

# direction

## EDUCATION AND VIOLENCE: PRIORITIES

by Ted Schmidt

On April, 15th teachers and students at Humber were speculating on how budget ceilings were going to effect them. These monetary constraints are imposed by the Provincial Government. Amidst this spectre of the axe came the announcement of a Royal Commission on Violence in the Media.

The inquiry is headed by the former cabinet minister, Judy LaMarsh, her salary is set at \$250 per day. It is expected that the Commission will begin in May and last for eighteen months. There will be Public Hearings held across the province starting in September in regards to the inquiry.

The total bill for this probe will probably end-up costing the taxpayers hundred thousands of dollars. One has to question just how much the Conservatives really care for the Public Welfare. Mr.

Davis says that he is worried about the children and the effect of violence upon them. Perhaps that explains why he has just about started open conflict with teachers at every educational level. It well could be that he is worried about violence but how much is he concerned with the welfare of children in Ontario.

One must also question the rationale of these long, exhaustive studies. In retrospect it seems that these probes often only end-up being ignored by the governments that commission them. The volumes of materials they collect get shelved and their recommendations are discarded by the wayside. A prime example of this insane practise is the LeDane Commission whose recommendations still have not been implemented years after they were made.

This particular study demands criticism and suspicion as it tantamounts to sheer nonsense. Granted that there is too much unrealistic violence on the tube, however

no government in this country can do that much about it.

At least three-fifths of television watched here comes from across the border. Short of starting a war on the airwaves by blocking signals. There is little that can be done until the industry in the U.S. decides to change itself. Besides a lot of people would get mighty upset if Hockey Night in Canada was censored.

The major problem of violence in the Media is that it is all too often candy-coated and cosmetic. It gives the illusion that acts of violence and human suffering are not only tolerable but stimulating. It makes heroes out of monsters that run around butchering people and it is only natural that people especially children emulate such practises.

If in fact violence was shown realistically the effect would be beneficial rather than harmful. The average citizen might think twice of using violence as an alternative if treated to a display of horror. It

is not exciting to see a man's face torn and ripped apart from an explosion. Take a gander at the pictures of the wounded of Vietnam and Cambodia, does it turn you on or does it revolt you? Did the Allies get turned on when they liberated the Death Camps during the Second W.W. or did they get sick?

Perhaps the worst offender of cosmetic violence are the majority of cartoons. The Coyote is always placed in perilous positions and always has miraculous recoveries. After falling hundreds of feet he never comes up with a spot of blood. Perhaps if he went splat and it displayed a grotesque body with guts and blood covering the sands marking his fall the effect might be quite different.

In any case it must be said that this inquiry really serves no purpose and is incredibly ridiculous. It is my opinion that all levels of government had better re-evaluate the usages of such inquiries and put them to proper use or scrap them totally.

## ASHES TO ASHES : Human Resources Development Bite The Dust

By Garrett Klassen

"... change is the active engagement in the transition of an institution according to an image of the future which fits our fundamental set of values."

Arthur Stinson

In addition it may be said that, while our values determine our image of the future, they also determine the specific nature of the change, as well as the basic principles inherent in the process by which the change is brought about.

On February 24, 1975, a change took place at Humber College - the Human Resources Development Program ceased to exist. This article will attempt to examine some of the principles at work in the way this decision was implemented.

### TWO APPROACHES

Organizational Development is a process which largely reflects the values of a

participative approach to change, and begins with a mutual consultation surrounding the elements of the change. It focuses on the importance of "intervening variables which reflect the current condition of the human resources in an organization and are represented in its skills, loyalty, commitment to objectives, motivations, communications, decision-making and capacity for effective interaction." (Training and Development Journal, Vol. 26, No. 3) It supports a system of planned change, employing the principles that:

- i) those people affected by a change should be involved in making that change,
- ii) people involved in organizational change should work on it together, in small groups,
- iii) change is more easily affected by reducing the forces against change than strengthening the forces for it,
- iv) resistance to change is normal and can be expected,
- v) change in one part of an organization will produce strain in related parts and

- vi) the possibilities of change are increased if there is a high level of trust and acceptance among people and there is open communication,
- vii) that it is necessary to have a commitment from upper-level administration to this process of change for it to be effective.

