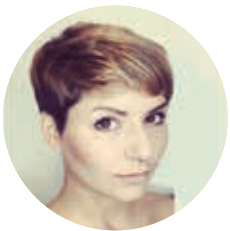




Photo by Tim Goway



**BY AMANDA CONNELL
WITH SONNY WONG**

The idea of returning to school can be quite complex – logically and emotionally. If you are curious about a particular subject, ask yourself whether it is for personal or professional development.

You may discover that formal learning may not be the only option to meet your goals. When thinking about returning to school, there are many reasons for considering doing so. Identifying these reasons will play a role in deciding what and how you would like to learn. If you decide to return to school, setting goals can help with this process. This decision could be life-changing. It may be helpful to seek out professional support in order to make a comfortable and well-informed decision. This article was conceptualized with the input of a licensed career counsellor. We have constructed 3 decision making factors to use as food for thought.

A subject matter has peaked your curiosity and you would like to learn more about it. This begins with acknowledging your curiosities and considering the ways you may want to facilitate your personal and/or professional growth. Many people believe formal learning is the only method of gaining worthwhile knowledge. Engaging in formal learning is a big step and some individuals

often find themselves stuck in this decision-making process. Begin by exploring your curiosity in small steps. Can it be satisfied by using informal learning outlets? Visiting libraries, bookstores, and the web are methods to increase your knowledge in particular subject matters. If your personal goal is just to satisfy your curiosity, then this method has minimum financial costs and little impact on social life. Once you have explored your curiosity on your own leisure time, you may want to further consider trying online course(s). Many people believe that Degree and Diploma programs are their only options. In fact, there are also certificates and self-interest development courses available for people to satisfy their personal or professional goals, before making the big decision to enroll in a formal educational program. Taking these steps will allow you to define your learning style, satisfy your curiosity, and help to form clear objectives.

If you decide that you would like to return to school for a formal education to earn credentials, keep in mind that this development

stage will involve both financial and social factors. Firstly, everyone will most likely have an opinion about this decision. You may be met with a variety of reactions to your decision across social, familial and professional relationships. Of course, you will receive positive support when you announce your decision. Everyone admires individuals who have the desire to grow personally and professionally. There may also be some friends and family members who may not understand why you have made this decision. Note, they are not challenging your decision but rather querying your thoughts and rationale. Furthermore, you may want to explain to those close to you that your social time will begin to be prioritized differently. Course work requires dedication and time, which means that time with your friends and family will need to be redistributed. This reduction of social time may be perceived negatively. Try not to let these

CONTINUED ON PAGE 5



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NORTHEASTERN UNIVERSITY COMES TO TORONTO

Northeastern University is a recent and unique addition to the local educational landscape in Toronto. Headquartered in Boston, where it boasts of an extensive downtown campus and more than 20,000 students at all levels, Northeastern began offering select, professionally-focused Masters programs at its Toronto campus in 2016. Students at Northeastern's Toronto campus can pursue a Masters in Project Management, a Masters in Regulatory Affairs for Drugs, Biologics, and Medical Devices, and a Masters in Information Assurance and Cyber Security. All of these degrees are offered in hybrid format, meaning that they combine on-ground and online classes. Students also have the option of taking each degree entirely online. Like any of the more than 70 fully online degrees that Northeastern offers, these degrees can therefore be taken from anywhere in Canada.

The programs offered by Northeastern's Toronto campus are quite unique in the Canadian context. No other institution in Canada offers a Masters degree in Regulatory Affairs, and there are very limited options for Masters programs in Project Management and Cyber Security. Given the tremendous growth in all of these fields, Northeastern's Toronto campus is therefore poised to play an important role in providing lifelong learning to professionals in Ontario.

Background

Northeastern University was founded in 1898 as the educational arm of the Boston YMCA, beginning by serving a local population made up mostly of recent immigrants to the United States. Since becoming fully independent

early in the 20th century, Northeastern has evolved into the largest private national research university in Boston, encompassing nine colleges and schools, including the College of Computer and Information Science, the School of Law, the D'Amore-McKim School of Business, and the College of Professional Studies—which supports the MS in Project Management and the MS in Regulatory Affairs for Drugs, Biologics, and Medical Devices.

Under the leadership of President Joseph Aoun—who assumed the Presidency in 2007 after a lengthy tenure at the University of Southern California as a professor of linguistics and as Dean of the College of Letters, Arts, and Sciences—Northeastern has seen significant growth, both in reputation and in geographic reach. Ranked #98 by the authoritative US News and World Report ranking of American universities at the time that President Aoun assumed office, Northeastern has since shot up in the rankings to its current perch of #40. At the same time, Northeastern began establishing regional graduate campuses outside of Boston. The first of these opened in Charlotte, North Carolina in 2011, followed by campuses in Seattle, Silicon Valley, and most recently, Toronto. This expansion, which is likely to extend to other cities and countries in the near future, reflects a desire to serve local markets in which there exists an unmet demand for certain professionally-focused graduate programs. It is also driven by a conviction that professional graduate education can and must provide students access to a globalized economy and workforce. With its campuses across North America, Northeastern offers its students access to a wide-ranging network

of faculty, alumni, and partner institutions, along with opportunities to study and work in different cultural and geographical settings.

Experiential Education

In the United States, Northeastern University is well-known for its world-class faculty, its career support services, and its strength in the area of experiential education. Each of its nine constituent colleges employs personnel dedicated to placing students in co-op positions—paid, full-time work experiences related to their programs of study. Students who are unable to undertake co-op, meanwhile, have the option to take on 'XN' projects—assignments that are built into coursework in which students work directly with employers to address real business needs.

With an eye to importing the Northeastern brand of experiential education into the Canadian context, the Toronto campus has been busy establishing relationships with local employers and has recently arranged its first co-op placement. In January of this year, a student in the MS in Regulatory Affairs for Drugs, Biologics, and Medical Devices program began a co-op placement at Synaptive Medical, a Toronto-based company specializing in the design and manufacture of neurosurgical hardware and software.

This co-op placement comes during a period of significant growth for Synaptive. Formed in Canada in 2012, Synaptive has recently begun expanding to international markets, including the United States. In the Fall of last year, Synaptive reached out to Northeastern Toronto in search of a co-op student who could help tackle the numerous regulatory hurdles that come along with this

expansion. This student would be responsible for researching regulatory requirements as they apply to particular products, briefing senior team members on those requirements, and preparing regulatory submission documents. Building on a strong and growing network of local industry partners, Northeastern expects similarly exciting experiential learning opportunities to become available for students in the Project Management and Information Assurance and Cyber Security programs.

Toronto Campus

In April of this year, Northeastern University Toronto will take up residency in its permanent campus location on the 46th floor of First Canadian Place. Occupying more than 7000 square feet, the campus will feature three classrooms, meetings spaces for groups, and individual workspaces. In addition to on-ground classes, Northeastern plans to host numerous special events at its campus, including 'Ask the Expert' panels on topics relevant to the three degree programs supported by the campus, as well as networking events at which students can connect with industry representatives. The overall vision is one of a busy, dynamic, and productive space open to students, members of the local business community, and guests of all kinds.

Students in the GTA and beyond who would like to learn more about Northeastern's Toronto campus and its programs are encouraged to reach out by phone at (888) 660-6938 or by email at toronto@northeastern.ca.

DECISION MAKING

CONTINUED FROM PAGE 1

reactions hinder your goals. Dedication to course work also means that you may want to have a conversation with your employer to determine if accommodations can be made. All of these efforts will help you concentrate on your formal educational achievements. While pursuing your accomplishments, new relationships will be formed in classes/school.

At first, the work-to-school transition may involve disorienting dynamics. It is an adjustment period. Your fellow students may be much younger than you are, and it may take some time to relate to one another. Think about this transitional period as starting a new job. Try to understand the culture and its structure. The possibility that being surrounded by peers younger than yourself can be a source of inspiration and an opportunity to exchange ideas across different generations. Remember, these young people will also be entering the workforce; use this opportunity to understand them better. The student-professor dynamic will also be a new experience, and you will relate to them on a different level. Remember why you have chosen formal learning. Credentials are rewarded based on evaluation, and this process can sometimes be a blow to your ego. Learning can be tough, but relearning is tougher. You are building your own future one assignment, one exam and one course at a time.

