

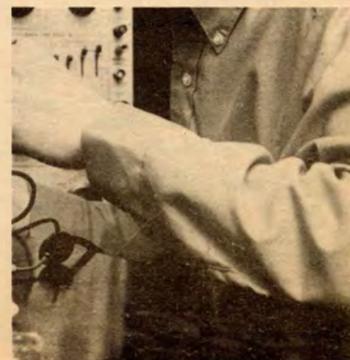
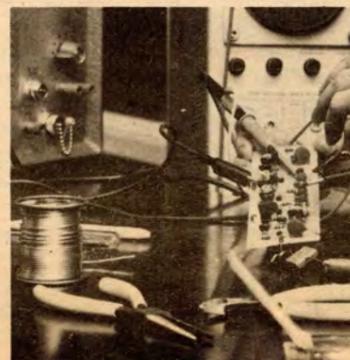
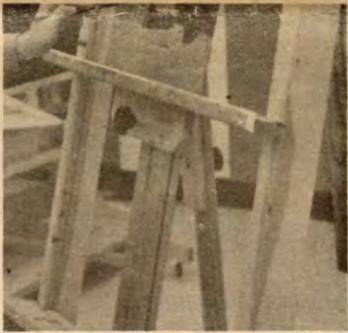
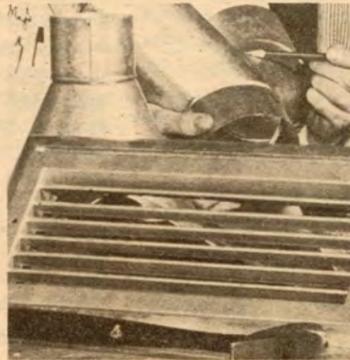
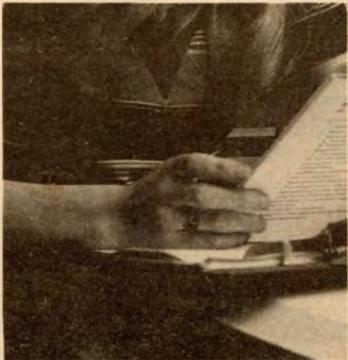
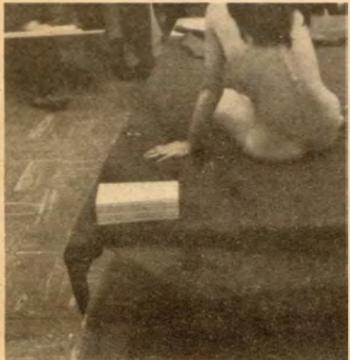
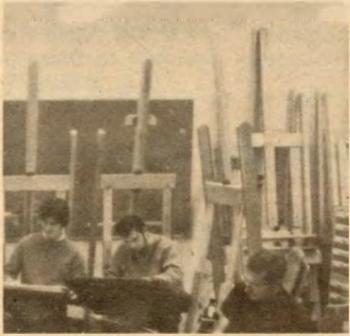
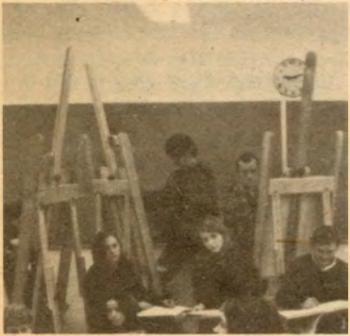
the humber college of applied arts & technology

# ADHOC

Volume 4, Number 1

September 18, 1970

## Special Orientation Issue



# Two new experiences planned for Humber throughout the winter

## Employee benefits subject of new program

"Employee benefits account for 25 per cent of the average payroll. And, in the near future, more comprehensive program will increase this amount."

These are a fact and prediction from James Brodie, a lawyer, and lecturer in business, corporate, and tax law at Humber College.

Mr. Brodie is also the new Director of the Centre for Continuing Studies in Employee Benefits, a seminar course being offered throughout Canada by Humber College.

"This new centre," said John Almond, Dean of the Business Division at Humber, "has been established after extensive discussion with representatives of labour, industry, and government. It is offered in response to their needs for an educational and research facility."

The new program, which has so far attracted nearly 100 people, has been offered at Humber and at the Banff School of Fine Arts in Alberta. Last year, all 18 graduates of Humber's Business Administration program who took the course obtained employment in this field.

Despite these imposing figures for a first-year program, the demand for people trained in the complex field of employee benefits is still not being met. Therefore, Mr. Brodie is hoping for and planning a certificate program for persons whose whole or part-time occupation concerns employee benefits.

The seminar program, held in both Toronto and Banff, consists of three one-week sessions. A fourth session, dealing with actuarial science, is under consideration, as well as evening courses.

The first week of the program deals with such areas of concern as income protection upon death, unemployment, and an analysis of current programs. The final two weeks, stress pensions and Union-negotiated plans.

Mr. Brodie also noted that the "past five years have seen the development of a wide variety of fringe benefits. The day when pensions will be more or less equal to pre-retirement income may not be too distant."

He also discussed the fact that present-day pensions and most employee benefits fall under Provincial jurisdiction. Therefore, he is planning several one or two day local interest conferences, tentatively scheduled for Toronto and possibly Banff, Montreal, and Vancouver.

"The Canada Pension Plan and Old Age Security provide only a bare minimum," he said, "and the private sector (of the economy) has a responsibility to provide pension and welfare plans which

community."

"Among our goals," added Mr. Brodie, "will be the initiation of extensive research into the social and economic impact of present pension and welfare arrangements, both private and governmental, the nature and extent of regional and provincial discrepancies, and

the effect of Pension Fund investments on the money market."

It is expected that some fifty major Canadian firms, unions, and government agencies will participate in the program offered by the new Centre for Continuing Studies in Employee Benefits.

## 'Yippy feminist' heads 'Women's Revolutionary Rag'

When Pat Jefferies talks about the Humber College Women's Lib, her distinctively feminine face and her happy yet serious eyes are enough to enrapture the most chauvinistic of men.

Co-founded by Liberal Studies students Miss Jefferies and Lydia Vanderstaal, the Humber College Women's Lib is an organization designed to be Humber's contribution to the Women's Liberation movement.

The organization is sponsored by a grant from the Student Union and operates from the SU office at the North campus.

Humber's women's lib will

publish a monthly newsletter called The Women's Revolutionary Rag dealing with the international women's liberation movement and with campus news relevant to Humber's women.

Miss Jefferies describes herself as a "yippy feminist" and much of this self-judgment is incorporated within her concept of Humber's women's lib. "My aim is to create a non-dogmatic, loosely knit organization made up of happy, free members," she said.

One of the organization's first projects will be to establish a free nursery school for the children of

Humber's staff and students. Miss Jefferies believes that this type of program is necessary so that Humber can serve the need of the community.