These principles are concerned with building and developing the organization, and tend to be long term considerations, thus strengthening the overall effectiveness and integrative functioning of the whole. It proposes working through a "participative change cycle" in which information and new knowledge is made accessible to an individual or group. Strengthened by a commitment to change, the group will then, by direct participation, help to select and formalize new goals and methods of achieving them, and propose an equitable solution within the limits of which the change can occur. It is also possible that the definition of

## ATTENTION!

STOP THE PRESSES! Due to a careless mistake by one of the co-editors of "Direction", this month's paper will be a shortened version as there are not enough articles left to fill the regular format.

At this time the staff of the paper wishes to apologize to the people who worked hard writing articles for this month's paper only to have them lost. It is with deep regret that we the editors of the paper are unable to give the community of Humber College a complete, final issue.

I also wish to absolve I.M.C. of any responsibility in this matter.

Ted Schmidt

APRIL 1975

# The Academy Awards

by Ted Schmidt

The Academy Awards this year were particularly disgusting and disappointing. The Awards were obviously right out to lunch, so I have decided to make a list of awards for pictures that I feel merit true praise.

I will also give awards for actresses, actors, and directors.

Best Picture ---- There can be no doubt in anyone's mind that the Best Picture of the year was Chinatown. It would be ludicrous to compare this marvelous movie

to the likes of the Godfather Part II. Best Foreign Picture ---- I find it more than a little difficult to choose between Amarcord and Scenes From A Marriage. However I feel Amarcord deserves the award due to the fact that it has been received more favorably by the critics. Both of these films are great foreign classics. Best Actor ---- It is indeed unfortunate that the Academy cheated Jack Nicholson out of an award. There is no more a deserving actor than Nicholson whose performance in "Chinatown" was stunning. Considering the other great performances

given by this man in the recent past, he is most deserving of the highest award.

Best Actress ---- I would have liked to have seen Liv Ullman or Diahann Carroll win in this category. Liv Ullman gave a memorable performance in "Scenes From A Marriage" and Carroll was great in a picture called, Claudine.

Best Director ---- Polanski is probably one of the best young directors in the world, today. He is a definite winner for his direction of "Chinatown".

Best Foreign Director ---- As I gave Amarcord the nod for the Best Foreign Picture,

I feel that Bergman should get an award for his direction of "Scenes From A Marriage".

Note: Pink Floyd will be at Civic Stadium in Hamilton on June 28. Tickets are available through the mail only at \$8.50 and .35 for handling. If you are interested you'd better mail your request but quick!

The address is:

P.O. Box 514, Station F  
Toronto, Ontario M4Y 2L3,

enclose a self-addressed stamped envelope.

## Humber Hawks

Glen Gordon

The Humber Hawks Varsity Hockey team put out their best showing this past season. After only three years in the O.C.A.A. the Hawks finished the season in second place. The year was highlighted by a constant battle with Sheridan Bruins for first place. Last year Sheridan won the Ontario Championship in a round robin tournament held in Kirkland Lake.

The first round of the play-offs this year saw Humber defeat the Seneca Braves in a sudden death match 9-2. In winning this game Humber had its chance at the Southern Division Championship against Sheridan. The first game was very exciting with the Hawks outplaying the Bruins and late in the third period were leading the Bruins 7-6. A few defensive lapses in the dying minutes of the game allowed four quick goals by the Bruins and the Hawks were defeated 10-7. In the second game of the two-out-of-three series

the Hawks played very aggressively and weren't about to be passed off lightly. End to end action were the words for the game. And at the end of the third period both teams were tied. In the first period of overtime the Hawks swarmed the Bruins net and scored three times while Sheridan managed only one goal. The series now tied 1 game a piece. The final game was held in Oakville Arena with a

packed house. The action was very close for two periods and, as the Hawks succumbed to Sheridan's style of play, the score began rising in the favour of the Bruins. At the end of the match the Hawks had been out scored 9-3.