Think about where a formal education fits into the future you are creating and possibly for your family. While broader society may suggest that formal education

primarily translates into career mobility – the big question is “does it for you?”. For some, a new set of credentials may allow them change their career path or compete in the careers they already have. If your future is about career advancement, you want to ensure that you have conducted the appropriate labour market research. Do not rely solely on the opinions of others to guide best practices for transforming your personal or professional life. Dig deep within and reflect on what you want. Many people are focused on gaining credentials but forget that they are embarking on a career in those fields.

These suggestions may seem obvious but examining your thoughts about going back to school is vital. As we move from one developmental stage to another we acquire habits and structures. You may lay out your future by setting goals and returning to school may be one of these goals. At each step of the decision-making process, know that you will be arming yourself with knowledge that will enrich the future you are seeking to build. Paying attention to your options and being clear about what suits your goals will allow you to make decisions you feel comfortable with now, and in the future.

Amanda Connell is a Mature Sociology Student pursuing a BA at Ryerson University. This article is a collaborative piece with Sonny Wong, M.Ed. – Registered Psychotherapist/Licensed Career Counsellor.

SPRING TERM HAS DOUBLE THE START DATES

The Spring Term start dates run in April May but also run into June July.

So you could fit in two classes, one in the Spring and one in the Summer.

But with so many start dates it is tiresome drilling down to find good ones for you.

Try calling the academic department whose courses you are interested in, often they have a list by start date you can then scan.

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TERESA’S MUSIC LESSONS

A SHORT STORY BY MINA WONG

One year when working as a college tutor, I met Teresa who was always humming pleasant tunes from times past.

That was Teresa Rai, Math tutor who gave people the most direct gaze but also the softest smile. As we got to know each other, Teresa told me she had come from Nepal.

“But I’m not from a big city. My hometown is Janakpur, a smaller place.”

When asked if she had studied music back home, Teresa sighed. “Well, you have asked a very sensitive question.”

Teresa admitted she had always wanted piano lessons, but the only piano she knew, a dusty one at her school, languished in a corner. Whenever she could stay behind to tinkle on it, she relished even the broken keys, and wished someone could teach her how to play.

“My parents couldn’t imagine piano lessons for a girl like me, but my older brother took accordion lessons, and I memorized all the Chopin, Brahms, and Schubert songs he played.”

“I even played his accordion like a piano, but it was hard to press the keys and pump air at the same time.”

After high school, Teresa applied to life sciences in hopes of becoming a doctor. However, although all her marks were excellent, medical school was so competitive she had to settle for other sciences.

She decided to move either to the USA or Canada where there were more opportunities.

“With help from my mother, I got a short student visa to study English in Toronto. Then I realized I could keep studying here, and maybe even try to be a doctor.”

When Teresa applied to online degrees after six months of English classes, Memorial University was the first school to accept her into a science program.

Although Teresa paid higher tuition than Canadian students, a work permit let her earn wages and tips in restaurants. When not working, she would study hard to achieve high marks.

At the beginning of her third year, Teresa saw a job posting for Math tutors at a college. Ecstatic when hired for twenty hours a week, she pledged to help students with Math, a subject that intimidated many.

When I met Teresa where we both tutored, she already had an indisputable reputation: “Guaranteed better Math grades.”

Everyone also liked her inspiring smile and melodious humming that warmed our learning center. Math students certainly gravitated toward Teresa who always found ways for them to have fun with algebra, calculus or statistics.

However, Teresa told me now that her

future seemed to be on track, and that even medical school was in sight, something missing from her life was music, especially learning to play the lovely classical pieces she knew.

She asked, “Where could I get piano lessons without going bankrupt? How would I get a piano of my own?”

Then she added, “But they would make me so happy. They would make my life more complete.”

I suggested lessons at the University Settlement House where fees were lower. “You could try just a few lessons.”

I also told her practice keyboards were actually not as exorbitant as most people imagined. “There’re cheaper full-size models with good acoustic quality.”

Within several weeks, Teresa had signed up for four weekly piano lessons at a community center. She also showed me a flyer with an electronic piano on sale. Although a huge expense at \$300, Teresa could manage three separate payments.

To my delight, Teresa enjoyed her piano teacher. A drama graduate student, Madeline was both a wonderful listener and patient guide as Teresa navigated through music as an adult learner.

“I love the way Madeline plays, and I love how she shows me different ways to

learn music. Before my lesson, we sing songs together. After warming up, she will ask me to play any tune I like with one hand first. Then she teaches me the harmony.”

From how Teresa’s face lit up, I knew how much the piano was a source of joyful energy, or in her own words, how music made her life more complete.

Over two semesters, while her students earned better grades in Math, Teresa learned to read more music each week. A growth spurt in confidence and optimism surprised even Teresa herself. As she enjoyed practicing the piano, she also encouraged students to try having fun with Math.

“I’m actually a better tutor, and maybe someday, a very good doctor because my piano is like a really close friend”, Teresa said with sparkles in her resolute eyes.

I was happy Teresa could fulfill her childhood dream of playing the piano. The last time I saw her, she was applying to local universities, with definite plans for medical school after health sciences. More power to a future doctor deeply inspired by music.

We value your opinion. Please let us know what you think about this column. Send comments to learningcurves@hotmail.com.

ANNUAL JOB AND CAREER FAIR MAY 9TH AT THE SCARBOROUGH CIVIC CENTRE

The City of Toronto, Next-Steps Employment Centres, Progress Career Planning Institute, and YWCA Toronto are hosting the annual Job and Career Fair at the Scarborough Civic Centre, 150 Borough Drive, on Wednesday May 9th from 10 a.m. – 4 p.m.

A variety of sectors will be represented at this event, and job seekers are invited to bring their resumes and be ready to meet employers. Pre-screening interviews will be conducted on-site for some positions.

More details, including a list of employers and opportunities, and information about where to get help preparing for the fair, are available at www.toronto.ca/job-careerfair. All are welcome.

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It's my pleasure to introduce an article from the forthcoming book by employment professional Joanna Samuels, *Letters to the Job Coach: Practical, No-Nonsense Advice From a Frontliner Who Gets It*, coming soon from Wordgarden Press. Joanna currently works for Reena and has been in the employment field for over a decade, offering advice on challenging topics to a broad range of individuals. She's been a teacher, a job developer and a coach. Over the years she has also contributed dozens of articles to various publications on employment issues. I was eager to help after she approached me about editing her book. As we near publication, here's a preview of some of the practical advice she's become known for.

–Carter Hammett, Editor

DEALING WITH THE LACK OF CANADIAN EXPERIENCE

BY JOANNA SAMUELS

*Dear Joanna,
I am an internationally-educated and experienced professional accountant, and a newcomer to Canada. I started to apply for jobs in accounting, had some interviews and just can't seem to get that job offer. When I asked one interviewer for feedback, he said that I didn't have any Canadian experience. Why does this matter? I have all of the accounting software skills required for the job in addition to a decade of experience in the field from my country of origin. The position is very similar to my former role. What is going on here?*

– No Canadian Experience (NCE)

Hi NCE,

I've discussed this common newcomer complaint with other employment counsellors and job developers. The consensus seems to be that if you have most of the qualifications for the role, Canadian experience should not be vital to getting a job in one's field in Canada. There are exceptions when applying for positions in regulated fields such as engineering, medicine, law, chartered accounting and architecture. Further, hiring managers also recognize and value international experience.

First and foremost, it's critical that you have the skills and qualifications required for the position. However, the staffing employment agencies that have a fee-for-service business model often require Canadian experience as demanded by their "clients" (employers).

Some employers state that the phrase "lack of Canadian experience" is often code from the interviewer that the candidate will not fit into the workplace or team culture. In addition, this feedback can also be code for "you don't have the technical or soft skills we need." Often this means that the candidate is not communicating well (verbally and non-verbally) and is unprepared to handle interview questions, especially during the behavioural interview. This type of interview enables the interviewer to assess the candidate's response based on the idea that past behaviour predicts future behaviour. They typically start with "Tell me about a time..." For example, "tell me about a situation at work when you disagreed with your boss. How did you handle this? What could you have done differently?"

