuals with higher than average qualifications, or even university degrees, will find beneficial."

The basic qualification for all full-time programs and part-time credit courses in the extension division is Ontario grade 12 graduation or equivalent.

Where additional special qualifications are specified, the College offers a ten-week summer course to students who do not have these, in order to prepare them for the desired program.

Applicants who do not have the basic admission requirements can obtain them through preparatory programs offered by the college.

"Public relations is very important," says

Mr. Edmunds. "There is a need to interpret the community to the college, as well as the college to the community. We have to let students know what we have to offer, but we must also know their needs.

"This publication, for instance, is one way in which we are trying to help people understand Humber College, and what it means to the community. We want people to know that there is a welcome for all students at Humber College and that we serve broad educational requirements."

**You won't walk  
that lonely mile**

When Humber College opens the initial section of its new North Campus next September, students will find themselves a mile and a half from public transportation. But they needn't worry.

Humber College has already begun studies of various methods of transportation from the present T.T.C. terminus at Albion Road and Martingrove Road, served by bus routes 37A and 45A.

"One possibility is to run our own bus line," says Dean D. Light. "The main consideration is to provide fast, effective transportation to and from public lines. The feeder lines to routes 37A and 45A are good and we feel that shuttle service is a possible answer."

Several plans are under consideration and when one has been finalized and submitted to the board of governors, Humber College will make an announcement. Students may expect to learn full details before the end of May.

# Report to the community

From Gordon Wragg, B.S.A., M. Ed., President, Humber College of Applied Arts and Technology.

Like characters in a science fiction story, we at Humber College are living in three dimensions of time — past, present and future — at one and the same moment.

We are looking back on the expired portion of our first college year with a feeling of pride in our achievement, and a certain sense of relief. Retrospect, however, is only a good exercise if we can draw from it lessons for the present and future.

As for the present, we have to deal with the day-to-day needs of our 500 students and our able staff. We prefer to think of these needs as opportunities rather than problems, for student and teacher alike are going through a new process. They're participating in a new kind of educational concept — the college of applied arts and technology.

Humber College is one of 19 such colleges conceived by the Ontario Department of Education and it was developed by the Board of Governors appointed from the Boroughs of Etobicoke and York. The aim of Humber, in keeping with the objectives of such colleges, is to meet a double challenge: to provide our graduates with the practical knowledge and ability to live and work in an era of rapid technological change, and to make them truly cultured citizens through an awareness of the liberal arts.

Thus, we look to the future with enthusiasm rather than anxiety, for in spite of many difficulties we shall have to overcome in establishing new teaching divisions and programs, in moving to a new campus and in doubling and redoubling our enrolment, the sense of adventure shared by students and instructors will grow.

It is my own earnest conviction that Humber College's character will evolve as a developer of ideas. Let us remember the words of Victor Hugo: "There is nothing so powerful as an idea



GORDON E. WRAGG

whose time has come." We believe that ideas generated by the people who have passed through Humber College can play a significant part in the community, the province and the nation.

Humber College was established to serve, principally, the Boroughs of Etobicoke and York, although several of our students come from other parts of Canada and, indeed, of the world. Your Board of Governors and I felt that it was time we showed the college to the community. This newspaper is a report to you on our progress and our aspirations.

## HOW TO GET INSTANT INFORMATION ON HUMBER COLLEGE



*Would you like:*

- A college calendar?
- Information on a specific program?
- To know about our evening classes?
- News about our summer courses?

**Call us at  
259-8401**

**and ask for  
HUMBER HOTLINE**

*Would you like:*

- Information on adult upgrading programs?
- Details of our apprenticeship programs?

**Call us at  
252-2293**

**and ask for  
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Registrar Harry P. Edmunds (left) and Dean D. E. Light discuss plans and programs for 1968/69 college year. They expect to see an enrolment of 800 students, up 1300 from Humber's first year.

# Come to a bright new world on a 180 acre college site

By D. E. Light, B.Sc., M.Sc., P.Eng., Dean, Humber College of Applied Arts and Technology.

Any institute of learning must be far more than bricks and mortar, or dimensions and statistics. We like to feel that this is particularly true of Humber College.

Although we have taken great care to insure that we're building heart and soul, friendliness and co-operation right into our foundation stones, it is necessary at some point to outline the structure and scope of Humber College in terms of physical inventory.

Last fall, when we opened our doors to some 500 students, we did so from a building which was originally scheduled for demolition until a community college was planned for Western Toronto. This was the original site of the James S. Bell Public School, long since relocated in new quarters.

While the Humber College premises were limited in size and antiquated in appearance, the building was structurally sound. With the imaginative assistance of our staff and our students, we've transformed the interior of the old building

into a bright, colorful place which provides a cheerful atmosphere for all of us.

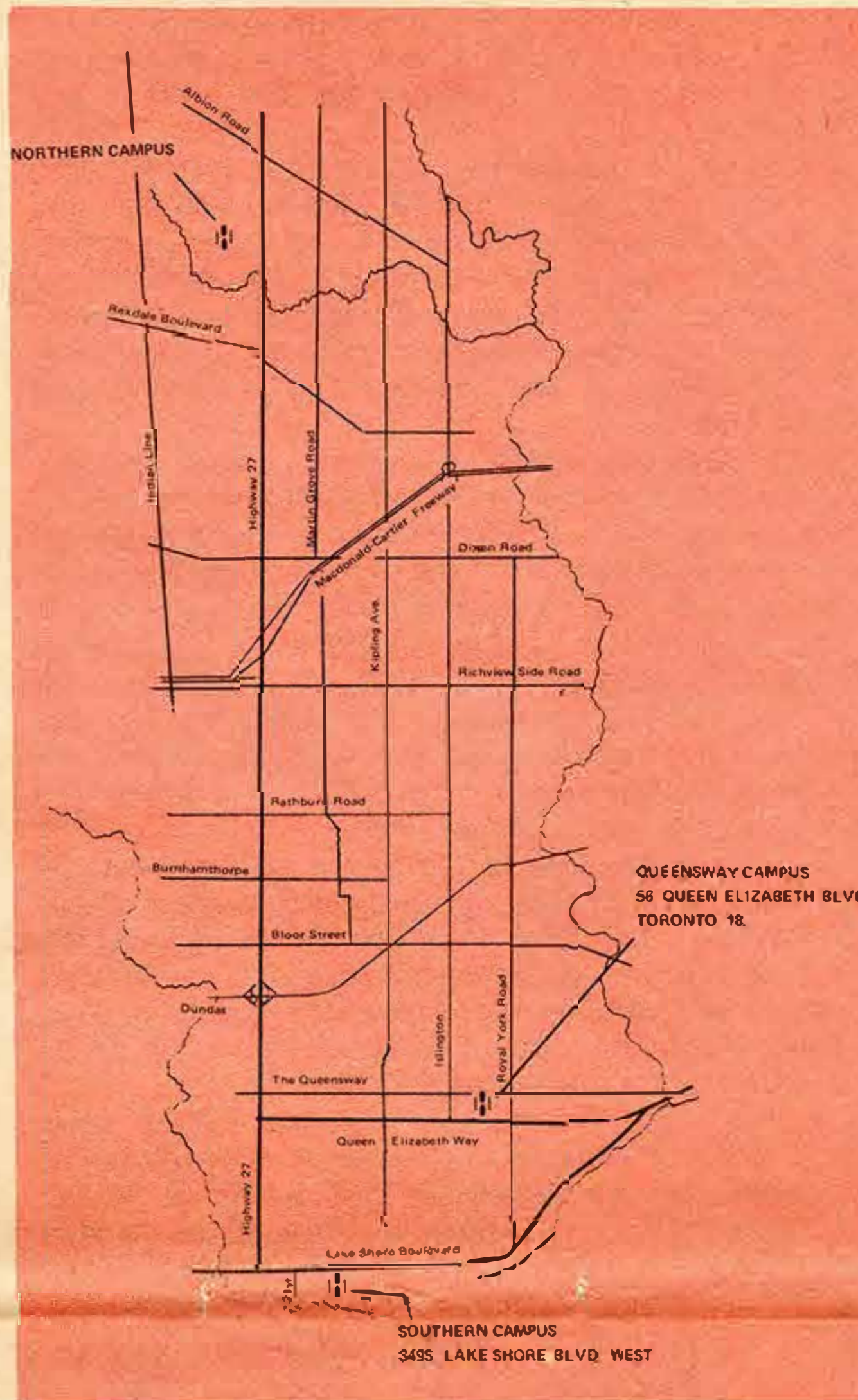
In September, 1967 Humber College gave instruction under three divisions: Applied and Liberal Arts; Business; and Technology. A fourth, the Apprenticeship Division was initiated in January 1968. Now we are organizing a fifth, the Creative Arts Division, which will begin its programs next fall. We also assumed, on April 1, 1968, responsibility for the Etobicoke Adult Training Centre at 56 Queen Elizabeth Boulevard; it is now known as our sixth, or Manpower Division.

With these six divisions all operable by September 1968, we look forward to a total enrolment of about 1800 students: 600 in the Manpower Division and 1200 in the others.

Our plans for a new campus, already under consideration, have been stepped up to accommodate the new students expected in the other five divisions, and we are projecting the following arrangements.

The new location, to be known as the North Campus, will be situated in the northwest part of Etobicoke, on a 180 acre site.

## HUMBER COLLEGE of APPLIED ARTS & TECHNOLOGY



This is situated on Highway 27, about four miles north of the Macdonald-Cartier Freeway, one mile north of Woodbine Racetrack and directly opposite the site of the planned Etobicoke General Hospital.

Recently, Humber College's architects, Allward and Gouinlock, completed their plans for an initial permanent building of sufficient proportions to accommodate the entire Business Division, the Creative Arts Division and certain classes of the Applied and Liberal Arts Division.

Apprenticeship, Technology and the remainder of Applied and Liberal Arts will, for the time being, stay at 3495 Lakeshore Boulevard West, and this building will be known as the South Campus. The site at 56 Queen Elizabeth Boulevard will be referred to as the Queensway Campus.

The "student explosion" generated by the population increase during post war years has caused us to take a serious look at the projected student enrolment figures. For this reason we do not wish to make final predictions on the appearance or size of the North Campus. Conservatively, however, we

can state that a realistic figure for the entire student population of Humber College in 1972-73 would be 5,000.

During our first year, we have established 15 programs of study. In 1968-69, we shall have 23 programs. Most programs will allow one or more electives in each year and such is our curriculum that a student may elect a particular subject in another division from his chosen field of study. A technology student may wish to take a course in painting, a business student may wish to increase his knowledge of another language, or a creative arts student may wish to learn something about computers.

This exchange, we firmly believe, will encourage our students to be wellrounded people, respectful of the crafts and professions of others as well as their own. While the main burden of planning for the future rests with Humber College's board of governors and the administrative and instructional staff, it is to the students also that we look for ideas. It is our aim to provide for them the atmosphere in which ideas can grow and multiply.

## Today



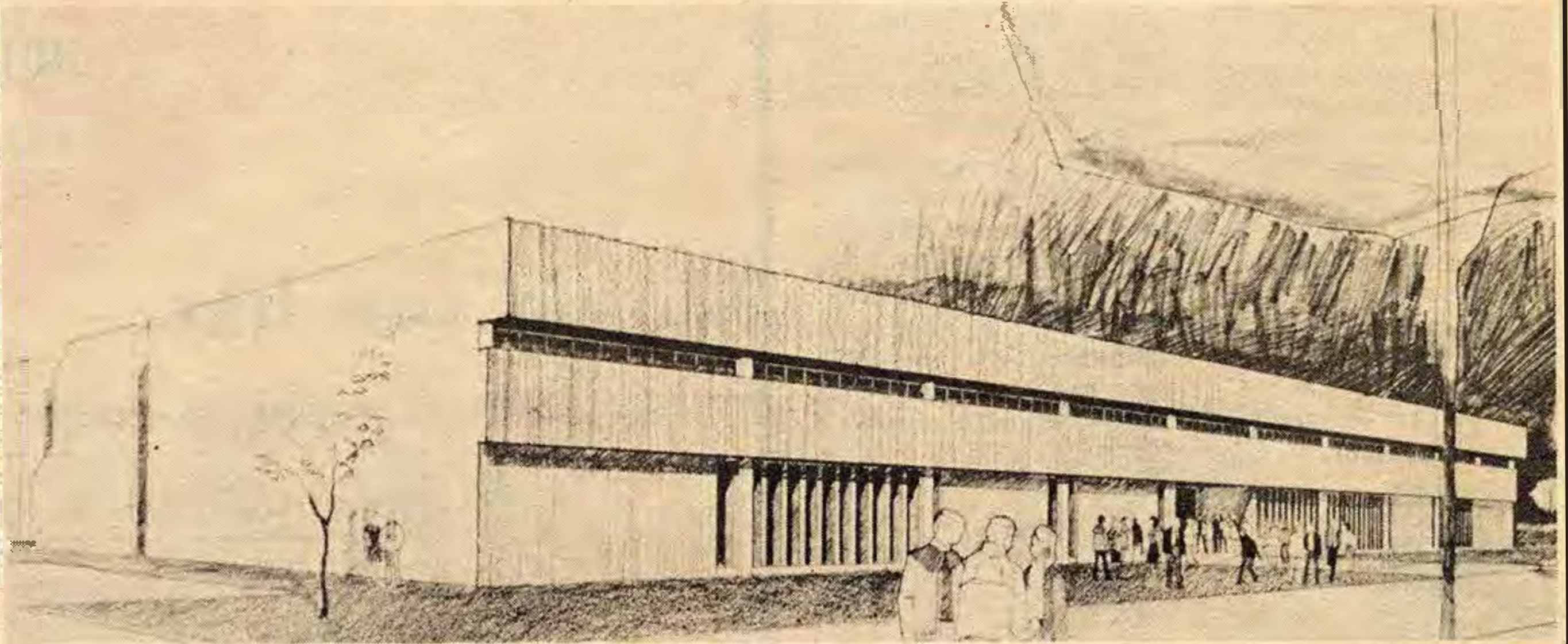
PRESENT Humber South Campus, at 3495 Lakeshore Blvd. W. is former James S. Bell Public School.