We would like to take this opportunity to congratulate the members of the Hawks for an excellent season. We also wish them the best of luck in future seasons.

## A Poem

by Ted Schmidt

To-day we gazed into a reflection within a whirlwind of shattered dreams, undone schemes, and life's extremes, We stared at the once coveted, cream-coloured chariot, and realized that it was now nothing more than a vehicle of torment and anguish.

I tried to give strength to the young woman lying motionless and helpless, cloaked in the gathering darkness, The other just watched her and none of them saw for their faces wore a shroud of fear, And more gathered to look at the bloodied site.

I knelt down and tried to give her kindness, A riverlet of shimmering, bittersweet, liquid silently trickled down her saddened face, She spoke of shadow figures dancing before her and her soft green eyes filled with tears,

A cool summer breeze kissed my face and I sensed that death was in the wind, I know that you want to stay but death is a price we all must pay, Please girl, please don't begin to cry, please don't be frightened, I don't know how to help, I know you're going to die.

Her grimaced expression pleaded for help but that tide had long since ebbed away, I went through the meaningless motions trying to persuade her that help was on the way but my eyes could not hide the deceit, The soft whispers of gentle peace had begun to beckon and would no longer delay.

She lay tattered and torn and her suffering had bruised my soul, The ripples of her life are but shredded memories of the past, Eternity's endless seas flowed at last, her loving life was ended all too fast, She is but a vivid memory of yesteryear.

## DEAR STUDENTS

Dear Editor,

The latest pitiful voter turnout confirms what I've suspected for some time. Humber College is full of brainless deadbeats. A draught beer and a deck of play-

ing cards is all that's required to satisfy the typical Humber student.

This year's Student Union has done a credible job in the vacuum it's been forced to operate in. To the majority of students who will be bitching as usual next

year, remember you had your chance last Thursday. Kindly keep your bitching to yourself if you can't be bothered to get off your ass and vote. Most likely, Mr. Schimit and Mr. Silver will do a better job than you deserve.

I'm relieved to be graduating this year for fear that the Humber Student intelligence level may be contagious.

David Christie  
3rd yr. Business Administration



Labatt's Blue smiles along with you

A student researcher named Sue,  
While studying on-campus brew,  
Says the trend is now clear  
To a beer without peer,  
Labatt's 'Blue' is now 'in'  
with 'Who's who'!

by Ivan Fernandez

# TOMORROW?

DIRECTION: AN EVALUATION



This issue of Direction is the fifth since the paper first began, and will be the last one for this school year, thus, I feel an Evaluation is in order.

The paper was started by Ted Schmidt and myself last September when we found out that the Student Union was looking for someone to start a new newspaper at Humber. As we were both on the Student Union, and in the Community Studies program, we felt that this was an opportunity for us to make a contribution to the community of Humber College, and to try and solve some of its problems.

When we sat down to talk about what had to be done to publish a paper, the first thing we did was to define why another newspaper was needed, and secondly, what were its objectives to be.

Looking around the College in September, it was obvious to us, and many other people, that there were a lot of problems. One of the major problems we identified was the lack of student participation, and interest in the College. As an example, the Student Union elections last April, the By-elections in October, and the elections this spring, can be used. Almost all the Division representatives, including myself and Ted, were elected to office by acclamation, which shows how much interest there was in the school.

The second major problem we found was the lack of effective two-way, communication between the Student Union, administration, and the students. If students are expected to be involved in a community or school, they must have available to them resources and information, making their involvement possible. Also, we saw Humber as a learning and teaching institution, and that there were many learning resources around, besides teachers, and the Library, which were available to students, but were not known about.