Another employer I interviewed remarked that Canadian experience was important because his company's projects required extensive teamwork as defined by the Canadian workplace cultural norms. He felt that newcomers were used to a different way of working together. Needless to say, this employer needs to be educated on diversity in the workforce! At the best of times, it is difficult to figure out workplace culture. This is a topic that has a column of its own! Briefly, the workplace culture can be evaluated by knowing who gets hired? Which employee gets promoted? What are the values of the organization? This applies to everyone looking for work.

Here's an eight-step checklist to manage this obstacle:

Prepare. Create the best possible resume and cover letter, and prepare for your in-person and telephone interviews. Research the company, the job descriptions, the values, and the workplace culture Prepare effective

responses to all types of interview questions including behavioural and situational. A situational interview question presents you with a hypothetical situation and asks you how you would handle it. For example, if you are hired as an accounting clerk, how would you manage the tax season deadline when you have over 100 clients' personal tax files to complete. Behaviour interviews, as mentioned earlier, are questions that assess your future behaviour at work from your past behaviour. Identify employment services for newcomers through resources like www.211toronto.ca or settlement.org, Look for sector-specific employment programs (for example, financial and business bridge programs in your case) for newcomers, job search workshops for new immigrants, and opportunities to work with an employment service provider that understands your profession.

Communicate. Learning how to articulate your skills, experiences, areas of expertise, and talents in a clear, concise and effective way is one of the hardest parts of the job search. However, it is critical that you do this for the content of your resume, your social media profiles, your networking and your interviews. This information is more than written copy. It's the ability to define your value and communicate it to the company. Look for sector-specific government funded Enhanced Language Training programs that may be of help. Start by researching the language used in job descriptions in accounting/finance, other profiles on LinkedIn of professionals in your field, company Web sites and marketing materials, especially phrases and content used in their financial/accounting departments.

Look for Internships or Placements. Sometimes taking an opportunity to get Canadian experience, even if it's nominally paid or unpaid, may be worth it. You acquire hands-on experience critical for your resume and LinkedIn profile, keep your skills fresh, and obtain references. It can also lead to paid employment. It is illegal to volunteer at a company or organization unless you are part of a registered, co-op or internship program, or if the organization has a volunteer department. Usually these opportunities are arranged through non-profit agencies, or schools of course. One source of local internships for newcomers is Toronto-based Career Edge (careeredge.ca) and the Enhanced Language Training programs.

Secure a mentor. Connecting with a professional in your field can be an effective way to make contacts and learn about the local labour market. The Mentoring Partnership (www.thementoringpartnership.com) at TRIEC is a great resource for this.

Consider evaluating your credentials and degrees. Figuring out how your credentials are evaluated in Canada can help boost your credibility and competitiveness. Information on this process can be found at Settlement.org. Once you know your equivalence, add it to your resume: "evaluated by... as equivalent to a Canadian Masters..." The process will also inform you if you need to upgrade to Canadian standards.

Build your professional network. Since over 80 percent of the jobs in the labour market are hidden and can only be found through connections, it's critical that new immigrants network through social media, associations, trade shows, culturally-specific groups, conferences, career fairs and employer events to learn from and mingle with professionals in their field.

Seek out Canada's best diversity employers. Start with articles like the Globe & Mail's annual list of top 100 companies that do a good job with diversity. "See if companies in your field made those lists. Explore companies that market their services to the new-to-Canada segment, too. Many industries, including the financial and telecom sectors, are serving the immigrant population as a key part of their business strategy. Also consider applying for relevant government jobs related to your past experience."

I hope this helps you understand this complex issue better and figure out some strategies for overcoming this barrier.

Joanne

When I met NCE for a job coaching and job development meeting, we both realized that although his English was excellent, he needed help with communicating his skills, experience and expertise in an interview. I referred NCE to a local employment service's social media and interview skills workshops. I also coached him individually. In addition, I referred NCE to a mentoring program for new immigrants, and intercultural mentoring groups for internationally educated and qualified financial professionals. As a result, NCE built a strong network and the pièce de résistance was that NCE's mentor referred him to an entry level financial analyst position with his company. NCE was hired and to this day he is always giving back to the community, including being a mentor of other newcomers. He is also a guest speaker at community events organized for internationally-trained immigrants.



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IS IT TIME TO REVIEW MASLOW'S NEEDS?

BY LISA TRUDEL

Statistics state that only 15% of employees are satisfied with their jobs. If this is true, it might be time to review Maslow's "Hierarchy of Needs" theory. Written in 1943 by psychologist Abraham Maslow, this theory still holds true in 2018.

Maslow proposed that motivation is the result of a person's attempt at fulfilling 5 basic needs. In terms of the workplace, it means understanding that these basic needs must be met in order to become truly motivated to achieve.

The benefit of reviewing this theory is that it can help to identify where you are in relationship to your workplace needs and if you need to consider making new plans to become motivated in order to achieve your career potential.

Today, with precarious employment more common than steady employment, examining Maslow's "Hierarchy of Needs" might give you the encouragement to decide your next educational choice, or it might help you to understand why you are either satisfied or dissatisfied in your current job.

Maslow's "Hierarchy of Needs":

The following is a breakdown of employee needs and their connection to the workplace using Maslow's model:

Employee Needs The Workplace

Physiological or Survival This 1st step means that in order to survive you need

a fair wage, vacation time, sick days and a convenient work location.

Safety or Security

This 2nd step means that in order to manage workplace stress and have a healthy work/life balance, you need to have a stable work environment and enjoy your work.

Love/Belonging

This 3rd step means having a sense of purpose at work. You might not find love, yet employment can bring a place where you feel you belong. When you are unemployed or retired, this step can be fulfilled through volunteer work or education.

Esteem

This 4th step means that you need to be respected and recognized for your achievements by your colleagues, customers or management teams.

Self-Actualization

This 5th and final step means that you have become a subject matter expert and can now achieve everything you possibly need in order to become the very best you want to be.

Reviewing Maslow's 5 basic needs can be a starting point if you want to try to take control of your career instead of letting your career control you. It is important to realize that our needs are constantly changing and if

you are in a survival job, it can be difficult to be motivated if your pay is unfair or if your job is always in jeopardy. To move forward to the next basic needs, it might be time to consider participating in professional development or returning to school to acquire the credentials for an occupation that you are passionate about.

The workplace keeps shifting thus needs keep shifting too. To reflect on where you are using Maslow's theory, ask yourself the following 3 questions:

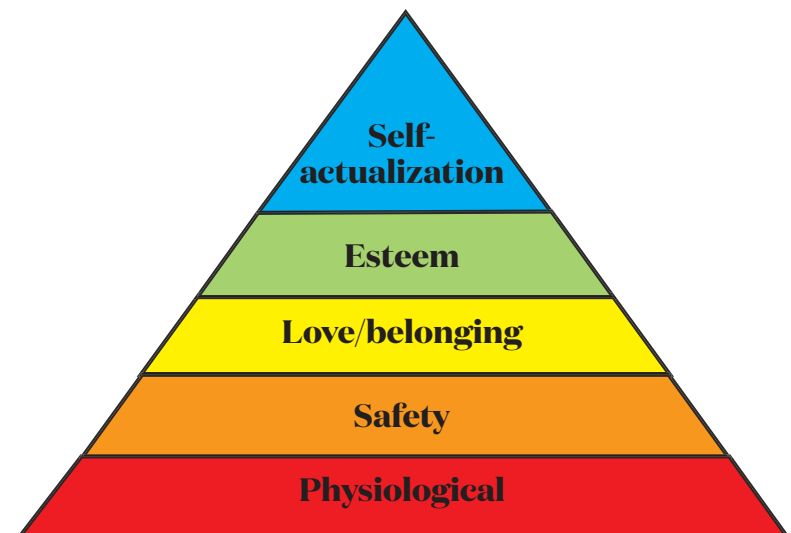
"Will the money I receive today motivate me for the next 10 years?"

"Will the job I started in 10 years ago have the same motivation for me in 5 years?"

"Will the Performance Award I received 2 years ago satisfy my need for recognition for the rest of my work life?"

The answer is probably no to all of these questions because your basic needs change with time. It might be time for you to review Maslow's "Hierarchy of Needs" and learn how to keep motivated in order to achieve your career goals.