Designing an important educational institute like Humber College's new North Campus isn't an easy matter. It required careful consideration of present and future student requirements and a thoughtful appreciation of the environment in which the building complex will be located.

In the case of the North Campus, the environment is a wooded, 180-acre site about four miles north of the Macdonald-Cartier Freeway, richly endowed by nature due to the presence of the Humber River at its boundaries.

Peter A. Allward, B. Arch. M.R.A.I.C., partner in the well-known architectural firm of Allward and Gouinlock, who are designing the campus, states: "We have recently informed the Board of Governors of Humber College that, for this particular site and function, we believe an integrated complex, planned as a single structure, will be the most suitable. Scarborough Col-

## Tomorrow



IN SEPTEMBER, some students will move into this two-storey structure on the new North Campus. This is an artist's conception of the building which will eventually be transformed into a Field House

lege is at present the most illustrative local example of this approach to campus planning."

The architects believe the integrated complex to be the superior approach for the following reasons:

- (1) At all stages of its development, it will exhibit a sense of visual continuity that will, even on completion of the first section, create an instant visual impression of the character of Humber College;
- (2) Less of the magnificent site area will be consumed by buildings, thus preserving more of the site for landscaping and for long-term expansion needs;
- (3) Utility mains for water, gas, steam, sewerage and electricity will be shorter, smaller, more accessible and hence less costly to build and maintain;

(4) Pedestrians will not be required to walk out of doors to get from one part of the campus to another.

The first step, scheduled for the beginning of the fall semester in September, 1968, is a Field House which can be easily absorbed into a larger complex. This will provide two floors of classroom, laboratories and other facilities. When further elements of the campus have been completed, the Field House can then be converted to the housing of gymnasias, dressing rooms and other facilities necessary for athletics and physical education.

The building's exterior will be of a temporary stucco. When a total design philosophy has been adopted for the North Campus, it will be relatively easy, say the architects, to clad the Field House in materials compatible with the entire complex.



Rex Sevenoaks' wide acting experience includes the British production 'The Trap', filmed in B.C. He's seen here with Rita Tushingham, who starred in movie.

# Applied and Liberal Arts

## What's happening? is in the classroom



One advantage of being in Home Ec. is that you're often able to eat the food you prepare. Here Lyn Grossi (left) and Phyllis Cutajar serve crepes stuffed with shrimps to fellow students at luncheon.

— Not long ago, two Humber College boys spent a weekend in Yorkville, dressed in the height of hippie fashion. They hadn't become drop outs; they'd volunteered to go as part of their sociological studies.

— A local resident who collects Canadiana brought three trunk loads of valuable first editions into the classroom. Students were amazed to see the abundance of Canadian literature that had been published before 1920. They pored over the books for hours.

— Don Rogers, well-known Canadian filmmaker and National Film Board staffer, frequently shows and explains his productions to Humber College students. Currently, they're making two documentaries of their own, based on student ideas, enthusiasm and photographic skills.

To put students in the College's Applied and Liberal Arts Division into direct contact with the subjects of their studies is the dedicated aim of Frederick Manson, M.A., a former head of English at Burnhamthorpe Collegiate. As chairman of the division, he's constantly trying to bring a feeling of "what's happening" right into the classroom. If this isn't possible, students are encouraged to go outside and find it for themselves. Hence the Yorkville visits.

Tutorials, seminars, symposiums, field trips and library studies help to engage the students' concern for direct, vital learning experiences.

"Study is meaningless unless it can be related to the student's own life, personality and ambitions," says Mr. Manson.

"We're an occupation-oriented college, but we must remember that modern society has made mastery of the social sciences and humanities a 'survival skill.' French, psychology, sociology and economics are today as important as English, mathematics, chemistry, physics and history.

"Our objective, as a college of applied arts and technology, is to supply qualified graduates to industry, commerce, government and the professions. Our programs must, however, spring from the needs of the individual student. For the first time in Ontario, the student has the opportunity, at a post-secondary school level, to satisfy these needs in an environment other than the university."

First semester results have indicated that students are enthusiastic and completely involved in their studies. In the 1968-69 year, four new programs will be added to the existing three. In addition, General Arts and Science students can in the next college year specialize in either journalism or public relations, guided by highly qualified instructors.

The Applied and Liberal Arts Division will, in 1968-69, offer 25 subjects as electives to all students at Humber College. The subjects range from chemistry to French language laboratory, from theatre arts to elementary Spanish.

## How to get lessons for the drama of life

Shakespeare once suggested that all the world is a stage. If he was right, then what better way can there be to prepare for it than to be taught by a seasoned actor?

Rex Sevenoaks, M.B.E., M.C., B.A. (Oxon), who teaches Verbal Communications at Humber College is a veteran of the footlights, and in grooming his students for the drama of life, he believes that above all he must instill in them a sense of motivation.

"Motivation is what any person who wants to communicate must have, whether he's on stage, on the public speaking platform, in front of a prospective employer at a job interview or just trying to make an impression on a girl," says Mr. Sevenoaks.

The term "public speaking" horrifies Rex Sevenoaks, who says: "Learning to speak in public, is of course an important by-product of our course, but the emphasis is on sound and articulate person-to-person communication. And communication is a two-way street, with listening and understanding what's being said to you as important as getting your own point across.

"At Humber, we can provide the time, facilities and teaching methods unavailable to the student in secondary school. For instance, we hold group discussions on topical subjects.

"There's no censorship, no holds barred and all students are encouraged to speak up. Each must be prepared to back his or her argument with facts or convictions, and to receive the constructive criticism of the group."

Mr. Sevenoaks, who has communicated with the public via teaching and acting in all media — screen, stage, radio and television — has played innumerable important

roles in National Film Board productions and on CBC's "Festival" series. He was in the multiple award winning Last Man In The World, a "Wo-jack" episode and in the recent CBC-ABC joint venture Dr. Jekyll and Mr. Hyde. Last year, he was seen in The Trap, an Arthur Rank production filmed in B.C., in which he played the leading supporting role.

"There's so much need for sound person-to-person communication in the world today that it becomes an important student responsibility to learn the art of verbal communication," says Mr. Sevenoaks. "After all, however much you may know about your chosen field of endeavor you are going to have to communicate the knowledge to others. It's the impression you make at the 15-minute interview that gets you the job."

## Nursery school organized

This spring, a Humber College student may ring your doorbell. She'll be asking if you have a pre-school child you'd like to have cared for, half-days, Monday through Friday.

The canvass is part of the organization of a new nursery school to be opened in September at St. Agnes' Church, Marina and Long Branch avenues.

The school will be staffed by highly qualified teachers who will conduct a learning program for three and four-year-olds and train the future nursery school teachers enrolled in Humber's Early Childhood Education program.

Parents are welcome to call Mrs. Bette Campbell, 259-8401, for further information.

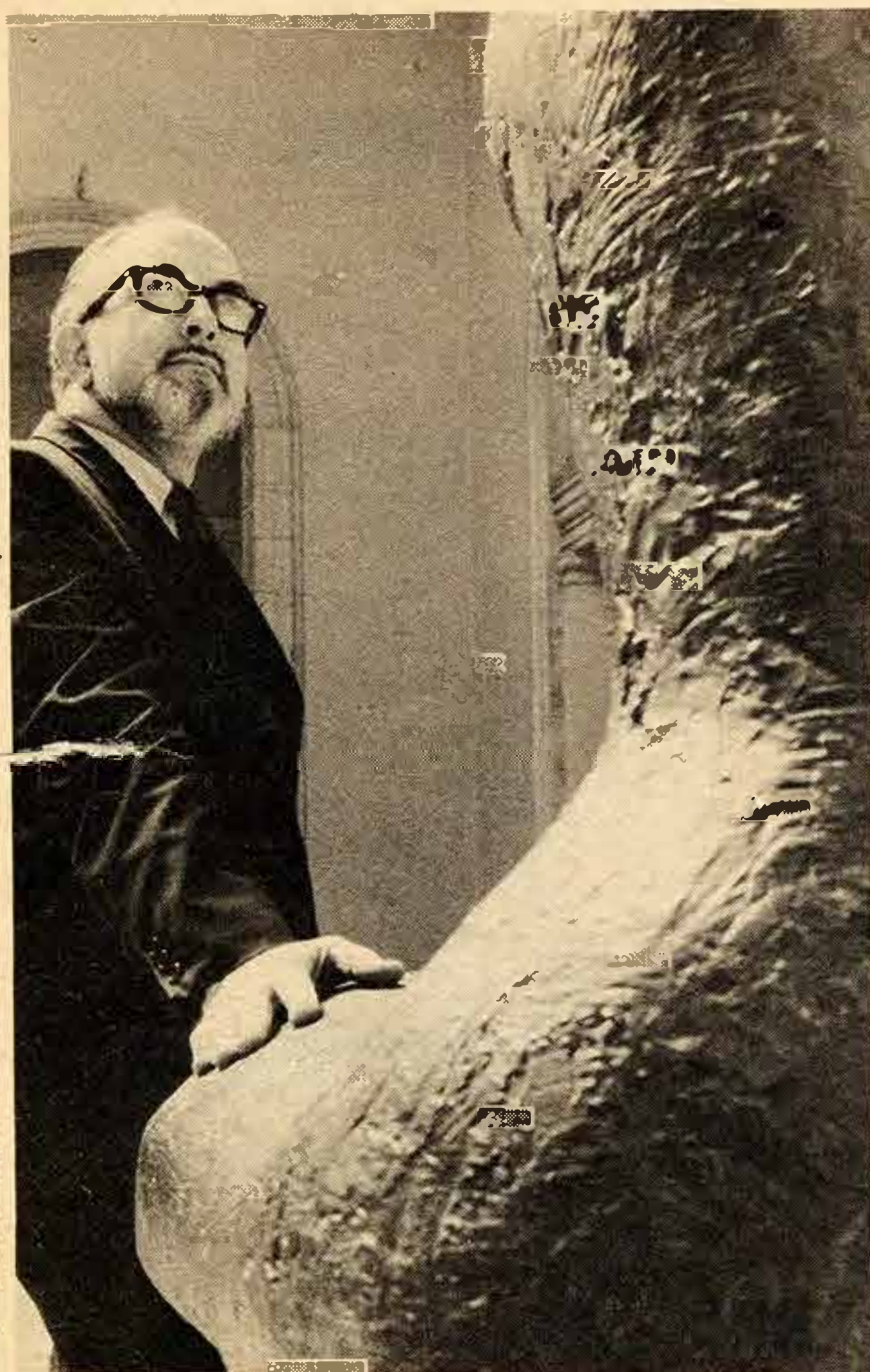


Frederick Manson, Chairman of the Applied and Liberal Arts Division at Humber College, believes in engaging students in direct, vital learning experiences.



Margaret Grainger (Early Childhood) is enjoying such an experience as she spends a day with youngsters at the Sunnybank Nursery School in Streetsville.

## Creative arts division formed



Hero Kielman studies Henry Moore sculpture at The Art Gallery of Ontario.

"Canada is not a country renowned above all else for culture."

One person who takes exception to the above statement which appeared recently in an English newspaper is Hero Kielman, M.F.A., who in January was appointed chairman of Humber College's new Creative Arts Division. When the College re-opens in September, 1968, the newly formed division will present a variety of options. They include: painting; sculpture; interior design; creative photography and cinematography;

environmental metal arts; and advertising and graphic design.

"In popular terminology," says Mr. Kielman, "this is the age of the 'explosion.' There is the population explosion, the student explosion, the technology explosion, the communications explosion. The cultural explosion is just getting underway, and its impact will be felt all over Canada.

"Art galleries (both public and private), centres for performing arts, theatrical groups, chorales, symphonies, craft centres, film societies, publishing houses and libraries are all basking in the upsurge of public interest in culture. It follows that in the near future there are going to be far more Canadians of all ages who will require formal training in the creative arts."

The basic language of the division's programs will be visual self-expression, so all students enrolling will undergo a foundation period of 10 weeks. This period will involve a general introduction to studio practices and to drawing, design and modelling.

After that, the students will be counselled on their progress and encouraged, if advisable, to reconsider the area of interest originally selected.

Mr. Kielman, who was formerly vice-principal of George Brown College, Toronto, has taught fine arts since 1954 and is himself a well-known practising metal artist. He took his graduate studies in Amsterdam and Schoonhoven, Holland.

"Apart from a responsibility towards its own students," says Mr. Kielman, "the division will have an important duty to perform for all others at the College. We plan to make available to students from other divisions elective courses in such areas as: History of Art, Art Appreciation, Music History and Musical Appreciation."

Another function of the division is seen in its role as a community resource centre for the creative arts, and an important showplace for theatrical performances and exhibitions of photography, fine art and arts and crafts.

With many residents of Etobicoke and York living as far as 25 miles from downtown Toronto, the Creative Arts Division could become the nucleus of cultural activities in western Metro. From its establishment, it will be located on the new North campus, and it is hoped eventually to include there facilities such as an auditorium and exhibition galleries that will attract the general public.



"Open door" counselling service, headed by Philip Karpetz, is available to all Humber College students.

## "This is not a school for drop-outs" --- Counsellor

"One of the false impressions we're trying to erase is that community colleges like Humber are places for high-school 'dropouts,'" says Philip Karpetz, B.A., B.D., counsellor at Humber College of Applied Arts and Technology.

The Saskatchewan-born psychologist and United Church minister insists, anyway, that very few students are real 'drop-outs'. Rather, they're forced out and away from their studies and true vocations by psychological pressures that can build up in countless ways — from home life, from inner emotional problems, from fellow students and from misconceived career aspirations.

"Our approach to counselling at Humber," says Mr. Karpetz, "is to take a look at the whole person. What are his real needs, compared with what he thinks he needs?" He cites the example of John V. . . , son of a professional man who last summer was told he must repeat Grade 13.