"Many of the courses offered here at the college interest women in the community but if they have small children, it often becomes impossible for them to find the time to attend classes. We could have a lot more adult women students here if they had someplace to put their kids," she said.

Another project the Humber women's lib hopes to organize is an abortion and birth control referral

The Series consists of nine concerts, running from October to next March. The first, featuring Martin Poulton and his Orchestra, and the last, spotlighting the University of Toronto Orchestra, are open to the public free of charge.

The remaining seven concerts will highlight such performers as Giuseppe Maci-

na, Hugh Orr, and Sheila Henig.

Mr. Macina, formerly of the Canadian National Opera Company, will preview his own operatic group October 18. He will return February 21 to present La Traviata.

Mr. Orr's program on December 6 will consist of 16th and 17th Century music especially orientated to the Christmas season.

World renowned recording pianist Sheila Henig will appear at the January 24 concert, two weeks before she appears at the White House in Washington D.C.

The Concert Committee, under the Chairmanship of James Brodie, expects to offer series tickets at \$14 for adults and \$7 for students. Tickets for individual performances may also be available, at perhaps \$2.50 to \$3.00.

The Concert Committee consists of Mr. Brodie, Mr. N. Braun, Mr. G. Kerr, Mr. H. Quirk, Mr. R. Sevenoaks, Mr. J. Liphardt, and Mr. A. LaPointe.

The Faculty Wives Association has also assisted in developing the concert series.

The schedule of concerts (all performances at three p.m., North campus auditorium) is as follows:

October 4 -- Martin Poulton and Orchestra (free of charge)

October 18 -- Giuseppe Macina Operatic Group

November 8 -- Violinist Adele Armin

November 22 -- Toronto Opera Company, an Offenbach of Gilbert and Sullivan Operetta

December 6 -- Hugh Orr, 16th and 17th Century Christmas music.

January 24 -- Pianist Sheila Henig

February 7 -- Group of Nine Instrumentalists, New Music

February 21 -- Giuseppe Macina, La Traviata

March 14 -- University of Toronto Orchestra (free of charge).

## Noise and dust prelude to doubling of North by 1972

For the third consecutive year, the roar of powerful motors, the running of heavy machinery and the shouts of men will resound across Humber's North campus as construction continues for Phase III.

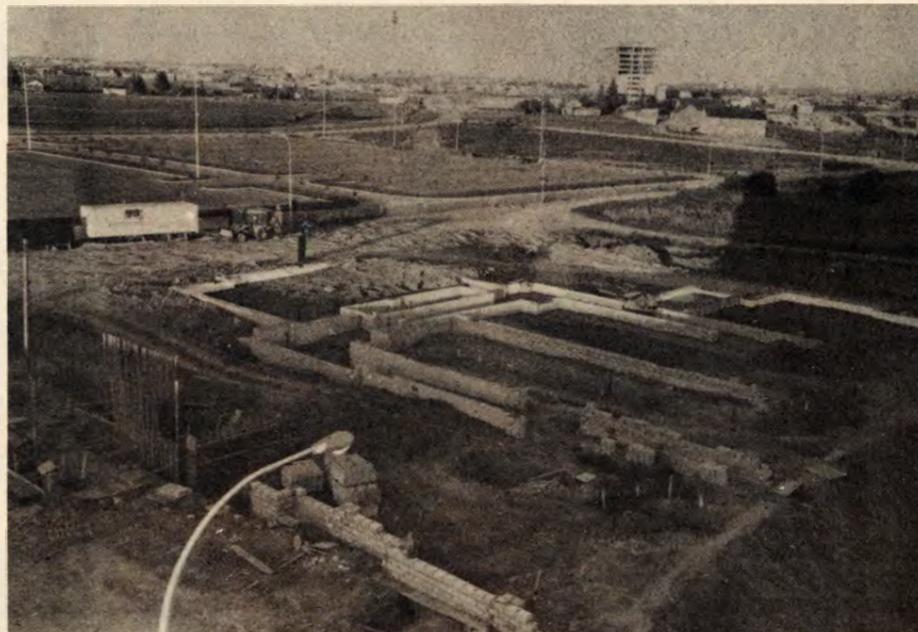
Construction of the first part of the Phase III program is underway and, hopefully, by September 1971, a new \$1-3/4 million Technical building will stand where once there was a muddy field and mounds of rubbish.

Designed by architects Allward and Gouinlock, the new building will include two floors of 25 classrooms, seminar rooms and laboratories.

The first floor will consist of electronic, industrial material, photogrammetry, air photo, biological, metrology, chemistry and science laboratories which will be fitted with the latest in industrial equipment. On the second floor will be drafting rooms, classrooms and seminar facilities.

Vice-president Doug Light believes that the new building will furnish adequate facilities for the expected boost in enrollment in 1972.

"This new building will provide new educational facilities for our technology students presently located at the South campus, and will allow for a 75 per cent expansion in enrollment in our technology programs," he said.



At this stage Phase III looks a cross between the municipal garbage dump and an archaeological digging. But they say that all great things have small beginnings and who knows, by September 1971 the Technology division may have a new home.

The new building represents a change in design format. Mr. Light believes that this new design will be excellent contrast to the recently completed Phase II.

The main corridor of the new building will continue the interior "main street" theme which links the earlier Phase I and Phase II buildings to the main concourse area by an internal walkway.

The second part of the Phase III building program, which will also be complet-

ed in September 1971, will be a central heating plant.

The heating plant will provide sufficient capacity to service all three phases and has been designed for staged construction to allow for expansion as the college continues to grow.

The third part of Phase III building program is an Applied and Liberal Arts module designed to accommodate 1,200 students. Scheduled for completion in September 1972, this strictly academic building will in-

clude between forty and fifty classrooms. These classrooms will be designed to afford maximum flexibility of room sizes so that they will be able to accommodate a full range of educational uses. This building will also be the temporary home of the Nursing program and the Food and Nutrition, and Fashion laboratories.

"The Phase III building program," added Mr. Light, "will allow for the eventual enrollment of 4,000 students at the North campus."

**ADHOC**

**Wanted**

As Ad Hoc enters its fourth year of publication, it still recalls from charges that it is a reactionary, capitalistic, worthless, inept, and completely unnecessary piece of journalistic expertise.

These charges are probably all too true. But we need your help to erradicate these rumblings.

Ad Hoc desperately needs photographers, writers, typists, and proof-readers. If you can help, contact Sam Lane, Jim Woods or the Student Union.

Reserve fund....

....to be used

# Student Union purchasing farm for activities

Although the deal has yet to be finalized, it appears that the Student Union is going to buy a farm.