This article was submitted by Lisa Trudel, Career Specialist with the Centre for Education & Training. She works at their Parliament Employment Services location in the historic Cabbagetown district of downtown Toronto and can be contacted at: ltrudel@tcet.com



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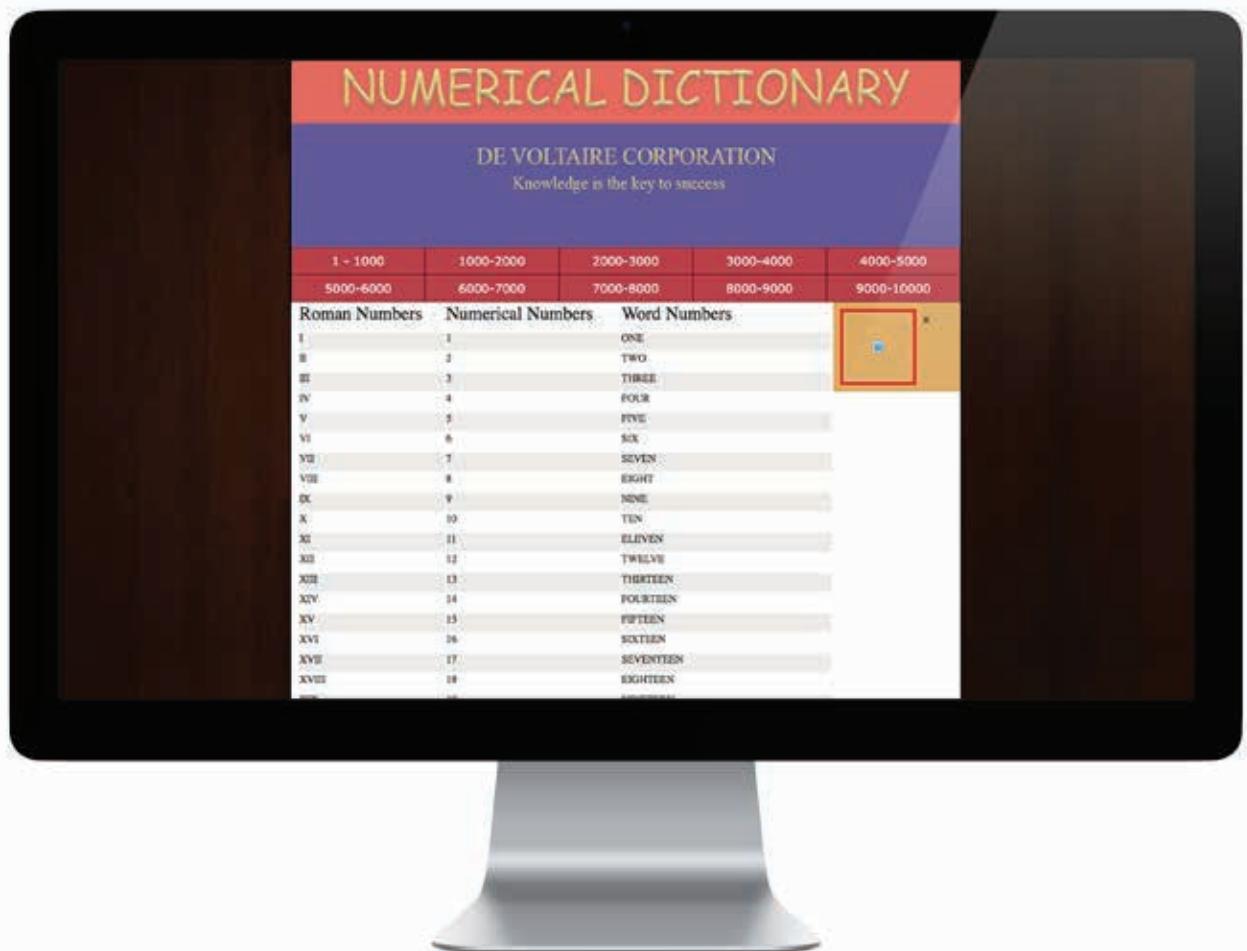
northeastern.edu/toronto

CHRISTINA LEARNS TO DEVELOP WEBSITES AT ACCESS

One day when I was at Mississauga Library, I picked up a copy of the Learning Curves newspaper. I saw an advertisement for ABC Access Business College. When I got home, I called the College and left a message. Someone returned my call the very next day. I scheduled an appointment to visit the College few days later. My meeting there was a very positive experience. This first meeting was so helpful in guiding me through the process and necessary steps to apply for paid education funding.

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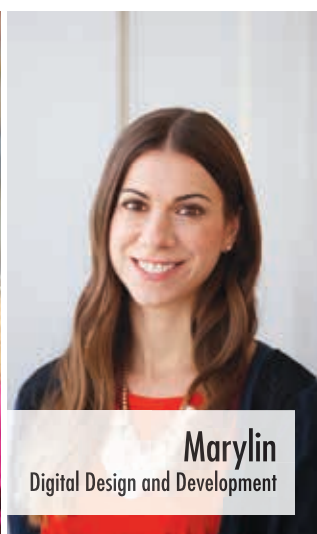
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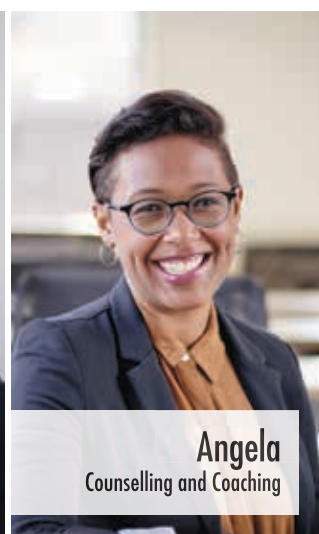
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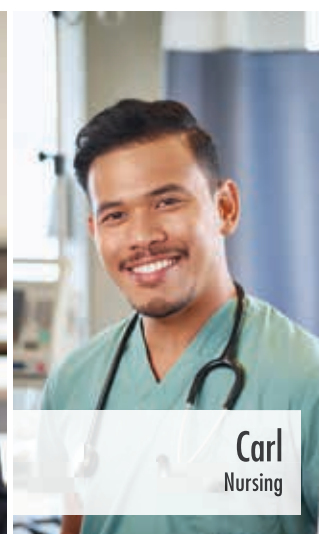
Precious
Writing and Publishing



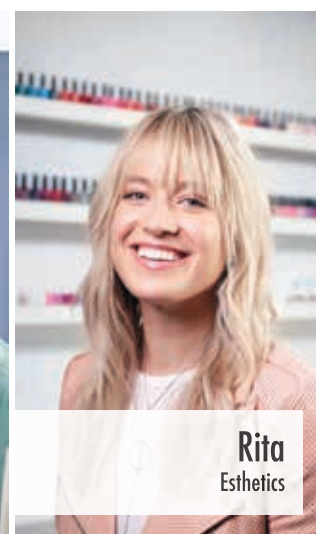
Marylin
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Angela
Counselling and Coaching



Carl
Nursing












Rita
Esthetics



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The WEA featured in this article is the publisher of Learning Curves. The WEA will be 100 years old in Canada April 29th, 2018. See Retrospective page 16-17

Despite a series of landmark decisions over contracts in the housing market, bigotry persisted for years in other arenas.

A war-time housing development in Ajax. These homes are similar in design to the workingman's home proposed by the Workers' Education Association. The original photo caption read: G.W. Finlay, administrator of the War-time Housing centre is probably the busiest real estate man in Canada right now.

HOW RESTRICTIVE CONTRACTS AND BIGOTRY LINGERED IN TORONTO REAL ESTATE

By JOHN LORINC Special to the Star
Thu., Dec. 28, 2017 Reprinted with Permission

Just a week after Allied soldiers stormed the Normandy beaches in June, 1944, a Toronto labour group grabbed headlines with a proposal that seemed to catch the updraft of optimism coming from the anticipated victory in Europe.

The Workers' Education Association (WEA) announced it had developed plans for "ideal workingman's home." If replicated, the WEA said, it could ease the city's housing crunch, which, the group predicted, would grow worse when Canadian soldiers began returning home. Incorporating architectural suggestions from across Canada, these sturdy one-and-a-half storey dwellings would be fitted with modern amenities meant to accommodate large families. The price: just \$4,700.