Thus, after identifying these problems, we were ready to set down the objectives of the newspaper.

## OBJECTIVES

Our first objective therefore, as stated in the brief we submitted to the Student Union is this: To educate and develop community awareness of learning and cultural resources available in and around the college, and to develop community participation.

By resources we mean any person, place, or thing which can be utilized in the learning process by members of the community of Humber College. This means that we mean to stimulate awareness of resources in and around the college that are available for the students use. Also, to inform them of how to get access of these resources. This process would hopefully stimulate an increased amount of participation, and create a formal, and informal feedback network. By feedback we mean that students would begin influencing the decisions and actions made within Humber through some type of action.

We then went on to further specify the goals by stating what types of articles

would be printed in the paper. Articles would include interviews, in-depth articles having to do with learning and cultural resources which can be utilized by students, projects already underway, which have been organized by students and former students, new ideas in education, and will raise a few current issues in and around the college. Also, we would include a page on cultural learning resources, such as record reviews, movie reviews, book reviews, and other such things. A page would be reserved for editorials, and letters to the editor, and one page would be saved for advertising.

## SUCCESS

Looking back over the last four issues which we published, we can see that all of the articles we included in Direction can be fitted into one of the categories above. Some of the stories included are: Report - Status of Women at Humber; Centre for Labour Studies; Exploration Rockies; Housing Proposal Underway; To bus or not to bus; Humber's Athletic Department; No more Pubs; The Longest

Day; The Truth about the Grape Boycott; An Alternative in Learning; and others. Some of the Record reviews included Journey to the Centre of the Earth, Phaedra, and Warchild. All in all then, we consider the paper a success.

## PROBLEMS

But, as with everything, there were some problems. There were only two of us working on the paper, with a few volunteers, trying to put the paper out every month. In the seven months we have been publishing, we have put 5 issues out. Basically, our problem was the lack of writers. Though we always had enough material to fill the paper, we've noticed a steady decline in the number of stories coming in since January, which resulted in our publishing only 2 issues instead of three or four. Also, since one of our goals was to get people more involved in Humber, including our paper, we weren't as successful as we wanted to be.

Another problem we had was the lack of resources we had to work with. We

were given the loan of a homemade layout board, and we had to use Letraset to print our story titles with, which added hours to our workload. The only good thing with regards the technical aspect of the paper was our printer, Weller Publishing Co., who did an excellent job.

The last problem I can think of is that we haven't got anyone interested enough right now to continue the paper next year. I think the paper, though it had problems, has been and can continue to be beneficial to Humber. Even Coven (which seems to think we were in competition with them, though we had clearly stated the opposite) seems to have improved since Direction has come into existence. There seem to be no more personal stabs at people who made this venture into journalism possible, especially Bryan Beatty, who helped us with the technical aspects of the paper when we first started, and all those people who wrote for us.

Anyone interested in working on Direction next year should get in touch with the Student Union.

## DIRECTION

is a community newspaper published monthly at Humber College, and is supported by the Student Union.

Co-Editors Ted Schmidt  
Ivan Fernandez

Staff Advisor Bryan Beatty

Responsibility for content of material printed is that of the authors, and not of the editors.

## HELP

We need writers, people to do graphics, comic strips, photographs. Contact Ivan Fernandez or Ted Schmidt, Co-editors of Direction at the Student Union Offices, D235.

## The Editors

IVAN FERNANDEZ

TED SCHMIDT



## AD SPACE

### Direction

The Editors offer advertising space on the back 1 1/2 pages of this paper. Ads will be limited at the discretion of the editors. We hope to receive enough revenue from advertisements so as to relieve the bulk of financial burden off the Student Union.

We are also offering students of Humber College a chance to advertise in a Want-Ads section for a small nominal fee. For more information, come to, or phone the Student Union.