Located in West Garfara Township, near the town of Arthur, the property consists of 120 acres, some of which is wooded.

Total purchase price is \$40,000. A down-payment of \$17,000 has been made, but this is returnable if the deal is not finalized. The transaction carries a 10-year mortgage, calling for a minimum payment of \$1000 per year.

The mortgage, however, is

'open', meaning that payments can be increased, or the entire amount paid off, at any time, with no penalty.

The Student Union has pointed out that, as of September, there was approximately \$14,500 in a reserve fund earmarked for future residences at Humber. It was felt that investment in the farm would bring immediate benefits to the students, as would not be the case if invested in bonds.

The purchase will be voted on at the next meeting of the Student Affairs Committee, to be held later this

month.

The property contains a three-bedroom stone house, a barn, and a garage and equipment shed.

The house has new wood panelling throughout the downstairs, and has an oil furnace in good working order.

It has a small but modern kitchen, and similarly small dining and living rooms.

The barn, although in moderately good condition, will, according to the Student Union, require extensive repairs to be of any use.

Immediately in front of the house is a large man-made pond, sloping to a depth of about 12 feet at the deepest point. It has been suggested that it may be possible to stock this pond with some variety of fish. It will also be possible to use it for swimming in summer and skating in winter.

Between the pond and the house is a small apple orchard, and several other trees.

At the back of the property is a small stream, with a site which could be converted



Humber's farm, located on 120 acres of rolling land near the town of Arthur, contains a house, an equipment shed, a barn, and a man-made pond. Part of the land is wooded, and contains a rushing stream. The deal to purchase a farm is to be voted on at the next Student Affairs meeting.

## Firsts in new courses

"Humber has it first!"

This is the chant of the Administration as it presents the new options available at Humber this year.

In the case of the Horsemanship Training option in General Arts, the boast is not an idle one. Humber is offering such a course for the first time in any Canadian educational institute.

Not to be outdone by any other college, Humber has planned a three week vacation to Barbados as part of a Caribbean Life and Culture program. The trip, which will take students to the University of the West Indies, is the second of a two-part course. The total cost of the two parts is \$485, tax deductible, and covers all expenses of fares, lodging and meals.

Fashion is another field the Applied Arts division will delve into this year. The main aspects of the Fashion Careers option will be Fashion Merchandising, Fashion Promotion, and Apparel Design. The purpose of this three year course is to train students in the arts and skills of the fashion world.

Congisseurs of fine food may find their call in the Food and Nutrition course. Not to be confused with a home-economic cooking course, this prepares students to become assistant dietitians.

Although the Technology division will see many new options this September,

many of them are just a change of name from previously existing courses. The only completely new course is a co-op course entitled Design Team Drafting.

This two-year course is being offered with the Design Team Leasing Company, which has agreed to employ students alternating semesters. Students will be paid and will receive a wide range of experience as they work for a number of companies which lease through Design Team.

One of the options which has changed names and become more specialized is the Chemical Technology Health option. This chemistry course is orientated towards biology, anatomy, micro-biology, and other aspects of health.

The newly-named option of Electro-Mechanical Technology is a more specialized course, giving students a more in-depth study of electricity, and electronic-, hydrolic-, and numatic-systems.

The one new course in Creative Arts is the Interior Design: Furniture and Accessories option. This two-year, third year optional course will prepare students to become Creative Design Technicians, aids to Interior Designers.

The Business division is beginning a two-year general business course which will allow students to transfer into any other Business program. This course is being conducted at the new Keele-sdale campus in York.



Enrollment at Humber College for the Fall 1970 semester has reached an all-time high of 3900 students.

This figure, released by H. R. Edmunds, Registrar, applies only to students in day programs, and represents an increase to 40% over last year.

"We are expecting a total enrollment of 2700 students at the post-secondary level and 1200... in the Manpower and Apprenticeship programs", reported Mr. Edmunds.

into a second pond.

Although no definite use for the farm has been determined, there have been several suggestions.

The site is close to many ski resorts, and it is felt that the Ski Club could use

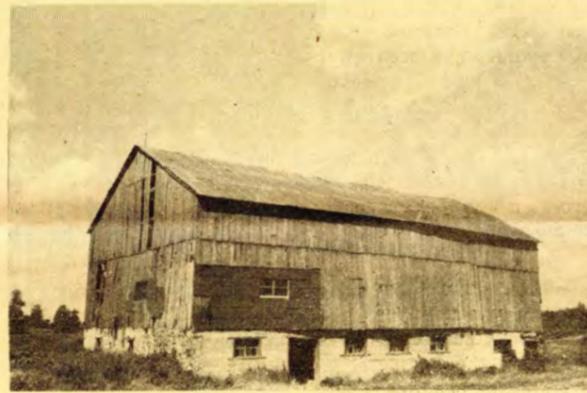
it as a base during the winter.

It has also been suggested as the site of conferences for groups within the college -- Student Union, Administration, faculty, etc.

In fact, the door has been left open for any recreational

activity, subject to the obtaining of the physical equipment necessary.

The farm is located about 55 miles from the North campus -- close enough for a day's outing but far enough to be a part of the country.



## Enrollment jumps 40%

He also noted that the Manpower and Apprenticeship program would add about 2300 more students throughout the year in courses which do not run the entire eight months of the academic year. This will bring to 5200 the number of students studying at Humber this year.

Mr. Edmunds broke down the enrollment in the post-secondary division as follows: 1000 in Liberal Sciences (formerly Applied

and Liberal Arts), 900 in Business, 500 in Technology programs, and 300 in Creative Arts.

The 2700 students will be spread over three campuses. Two thousand students will be at the North campus, six hundred at the South, and one hundred at the new Keele-sdale campus.

Fred Embree, of the Admissions Department, also broke down the enrollment in the Manpower and Ap-

prenticeship Division.

"In the Fall, ... our Academic Upgrading program will serve 250 students, and our Commercial and Technical program ... about 500.

Some 125 students are expected to register in the Apprenticeship programs," he added.

He also noted that this division is planning for 12 classes in English as a Second Language.

"This," he stated, "will mean an enrollment of about 325 students."

## Two graduates receive awards



Above: Jim Beatty  
Left: Dan Mothersill



For the past three years, the halls of Humber have witnessed the antics of a figure reminiscent of a modern-day Eric the Red.

But have no fear. This burly, bearded creature was not the left-over of a Hollywood grade B movie. His name was Danny Mothersill, and he was a Journalism student.

Having graduated last Spring (with 4's in all subjects, incidently) Danny has been busy creating excitement in the 'outside' world of the media.

Employed by radio station CFRB throughout the summer, Danny proved to be the best

"Good News Announcer", a position which involved the reporting of 'good news, events that otherwise would not become known to the public'.