"The boy's heart, until that time, had been set on dentistry, but the jolt of failing Grade 13 changed his mind and he decided to try Humber College with a new career — he didn't know precisely what — in mind. He came to see us.

"We pursued the programs open to him and discussed the alternatives. He was highly enthusiastic. However, a battery of psychological tests that we made to give us a profile of his vocational interests and personality showed us that John was ideally suited for a career in dentistry and we persuaded him to go back to secondary school and do Grade 13 over again. John's father came to see us and thanked us personally. He was so impressed by Humber College's attitude that he suggested we

interview another of his children who, by the way, is well suited for one of our programs."

Then there was Charles T. . . a lad with a history of having taken without much success a variety of programs at secondary school and after working for one year, returning to school finally to graduate from a Science and Technology Grade 12 program.

"His apparent success at this latter effort convinced Charles that he would do well to enrol in our Technology Division," states Mr. Karpetz, "but extensive interviewing and a battery of tests showed that he wasn't technology oriented but showed great promise as a writer. He is now taking a General Arts and Science Course at Humber and is extremely happy. Next year he'll take the public relations or journalism option."

Philip Karpetz emphasizes that he has permission from the students and their parents to relate the above case histories. Counselling at Humber College is regarded as a highly personal service, observed in strict confidence.

Either before commencement, or during his or her studentship, the student is encouraged to seek the advice of the Counselling Department, and is assured that whatever is discussed remains a completely private matter between department and student.

"Our policy," says Mr. Karpetz, "relies on the 'open door' system. No referral is necessary. Students make their own appointments. Worry, doubt and misunderstanding can be sources of failure in an educational community such as Humber College, which places so much reliance on individual participation. Our motto is: Share your problems — don't keep them to yourself!"

## Phys Ed's really starting to move at Humber college

Robert O'Driscoll, the author of this article, came to Humber College in January on a four month loan from Waterloo University, where he's a second year student in Physical Education. Since the beginning of this year he's been acting director of Physical Education and has helped organize the initial athletic activities of Humber College, under the direction of our Counselling Department.

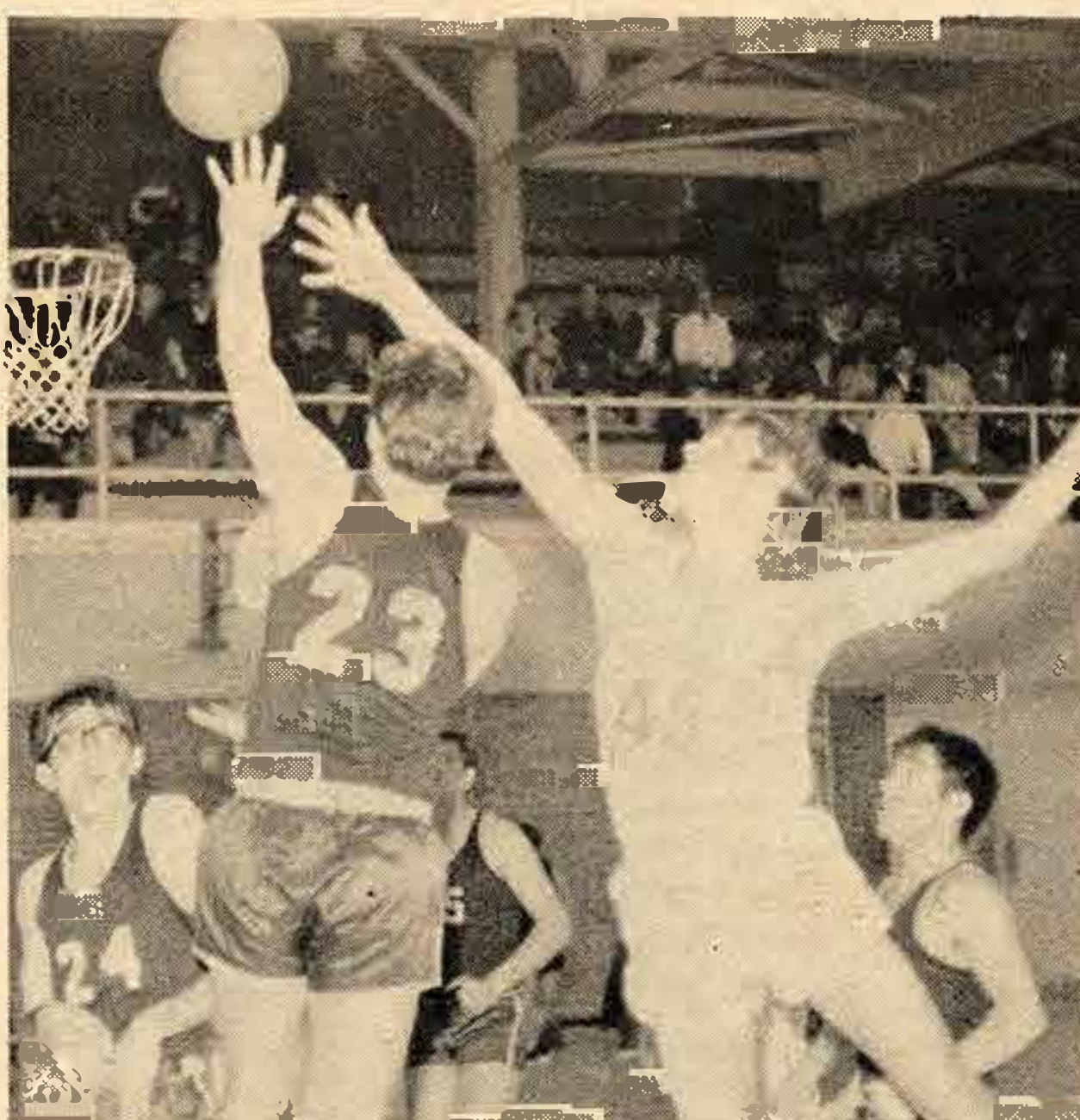
We were all proud when, last month, the College Newsletter announced that four of our girl students: Sharon Bruce, Phyllis Cutajar, Lyn Grossi and Kathy Tierney had won the curling tournament of the Ontario Colleges Athletic Association.

We hope that this will only be one of many championships won by Humber College.

Those of us who started the athletic programs here have done so with the belief that healthy competition for healthy bodies is an excellent thing and that we'll stress the importance of winning (as a team) more than the necessity of winning.

What is our progress to date? We've joined the Ontario Colleges Athletic Association — a new league for the 19 community colleges in this province. In the 1968-69 college year, we'll be able to compete in intercollegiate sports and hope to do in basketball, hockey, soccer and volleyball as we did in curling this year. We have already played a number of exhibition games in this league and our progress has been good.

Of course, our intramural activities will expand greatly when the new campus is established, but even our next year's program is promising. We hope, by September, to have organized badminton, golf, a gun club, gymnastics and wrestling in addition to the subjects I've men-



Up and Away! Humber team (black shirts) has the ball from Sheridan College in exhibition game.

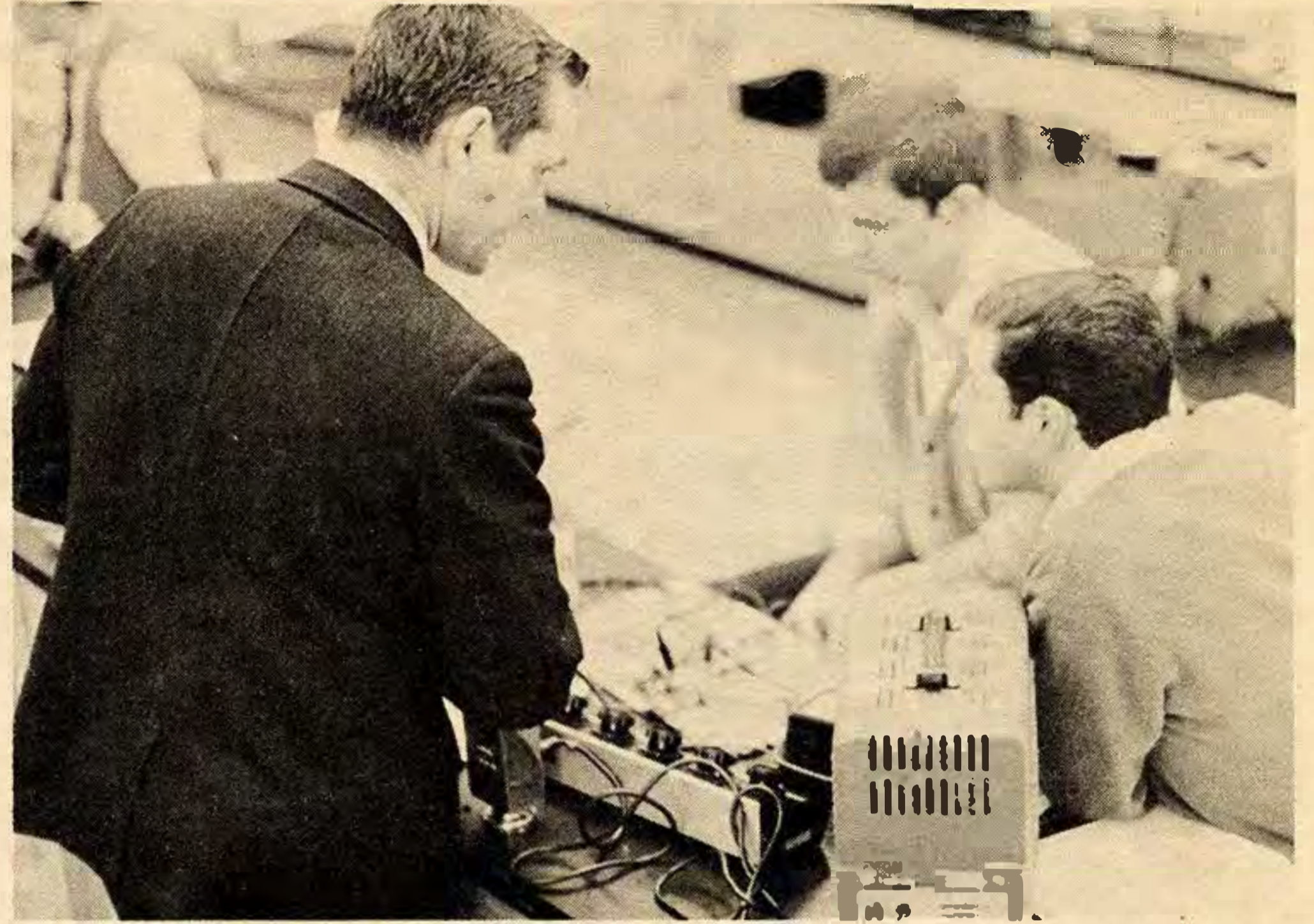
tioned. The ski club, already formed by students this winter, may also come under direct college programming.

When I return to Waterloo, it will be with a feeling of genuine pleasure that I have taken part in the beginnings of the athletic program at Humber College and a sense of satisfaction in the knowledge that already thirty percent of the students here are participating. This number, I know, will grow. The enthusiasm of my teammates here guaranteed that it got off to a swinging start.

# Technology division prepares students for 21st century



Laboratory experiments are frequent occurrences in the classrooms of Humber College's Technology Division. (Left) Chemistry Instructor Ralph Dinsmore watches



Tina Allan conduct an experiment while Olga Susnik registers amazement. The girls are students in the Laboratory Technician program. (Right) Physics and

Electronics Instructor Bruce Peters discusses transistor amplifier circuits with Andy Lemyk and John Catanho, also taking Laboratory Technician program.

## New Technology Courses

Most people who think that Canada is an exciting place to live in, point with pride to our growing importance as a manufacturing nation. This is especially true if they're residents of Metro Toronto, where, during the past decade, there has been a tremendous growth in industries, large and small.

And that's why a college like Humber must constantly expand its scope along with the community.

Among the new programs planned by the Technology Division for Humber College's 1968-69 year are two designed to supply skilled employees to the manufacturing industries.

One of these programs, Tool and Die Technician, is a two-year course that will produce graduates who have both practical toolmaking experience and design ability. The student can look forward to employment as a designer or estimator or as an assistant to production and tool engineers. He will be taught: drafting techniques, manufacturing processes, quality control, materials, manufacturing costs and tool performance.

ity control, materials, manufacturing costs and tool performance.

The second, Industrial (Production) Technology will be given as a second year option in the three year Engineering Technology Program. The program is oriented to the needs of engineering in the manufacturing industries with a special emphasis on mechanical engineering. Organization, supervision, scheduling, layout, materials handling, packaging and work study will be taught.

Employment opportunities both in the Etobicoke and York areas and throughout Metro are at present numerous, with promise of a further increase to match the expected upward curve in Canada's industrial output.

Other new programs for 1968-69 are a two-year Civil Technician program, a two-year Electrical Technician program and an Electronics Technology option in the three-year Engineering Technology program.

## 'Change characterizes the Sixties'



James W. Speight, chairman of Technology Division

If there's one thing that characterizes the Sixties more than anything else, it's change, states James W. Speight, M.A., P. Eng., chairman of Humber College's Technology Division.

He and his staff know that the "technological revolution" has been with us for some years; and that it is now accelerating at a rate that will rush us headlong into the year 2000 with overwhelming advances. Transportation, communication, housing, power supplies, food sources and medicine will be so changed that everything we work with, use or own in 1968 will be obsolete.

Here are a few of the things that advancing technology may make possible during the next 30 years: computerized medical histories of all the world's citizens, as an aid to medical science; synthetic foods to banish hunger from the face of the earth; safe, automated highways with speedy electric cars spaced at short intervals; underwater cities to relieve congestion, and underground microwave-transmitted electricity to eliminate overhead cables.

"We're most conscious of this revolution," says Mr. Speight. "Adaptation to change is the guiding philosophy of the division. Many of the students who graduate from Humber College will

be in highly responsible positions by the turn of the century. It's up to us to make them aware of the fact of change, to make it a way of living to them.