The WEA had even secured a site on which to build a prototype — a 57-foot lot on O'Connor Dr., east of Broadview Ave. Its plan was to hold a lottery to raise funds to build the first one, with the owner of the winning ticket taking possession.

There was one wrinkle, however: when WEA officials purchased the property, they discovered an unwelcome surprise on the deed: a so-called "restrictive covenant" preventing the land from being sold to "Jews or persons of objectionable nationality."

The WEA's director, Drummond Wren, together with lawyers for the Canadian Jewish Congress, launched a court action to have the restriction struck down. When the case was finally heard, in May 1945, the owners of neighbouring properties were asked if they'd like to appear, but no one showed up to object.

The case set in motion a crucial five-year period during which Canadian courts handed down a series of rulings that ultimately banned racially-motivated riders on land deals

— a practice that traced back to suburban development in the early 20th century. But while those landmark decisions and the resulting legislative reforms did eliminate racially restrictive covenants and other discriminatory practices in the housing market, bigotry persisted for years in rental markets, recreation areas and private members clubs.

According to McMaster University urban geographer Richard Harris, residential builders relied on a wide range of deed restrictions in order to create suburbs they could market to "exclusive" buyers. They included riders governing materials, minimum building values, minimum lot sizes, as well as lists of excluded buyers.

In some cases, the covenants precluded sales to Jews, Black people or "Asiatics." With others, such as Westdale, an upscale Hamilton suburb near McMaster, the covenants also excluded nationalities such as Serbs, Austrians and Italians.

One 1949 covenant, a copy of which is kept at the Ontario Jewish Archives (OJA), specified no buyers who were "wholly or partly negro" or anyone whose family had come to Canada from any region of continental Europe south of the 55-degree latitude and east of 15 degree within the past four generations.

Others, Harris noted in his 2004 history of Canadian suburbanization, *Creeping Conformity*, relied on unambiguous messaging: Lawrence Park marketed itself as "highly restricted." The Kingsway was promoted under the slogan, "a little bit of England away from England." "No one who failed to fit the image would have bothered, or perhaps dared, to apply," Harris wrote.

With anti-Semitism surging in Toronto in the 1920s and 1930s, wrote historian Stephen Speisman, Jews found themselves banned not only from certain neighbourhoods but also clubs, resorts, dance halls and even the Toronto Islands.

However, by the time Wren challenged the

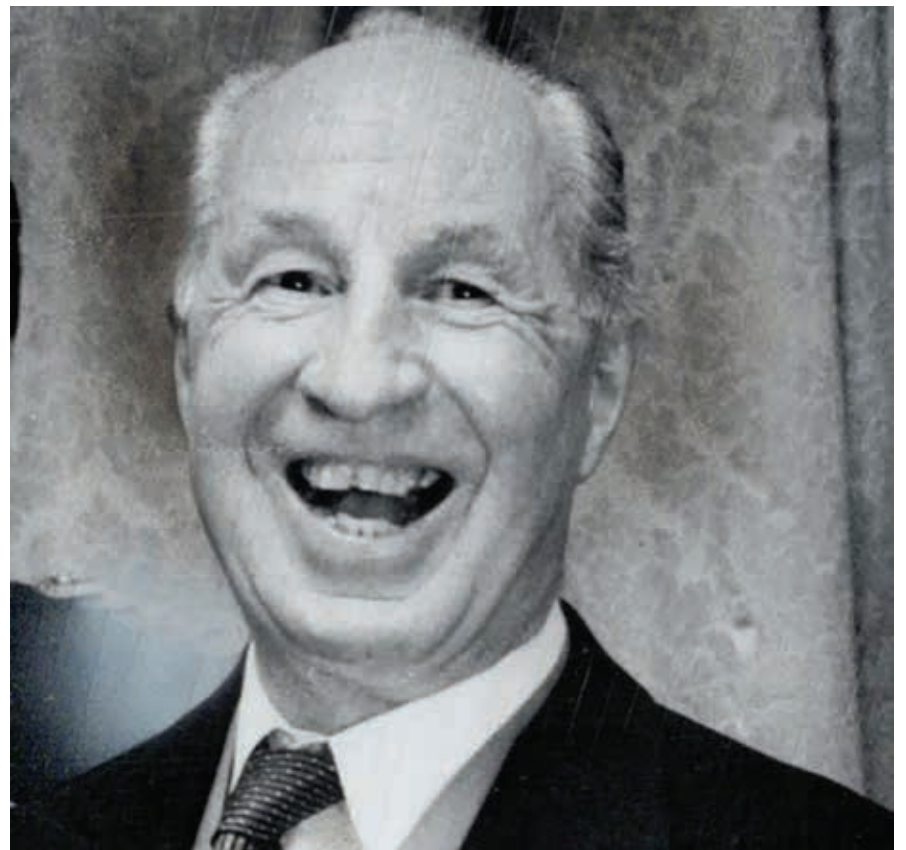
restrictive covenant on that O'Connor lot, public (and legal) opinion appeared to have shifted.

Ontario Justice J. Keiller MacKay's impassioned eight-page judgment, released on Oct. 31, 1945, decried the practice as "injurious to the public good" and said it was incumbent on society to "repel all fissiparous tendencies which will imperil national unity." MacKay's decision was also filled with references to international anti-discrimination treaties and quotes from statesmen including Winston

Churchill and Franklin D. Roosevelt, decrying the suffering inflicted on Europe's Jews.

Some editorialists agreed. "What race prejudice will do to a nation is plain to see in the fate of Germany," the *Globe and Mail* opined two days after the ruling was handed down. The *Toronto Star* published the entire text of the judgment.

Despite what seemed like a full-throated condemnation, the legal dilemmas posed by racial restrictive covenants



Ontario Justice Keiller MacKay decried the practice of imposing restrictive covenants as "injurious to the public good" and said it was incumbent on society to "repel all fissiparous tendencies which will imperil national unity." (FRANK LENNON)



On Nov. 1945, the Toronto Daily Star ran a front page story when covenants against Jews buying land were ruled illegal.

resurfaced just three years later in what was described in one account as a “bitterly contested” case involving a picturesque private cottage resort known as Beach O’ Pines, on Lake Huron near Sarnia, Ont.

The resort, established in the early 1930s, had unambiguous riders baked into its land title documents: “The lands shall never be sold, leased, rented or otherwise occupied or used in any manner by any person of the Jewish, Hebrew,

Semitic, Negro or colored (sic) race or blood, it being the intention and purpose of the grantor to restrict the ownership, use, occupation and enjoyment of the said recreational development to persons of the white or Caucasian race.”

But in early 1948, one Beach O’ Pines owner, Annie Noble, decided to sell her lot to Bernard Wolf, of London, Ont. They applied to the courts to have the restrictions set aside, but were met with objections from other owners.

Unlike the Wren case, Ontario Court of Appeals Justice Walter Schroeder saw no legal or public policy reason for striking down a contractual agreement between private individuals seeking to “establish and maintain a place suitable for pleasant summer residence.” “There is nothing criminal or unusual involved; the public interest is in no way concerned,” his June 1949 ruling stated.

While the Canadian Jewish Congress and B’nai Brith condemned Schroeder’s verdict as “shocking,” some observers, including editorialists who had lauded MacKay’s 1945 decision, this time supported Schroeder for his legal reasoning and his defence of the rights of individuals to associate with whomever they want.

Yet Ontario’s Progressive Conservative premier Leslie Frost decided not to let Schroeder’s decision stand. In March 1950, his government passed a law barring the practice. “There is no place in Ontario’s way of life for restrictive covenants,” Frost said. The opposition agreed and the bill passed unanimously.