As a result of his efforts, and due to his excellence in his chosen field, Danny received a cash award of \$350 this summer.

And that was not all. Danny also won the heart and hand of Jan Dymond, a Creative Art student he met here at Humber. This summer, the two were married.

Danny's future plans include working in radio and television for the C.B.C.

Past-president of the Student Union, Jim Beatty, has been awarded the President's Citizenship Medal for 1969-70.

Mr. Beatty served as a representative to the Student Union before becoming president. His term of office saw many changes and growths in the college, including the opening of two new campuses.

Mr. Beatty was also instrumental in bringing about the return to the Student Union of Queensway I campus, which had withdrawn for a short time.

The other person responsible for this return, John Ferguson, a

student at that campus, received an honourable mention for his work in developing student interest in the college.

Nominations for the award were received from the college's five day-time divisions. The winner was selected by a committee composed of president Wragg, the Division heads, the director of Student Services, and John McCarthy, incoming Student Union president.

Mr. Beatty is currently employed in the Merchandising Division of Canadian Pittsburgh Industries, while Mr. Ferguson is continuing his studies in Computer Programming.

**the humber game**

**START**

A mother of five in New Brunswick is allowed \$16,000 a week for food and household expenses by the Social Assistance Dept.

Linking seat and increasing amounts of time, energy, and money to the process of personal growth, rather than its environmental exploration. Programs were standardized. Specialization and standardization in the curriculum produced those conventional only alternatives absent from his fellow specialists by doing one thing better and faster. The competitor became the student force to mass education, as it was in the initial of section "making the grades" what it is all about!



**YOU HAVE A DREAM. 100,000,000 LITTLE YELLOW MEN WITH GLINTED EYES HAVE SURROUNDED YOUR HOUSE. THEN YOU WAKE UP AND FIND OUT IT'S TRUE.**

**GIMME SOME! GIMME SOME!**

**Police seize not disarm Indians**

STADOMA, Wash. (UPI) — Police charged an armed Indian movement yesterday and admitted to detaining four lawless men after officers were fired on while conducting a fishing raid from the Potomac River.

More than 20 Indians and Indian sympathizers were arrested, or taken, and taken away from the Potomac River. They carried off a large amount of fish and were also arrested after being found with rifles and shotguns on the river bank.

**To**

**IT'S AN AMBIGUOUS MINDFULNESS TO BE AWARE OF THE PRESENT MOMENT**

There is something probably quite new about the appearance of this ad with two beautiful pictures in this column. It is the first ad we all see the people sleeping in this column.

**SUBSTITUTE THE WORD "IBN" FOR "HUMBER" AND START ALL OVER AGAIN.**

**FINISH**

You made a mistake but you just made the first mortgage payment, the old lady is pregnant and you're screwed.

**PAGE 14**

**good times**

27

**SEX!**

**Instructions: None! Rules: None!**

**STONED**

**FLASH**

**CO-OP**

**REVOLUTION**

**YOUTH MAKES THE REVOLUTION BE STRONG BE BEAUTIFUL**

**BACK TO SKOOL WEEK**

**JODISA YIPPIE!**

**STRICTLY SENSITIVE**

**JUST LIKE BEIN' BORN STONED**

**Burn Down the Schools**

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The streets of our country are in turmoil. The universities are filled with students rebelling and rioting. Communists are seeking to destroy our country. Russia is threatening us with her might and the Republic is in danger. Yes, danger from within and without. Yes, without law and order our nation cannot survive. 23

We shall restore law and order.

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sucker !!

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**CO-OP**

**REVOLUTION**

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**OH, NOW I GET IT!**

**OF COURSE**

**I GET IT!**

**YOW**

**AND**

**IT'S TRUE!**

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**IF THE UNITED STATES TOOK ITS VIETNAM WAR BUDGET AND DISTRIBUTED IT AMONG THE PEASANTS, VIETNAM WOULD HAVE THE WORLD'S HIGHEST STANDARD OF LIVING.**

**IF YOU'VE GOT MORE HAIR, YOU'VE GOT MORE PROBLEMS.**

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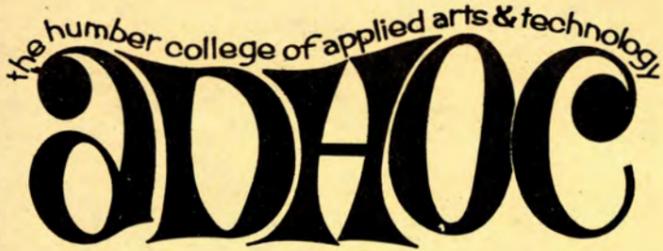
**THE LIFE EXPECTANCY OF CANADIAN INDIAN WOMEN IS 25 YEARS, MEN 35 YEARS.**

**PLASTIC SURGEON**

**WHILE YOU ARE READING THESE WORDS FOUR PEOPLE WILL HAVE DIED FROM STARVATION. MOST OF THEM CHILDREN.**

**you discover that your mother is a citizen of pig nation . . . . stab her and go directly to jail.**

BILL, JACK, JODIA, RICK, JAYE, JOHN, HELEN, LYNNE, NINA, DAUG, LUCY.



# Editorial Page

## College vs high school

### We lose

As another school year begins, Humber students once again enter the world of "free education".

But perhaps the phrase should be "are confronted with free education", for this is more descriptive of the situation.

In essence, the idea of "free education" is a sound one. It places the emphasis on the student to obtain the best possible education for himself. True, assistance is available, but the emphasis is removed from the teacher and placed where it belongs, on the student.

Many high schools and universities still practice the idea that education is the simple input and regurgitation of undisputable facts. Here at Humber, this concept has been de-emphasized, if not completely forgotten. Here the student is forced to become involved, to practice the skills he has learned, to live the knowledge he is being taught.

The fantasy that examinations are an indication as to the learning a student has retained has been recognized as absurd.

Suddenly, there are many answers to questions which in the past were taught to have only one. There are no rules. Teaching varies according to imagination and creativity of the individual instructor. And the boundaries of subject matter covered in any course have become as vague as the boundaries of knowledge in the theatre of living.

As inspiring as this idea of "free education" is, it remains only an ideal. In practice, the reality of "free education" is as obscure as it was 100 years ago.

Unfortunately, the fault lies with the student. For people, unlike institutions, cannot be legislated into change.

Today's student has been conditioned by our archaic educational system and is trapped in what can best be described as "the high school mentality".

This mentality portrays the educational experience as a constant battle. Information is

funneled in; it must sit and become "permanent"; then it must spill out upon command.

This is what we grow up with, this is what we are conditioned to believe, this is what has been part of our lives for 12 grueling years of boredom, tedium and frustration.