"Our society demands a vast increase in technicians and technologists and it's a slow process for industry to train them. We can do it faster and better with, of course, the cooperation of industry to make plant tours and other forms of exposure available to students.

"The terms 'technician' and 'technologist' have precise definitions, endorsed by the Ontario Association of Certified Technicians and Technologists. The technician is trained in methods and techniques which concern the building, installation and servicing of equipment. The technologist has a training which stresses theory and its use in problem solving, but performs functions of a more practical nature than the engineer or scientist."

The division provides training for both technician and technologist and currently boasts three laboratories: for electronics, chemistry and physics. Five further laboratories will be added by September 1968 and the number of programs will expand from four to ten.



Arthur Penny, Instructor in Architectural and Mechanical Drafting explains the function of a worm and worm wheel, with aid of overhead projector.



# HUMBER COLLEGE OFFERS YOU



This program is designed to meet the training requirements for the Nursery Education Association of Ontario certification of pre-school teachers. A year of successful work experience following graduation from the program is required for certification.

You learn the necessary skills to assist the young child develop into a self-reliant, emotionally stable, productive citizen. Emphasis is placed on development of the "total child" and practical experience is given in parent-child-teacher relationships.

### FOOD SERVICES SUPERVISION PROGRAM (2 YEARS)

The current acute shortages of trained staff in all branches of the Food and Hospitality industries create a variety of opportunities for graduates. These exist in: hospitals, clubs, resorts, hotels, restaurants, catering services and the Canadian forces.

You will be taught a fundamental knowledge of food products and standards, quantity food production purchasing, basic accounting and human relations in business management.

You will receive abundant practical on-the-job training to equip you to understand all phases of this expanding industry.

### HOME ECONOMICS PROGRAM — (3 YEARS)

The growing opportunities for young women in the fashion and food industries, extend from institutional employment to retailing and journalistic positions. This program offers basic training in Home Economics with two options.

#### Fashion Option

You are given professional training in the development and illustration of creative fashion design. Emphasis is placed on technical skills such as factory construction methods, display, photography, layout and fashion commentating; and field trips to Metro garment and textile establishments, retail stores and fashion studios enhance the program.

#### Food Administration Option

The basic skills necessary to the preparation of food and the supervision of food service are taught with an emphasis on the development of leadership abilities. Stress is placed on such important aspects as standardization of recipes, purchasing and the planning and supervision of food service facilities.

### LANDSCAPE TECHNICIANS' PROGRAM (2 YEARS)

Landscaping today is an important function in the planning of harmonious external environments. Opportunities are excellent for employment by landscape architects, general contractors, horticultural nurseries, parks systems, and conservation authorities.

You will be taught to design layouts, prepare drawings, communicate ideas to clients, and supervise field work employees. First-class training facilities will be available on and off our campus. This course will appeal to you if your interests are in developing a career in landscape, arboriculture, and horticulture fields.

### SOCIAL SERVICE ASSISTANTS' PROGRAM (2 YEARS)

A widening area of social service organizations needs trained assistants. Graduates will be in demand with government agencies, welfare organizations, community groups, children's institutions and the social services departments of religious organizations.

Through a problem-solving approach, you are taught the goals and values of social service. The program of studies offers you instruction in the humanities and behavioral sciences, an understanding of people and their motivations, and the theory and practice of social service program administration.

## APPRENTICESHIP

### ELECTRICAL CONSTRUCTION APPRENTICESHIP PROGRAM (Over a 3-Year Period)

One out of every twenty employees in Canada is in some branch of the electrical industry. The trade of electrician therefore provides good opportunities, working conditions and pay scales with a continuing promise for the future.

Electrical Apprentices registered with the Industrial Training Branch of the Ontario Department of Labour are admitted. Total in-school training program is twenty-two weeks.



### HAIRDRESSING APPRENTICESHIP PROGRAM (Over a 3-Year Period)

The increasing demand for services once considered luxuries reflect the high standard of living. The demand for hairdressers has reached a point where it is difficult to supply enough trained operators.

Hairdressing apprentices registered with the Industrial Training Branch of the Ontario Department of Labour are admitted. The length of in-school training is twenty weeks.

## BUSINESS

### BUSINESS ADMINISTRATION PROGRAM (3 YEARS)

Business and industry are today prepared to hire promising graduates of Business Administration courses as management trainees. Openings range from retailing positions with department stores to accounting positions with manufacturing industries.

It is the intent of this program to afford young men and women with the capability of becoming management trainees in all types of business and industry. For the first two years you will take a program common to all students, and then in the third year you will pursue a specialty.

The four specialties: Financial Management, Marketing Management, Industrial Management and Institutional Management.

### ACCOUNTANCY PROGRAM (2 YEARS)

Variety in job selections by a graduate with an accounting diploma includes positions in: cost accounting, inventory control, quality control, accounts receivable, accounts payable, and payroll departments.

General principles are taught which will enable the graduate to qualify for further specific training by an employer.

Most professional accounting courses will allow credit towards their own diplomas if you have graduated from Humber College. Thus with further study you should be able to earn professional accounting status within two or three years after graduation.

### DATA PROCESSING PROGRAM (2 YEARS)

As more and more organizations install computers, greater need is expressed for trained technicians and this occupation is considered to have one of Canada's largest growth potentials. You are taught skills necessary to understand the theory and practice of data processing together with related subjects such as mathematics, English and business psychology.

It is considered highly likely that, to students who plan a permanent career in data processing, further study after graduation will lead to continual progress in the work situation.

### SPECIAL COMPUTER PROGRAMMER'S PROGRAM (1 YEAR)

Opportunities exist in exactly the same field described above.

This program, while teaching the same skills as data processing, places direct emphasis on producing graduates who can specialize in the programming area.

Very soon after graduation, you should be in a position to perform effective service within a data processing department.

## APPLIED AND LIBERAL ARTS

*In all of these programs, you will obtain field practice and on-the-job training to make classroom studies more realistic and meaningful.*

### GENERAL ARTS AND SCIENCE PROGRAM (3 YEARS)

Provides an essential foundation for specialization after graduation, in such fields as teaching, social services, industry, commerce and government.

The curriculum involves you in studies and experiences giving you the freedom and responsibility for your own progress.

English is an obligatory subject and you may select, from a wide range, five of the six subjects necessary to complete the first year program.

You may balance your selection from the humanities, social sciences, languages, mathematics and applied sciences.

There are presently two options in the General Arts and Science Program:

#### Journalism Option

Which offers instruction in a field with a growing need for writers, editors and planners for: newspapers, radio and television, magazines and book publishers.

The emphasis in this program is on writing and you will be taught to communicate ideas forcefully and clearly. Specialized skills will also be taught, such as: how to lay out and design a publication; the fundamentals of typesetting and printing; how to edit; how to handle a camera; and the function of advertising in the news media.

The program concentrates on vital subjects in the social sciences and humanities to enable you to understand and interpret our increasingly complex society. You will be expected to write for, and edit, the campus newspaper and to perform actual assignments for local news media.

#### Public Relations Option

With the growth in power of public opinion, organizations have an increasing need to remain aware of its nature, and to interpret themselves to their various publics. There should be growing opportunities for public relations technicians with business, industry, government departments, social and welfare organizations and public relations counselling firms.

The program will teach both the "why" and the "howto." You will be taught to recognize and understand the motivations and dynamics of public opinion.

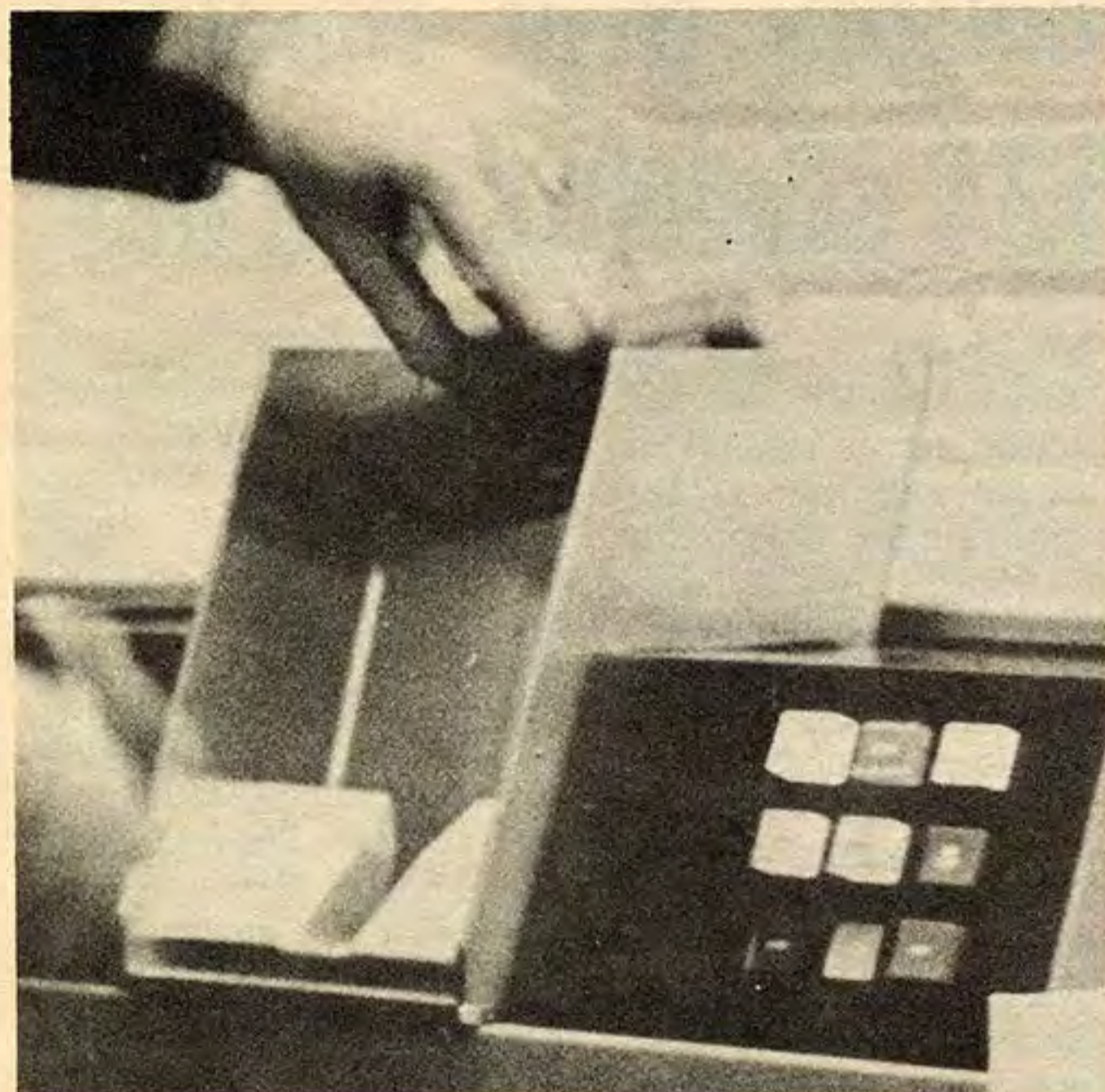
Communications skills — especially writing — will also be heavily emphasized, since it is important to be able to prepare such material as news releases, handbooks and brochures, radio tapes and motion pictures.

### EARLY CHILDHOOD EDUCATION PROGRAM (2 YEARS)

There's an increasing need for trained nursery school teachers to work in day-care centres, community nursing schools, hospitals, camps and other institutions devoted to pre-school care.



# THESE PROGRAMS IN 1968/69



## MARKETING PROGRAM (2 YEARS)

Graduates are likely to find positions as: sales representatives for retailers, manufacturers and distributors, and as members of marketing divisions (in jobs ranging from the traffic department to the advertising department).

The purpose of the program is to make you aware of the role played by the marketing function in modern industry. Subjects include accounting, advertising, English and psychology with special emphasis placed on the total operation of a business in relation to its efforts to research, develop, manufacture, advertise and sell products which will meet with success in Canadian consumer markets.

## SECRETARIAL SCIENCE PROGRAM (3 YEARS)

Every type of organization has a requirement for competent, efficient secretarial help, and today's executive secretary must have a wide variety of skills apart from efficiency as a stenographer.

The program's aim is to teach you the capability of acting as a secretary to any business executive, and emphasis is placed on a wide range of subjects in addition to the direct tools of the craft.

Graduates from this course will probably find themselves for a while in junior positions; but the opportunities for upgrading exist because of vacancies created in top positions by secretaries leaving due to marriage and the raising of families.

## LEGAL SECRETARY PROGRAM (1 YEAR)

The increasing number of law offices throughout Metro creates a continuing demand for good legal secretaries.

Specialized training is given by instructors who are familiar with the particular demands made on the legal secretary and emphasis is placed on the professional terminology and methods of preparing legal documents.

## MEDICAL SECRETARY PROGRAM (1 YEAR)

Hospitals, clinics and doctors' offices create a growing demand for specialized secretarial employees.

Graduates from this program will be qualified to fulfil these specialized requirements and you will receive training in medical terminology, correspondence reports and records.

## SPECIAL COMMERCIAL PROGRAM (1 YEAR)

This program is designed to train competent stenographers of the kind for whom businesses are continually advertising.

You are taught the necessary skills to apply for a stenographic position from which you will with sufficient practice and increasing competence, be in a position to progress to secretarial work.

## CREATIVE ARTS

The creative arts division offers a basic course plus options according to demand. All commence with the common, 10-week foundation period which offers you a general introduction to studio practices and to drawing, design and modelling.



At the end of this foundation session, you are counselled on your progress and encouraged to select the area of interest for which you are most suited.

## ADVERTISING AND GRAPHIC DESIGN PROGRAM (2 YEARS)

Advertising and graphic design are applicable to all modern communications media and graduates could find employment with advertising agencies, design studios, photo engraving studios, publishing houses, printing establishments, retailing and industrial companies, magazines and newspapers, motion picture producers and television stations.