# ASHES cont.

limits may be negotiated.

The final acceptance of the developed proposal will invariably depend on the degree to which those affecting the change and those affected by the change have consulted throughout the course of this process, and ultimately will rest on the question of whether or not those affecting the change see any value in, and hold a commitment to this participative change cycle.

Mike Jones, co-ordinator of the Leadership and Human Awareness Program at Humber has expressed a willingness to work through an O.D. process with individuals and groups in helping them to become more effective around their jobs, communication, and achieving specific goals, skills and objectives.

The other approach to change has been called the coerced change cycle (T. and D. Journal), and is one with which we are probably all too familiar. For example, on Monday morning an announcement is made that "as of today all members of this organization shall begin to operate in accordance with Form 10125." This model begins by imposing change, which will tend to affect the interaction, that is, influence the system at the individual level. While its advantage may be speed, in that only one person is responsible for the decision, the resulting situation tends to be volatile and often results in animosity, hostility and in some cases overt and covert behaviour to undermine and overthrow. The values of personal interaction, communication, sharing of information, understanding one's position in relation to the change and a lasting effectiveness as a total unit, are sacrificed at the expense of centralized power, a succession of steps of short-term planning which gradually fragments the unity and strength of the organization through the inequitable handling of all the interests it represents, and growing alienation on both the departmental and the individual level.

With this in mind, let us examine the course of events that led up to the decision to cancel the HRD Program, and the resulting effect on those affected by the change.

## EVENTS

The Human Resources Development Program has been modified several times over the past few years. During the summer of 1974, it was changed from a three year to a two year program, based on the needs and concerns expressed by students, staff and an outside advisory committee the previous spring. The period, September to December 1974 was dotted with a series of staff/administration meetings and internal consultations to further investigate a more effective model in which to present the skills and the body of knowledge that are intrinsic to the field of Human Resources. The examination of a possible shift in focus was also a direct reflection of the current concerns of those involved in the program. A sizable amount of input resulted in the formulation of several strong proposals. Briefly, the basis of the first proposal was:

Setting up a Centre for Human Resources with its base in the Community Services Department, emphasizing such courses as Personal Growth and Awareness, Organizational Behaviour, Program Planning, Communications Skills, Career Planning, Decision Making and Field Placement. The main thrusts of the Centre would be to help students clarify their goals, what they want and how to get there, to provide service courses in Human Relations, to offer applied courses to community people working in an outside environment, and offering a post-diploma program i.e. advanced certificate to students in a variety of college programs.

Credit courses would be offered six times a year on a revolving basis, each course lasting 8 weeks, and would include daytime, evening and weekend offerings.

Strong support was voiced for the proposed Centre in that it would fulfill a very real need in the college for students with a variety of experiences and concerns. There was unanimous support at the meeting in wanting to explore the possibility of setting up such a centre, and a strategy was developed to begin to bring it a step closer to reality. Some concern was also expressed that it would be unwise to drop the two year program completely, and

that students in a second year would have to commit themselves to some definite course of action. At this time, courses and field placements would be chosen to prepare the student for employment and/or some definite life goal.

On November 19, a request was made by the chairman to have an internal job posted for co-ordinator of HRD, and it was shortly thereafter agreed that Peter Smith, co-ordinator of Community Studies would take the administration of the program under his wing.

On November 29, a new format for Human Resources Development emerged that incorporated the 8 week learning packages of the Centre into a full-time Program, and was forwarded to the Dean of the Division by way of memorandum. Based on the discussions of past meetings, it specifically outlined first and second semester courses, and suggested that a two year program would be available to students who could be definitive about their areas of specialization.

The Program thus became a multi-functional tool to help students to clarify their career objectives and personal goals: a need identified by the number of students coming to counselling services requesting such help; also, it was geared towards the students who would benefit from an orientation program coming directly from High School, for students who know what they want but have personal problems to resolve, students not happy with their choices and switching to HRD to re-examine their priorities instead of dropping out, and finally for students actively seeking a career in the Human Relations field.