So we arrive at Humber, hoping for better, but knowing that a few more years of crap is all that we can look forward to.

And when the revelation of Humber's freedom dawns upon us, we are amazed, and happy, yet afraid because for the first time in our lives the responsibility of education is not on the schools, the teachers or our parents, but on us. Us alone.

And what happens? Gleeefully, we rush into this new educational experience with arms held wide, ready to learn all that we can.

But the "high school mentality" is waiting, like the villain in a grade B horror flick. Waiting to suck the life from our newly found realization.

Soon education becomes that work which is expected of us, that work which we deem necessary to pass; that work which we can get away without doing, simply because we cannot draw it into our own realm of relevance.

So we justify this travesty of education to ourselves by saying, "No one repeated this to me three times, so it can't be that important." "I wasn't warned that this would be on a test, so why bother."

The most important part of the concept of "free education" is perhaps the most difficult for us to adjust to. We have suddenly become aware that nothing is being forced upon us.

We have no experience to rely on, for in our 12 or 13 years of education we have never forced anything upon ourselves.

So there we sit, happy to be out of the world of high school but confused and bewildered by the new world which has been thrust upon us and this new responsibility which we must contend

with.

And so we run -- to the cafeteria to sit and play cards, to the front grass to lie in the sun, to wherever this new experience is not.

Something is wrong, but is it with the "high school mentality" or with "free education"?

And so the arguments rage. "Free education" vs. "the system". Proportionate praise and damnation are issued for the two systems. "Free education" will most certainly win in the end but when the battle is finished, all go home.

Still, we remain. And it becomes apparent that we are being caught in a trap between two completely different styles of mental exercise.

The commonest answer to such a problem is to predict that within x number of years the high schools will have changed. Where does that leave us?

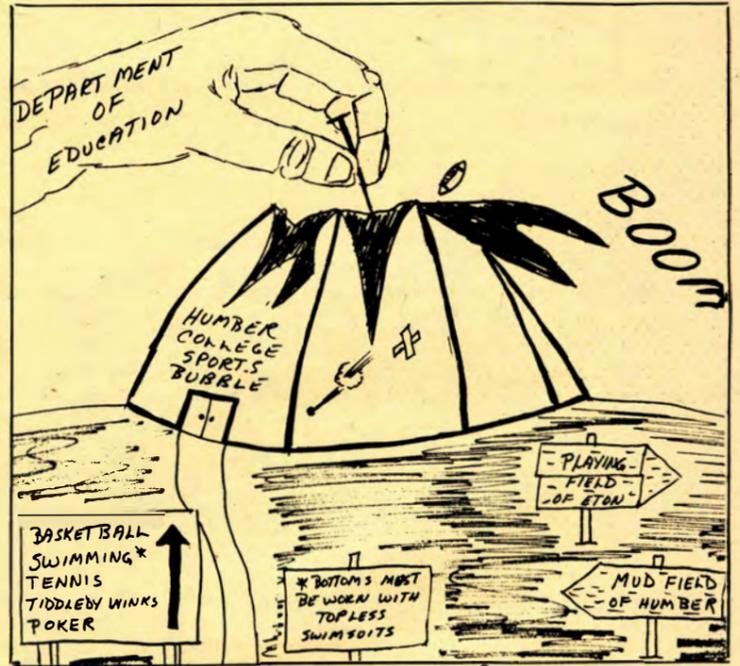
All our educational experiences have been with one system. We are suddenly thrust into a new one, told that it is better, and that we must adjust.

Some of us do adjust, and profit from this change. But the majority of us do not.

Instead of sitting around waiting for one system to conform to the other, perhaps the time has come to introduce a middle-ground, an area where we could at least get our bearings before rushing head-first into something completely foreign to us.

Examinations, while thought of as a mere vehicle for the output of previously transplanted knowledge, can determine the amount of knowledge that has remained with us. They are much more valuable, in many cases, than essays and projects, which serve the same purpose but can deal only with a limited number of ideas.

We cannot be expected to jump from one system to another with no ill effects. If the systems are to remain different, there must be some common ground upon which they can meet.



Is this how it is?

## Fairy godmothers do not exist

Most students, by the time they reach the college level, no longer believe in fairy godmothers.

But it seems the Department of Education is out to break any shread of belief that might exist.

Humber's 'fairy godmother' in this case is an undisclosed benefactor who wishes to offer to the college the use of a Riding Centre. He has offered to build, on land leased from the college, a complete Riding Centre. This would consist of stables, horses, and a riding arena, suitable for the teaching of equestrian arts and skills.

Humber would enjoy the use of facilities five days a week, with the builder using them, presumably for commercial purposes, on Saturdays and Sundays.

The only difficulty encountered in first negotiations was the fact that the builder could not obtain mortgage money on leased land. Humber, therefore, offered to sell the necessary land for the token sum of \$1.

It seemed to be a very good arrangement. It would provide relaxation and sport for all students of the college, and would

be very useful in the future, when the Horsemanship Training program grows.

But alas, the Department of Education, with a mighty sweep of the hand of reality, has brushed away all plans of a generous benefactor.

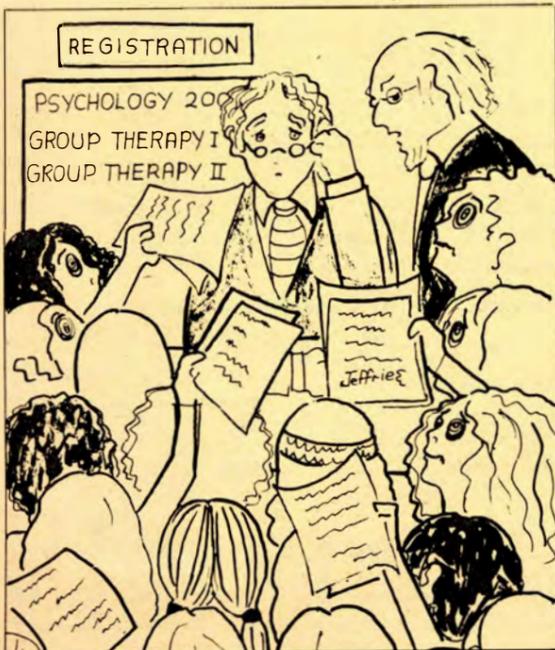
It will take, they say, at least a year to clear the necessary 'red-tape' to permit the selling of college land. And even then, they add, it may not be allowed.

Why not?

The college has a guarantee that the land can only, and must be, sold back to the college, for the same price, if the Centre is not built.

So why should the Department of Education object? They will be losing the land in name only. College students will have full access to and use of it during school time. The benefits earned and the money saved by the plans for such an endeavour can not be counted in money alone.