The program will develop studio skills and practice and the ability to express, in word and symbol, creative expression of forceful ideas.

Subjects include illustration, typography, materials and processes and specialized art techniques.

## COSTUME DESIGN PROGRAM (2 YEARS)

As a costume designer, you could be eligible for employment with clothing and fabric manufacturers, and theatrical, television and motion picture producers. As a fashion illustrator, you could be employed by manufacturers, magazines, catalogue houses or advertising agencies.

You are taught the development of the costume throughout history and its relationship to the worlds of fashion and the theatre. Thorough instruction is given in both illustration and rendering. All fabrics and materials are studied in depth.

## CREATIVE PHOTOGRAPHY AND CINEMATOGRAPHY PROGRAM (2 YEARS)

There will be an increasing demand for trained, creative personnel in a continually expanding group of industries such as commercial photography, television and motion pictures.

This program teaches you the theory of form and composition, the relationship between light and shadow, and black-and-white and color processes in both still and motion picture photography.

A wide range of technical equipment of the most modern kind will be available for students' practical use.

## DECOR DESIGN AND WINDOW DISPLAY PROGRAM (2 YEARS)

Ample employment opportunities should be offered through the continuing growth and development of retail stores, showrooms, design centres and display houses, and the performing arts.

The program encourages you to explore the techniques of product display, counter display and showcase design as well as exhibitions and stage and screen decor.

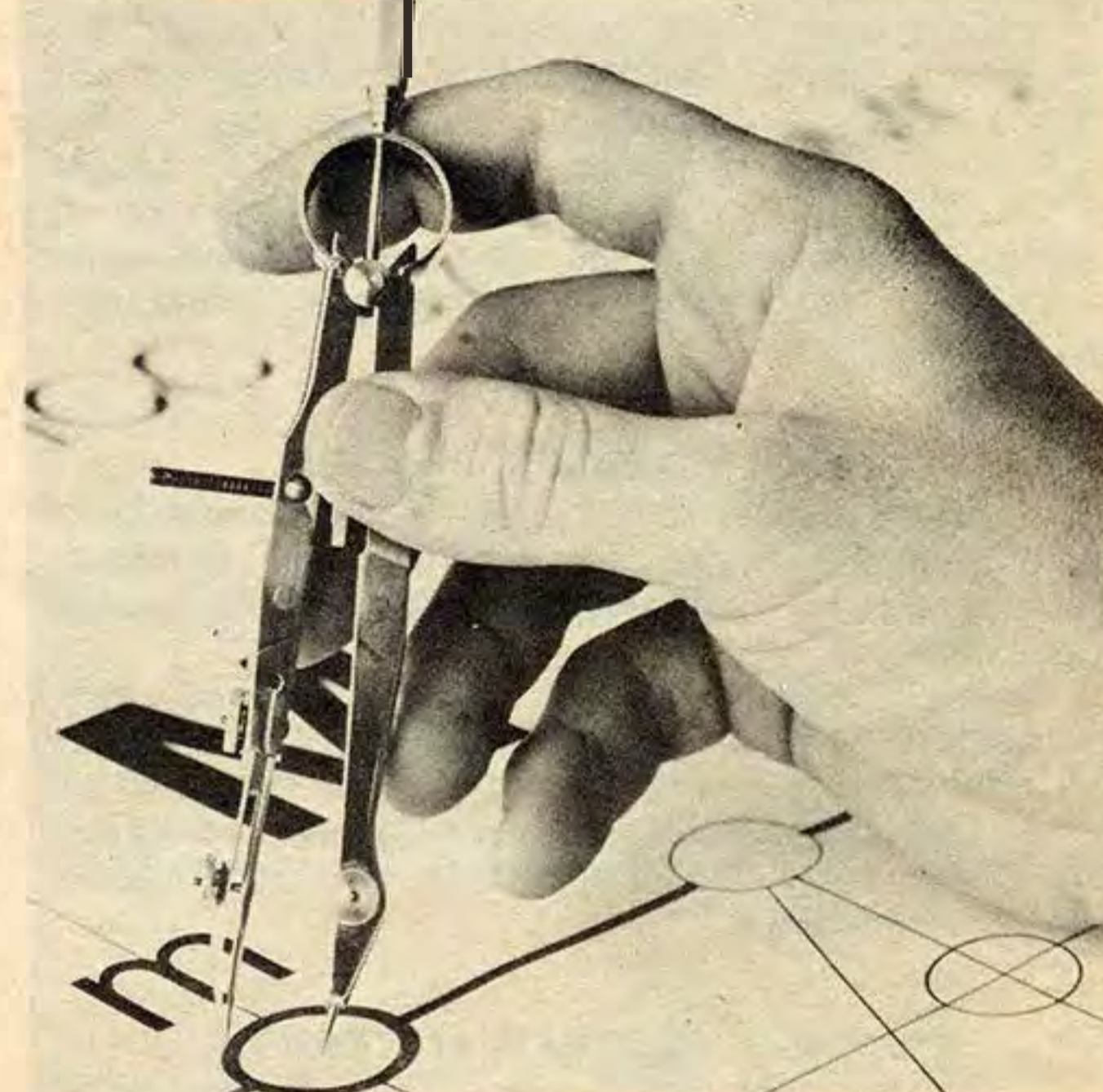
You will learn the theory and practice of design and construction and the use of a wide variety of materials.

## DESIGN TECHNICIAN PROGRAM (2 YEARS)

Prospects appear good for employment with architects, industrial designers and other related professionals.

You will learn to find solutions to design problems, develop maquettes of architectural designs and industrial prototypes and are taught the technique of working in a variety of materials, such as wood, metal, plaster, clay and plastics.

(Continued P. 10)



## TECHNOLOGY

### ENGINEERING TECHNOLOGY PROGRAM (3 YEARS)

This program presently offers two options, based on a common first year which helps bring all students to a level of training necessary to proceed with the course of their choice.

#### Electronics Technology Option

There are good employment opportunities for trained people in: environmental testing, research and development, manufacturing processes, production and quality control, sales and service, and in teaching.

As an electronics technologist, you are trained to assist scientists and engineers in solving conventional technical problems, using established principles and techniques.

#### Industrial Production Technology Option

Employment opportunities exist in the manufacturing and industrial engineering departments of large and medium-sized companies engaged in high volume mass production.

You will be taught problem-solving techniques in the areas of organization, supervision, scheduling, layout, materials handling, packaging and work study. The program is business-oriented with an emphasis on mechanical engineering.

### ARCHITECTURAL DRAFTING TECHNICIAN PROGRAM (2 YEARS)

Private and governmental architectural offices are good sources of employment; in addition, persons with architectural drafting knowledge can find employment as field representatives, expeditors, estimators and construction materials salesmen.

The objective of this program is to train students to become highly skilled technical assistants in offices where architectural draftsmen are employed.

### CIVIL TECHNICIAN PROGRAM (2 YEARS)

The growth of the construction industry has brought with it a corresponding demand for consulting engineers, and it is expected that graduates from this program would find ample opportunities, at the semi-professional level, as assistants to consulting engineers.

The skills taught include the ability to design layouts, prepare drawings, select materials, and perform estimating functions.

### ELECTRICAL TECHNICIAN PROGRAM (2 YEARS)

The electrical industries provide employment for thousands of Canadians each year and graduates from this program could expect to find positions in research laboratories, electrical drafting departments, sales departments or electrical construction.

You receive general background training to provide you with a high level of adaptability, and are taught to apply the theoretical knowledge you acquire to practical situations.

### ELECTRONICS TECHNICIAN PROGRAM (2 YEARS)

As a graduate of this program, you can find outlets for your services in many engineering and scientific organizations. They include: equipment and component manufacturing, research and testing, electrical power plant operation, sales and service, and maintenance.

(Continued P. 10)

# Creative Arts Program

(Continued from P. 9)

## ENVIRONMENTAL METAL ARTS PROGRAM (2 YEARS)

Metalworking is now largely imported into Ontario and on-the-job training is practically nil. In view of the rapid development of our urban areas, opportunities should be numerous.

This program will prepare you to execute the creative metal art work required by architects and contractors in public buildings, churches, universities, colleges, stores and private residences. Skills taught include the design, presentation and fabrication of creative metalwork and you are given the opportunity to work in steel, bronze, brass, copper, aluminum, silver and gold.

## DESIGN PROGRAM (2 YEARS)

Rapid expansion of our cities, accompanied by a growing public desire for well-designed interiors, should lead to increasing opportunities for employment of graduates.

You will learn to analyze living space and apply this analysis to the solution of problems. The program will familiarize you with all materials used in interior design, including textiles, metals, woods and ceramics. You also study the design approached in related areas, such as architecture.

## PAINTING PROGRAM (2 YEARS)

While this program is more likely to lead to a career as an individual creative artist, graduates could find employment as illustrators in advertising agencies and commercial art studios.

Oil and watercolour painting are dealt with as serious, creative expressions and you are instructed in the use of other media such as acrylics, casein polymers and collage materials. The program takes in studies of techniques such as lithography, etching and woodblock and linoleum printing.

## PLASTIC AND GLASS ARTS PROGRAM (2 YEARS)

The increasing functional use of creative plastic and glass work by architects, craftsmen and manufacturers should lead to interesting opportunities for employment.

Study and practice involve you in the aesthetic approach to plastic and glass arts, the use of various materials, old and new techniques such as glass blowing and vacuum-formed plastics and decorate and functional applications for such work.

## SCULPTURE PROGRAM (2 YEARS)

As in painting, this program is more suited to the person bent on an individual artistic career.

You learn to appreciate sculpture as a vehicle for serious, creative expression and are taught the processes of armature construction, casting and welding. Practice is given in all sculptural media, from wax through plastics to metal and stone.

Note: (1) All the above two-year courses offer a third, optional year devoted entirely to creative studio work.

(2) Only those options will be offered for which there is sufficient demand.

# Technology Program

(Continued from P. 9)

The program affords you with a comprehensive background to modern electronic principles. Practical experience in a modern laboratory is a vital part of your tuition.

## LABORATORY TECHNICIAN PROGRAM (2 YEARS)

There are excellent opportunities for employment of technicians in governmental, institutional and industrial laboratories. Graduates could also find positions in areas such as the sales and service of laboratory apparatus and as salesmen with pharmaceutical companies.

The program's aim is to provide you with a general scientific laboratory background, with a strong emphasis on chemistry, to enable you to adapt to a wide variety of employment opportunities, from research and testing to sales.

## MECHANICAL DRAFTING TECHNICIAN PROGRAM (2 YEARS)

Consulting engineers and manufacturers are in need of trained mechanical draftsmen. Employment could also lead to opportunities as field representatives, estimators, expeditors, assistant designers and salesmen.

The program familiarizes you with the application

of design principles and practices, engineering standards, and materials. You are also taught graphical solutions to various engineering problems.

## TOOL AND DIE TECHNICAL PROGRAM (2 YEARS)

Opportunities in Metro are numerous; in the area serviced by Humber College alone, there are innumerable machine shops as well as an extensive network of light industry.

The program's aim is to teach you to become a specialist in tool and die design, with a firm background in the toolmaking area. You are taught drafting techniques, production methods, quality control, manufacturing costs, tool performance and the use of materials.

# Humber College preparatory programs

## PREPARATORY PROGRAM 'A'

For mature students who do not have Grade 12 or equivalent standing. This is an accelerated, two-semester program with the first semester upgrading the student to equivalent of Grade 11. The second semester upgrades the student to equivalent of Grade 12. Subjects covered are: English, mathematics, sciences, social sciences and humanities. Program leads to admission to a regular Humber College program.

First semester begins September, 1968.

## PREPARATORY PROGRAM 'B'

For students who are lacking admission qualifications in specific areas. Individual programs are given in: English, mathematics, chemistry, architectural drafting, mechanical drafting, applied electricity, applied electronics, machine shop, physics, social sciences and humanities.

There will be a day program and an evening program covering 6 weeks, from July 2, 1968 to August 9, 1968.

## PREPARATORY PROGRAM 'C' (Summer School)

A transfer and makeup program for students who wish to transfer from one program to another or from another college to Humber. The program also applies to presently enrolled students who are required to overcome deficiencies or lack of credits in specific areas, prior to commencing second year. Individual programs are given in: English, mathematics, sci-

ences, social sciences, humanities, business, and engineering technology.

There will be a day program and an evening program covering 6 weeks, from July 2, 1968 to August 9, 1968.

# Manpower division merges with Humber: 524 students in a day

On April 1, Humber College enrolled 524 new students — its largest influx in one day. They were formerly students of Etobicoke's Adult Training Centre, now incorporated into the activities of Humber College as its sixth, or Manpower Division.

Adult training centres have, historically, been operated under the jurisdictions of local boards of education, with the aid of Federal Government funds. A recent agreement was made between Ottawa's Manpower Department and the Ontario Department of Education. It is now possible for adult training centres to transfer to one of Ontario's colleges of applied arts and technology, depending upon the mutual consent of the board of education and the college.

Etobicoke, which has been an enthusiastic supporter of Humber College since its establishment, has been one of the first municipalities to transfer its adult training centre.

"The new arrangement should work exceptionally well," says Humber College President Gordon Wragg. "The basic aims of all our divisions are to be occupation-oriented. Manpower Division will continue to be run with its programs adapting to the changing needs of local industry. We feel that the college, through the efforts it is continually making to assess these needs, is well suited to welcome this new division."

Presently, Manpower Division is offering the following programs: Accountancy; clerical procedures; typewriting; secretarial; carpet laying; drafting; machine shop; nursing aid; welder fitting; English for New Canadians; Grade 9; Grade 10; Grade 11; and Grade 12.

The new division will continue to be located at 56 Queen Elizabeth Boulevard. The location will be referred to as the Queensway Campus.