At this time there seemed to be strong internal and Divisional support for the need, the viability and the success of the program, as well as support from acting consultants from other programs.

Around Christmas-time, the Provincial Budget hit the Community Colleges. Funding is presently being changed from the old Formula system (\$1955.00 per full-time student) to a system which is, as of yet, unspecified. In the interim, the College gets its funding from a system known as Global Financing, which is a combination of Formula and Slip-year financing that spans the last two years, plus 11%. This is an increase of 5.5% over the Formula system, but with inflation, the consequences, as have been stated by the administration, are a 10% cut-back on the budget of each division within the College.

On February 24 past, at a meeting of upper-level administration, on the basis of low enrollment and a lack of vocational orientation, the decision was made to terminate the HRD Program.

At this point, I would like to focus on some of the central issues and discrepancies that I see surrounding the process I have just described.

## ANALYSIS

In the case of HRD, there were clearly two forces at work. On the one hand, there existed the beginnings of a participative process from the bottom up. The staff of the program, as I have explained, did a fair amount of work in preparing a proposal which realistically reflected the goals of the program, and methods to reach these goals. Because of the nature of Human Relations, they were, perhaps naturally, adapted to a participatory model of change that was reflected in their efforts. I see the staff of the program trying to incorporate all the variables of which they were aware to build a course of action that would work its way up the hierarchy through participatory methods at the point where this process would constitute a significant point of consideration to those forces that might ultimately be responsible for the consequences of the final decision. With the introduction of a new variable, this process was abruptly halted when administration considered its position on the budget and rendered a top-down decision on the futures of a relatively large number of people with little regard for their priorities or welfare. There was a period where no communication took place; a lapse in continuity during which time the decision was made. Not until the last moment was the common courtesy extended to the Division and to the Program of a formal hearing. The only trouble was that, at that point,

it was already too late. Evidence exists that the decision was made unilaterally by Jim Davison, and that he later refused to even recognize the existence of the staff

proposal submitted to him at the meeting.

Let us consider the question of access. A basic element intrinsic to the change process is that of making information accessible to individuals or groups. "Those people affected by a change should be involved in making that change." It is important to realize that, given the hierarchical system in which we operate, that is, one in which a number of forces dealing with change may exist, but where on ultimately has the authority, the power and the responsibility of making that change, it is not possible to have involvement unless the ultimate authority chooses to recognize the validity of input from the hierarchically less powerful forces, which may nevertheless have important and relevant information to impart into the decision-making process. If the "authority" chooses to consider input, and sees involvement as a desirable thing, it must then initiate a process whereby the "lesser forces" will have access to relevant information that will make an alternative proposal viable within the frames of reference of both forces. It must share information about what constitutes the criteria upon which the decision will be based. The case of HRD was not one of a decision-making process involving those affected, since there was no medium for staff to make their concerns visible. (Analogy: no matter how big you are, you can't be seen by a blindman.) As far as I can see, there was never an effort made by administration to consult with or impart information to the staff and students who were much closer and sensitive to the issues, concerns and the life of the Program. This precluded any significant involvement because there was no "commitment from upper-level administration to this process of change." The decision remains unrepresentative of a wide range of interests, and affects its beneficiaries in such a way as to make it an element which serves to fragment people and groups on a variety of levels.

In this we can see the existence of two different value systems.

Arguments can be presented for both sides, on that says no other choice was possible, and one that points to the absolute need to consider alternatives. The whole question of the budget, the assessment of and criteria for alternate proposals, job visibility and the definition of job orientation, the place for personal growth in Community Colleges, external support and need for a Human Relations program, enrollment, the roll of promotion and advertising, the mandate of the Colleges, and ultimate Provincial financial responsibilities, is the subject of another article. If, therefore, I consider the decision itself to be questionable. I do not question it here. What I do question, however, is the process by which the decision was arrived at.