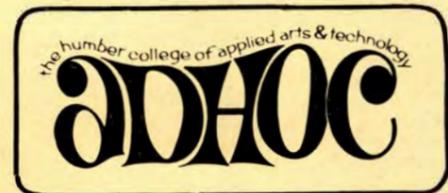
But no. For college students, fairy godmothers do not exist. And there, to prove it, is the Department of Education, looking suspiciously like a certain ugly and jealous step-mother.



Looks like a lot of them had summer jobs



Jeffries



Ad Hoc is published by the Student Union of Humber College of Applied Arts and Technology, Humber College Blvd., Rexdale, Ontario

The opinions expressed are those of the editors, and do not necessarily reflect those of the Student Union, the student body, the Administration, or the faculty.

Friday, September 18, 1970

Editors: Sam Lane-Jim Woods

# Education: The American Dream, Santa Claus and the Tooth Fairy

What is education? Why it's a service that the government provides for its people, isn't it? It's what schools are built for. What teachers are paid to impart. What books are written to create. It's what people need to get jobs, what they need to be respected. It's letters after your name, parchment on the wall, the stuff examination are made of. It's the American Dream, Santa Claus and the Tooth Fairy gift wrapped in science's wonder fabric, see-through plastic (so you can examine what you're buying without soiling it).

Education is what you need to be the scrabble champion of your block, what you require to be able to build roads so that they can be properly torn up to be patched next year. Education is listening to people who are older than you talk about people who are dead. It's the reward for enduring "n" years of hard chairs, practice exercises (to discipline the mind) and bladder control to discipline the body.

It's the social deodorant that won't let you down. It's the last word in one-upmanship, the perfect putdown, the ultimate weapon, the GNP's rising star. Sure it's all these things but none of these is what it is.

Education is seeing "Easy Rider" and feeling impotent anger. It is discovering a fairy ring of mushrooms on your lawn in the morning and wondering. It is reading Velikovsky and talking to yourself and anyone else who will listen for days afterward. It's waking up in the morning with a woman curled against your stomach. It's a little girl soothing a baby. It's six bars in four hours and vomit on your shoes. It's squeezing a trigger and glorying in the manly thump against your shoulder and it's crying a woman's tears for the thing you have killed.

Education is an old man agree with you. It's stuffing your buddy's intestine back into the shredded hole in his abdomen and cursing a world that allows war. It's seeing the "Man from La Mancha" and skipping up Yonge Street in the rain, singing happily.

Education is talking to a cop about the thirteen year old addict he took to the hospital last night. It's two mind blowing months in Portugal. It's four agonizing hours entertaining kids in the terminal ward at Princess Margaret Hospital. It's overhearing a conversation about you.

It's losing a big pot when you have kings-over-fives. It's reading a book that you wrote a book-report about in grade eleven.

It's acting in a play that you wrote when the director doesn't know who you are. Education is putting your passport in the mailbox and trying to get through using the postcard that you put into your purse. It's telling a "Newfie" joke to a fisherman from Bale Roberts. It's trusting somebody against your better judgement. It's maturing and not going blind. It's doing something right for the first time and nobody noticing. It's watching pacifists throw molotov cocktails at a veteran's re-union on November 11th.

Education is listening to an elevator operator debate Machiavelli with your secretary. It's doing your best and failing. It's meeting your public school principal after ten years and realizing that he is not nine feet tall. It's being right and getting fired anyway. It's watching your kids trying to get away with the same things you tried to get away with and succeeding. It's meeting somebody you might like. It's being told you are a bigot. It's watching your best friend

sell his soul to his boss.

Education is meeting a real live idol. It's going to the Brunswick Hotel on Friday night. It's trying to answer the questions of an eight year old boy. It's trying to buy food on credit. It is your first date. It is getting caught shoplifting. It is trying to reconcile your intellect and your emotions. Education is finding that you don't like your own company. It is a six hour bull-session. It is listening to Melanie. It's discovering that Vidal agrees with you. It is a

nine day fast. It is lunch with friends. It's being asked your opinion when you don't have one. It's meeting someone who dropped out of school so that he could find the time to read.

Well, I think you have the idea. Education is everything you take from life that affects you in some way. Anything that you experience, anything that contributes in some way to enlarging and changing your life style is part of your education. Take as much as you can while you're here.

## An educator talks about education

An 'Ad Hoc' interview with Humber's President, Gordon Wragg



**Ad Hoc:** What is education?

**Wragg:** Many people believe that education is the acquisition of knowledge and skills. However, I think that it involves much more.

I feel that relatively little education occurs, for example, in an auditorium where a lecturer talks and a group of people listen.

When I started college, I was a bit of a wall-flower and bookworm. When I left, I was working for four or five organizations and an executive. This involvement became much of my education.

I like to think that the growth and development of me as a person, the acquisition of a certain social consciousness, the part I played in the growth and development of the community and my membership on different teams were the most important parts of my education.

The broad term 'education' is difficult to define because its definition varies with different people. Now, if you were to ask me for the distinction between an educated person and one who isn't educated, the task of arriving at an understanding of education would become somewhat less difficult.

**Ad Hoc:** If education, then, is subjective, how would you describe an educated person?

**Wragg:** An educated person has a high degree of 'mental health'. He knows how he fits into society, he feels good about what he sees in himself, and he is willing to take risks. By risks, I mean, for example, that he isn't afraid to offer his services as a municipal councillor, even though he has never done it before.

I think that an educated person must also appreciate his position in society and try to pull his own weight. If an educated person would like to explore a particular field, he should know how to do it.

If I should decide that maybe it would be nice to learn something about Hinduism, then I should know how to find the relevant material. I should know how to read and understand a difficult book and I should be able to gain knowledge about a certain subject without too much help or encouragement.

Formal education helps a person to do these things, for I think if you have been through the mill of an educational institution, this search for knowledge comes fairly easily.

**Ad Hoc:** Is an educated person the kind of individual who has the ability and desire to search for knowledge?

**Wragg:** Yes. If a person is not aroused, in terms of curiosity, and interested in a wide variety of things, and if this interest and curiosity does not continue, then he is not an educated person.

**Ad Hoc:** So education is not only the knowledge a person possesses about a specific subject or the ability a person has to perform specific tasks. It is also a rounding and understanding of self and others.

**Wragg:** Generally, I think this is true.

Mind you, every individual should acquire the knowledge and skill to enable him to be economically self-sufficient. A lot of people won't agree with me, but I see this as the responsibility of every physically able person. It is everyone's obligation to carry his own economic weight.

If he doesn't, then someone else has to exert that much more effort. I think that our society can stand just so many of this kind of people. I would feel that an educated person would be too proud to be a drone or parasite on society. He would acquire enough knowledge and skill so that he could earn enough to carry him.