## BECOME A QUALIFIED RECREATIONIST THROUGH THE HUMBER COLLEGE RECREATION DIRECTOR PROGRAM

This two-year diploma course is open to suitable Grade 12 graduates with a flair for recreation leadership. You would find employment opportunities throughout Metropolitan Toronto and Ontario in:

- \* Municipal recreation programs, as activity supervisors and facility managers
- \* Residential and institutional recreation, emphasizing programs and skills in hospitals, training schools and homes for senior citizens
- \* Community agency, stressing group work and physical recreation as program supervisors
- \* Outdoor recreation and parks management
- \* Programs giving leadership in retardation centres, as well as in emotional and mental treatment programs.

**FOR FURTHER INFORMATION, USE OUR HOT LINE TO THE REGISTRAR. (259-8401)**

### An Instructor is Required for the Recreation Director Course

An applicant should possess a degree in Recreation, recognized standing in related areas and diversified experience.

He will be responsible for the preparation of curricula, selection of equipment and facilities and instructional duties commencing in September, 1968.

The successful candidate will work closely with professional societies, municipal and provincial authorities, and other groups interested in the expanding horizons of recreation.

Apply by letter only, providing full details of academic background, teaching and work experience, and liaison with professional recreation societies to:

The President,  
3495 Lakeshore Blvd. W., Toronto 14.  
Humber College of Applied Arts and Technology,

# Videotape: of Media and messages



The French Language Lab is an example of the modern audio-visual aids available to students at Humber College. French instructor Georgette Dutheil (left) and class seem to be enjoying the lesson.

An important guest lecturer suddenly can't make it to a scheduled daytime class, yet he still manages to reach the students. A teacher makes a particular point to his students with an actual excerpt from the previous evening's television program. Another teacher lets students see themselves as others see them.

It's all done with videotape, which allows you to record both live action and sound, and projected images and sound. Then you play it back to the class on a machine that looks like an ordinary TV

set. Videotape is the latest addition to an impressive battery of teaching aids and other equipment that are in the care of Maxwell C. Ward, assistant director of Humber College's Educational Services Department.

"It's important," says Mr. Ward, "for a college of applied arts and technology to have the latest in equipment. The items in the department, from tape recorders to 16 mm. movie cameras, from electrostatic copiers to offset printing machines, are not only important

teaching and learning aids. The student who is preparing for a career in this age of technology is likely to find them in increasing use when he goes out into the world.

"In addition, we provide in-service workshops to keep our instructors up-to-date in the opera-

tion of all our equipment."

Mr. Ward states that his department, in its capacity of printing plant for the college, consumes nearly 100,000 sheets of paper per month. A recent production was a small booklet describing the new, one-year computer programmer's course: its cover was an actual data processing card with the title overprinted in heavy black type.

"Requests like this from our faculty members create challenges, but it is encouraging to see the imaginative uses to which both teachers and students can put the equipment," says Mr. Ward. "Automatic tutoring machines, to aid students in comprehension and reading have been widely used at Humber with the result that many who came to us with low skills in these areas have shown remarkable improvement."

# Librarians the last generalists

A student had requested William Shirer's "Rise and Fall of the Third Reich", having seen the latest episode of the television version only the night before. Mrs. Audrey MacLellan, librarian at Humber College, suggested the paperback edition. The student said he'd prefer the rather formidably built hard cover volume.

"That's strange," said Mrs. MacLellan, after the student had left. "I thought most people accepted paperback editions these days. You know, psychological studies show that the status of the paper bound book is now greater than that of the hard cover edition, especially with students."

Mrs. MacLellan, who presides over 6,500 books, about 230 magazines and countless pamphlets, brochures and other documents, is a mine of in-

formation on the printed word and describes members of her profession as "the last generalists in an age of specialists."

"We have to know something about most things," she said with a smile. "For instance, the impact of Expo 87 is still felt and in this filing cabinet we have a whole section of pamphlets and brochures on Expo planning. Students today receive their stimulus to read from plays, motion pictures and television as well as from their direct studies.

"Our magazine section reflects the variety of interests to which we must cater. There are current periodicals ranging from Canadian Refrigeration and Air Conditioning through Cinema Canada and the Economist to Vogue and Harper's Bazaar."

# Apprenticeship programs grow

Next fall, one of the most popular programs at Humber College is likely to be the new course in hairdressing currently being planned by the Apprenticeship Division. A complete beauty parlor will be set up on campus where, for a modest sum, all female students may get attention from the trainees.

J. E. A. Picard, C.E.T., assistant chairman of the division says that, academically, "clients" of his hairdressing salon are known as "live projects" but feels that this is far too dry a term to describe an activity that is sure to become highly popular.

Since January, Mr. Picard, formerly on the staff of Toronto's George Brown College, has been actively engaged in training the first influx of apprentices in the division's initial program: Electrical Wiring and Installation.

The Electrical program is open to students registered as apprentices with the Province of Ontario's Industrial Training Branch. All have signed five-year contracts both with employers and the Branch. Each apprentice during that period will attend Humber College for two sessions of seven week's duration and one of eight weeks.

Programs continue throughout the College year and Mr. Picard foresees as many as 1,200 apprentices taking the program during a twelve month period.

"The apprentices," says Mr. Picard, "get 14 hours of theory per week and seven of practical shop experience; they also take blueprint reading, mathematics, English, and some liberal arts electives. We encourage them, while here, to participate to the full in college life: to use the facilities such as the library and other student activities.

"Our hairdressing course differs slightly. After having signed contracts with the Industrial Training Branch and their employers, students



J.E.A. Picard, Assistant Chairman, Apprenticeship Division, watches as William Dreher (centre) and Calvin Chappell, (Electrical Apprenticeship) wire a simulated house. Below is the general electrical workshop.

will come straight to school for 18 weeks before going to a salon. Over a period of three years — the length of their apprenticeship — they will spend a total of three sessions with us."

A further program may commence in September. The college is presently engaged in a joint study with the Board of Administration under the Embalmers and Funeral Directors Act to determine the feasibility of a Funeral Service Education program. This would be offered to students of 18 years or over with a four-year Grade 12 standing, and would represent the first such course of study by other than a private school.

It is hoped that the apprenticeship division will eventually expand into such areas as domestic electronic servicing, plumbing and sheet metal working.



# "Do-it yourself" symbol represents Humber

What is it? Look again, and you'll find out.

You'll see the above illustration throughout the pages of this publication. It's the newly-created symbol for Humber College. In the next few weeks it will appear on the new college calendar, at the South Campus, on the site of the New North Campus, and on other Humber College publications and forms.

The symbol follows the latest concepts in design. They call for something bold and imaginative, something that makes for "instant awareness." It was created for Humber College by Dean Charters, one of Canada's leading designers.

"I first decided that a college like Humber, in itself part of a new development in Ontario, must have a striking, new symbol," says Mr. Charters. "I wanted one that wouldn't be too literal, because you tend to give such designs one glance, then pass them over.

"With this design, you first become aware of something. You look at it and say 'What is it?' Then you see it's an 'H'. Really, it's a do-it-yourself symbol. We've invited you to fill in the missing horizontal bar and



have made you participate. You've completed a mental exercise which you'll find difficult to forget. From now on, you'll always associate the symbol with Humber College."

The reason for the sandglass motif between the two bars? "It's a fine, flowing form," says Dean Charters, "and represents one of the oldest scientific measuring devices known to man. Aristotle used a sandglass. Columbus checked his chronometers and sextants against one. Its origins are lost in history, yet its outline remains pure and classical — and therefore timeless. This link between ancient learning and modern technology is also a valid one for Humber College."

# Business programs designed for tomorrow's needs

The world of learning can no longer be bound by the constricting walls of a classroom.

A. John Almond, chairman of Humber College's Business Division, believes that staff and students who close themselves, body and mind, inside a classroom cannot keep pace with the vital, dynamic changes of the business world today.

He insists that classroom theory be balanced with an exposure to business practice outside the school.

First, insists Mr. Almond, all teachers in his division must have direct employment experience in commerce or industry, no matter how high their academic qualifications are.

Students, too, all get exposure to business outside the classroom through Humber College's well-established contacts with local industry. "They've been most eager to co-operate with the college" says Mr. Almond, "and we have been able, in the first year, to introduce all our students to the way things are done on the job."

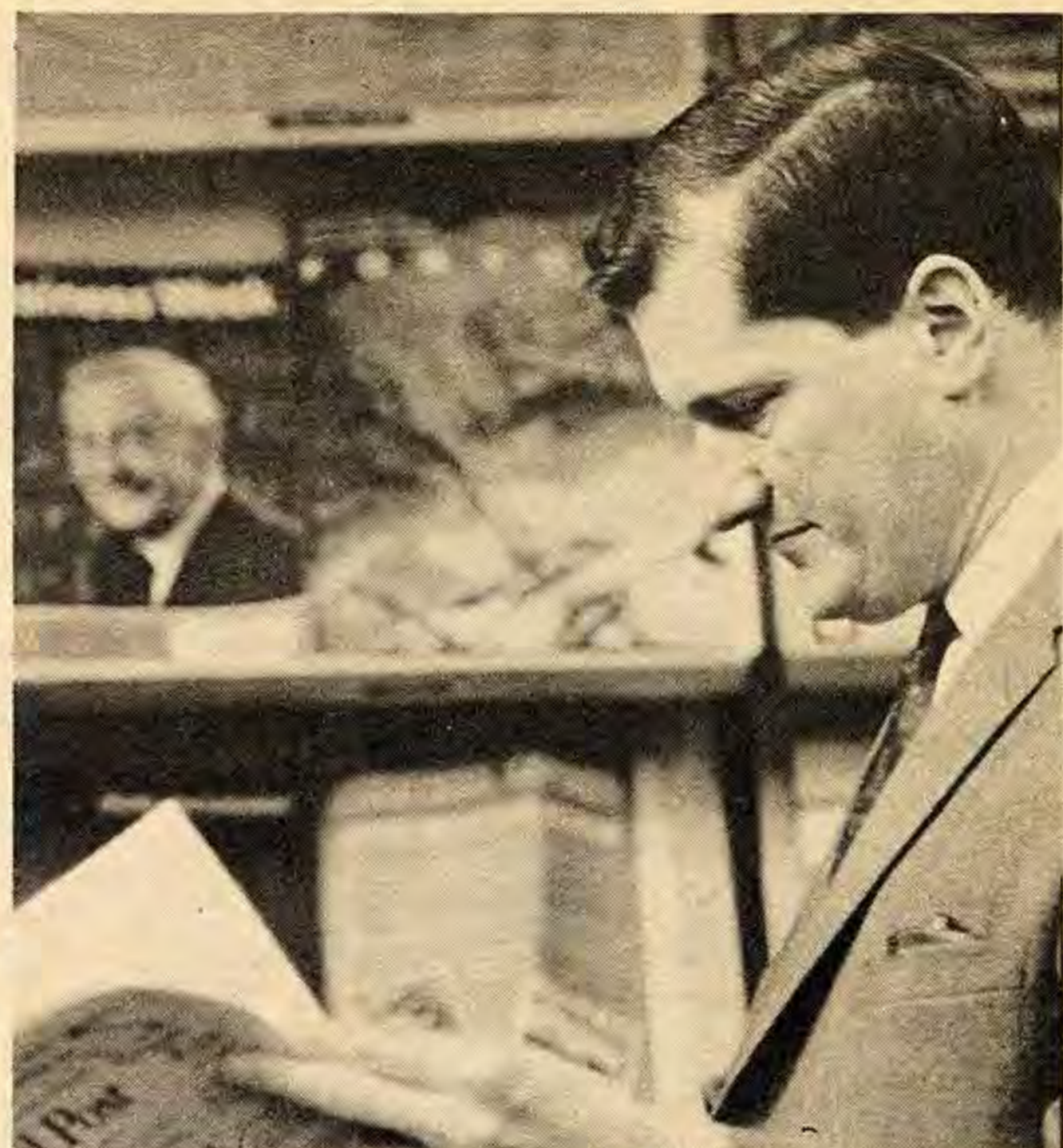
John Almond himself is no stranger to this philosophy of teaching. A graduate of the University of Western Ontario School of Business, he has enjoyed several years with A & P and the Pru-

dential Assurance Company of England. He has taught at elementary schools and immediately prior to his Humber College appointment directed the Commercial Course at Bathurst Heights Secondary School.

An encouraging sign, says Mr. Almond, is the willingness of several recent applicants for teaching positions in his division to leave more lucrative jobs in advertising, sales management, manufacturing and other occupations to participate in the life of a community college.

"The community college," says Mr. Almond, "is new to the Ontario educational scene. If it is to be a successful addition to the institutes of learning, both students and staff must follow new paths.

"A key theme in our Division, therefore, is experimentation. For instance, in student assessment we've done away with formal examinations in some of the programs; they've been replaced by regular tests, practical assignments and personal evaluation by the teachers. This follows the way in which the business community assesses employees for promotion. It helps the student prepare for the future."



A. JOHN ALMOND



(Left) John Van Kessel, Data Processing Instructor watches through glass top of 1132 Printer, used in latest computing systems, as Gordon Tozer (front) and David Homanchuk feed information to the machine. Both students take the Data Processing program. Picture at right is Lynn Grant absorbed in her work at the typewriter. She's taking the Special Commercial program.

## "Stop worrying and learn to live with the computer"

### DO YOU HAVE AN INTEREST IN HUMBER COLLEGE?

As we've tried to show you in these pages, Humber College offers a variety of educational programs for students of all ages. If you'd like to learn more about them, complete this form and mail it to us.

TO: THE REGISTRAR, HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY, 3495 Lakeshore Blvd. W., Toronto 14.

(please check appropriate box)

- I am interested in enrolling in one of your fulltime educational programs. Please send me a College Calendar.
- I am interested in your evening adult education program. Please send me a brochure.

Name .....

Address .....

Subject Preference .....

(Please print)

Humber College of Applied Arts and Technology announced recently that it will establish a concentrated, one-year computer programmer's certificate course to begin on May 1, 1968. Additional courses will begin at later dates as demand warrants.

A. John Almond, chairman of the Business Division, said that the course will be a special full-time program of training in computer skills and related disciplines. It offers Grade 12 graduates and "mature student" categories the opportunity to obtain a position in one of North America's fastest-growing occupations.