Illustrations of the alienation in the coercive change cycle that I have attempted to describe can be reflected in the statistical information that the students of the program were not even aware that a decision affecting their futures was imminent. At least one person involved in the internal consultations of the fall only learned of the program's cancellation through the Humber Happenings newsletter in the "Did You Know" section.

This to me indicates a gross lack of consideration for those who had a direct stake in the issue. There seems to be very little trust, consideration and respect on the part of administration for the values of the students and staff. To consider some of the issues point by point:

- what information is necessary to be involved in a process?
- what is the interpretation of the little information that is passed down?
- the fact that staff knew of a process, yet existed on the periphery without consent to experience to involve themselves directly in it.
- where is the trust in the responsibility of an informed staff to make ultimate decisions?
- what is the effect on one's credibility under these circumstances?
- why are students not trusted as a feedback mechanism and used as a check to keep decisions relevant to

the realities of the program?

- why are students not respected enough to be informed?
- why the overtones of secrecy if the decision was so clearcut and simple?
- what are the limits of one's "right to knowledge"?
- administration has access to all information regarding HRD, while HRD has very little access to information and the criteria used by administration for their decision.
- who gets listened to?
- how do decisions really get made?
- what are the ultimate consequences of such a climate on the present and continuing effectiveness of an institution like Humber College?

This situation has been extremely confusing for me and for very many others that were "involved". Even now, after everything is over, after numerous interviews with most of the players, it is still difficult to isolate a central point which might serve to explain the confusion. It is even more difficult, to my satisfaction, to trace and isolate the course of events that because it is not clear how decisions do get made, and that everyone has different information and interpretations that wide discrepancies give way to. What we do have is a polarization around two separate and distinct ideologies and value systems with very little consultation, communication, trust or consideration between the two. Critical issues seem to be dealt with under the table and reflect hidden agendas and a defensive system that prevents any threat or attack on one's personal power position and security. We must ask, what are the implicit values in this system, and how are these expressed through our activities? We must ask the question "what are we in business for?"; what is the business of this College, and indeed, of education, when there is a growing suspicion, even evidence that decisions are political in nature rather than educational.

We learn in a competitive atmosphere which pressures us, by its very size and intent, to conform until we become caught in a system where any deviation is risky. In questioning and understanding the workings of the pressures, we might see the possibility of influencing the institution of different values. Instead of working in the context of opposing forces that can only result in win-lose situations, perhaps there is a possibility of congruent forces moving together towards a singular goal. Here again, if we are looking at change, it cannot be accomplished through confrontation. It must be seen by the opposing forces as a desirable change, brought into focus by a high degree of visibility and success in local areas of the College. Administration must want to recognize it, and the change, at least initially, must be viable in their own terms. From there it will grow to a wider acceptance.

I do not believe that I have in any way overstated the facts presented herein, but must emphasize that the opinions expressed are representative of none but my own. I do believe that it is important to become aware of the processes by which we are affected daily, and also to be aware of how we affect others by processes we initiate. Are we members of the forces that resist change, or of those which help it?

Change is on-going and multi-dimensional: at the same time that we are changing or being changed, we are also causing change in others. For every action of ours, there is a reaction somewhere else, both above and below us. We are therefore in a continuous state of flux in which it becomes difficult to see ourselves clearly.

Change throughout the years has always been difficult, sometimes violent and never more critical to our survival. Consciously or unconsciously, we can gradually develop new skills to cope with change and maintain our equilibrium in relation to it. We have perhaps a natural resistance to change; a safety device which constantly tests the degrees to which we are willing to be, and capable of being flexible.

To quote from Saul Alinsky:  
 "Change means movement. Movement means friction. Friction means heat. And heat means controversy. It's as simple as that . . ."  
 Hopefully we will always feel up to it.