**Ad Hoc:** What is the role of the community college?

**Wragg:** Ten years ago, grade 10 or 12 was a good jumping-off-spot to become employed, to earn a living and to be out on one's own.

As we have become more affluent and the means have become more available for the student to continue his formal education, more and more people want to do just that. I think a fairly self-evident fact is that appetite grows on what it feeds on, and the more education a person gets the more he wants. It's awfully hard to convince the guy who hasn't finished grade eight that he should have more education. The guy who has completed grade 12 is probably more aware of how valuable education is and what it means to his own growth as an individual.

I think we must agree that, in our present technological world, grade 12 is not an adequate jumping-spot to become anything but under-employed.

The colleges justify themselves at this stage in their development primarily as helpers for a person seeking to enter an occupational field at a higher level (then he could with only a high school education). This makes a contribution to the society, to the community, and to the productivity of the country.

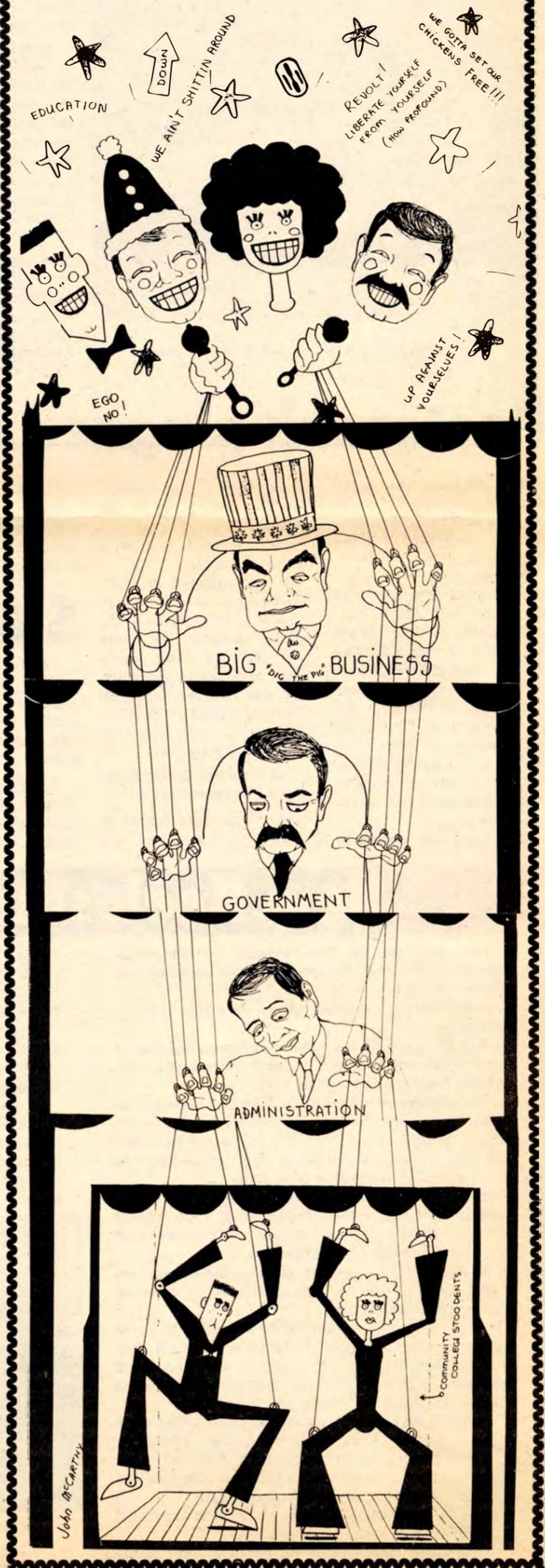
We approach education with the idea that in two or three years we can do only so much. I don't think the colleges can teach everything a student needs or wants in this short time.

If a student expects to graduate in two or three years with some competence in a specific area, then, unfortunately, most of his time must be spent in that area. We'd like to teach a broader variety of the arts and sciences, but there is only so much time.

## The McCarthy era

### Part II

Comment by Student Union President John McCarthy



## Dept. of Ed. may burst Humber bubble

The plight of the Humber 'bubble' is still, so to speak, up in the air.

The question at the moment resolves around who is to decide whether the structure will be built.

According to one source, which refuses to be identified, the decision must be made by Humber itself. The college, he states, receives funds to build 125 square feet of buildings per student. These funds can be used to construct any type of building -- classrooms, labora-

tories, athletics, etc.

But according to president Wragg and vice-president Light, the decision must be made by the Deputy Minister of Education.

And so far, no one has said yes.

But then again, no one has said no, either.

Athletic Director Harry Pasternak said that last June, chances of getting the 'bubble' were "100%". Since then, they have dropped to a low of a zero during the summer, and now stand at



Students play badminton in Trent's new athletic bubble.

about "66 out of 100".

What is the 'bubble'?

According to the plans (which are all that now exist), it is a plexi-glass hemisphere, about the size of two high school gymnasiums.

Inside, the 'bubble' would contain a synthetic playing surface (similar to that of the Houston Astrodome and the PNE Grounds in Vancouver), large enough for two basketball or tennis courts. It would also contain a hard surfaced area, 40 by 120 feet.

Total cost for the structure itself would, or will, run between \$115,000 and \$120,000. Additional equipment, such as nets, weightlifting equipment, and other necessities would add an-

other \$5,000 to the cost.

One of Mr. Pasternak's plans, when the idea of the 'bubble' was still a reality, was to offer such subjects as judo, yoga, karate, and ballet during the first two periods of each day. For the first year at least, these would be non-credit courses, but marks achieved in them would be recorded on report cards.

In the future, there might be a chance that such courses would receive some credits.

But, as the situation now stands, the only definite Athletic construction slated for Humber this year are the long-awaited outdoor Tennis Courts.

But even they are not expected to be ready for this year's tournament.

## Varsity scrapped - intramural uncertain

This year, for the first time in the college's short history, Humber will have no Varsity teams to compete in Inter-college sports.

The decision to drop Varsity Athletics was made because of two reasons, according to Athletic Director Harry Pasternak.

The first of these was the lack of staff.

"I needed at least one more full-time person to help me," said Mr. Pasternak, "and the college just wouldn't give me the money for this."

The second reason also involved money, this time that spent on the teams themselves.

Mr. Pasternak felt that he wasn't receiving enough money to operate the teams properly. Some community college teams, he pointed out, were able to play in tournaments before and after the season began. But the Athletic Department did not receive funds for such trips.

He also complained about the money allotted for the trips the teams did make to play in such places as Sudbury and North Bay. The players received too little money for meals, and were forced to stay in 'second-rate' hotels during these trips, he stated.