"There has been far too much conjecture about educating for the data processing field," said

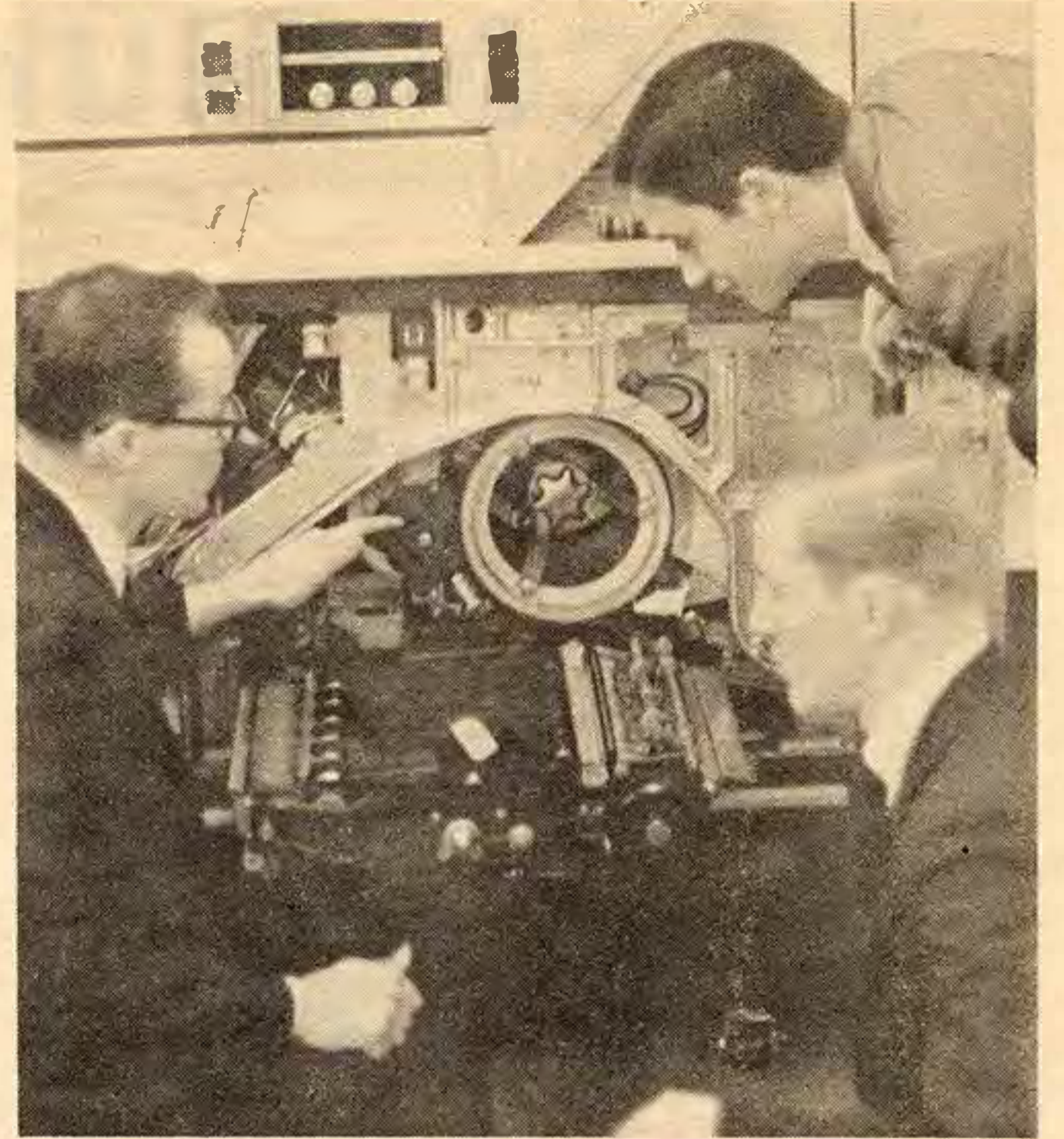
Mr. Almond, "largely because of the still prevalent but unfounded fear that machines are going to do away with jobs. We just have to stop worrying and learn to live with the computer. The use of the computer is growing and there just aren't enough trained people to handle it. Our close liaison with local business and industry makes us fully aware of the need.

"Recently," said Mr. Almond, "a senior federal civil servant criticized our institutions of higher learning for failing to train students in computer use. He said that the number of computers used by the federal civil service alone had grown from 19 in 1961 to 90 today and that the Govern-

ment expected to see its computer capacity double in two years.

"In our first year of operation at Humber College we have already planned for 200 out of 250 students enrolled in our regular two-year business course to learn to program a computer. This new, specialized one-year course can accommodate up to 150 students and we are expecting a full enrolment."

The course, said Mr. Almond, will embrace: Business organization, accounting, economics, mathematics, English and other subjects in addition to a comprehensive instruction in computer skills. Students, all of whom must pass an aptitude test, will pay \$200 for the full course.



Business Division students recently had the opportunity to visit local industries. At left, Charles Garnett (Business Administration) sees work in progress at Operation Reliance. Above, two Marketing students, Jack Scavuzzo (top right) and Douglas Ouder Kirk (bottom right) are shown the innards of a copying machine at Xerox of Canada.

## Metro executives help students get acquainted with industry

When Humber College was established, one of its aims was to have Business Division students meet local industry and "see it like it is."

The Work Awareness program therefore, is counted as one of the most important tools of tuition for Business Division students. Staff and community executives have, since last fall, successfully generated a great deal of communication between the students and industry.

During the week of February 26 to March 2, those who've chosen marketing as their major interest were given the opportunity of seeing marketing in action.

The Toronto chapter of Sales and Marketing Executives International, a

business association which numbers among its membership representatives of some of Canada's leading industries, participated with Humber College in this introduction.

Students accompanied executives either at their offices or on outside calls and gained valuable first-hand experience with firms like Abitibi Paper Company, British American Oil, Creative Display Advertising, Labatt's Brewery, Operation Reliance, Yardley's and Xerox.

Another organization favorably impressed by the program, and by the students is The Canadian Industrial Management Association. Business Division students from Humber have been invited, as regular guests, to

attend the association's monthly dinner meetings.

Recently, Thomas Savage, National President of C.I.M.A., wrote to a student defining the association's participation with students. The following remarks are drawn from Mr. Savage's letter:

"There is every indication that this association between the students and current practising managers is proving fruitful and beneficial not only to the student, but also to the managers themselves and to the Association.

"One of my most heartening observations is related to the obvious interest, and serious-mindedness of the students who have so far attended the monthly meetings.

"In their general dis-

cussions they are displaying a very mature attitude and an obvious interest in their own particular fields of study.

"Participation in the C.I.M.A. monthly meetings, coupled with the college's own Work Awareness Programme, will, I am sure, go a long way toward substantially enlarging the graduating student's understanding of the challenges, decisions and opportunities, which he will encounter on entering the total industrial and business scene."

In addition to the above organizations, a large number of other Metro industries are currently participating, on an individual basis, with Humber College in its Work Awareness Program.



The ladies, too, found places of interest during industry visits. Mrs. Wilma Potts (Business Administration) takes a trip through Yardley's.

## Messages from the mayors of Etobicoke and York

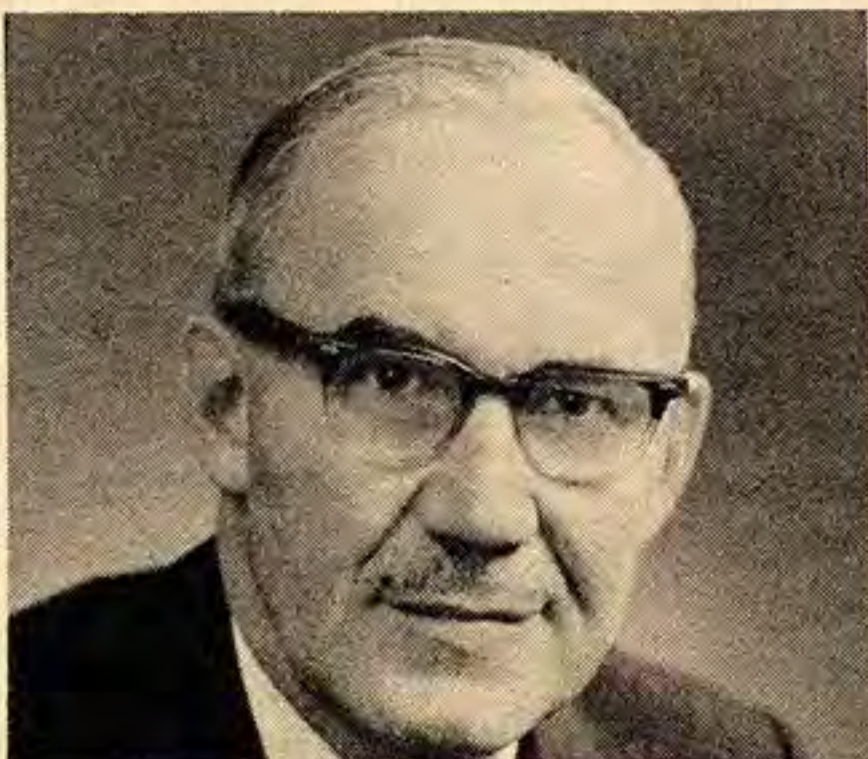
The opening, in September 1967, of Humber College was, in effect, a two-fold event. First, it was the initiation of a new approach to meeting specific needs in higher education. Secondly, it was the first time that Etobicoke had within her boundaries such an educational opportunity.

Humber College is the answer to a number of academic problems. It provides a source of knowledge so vital to the specialized fields of today. It also provides, in part at least, an opportunity for the growing numbers of students who are being turned away from the more established centres of higher education in Metropolitan Toronto.

The role played by the College will become of increasing importance as it grows and develops from its present capacity.

The educational standards set in Etobicoke are very high. Public and secondary schools within the Borough are excellent. That Humber College will now enable young people to complete their education cycle without having to leave the Borough is, in itself, an important step. It matches the planned expansion of our industrial and commercial enterprises, to whom Humber graduates can, in the future, make significant contributions as employees.

E. A. HORTON  
Mayor



MAYOR E. A. HORTON



MAYOR JACK MOULD

The year 1968 is one of very special significance for those of us who are interested in the advance of education and I am confident that you will share my strong desire that our education system shall prove itself equal to the great challenges of our time.

New problems and challenges are bringing about change from our traditional methods. Our institutes of learning must, therefore, be prepared to meet emphasis on any front.

Great success has been achieved by the creation of the new Humber College of Applied Arts & Technology for the young adults of the Borough of York.

The full-fledged programs that are being offered by this college involving the academic and, in co-operation with industry, the practical, concern the development of skills and talents which can meet the complex and changing needs of our society.

Humber College is a place where the citizens of the Borough of York and Etobicoke can obtain an excellent education attuned to the needs of our community.

Diversified education in technical, vocational and business administration is the order of the day and is available to all at this new college.

JACK MOULD  
Mayor.

# TO COMMUNICATE, THEY PARTICIPATE

Ben Viccari, the author of this article, worked with Humber College as consultant on this publication. He has been a Toronto public relations counsel for twenty years, and has been engaged in a number of educational projects.

When Dean Light suggested to me that, as an outsider, I write my impressions of Humber College, I was tempted to say: "Good, and we'll call the article 'What Makes Humber Hum?'"

For hum it does: with the constant movement of students and teachers, always conversing animatedly, never in hushed tones; with the brightly decorated classrooms and corridors — making it hard to believe that the building was once slated for demolition; and above all, with a certain atmosphere of excitement.

I've sensed this atmosphere in very few places; when I do, it never fails to give me a feeling of elation. It's certainly rare in academic institutions. But then, "institution" is hardly the term I'd use to define Humber College. Something like a "community of learning" would be more appropriate.

Humber's lack of stuffy institutionalism stems, of course, from the attitudes and policies of enlightened governors and administrators. These are reflected in the choice of instructors — men and women who've found that their own ability to express themselves freely evokes a similar self-expression in the students.

Take Walt McDayter. He teaches English and economics, and next year will instruct the students in the journalism option. Like all Humber teachers, he was selected because he knows his job. He was a newspaperman with the Telegram, syndicate managing editor with the same paper, and later copy editor for Pierre Berton's Centennial Library project. Now, at 30, he's a teacher, responding to new challenges at a considerable decrease in salary. Why? Because he likes challenges.

Walt McDayter told me: "The first step in the student-teacher relationship is to help the student help himself. You must first win his confidence, and then help the student establish himself as a human being, with the right of self-assertion."

He believes that old traditions of teaching need drastic revision. "Poetry, for instance. What's the use of trying to inspire a husky, football playing teenager with verse that traipses through fields of daisies?"

Irving Layton and Dylan Thomas have more to say to him."

When he attended a school of journalism, Walt McDayter found that he could learn more from working on the campus newspaper than in the classroom. That's why, last fall, he was the prime mover in establishing AD HOC, Humber's student paper which, with each issue, grows more professional under the McDayter guidance and the increasingly competent student staff.

Then there's Bill Wells, who was, for seventeen years, an executive in the securities industry until one evening during a visit last year to Detroit. He and his wife were taking a walk when suddenly he turned to her and said: "I'd like to be a teacher."

Bill Wells now teaches economics to students in three divisions and Investment and Money Management to evening students on Mondays. As a trader on the Toronto Stock Exchange and later an account executive with one of Canada's largest brokerage houses, Bill Wells saw business history made when and where it happened. He learned to communicate to people because his clients had a financial interest in what he was doing for them, and naturally it was vital for them to understand.

"The teacher's interest in his students — and vice-versa — should be just as vital" he said. "Everybody should make an effort to understand economics because the key to our survival is in answering these two questions: 'How efficiently can we produce? and how efficiently can we distribute so that everybody gets a fair share?'"