Later that year, the Supreme Court of Canada settled the matter once and for all, overturning Schroeder’s decision and declaring restrictive covenants invalid. But unlike MacKay’s legal rhetoric in the Wren decision, the Beach O’ Pines case, known as Noble and Wolf v. Alley, turned on the fine points of property law, says retired University of Toronto law professor Arnold Weinrib. Restrictive

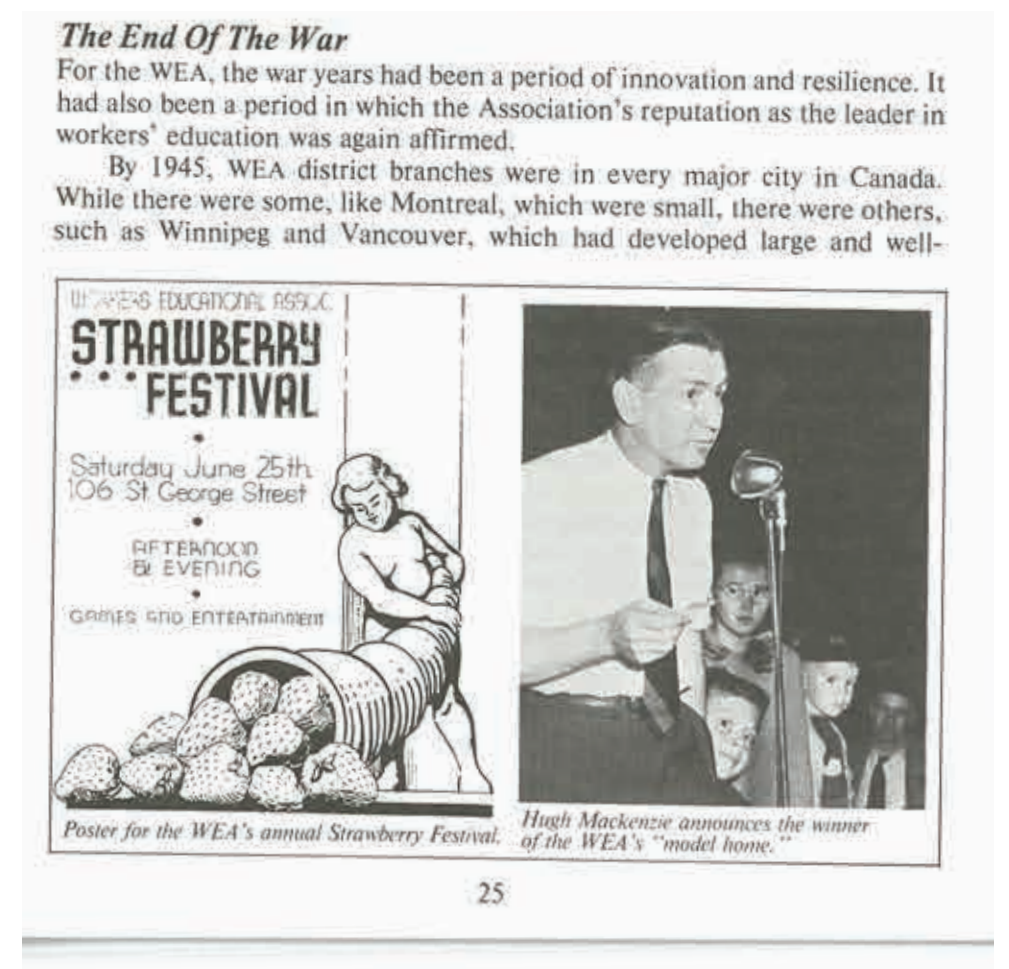
covenants, he explains, have to do with the use of the land, not the users of the land. “You really do have to be a lawyer to understand what was said (in the decision) and why.”

Although the law was settled, the OJA’s anti-discrimination files contain numerous documents dated after 1950s about incidents of racial discrimination from landlords who didn’t want to rent to Jews or Blacks, or high end cottage resorts that marketed themselves exclusively to gentiles.

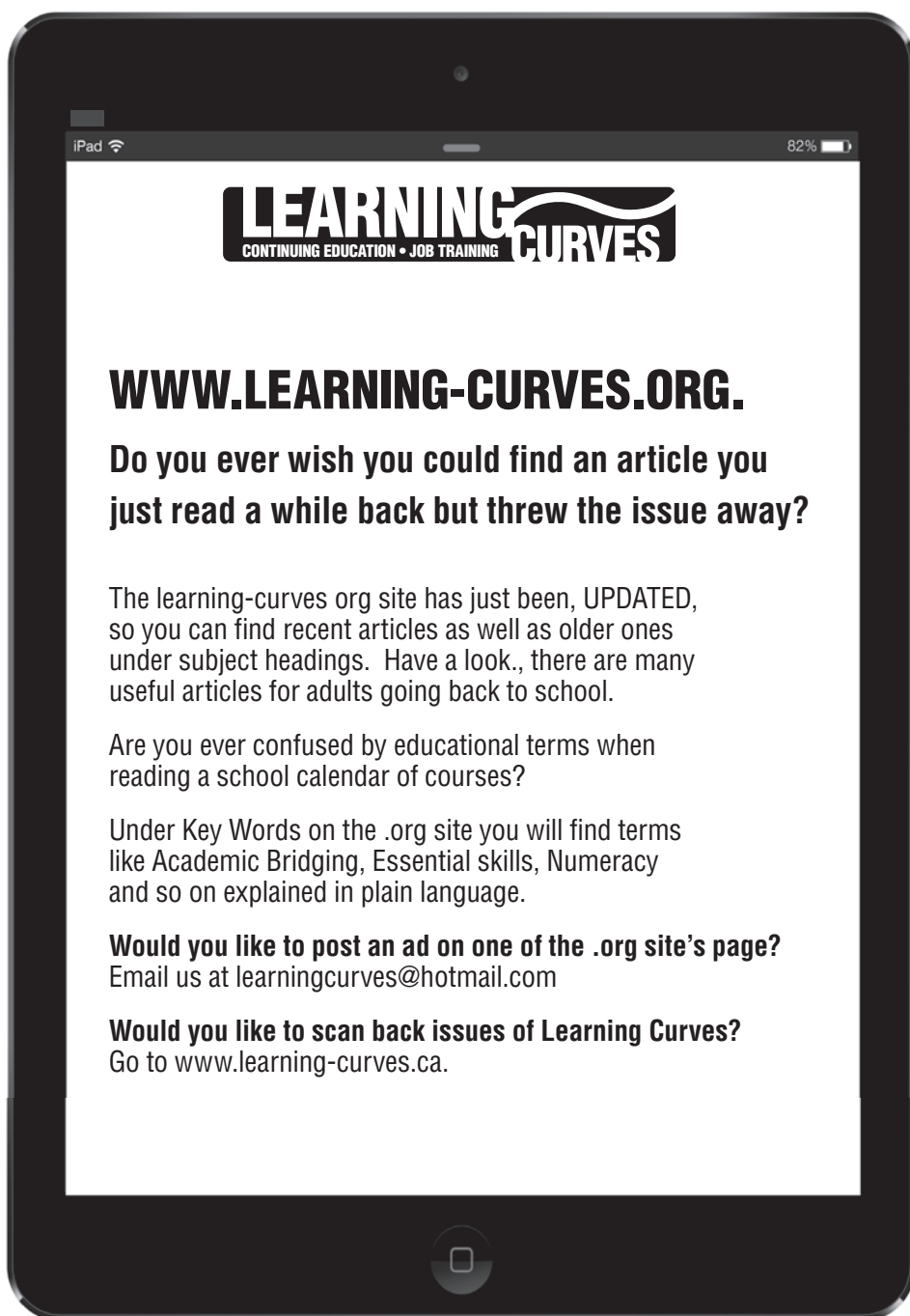
Rumours about the practices of some exclusive Toronto clubs circulated for many more years. As recently as 2004, references to the Rosedale Golf Club’s practice of blackballing some applicants, among them McDonald’s Canada founder George Cohon, surfaced in a wrongful dismissal suit (Cohon was eventually admitted and the policy officially discontinued).

The Beach O’ Pines resort, which still exists, has a lengthy history of the property on its website. But the document makes no mention of Nobel and Wolf v. Alley or its far-reaching significance in Canada’s neighbourhoods.

As for those workingman’s homes, there’s no evidence the WEA ever did manage to build one on that lot on O’Connor. Yet a version of it — the familiar green Monopoly bungalow — became enormously popular after the Second World War, built in dozens of new Toronto suburbs that were developed without restrictions.



May 1945, Hugh MacKenzie, the General Manager and Vice-President of Labatt's Brewery, announces the winner of the WEA's model home, Mr. Harry Lohr, a labourer from Hanover Ontario.