Mr. Pasternak added that he was unable to hire the coaches, trainers, and managers he would have liked.

Some colleges, he stated, hired people who performed double duties, teaching and coaching. But Humber would not do this.

So, the only athletic groups

which stand any chance of competing in Inter-college activities are such organizations as the Tennis and Curling Clubs.

Even then, they will be forced to pay half their expenses for such events.

With Humber out of Varsity Athletics, for this year at least, it might seem that more attention would be paid to intramural activities.

But, unfortunately, this is not to be the case.

The only activities which



Pasternak: Much ado about nothing.

are certain for this year are Men's Ice Hockey, Flag Football, Scuba Diving, and Horseback Riding.

The problem with such activities as basketball, volleyball, and badminton reverts back to the confusion concerning the 'bubble'.

Gym time in neighbouring high schools must be booked by June for the following winter. But last June, Harry Pasternak was certain that the 'bubble' was to be built, and the rental of these gyms would not be necessary.

Although he is working on it, Mr. Pasternak is not confident that enough time to make these activities worth-while will be available.

Even the future of the billiards and ping-pong tables is not certain. During the summer, room 307, which contained the judo mats was converted to a staff room. And who is to say what may happen to 305?



Trent University bubble: A first in Canada.

## Pasternak plagued by problems

It would seem that Harry Pasternak has enough problems as it is, with the shake-ups and disturbances in the Athletic Department.

But two more -- one man-made and the other natural -- are continuing to plague him.

The first concerns the ski hill South of Phase II. The project was to be built with the earth removed for the foundation of Phase II and III. But somehow, the earth has continually been deposited in the wrong places, until it is now necessary to use a bulldozer and re-arrange the set-up.

But a bulldozer is nowhere

to be found. And neither, for the time being is the ski hill.

The second is a case of too much too late.

In the summer of 1969, professional designers built a one-hole golf course in the ravine behind the North campus. But water supply to the area was not available, and the long hot summer produced a total of 32 blades of grass -- 14 on the green and 18 on the fairway.

But with the Spring came meeting snow and rain.

And, since the course is located at the bottom of a

hill, away went the topsoil.

Harry has been promised that the designers will rebuild the hole if a water supply is found. But the

water, like the bulldozer, is not available.

Cheer up, Harry. We may yet have a rolling golf hole and a wet ski hill.

## S.A.M. to run athletics

For the first time in the history of community colleges, an elected body, consisting mainly of students, will run the Athletic Program.

The group is known as the Student Athletic Movement (SAM). At present it consists of an executive --

Mike Hayes, president, Pete Cronin, vice-president, Neil McCallum, treasurer, Bob Goodall, secretary, and Athletic Director Harry Pasternak.

In October, a representative will be elected from each campus to join the members on the executive. In addition, class representa-

tives will be chosen, to meet once a month.

Athletic Director Harry Pasternak feels that SAM will give its members training for leadership in recreation.

Under the present system, where staff members arrange everything, "the students can't learn anything."

## New Keelesdale campus to house 250

Once again Humber has expanded its educational facilities. This year, the expansion has moved into the Borough of York.

On September 1, Humber opened its fourth campus, Keelesdale.

Located in the former Bell and Howell building at Industry and Bertal Street, the new campus will serve students from the Borough of York.

"The opening of a campus in York has always been in the long-range plans of the college," said Gordon Wragg, president of Humber. "We are confident that this is just the beginning of an expanding role for Humber College in this community."

Mrs. Florence Gell, a member of the Board of Governors of the college, stated that a 10-year lease has been signed for the building, and architects engaged and tenders offered for future construction.

The provincial Department of Education has approved the cost of the project, estimated to be in the neighbourhood of \$250,000.

Humber College was established in 1967 to serve residents of the Boroughs of Etobicoke and York. For the first three years, all buildings were located in Etobicoke, and transportation difficulties prevented many residents of York from attending.

"When we have the responsibility of looking after York and Etobicoke, we should do just that," commented Mrs. Gell. "Students shouldn't have to go to George Brown of Seneca or Centennial. They should have the facilities in their own municipality."

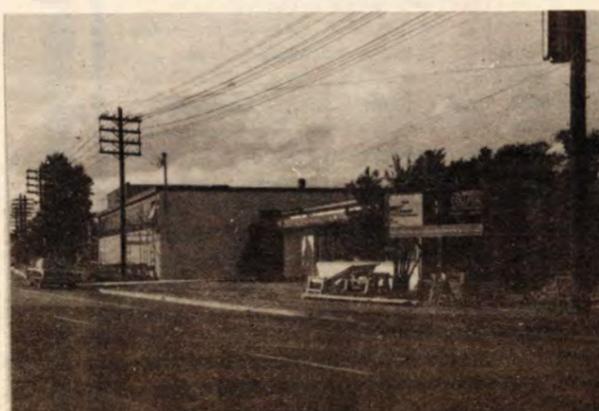
The new Keelesdale campus is the fifth expansion in the three-year history of the college.

The college first opened its doors in 1967 in the

former James S. Bell Public School on Lakeshore Blvd. Three divisions -- Applied and Liberal Arts, Business, and Technology -- counted slightly more than 500 students.

In April, 1968, Humber began its expansion when it absorbed the Etobicoke Adult Training Centre on the Queensway. Approximately 3000 students pass through its doors annually.

In September of the same year, Phase I of the Rexdale campus opened. Destined to be the future permanent home of the college, the new campus originally accommodated students from the Business General Arts, and newly created Creative Arts divisions.



Even with a facelift, the Keelesdale campus still looks like an abandoned factory.

At the same time, other General Arts students were housed in another ex-Public School building on the Queensway.

By February, 1970, Phase II of the North campus was in operation. The entire General Arts student body moved in, and the Manpower and Apprenticeship division extended itself to the Public School building on the Queensway.

Phase III of the North campus is already under construction, slated for opening sometime in 1972. It is expected that, by that time, total day-time enrollment in the college will have increased from its present 3900 to over 6000 students.

Presently, the new Keelesdale campus consists of a 91,000 square foot building. Architects' plans call for additions to this, and a room to house records has already been added.

At the new Keelesdale campus, as at the other three campuses, such operations as telephones, transportation, library, counselling, registration, and other activities will be inter-related.

At the outset, four divisions of the college will offer programs at the new campus.

Business will offer two programs, Technology one, Manpower and Apprenticeship five, and Continuing Education two.

One of the programs offered by the Continuing Education Division, Pattern Drafting and Design, will be taught in the Italian language.

"Our plans at Humber are built on close co-operation with ... the community," says Mr. Wragg, "and we are confident we can meet its educational demands."