When the recent gold crisis became front page news, Bill Wells was able to communicate an understanding of this to his students in practical terms and simple analogies.

Physics at Humber College must be "something you can put your finger on" says Gene Duret, who teaches this subject as a member of the Technology Division. He remembers his final year at university when physics became "practically pure mathematics. We try to be more down to earth at Humber."

This is sound, student-oriented thinking from a man who for years has had his eyes on the sky. He's worked as a physicist for Avro, on mission planning with NASA at Cape Kennedy where he witnessed astronaut John Glenn's first flight into orbit, and in space research at McGill.

Students at Humber



Typical of Humber College instructors, who are willing and able to give beyond the call of duty, is Wayson Choy (striped sweater). He is directing Humber Drama Club students in a production of "The American

Dream." Others are (left to right) Vicky Bronowicki (Secretarial Science). Bob Cooper (Marketing, C) and Rhondo Kearns (Secretarial Science). They toured local high schools with this play.

must surely have little difficulty in understanding someone like Gene Duret who's "been there" and can communicate his experience as well as his knowledge.

Humber College's Early Childhood Education program is in the dedicated hands of Margaret Hincks, distinguished daughter of a great Canadian. Her father was the late Dr. Clarence Hincks, who founded the Canadian Mental Health Association.

An expert for years in the education of very young children, Miss Hincks directs a sort of "floating classroom" that moves in and out of college premises to and from day nurseries and child care centres where students can gain valuable experience with children.

To obtain such practical tuition for her classes, Margaret Hincks has spent many hours out in the community. One result of her efforts is the practice nursery school — staffed by Humber girls — that will open in September, 1968 at St. Agnes Church. Each child will be brought by parents for half a day, each day; this will enable Early Childhood to run two separate programs.

Mathematician - biologist Rudie Jansen is, I suspect, over-modest about his qualifications.

This graduate of the University of Leiden, Holland, has taught mathematics at Humber since last fall, and in the 1968-69 year will take the new classes in biology.

While his math classes have brought him face-to-face with a great number of students, he's known to everyone at Humber for his enthusiastic chronicling of the college's activities since Day One. Rudie Jansen is a shutterbug of no mean talent; a great number of the photos in this newspaper are his. He's also had a number of his pictures published in Metro papers. Small wonder that when AD HOC wants professional-looking illustrations of the pretty girls at Humber, Mr. Jansen gets the photo-call!

This ability to participate in every phase of college activity is characteristic of all Humber's staff. English teacher Wayson Choy is another fine example-setter. He's just through directing Humber College Drama Club's first productions, a duet of plays: Edward Albee's American Dream and a satire, I Love You, Mr. Klotz.

This sensitive, energetic young man, a sociology major who, at 22, was writing and selling short stories, had the

unique distinction of being the only Canadian to have a piece included in the book, Best American Short Stories of 1962. In this volume, he was in the company of such literary eminents as Shirley Anne Grau, Arthur Miller and John Updike.

Wayson Choy became a researcher for Canada's largest advertising agency after graduation from university, but eventually found his real vocation in teaching, some four years ago. He's a "natural" for Humber College. Together with fellow-instructor Sylvia Silber, he helped students organize the drama club from scratch and put in more spare-time hours helping them work up the two plays than he spent during his regular daytime schedule in English classes.

The results were beyond expectation. Incidentally, the two drama coaches persuaded the energetic Bill Wells to act as business manager of these first productions which played to packed houses in March.

On my first visit to Humber College, I met a man I've known a long while and whom I recognize as an expert in his field. I see now that it is characteristic of the administrators to have grabbed him as a regular visiting lecturer.

He's Jim Brodie, who practised law for many

years in England, then came to Canada to edit a number of legal publications. He is now a consultant to several companies specializing in welfare and pension plans; in 1967, he was co-author of a definitive handbook on the subject.

He comes to Humber College to lecture Business Division students on corporation law and industrial relations and feels that in the latter area, the whole field of employee benefits has been neglected by most academic institutions.

"Fringe benefits will continue to be of great importance to business and industry" he says, "in spite of the growing number of government plans. Students who hope eventually to become business leaders should be imbued with the necessity to establish and maintain good human relationships."

One could go on ad infinitum about these Humber College instructors, and always, eventually, come to the same common denominator. They're all communicators — men and women who understand that you don't "communicate to"; you "communicate with", people. To do this requires empathy, patience, talent and above all, the knowledge that to communicate you have to participate.

# Continuing your education is a good bargain

Full-time students aren't the only ones attending Humber College who are finding the programs stimulating and unusual. Since Humber's Continuing Education Program began in January, about 200 evening students have enrolled.

The programs, ranging from Money Management to Creative Writing, have enjoyed great popularity, declares David J. Pugsley B.Sc., P. Eng., Director of Extension, because they've been tailored to community needs.

"We're learning a great deal from these initial programs," says Mr. Pugsley, "and for the future, we plan to base more and more of them on the needs of people rather than make arbitrary decisions about what we think they want. And our teaching methods will depart completely from the old principle of 'shut up and listen.' We'll use the workshop approach wherever practical; it's already proven highly effective in the existing courses, and we'll extend its use."

David Pugsley, who gave up a senior management position with Douglas Aircraft to teach in Humber's Business Division, was recently appointed director of the continuing education program. He feels that within a few years Humber

College's approach to evening study can have great impact.

In defining "community needs" and how to identify them, Mr. Pugsley says: "Let's take local industry. This community depends on it, but how many businesses can afford effective training programs for their employees? We can provide them with this training.

"Governmental units, too, want to train and retain personnel to develop more skills.

Community groups like women's auxiliaries, welfare organizations, service clubs, professional, technical and business associations will also be encouraged to help us to recognize community needs.

"Just think of the exciting possibilities open to us to help people become more socially aware and therefore, better citizens. Look at the success of both our present Indian-Eskimo program and the Community Leadership Development program. Consider what could be done in such areas as the fostering of better knowledge of mental health problems, greater understanding of the tensions leading to racial unrest and the development of skills in interfamily relationships."

Another objective of the continuing Educa-

tion program is to increase the number of credit-granting programs which parallel those given to daytime students. Many of these students have requested an extension of their speed-reading program. A 10 week course begins on the evening of April 24.

Further evidence of the popularity of the Continuing Education program is demonstrated by what's happened in the Art course, under the direction of Mrs. Joan Pearson, well-known local painter. The students themselves have requested its continuance at the end of the current session and a new course will carry them through into the summer.

"This means that we can begin to approach the student as a 'customer' in the way that good business organizations do," says Mr. Pugsley.

"First of all, we must offer something that is tailored for him and for his needs. Then we'll constantly be on the alert to ensure that our courses are really achieving this. If we do this we know he will be attracted back to Humber College for more studies — and we hope he'll bring his family and friends, too."

## Here's what "satisfied students" say about Humber's evening courses

ANY WEDNESDAY . . . or Monday, Tuesday and Thursday evenings at Humber College you'll find dedicated, interested extension students like the people who were interviewed for this feature. They're some of the men and women who attend three of the Wednesday evening programs: Art, Community Leadership Development and The Past, Present and Future of the Canadian Indians and Eskimos. Here, they speak on what they're getting out of their studies.

ADRIAN SIETSES  
Sales Supervisor,  
Clarkson:  
Painting Course

"I did a little drawing when I was younger. I always wanted to learn to paint and



ADRIAN SIETSES

this course gives me the opportunity. I don't intend to make money from painting; instead I enjoy it for the relaxation it gives me."

MRS. ROBERT J. KNOX  
Housewife, Mississauga:  
Indian Eskimo Course

"Those of us who realize that we haven't treated our Indian and Eskimo people fairly should try to do something about it. The first step is knowledge and understanding of the situation; that's why I'm here. Humber College is to be congratulated on organizing this course and to let us hear the people concerned. What can I do with my knowledge? Votes count, and I'll see that candidates



MRS. ROBERT J. KNOX

I vote for in future have concern for this problem."

MRS. KEN DAVIS  
Housewife, Etobicoke:  
Community Leadership  
Training

"I'm active in the Big Sister movement. The children are growing up and I can become even more active. This course helps



MRS. KEN DAVIS

me equip myself the better to help others. I'm impressed with the variety of subjects offered at Humber College, and this course in particular."

NEIL HUHTA  
Grade 13 Student,  
Weston:  
Painting Course

"I took art in Grades 9 to 12, but there's no art course in Grade 13. I missed



NEIL HUHTA

it and when I saw at my school some brochures on the painting course at Humber College, I was eager to continue my art studies. The course is excellent."

JACK SCHARBACH  
Office Manager, Islington:  
Community Leadership  
Training

"This is a good course for those engaged in business. It's helped me in organizing the group discussions I hold with my staff on a regular basis. When I re-



JACK SCHARBACH

tire, I might want to become more involved in community activities -- municipal politics, perhaps -- and I feel that the course has done a lot to help me orient my thinking."

MRS. PAT STEVENS  
Hospital Receptionist,  
Weston:  
Indian-Eskimo Course



MRS. PAT STEVENS

"Quite a few Eskimo people from the Northwest Territories are sent to our hospital. This course gives me the opportunity to understand them more."

MRS. MICHAEL FURGALA  
Housewife, Weston:  
Community Leadership  
Training

"As a volunteer in hospital women's auxiliary work, I feel that a course of this



MRS. MICHAEL FURGALA

kind is highly valuable. The instructors are well qualified and the size of the class -- not too big to be manageable--allows for an excellent exchange of ideas."

GEORGE ROSS  
Public School Principal,  
Lorne Park:  
Indian-Eskimo Course

"I have been interested in the work of the Indian-Eskimo Association for many years, and although I say it modestly, even with my knowledge I have found the course absorbing. It's



GEORGE ROSS  
been a great idea."



MRS. S.R. KAPLAN  
Housewife, Markland Woods,  
Etobicoke:  
Painting Course

"I never painted before, but I'm enjoying the course. I'd like to see whether I'm artistically inclined before I make further decisions. The main thing seems to me to be to get the kind of instruction we have here and to learn something new."



Though by day it's a regular cafeteria (right), on Saturday nights, the college's eatery becomes The Pink Onion, where students operate their own coffee shop program. Dan Mothersill (left) frequently entertains



with folk songs an audience including admiring students like the three at far right. They're (clockwise from bottom) Marilyn Slater, Winnifred Skinner and Carolyn Gardner, all from Home Ec.

## For further thought- Here's food

Donna Moore, first year Marketing student, eats regularly at the bustling college cafeteria. She knows the food is good because she works weekends helping prepare snacks and salads at the plant of Canteen of Canada which each day serves up to 250 automated meals to the students who "eat in."

The sandwiches, hot dogs, hamburgers, salads, and hot and cold beverages are brought in fresh each morning between seven and eight, and it's the first responsibility of Mrs. Elsie Jones, cafeteria supervisor to pack

them away in the "see-through" rotating machines that deliver the snack of your choice at your pushbutton command. There are more than fifty varieties available.

### Eat amply

If students want to heat their meals, two radiant heat warming ovens with automatically set temperature controls do the job in seconds.

One wall of the ample, brightly decorated cafeteria is dominated by king-

size posters of Sigmund Freud and Allen Ginsberg, while continuous radio music or talk is beamed out of twin speakers. As one might expect, the noise level is

high, but says Mrs. Jones: "It's a bright, happy place. If the kids enjoy their food they'll enjoy their studies more. I try to serve them all with a smile." This cheerful philosophy seems to be the reason Mrs. Jones doesn't even mind changing about \$100 in bills every day.



## Ad Hoc! Swinging campus creation

By DAN MOTHERSILL

The author of this article is managing editor of Humber College's student newspaper, AD HOC. He's a first-year student in the General Arts and Science program and in September will transfer to Journalism.

AD HOC is a wild and wonderful campus newspaper that bursts forth with regular irregularity.

It's the story of dedicated poets who are given "exciting" assignments covering student parking problems;

Of crusaders who carry on personal campaigns to upgrade the Graffiti on washroom walls;

AD HOC is: A tale of reporters who burn press cards, protesting the editing of their copy;

Photo editors who have no idea how to use a camera, and rewrite editors who can't type;

A school corridor that serves as an office, and unmanageable managing editors;

And of articles where common sense is nonsense, and nonsense is common sense and every sentence holds a surprise;

Of reporters who think that pornography is a new religion and that Freud was perverted;

Photographers who want to do a full page spread on the exotic beauty of the college fire extinguishers;

Editors who fail English and staff advisors who not only wrestle with problems but students as well;

Of working till two a.m. and finding that you've got a gaping hole of six inches on the layout sheet and no story to fill it with. Someone volunteers to write it, leaves the room and sneaks off home.

Next year AD HOC will be incorporated as a writing lab into a new Journalism course, under the direction of Walt McDayter. A few of the obvious benefits will be that editors will learn how to type and a certain reporter will finally be able to define pornography.



Walt McDayter, English Instructor who'll head the Journalism option in '68/'69 is seen here with AD HOC staff at a story conference. From left to right: Mr. McDayter, Features Editor Sandy Bull, Managing Editor Dan Mothersill and Editorial Page Editor Peter Walmsley. The three students take General Arts and Science.

AD HOC was conceived by some bright and crazy people who are turning out one of Canada's most swinging campus creations.

The bright-eyed people responsible for the production are Editor-in-Chief, Skip MacLean; Managing Editor, Dan Mothersill; Editorial Page, Peter Walmsley; News, Robert Cooper; Features, Sandy Bull; Sports, Ross Porter; Photos, Winnie Skinner; Copy, Bill Simis; Layout, Dave MacKenzie; Cartoons, Roger Hicks.

Socially aware writers all, who are not afraid to blast such things as the stupidity of Canadian complacency in the Vietnam genocide, or the high cost of cafeteria hot dogs.

But most of all AD HOC is looking at a battleground of full ashtrays and empty coffee cups, realizing that what you have just written is the greatest damn piece of journalism in the world.



Another Humber belle is Rhonda Kearns (Secretarial Science), here costumed for her part in recent Drama Club production.