THE WORKERS’ EDUCATIONAL ASSOCIATION
OF CANADA (PUBLISHER OF LEARNING
CURVES) APRIL 29, 1918 TO APRIL 29 2018

100 YEAR WEA RETROSPECTIVE

The WEA’s in Canada were part of a worldwide workers’ education movement of the early 1900’s, to make university liberal arts studies accessible to working people for citizenship and personal development. The founders of this movement were Albert and Frances Mansbridge of Great Britain, who were first active in the co-op movement, and who worked with Oxford University to form the WEA UK. The founding, growth and sustainability of the WEA’s like most co-ops depend more on committed volunteers than on what limited funding they are able to secure. The WEA’s in Canada thrived from 1918 to mid century when the WEA was red baited in particular Drummond Wren, their General Secretary, then gradually in the 1960’s the larger unions took over control of their workers’ trade union training. In the 1970’s, the WEA continued with liberal arts cultural education. However starting in the mid 60’s many more providers of adult education emerged- community colleges for one. Throughout as with all co-ops the WEA’s were also a social home for members hosting social events and interest clubs as part of their yearly program. In 1984, the WEA in Toronto, the one remaining WEA in Canada, took on a focus, for learning information for adults given the confusing plethora of education now available to adults. The WEA’s in other countries, distanced from the cold war dynamics of North America continued to thrive. See lists below for historical resources and contacts for other WEA’s. The following is a retrospective of the WEA of Canada’s accomplishments over the past 100 years.

This 100 year WEA Retrospective was compiled by Wendy Terry, WEA Coordinator 1983-89, then IFWEA Executive member 1992-2000, WEA President 2002-2017, now Secretary. Wendy would like to acknowledge eight of the following worker/volunteers during her time with the WEA: Sara Rans, 1984-1997 first as a student project worker then as a WEA Board member; who as a history major set us about understanding our history; Karen Ferguson, Executive Director from 1989 to 2001 and first editor of Learning Curves; Anne Mc Donagh, from 1997 first as project worker then as Editor and feature writer for Learning Curves for 14 years and a founding member and student co-ordinator for University in the Community and Vice-President of the WEA Board since 2002; Barbara Rose, a founding member and Academic Co-ordinator of UitC 2003-2010 who had actually taught for the WEA in Australia; Keith Mc Nair ED of Davenport Perth Neighborhood Centre, funding partner for UitC 2002-2010; Peter Russell, secured funding for UitC 2015-16 to 2019-20: Joanne MacKay Bennett, UitC Coordinator since 2011; and Andrew Oliver, designer for Learning Curves since 2002 and now President. There are so many others. Thank You.

Apr 29, 1918
Founding Meeting Central Tech.
The Hall
U of T, Trade Unions, members of the public

The WEA of Toronto and District,

Key figures, Robert Falconer U of T
President. W.L.Grant Headmaster
of Upper Canada College,

Courses: Political and Economic
Science, Literature and History.

1919
First public lecture on Astronomy

First Social Evening

Vincent Massey gives \$500 for a WEA library.

1920
Hamilton WEA founded

Drummond Wren takes his
first class. Economics.

1922
Mansbridge visited (prior visits 1913, 1917)

1923
Ontario Workers’ Educational
Association founded

Then the Ontario government gave
\$1500 to expand the WEA

WEA’s in Ottawa, Windsor, Brantford and Galt

1925
WEA of Ontario had 60 classes
and 3,900 students

1926
Wren Elected Vice-President

George Sangster, a student, appears in the
minutes for the first time- he was integral
to sustaining the WEA right through to
the 70’s His granddaughter, Joan Sangster,
now at Trent U, when at the U of T
along with Ian Radforth wrote the first
history of the WEA See Resource list.

2 week courses for agricultural workers.

1927
Wren- Toronto Secretary Treasurer
largely a volunteer position.

1929
Carnegie Corporation donates \$5000

Wren now full time paid organizer.
The General Secretary

Carnegie grant help establish WEA’s
in Kitchener, London, St. Catherine’s,
Niagara Falls, Prescott,
Stratford

1931
Semi autonomous Unemployment
Education Association offered Saturday
lectures in the Toronto Labour Temple,
documentary films followed by discussion.
in hostels for the unemployed.

1932
The WEA o f Canada registered.

First summer school.-Gravenhurst

1933
Pickering College permanent summer
school for rest of depression.

1934
WEA helped to found the Labour
Research Institute overseen by the
Industrial Law Research Council

First Chair Dean of U of T Law
School, WPM Kennedy

Bora Laskin later Canada’s Chief
Justice was a key ILRC researcher.

1935
National Survey of Adult Education
in Canada-. Peter J. Sandiford

The Canadian Association for Adult Education
was founded with the help of Wren

1936
Agricola Study Clubs launched - reach
out to agricultural workers with written
lectures discussion guides. Students
formed their own study groups.

1937
CBC WEA Farm Forum –broadcast
form Toronto Winnipeg and Halifax

U of T gave the WEA 106 St. George
Street as their National Centre

1938
WEA’s from Halifax to Calgary

Nova Scotia \$ 600 provincial grant

Federal Labour Ministry gave the
WEA \$10,000

Recreational Clubs included Journalism,
Photography and Drama

1939
George Burt of the UAW hired Wren to co-
ordinate their educational program. Wren still
worked with the WEA though volunteer.

100,000 WEA students across Canada

1940’s
Agricola Study Clubs had 10,000
members national wide

Harold Innis wrote some of the
high quality study bulletins.

UBC, U of Sask, and St. Francis
Xavier Univ. bought the bulletins.

1940’s
Nova Scotia launch of film strip education.

Carnegie Corporation \$6000 to develop concept

Film strip library included Parliamentary
Procedure, History of Canadian
Workers, Canadian Social History.

1942
CBC National Labour Forum
Up to 100,000 listeners.
Labour Forum Facts booklets

NFB and WEA produce
documentary labour films

Ontario College of Art donated its property
in Port Hope to the WEA –on the
Ganarask River-for a summer school.

The WEA was to be funded directly by the
Ontario Government instead of Ontario
giving the money to the U of T for WEA .

52 WEA’s across Canada and 15,000 students.

1942-45
Round Table government and labour reps
discussed prices, wages, and union security,
first one held at Port Hope Summer School.

1945
IFWEA, Founding of the International
Federation of the Workers’
Educational Associations

War years
Midnight movies for shift workers in
cooperation with theatre owners.

1945
The Restrictive Covenants Case

Drummond Wren sued himself as his
name was on the deed for a piece of land
the WEA had bought to build a house
on and raffle off as a fund raiser.

The deed said the land could not be sold to
Jews or others of objectionable nationality.

The WEA worked with the Canadian Jewish
Congress-anti Semitism was rife at this time.

Precedent setting human rights case. * See reprint
of Toronto Star story Dec. 31, 2017 on page 14

1947-48
The CLC following the lead of the CIO
expelled all communist lead unions.

The WEA had worked both communist
and non-communist lead unions
and so came under suspicion.

1951 Feb. 14
Wren resigned to sacrifice himself and
save the WEA from red baiters. .

1951
George Sangster was President
post Wren resignation.

Moved to more General Interest courses
just like the WEA in New Zelaand such as
Psychology for Living, Design in Society,
Radiation, Medicine Today and Astronomy
1956 to mid 1960’s The WEA Trade Union
Committee offered courses to union locals often
smaller ones such as Public Speaking, Trade
Union Leadership, Teaching Skills, Labour Law,
Public Relations, Union Leadership, Economics.

1964
Port Hope Summer School sold
as many unions now ran their own
trade union training programs.

Use funds to hire Dave Weston,as organizer,

Some branches grew again, Ottawa,
Kingston, London, Sudbury, Peterborough
and Stratford which had closed.

But Weston left and the centres
folded and only Toronto left.

1960's

Development of public education programs had ballooned, community colleges, rec centres, Boards of Education,. The WEA was a ‘small fish in a big pond’

1960's

The WEA shifted to General Int courses like, Public Speaking, Composition, History, Psychology, Philosophy., English Literature, Painting and Photograph just as had the WEA in New Zealand.

The WEA still co-op member run so social aspects emphasized

Progress in Medicine organized in co-operation with the Academy of Medicine, was popular as was a later one Citizen and the Law So were ones like Automation.

\$3000 from the Atkinson Foundation to run a two year course on Western Social Economic and Political Developments in the 20th Century. In Hamiltlon and Toronto

1968

Sell 577 Jarvis Street now their headquarters.

1969

The WEA Board pledged to make the public more aware of of available educational services.

In 1984 acted on this, first by launching the Adult Learning Line.

1970's

The WEA first provider of course on cable television such as Experts Look At The Future,

Another Course Pre-Retirement was so popular the YMCA took over

George Sangster Memorial Lectures first one 1978

1983

Wendy Terry hired as Co-ordinator.

1984

“The User Pay Policy-the Effects on Non-Credit Learning In Ontario”

Ontario government funding was cut for School Board adult Gen Int courses. 90,000 less students.

1984-1997

Launch Adult Learning Line-information service for adults going back to school 1984 by Paul Willis

At peak served over 5,000 students a year.

1987

Research and Publish “the Figure Eight Economy” by James Deahl

1991

“Learning Well Living Well,” Government of Canada, cited WEA study “Learning Information Services for Adults in Canada".

Karen Ferguson hired as Coordinator, Wendy Terry continues to volunteer.

1992

“Unraveling the Tangle, Learning Information Services for Adults in Canada” by Wendy Terry

1992

WEA hosted the International Federation of Workers’ Educational Associations at Port Elgin.

Wendy T erry elected to the IFWEA Executive Committee then appointed UNESCO Liaison for two four year terms.

1992-93

Job Information workshops for Foreign Trained Persons.

Popular so idea taken over by other community groups.

1993

75th Anniversary of the WEA of Canada, Celebration.

1994

WEA (Wendy Terry) a member of the Premier’s Task Force on Lifelong Learning which lead to the formation of the Ontario Career Counsellers Association

1997

Edu-Action Conference, North American Workers’ Education Conference Partners, CLC, WEA, IFWEA and UALE

1999

Launch Learning Curves- a community newspaper for adults going back to school in Toronto and the GTA.

2003

Launch University in the Community – liberal arts programs for member of the community would otherwise not benefit from a university education.

2013

Tenth Anniversary of UItC Celebration at Innis College, Town Hall.

2017

May 23-24

The WEA hosted a meeting Humanities programs from across Canada at Toronto Lakehead U office.

Oct. 20

The WEA held a 100th issue Learning Curves Celebration event.

2018

April 29

100 years and going strong.

HISTORICAL RESOURCES

(partial list)

Post death of Dave Stewart 1954
E. M. Higgins
David Stewart and the W.E.A.
Edwards and Shaw, Sydney
Australia

1975

Ron Faris
The Passionate Educators –voluntary associations and the struggle for control of adult education broadcasting in Canada 1919-1952 Peter Martin and Associates, Toronto

1981-82

Ian Radforth (U of T), Joan Sangster (Trent U.)
“A Link Between Labour and Learning“ The Workers Educational Association In Ontario 1917-1951 Labour/Le Travailleur, 8.9 *(Autum/Spring 41-78)

1985

Ed. Comor (now UWO), Emilia Cassella (Now Media Co-ordintor World Food Program) Challenge and Innovation. A History of the Workers’ Educational Association
A WEA booklet

1984

Roy Shuker
Educating the Wokers? A History of the Workers; Educational Association of New Zealand
The Dunmore Press.
Palmerston North New Zealand.

1989

Paul S. O'Donnell U of Ottawa M.A Thesis
Gender, Class, and Adult Learning: The Workers’ Educational Association of Toronto , 1918-1942
M.A. Degree in History

1999

Amanda Benjamin. Concordia U
M A Thesis
The Workers’ Educational Association: A Study in Social Change and Resistance in Canadian Working Class Culture
M.A. Education

2001

Jeffery Taylor
Athabasca U now U. of Manitoba
Union Learning
Canadian Labour Education in the Twentieth Century
Thompson Educational Publishing, Toronto

2001

Johnathan Rose
The Intellectual Life of the British Working Classes. Yale University Press, London.

2002

Henry Milner U of Montreal
Civic Literacy, How Informed Citizens Make Democracy Work
Tufts University, New England

2003

Wendy Terry
M.Ed work Harvard U
“Workers’ Educational Associations: Liberal Arts Leaning for Active Citizenship”
Community and the World
Participating in Social Change.
Edited by Torry D. Dickinson.
Nova Science Publishers, New York

2005

Philip Girard
York U.
“Bora Laskin Bringing Law to Life
Laskin taught for the WEA over 20 years and was a researcher for the Industrial Law Research Council.
The Osgoode Society for Canadian Legal History.
Toronto

2012

Jenny Jansson
Uppsala University Manufacturing Consensus: The Making of the Swedish Reformist Working Class.
Uppsala University
Sweden

THE GROWTH OF THE WEA MOVEMENT AND TODAY’S CONTACTS

1906

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1913

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1914

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1918

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1919

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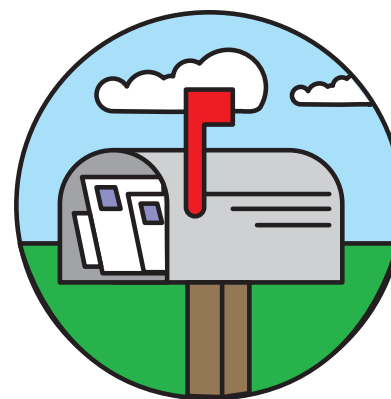
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Dear Elcee

Dear Elcee is a feature in every issue of Learning Curves.
Send your questions about education, training, careers, jobs to:

**Elcee – The WEA of Canada
157 Carlton Street, Suite 205
Toronto, On M5A 2K2**

Dear Elcee:

I recently graduated with a Diploma in Medical Office Administration. I am really excited about embarking on a new career in this field but I have been sending out my resume with no success. I am 45 and have been out of the workforce for about 20 years raising my children. I am now a happy "empty nester". Any advice or tips for those of us who have "gaps" in our work history or may be entering the workforce as someone who is older?

Empty Nester in Etobicoke

Dear Empty Nester

You are certainly not the only person facing the "resume gap" dilemma. People opt out of the work force for many reasons including childcare, senior care or possibly their own personal healthcare, to name a few. Our demographics have changed very much in the past 20 years. The workforce is aging and mature workers are being viewed with more respect for the soft skills they bring to the workforce.

There are a lot of so-called professionals out there who will give you tips and / or tricks to deal with resume gaps. One of the most common is to advise you to leave dates off your resume. Leaving dates off of a resume is a sure way to bring attention - but not positive attention. Another is to focus on a doing a functional resume which emphasizes accomplishments rather than a chronological history.

Instead of doing a functional or chronological resume, I recommend one that highlights your skills but only includes positions that are relevant to the job you are applying for. I can assure you of is that if there are "tricks" out there, the HR professional viewing your resume will be aware of them also. My advice is that honesty is the best policy but there is no reason you still can't shine with some tips.

1. Be specific to the job you are applying for. Ensure that the person reading your resume can directly relate your skills to the job advertised. If software is required, make sure that is highlighted in the Skills section of the resume. Do not put in skills or achievements that do not in some way relate to the job you are applying for.
2. People returning to the workforce, if at all possible, should be volunteering or doing a part-time internship in an area related to their career goals. If you are looking for a position in medical administration, volunteering in a health care setting can keep you updated and give you valuable experience toward your

next paying position. Plus, it also provides you with much needed current references.

3. Ensure your computer skills are up-to-date. One of the many myths held by younger people in the workforce is that anyone over 40 are not computer literate. While we know that is not true it is important that you include your technical skills on your resume. If you find while browsing through the want ads that there is software being asked for that you are not familiar with...get yourself up-to-date. You can find courses through continuing education, local colleges and even online.
4. When you are applying for a job, enclose a cover letter with your resume that lets them know you are familiar with the company or organisation that you are applying to. You would be surprised of the number of people who send out generic cover letters and resumes.
5. Get help from local job search organisations and employment centres. No one can proofread their own writing (I always have someone check my work) and they shouldn't try. I once received a resume for an Editor with Edetr spelled wrong. Needless to say it went in the trash.

So "empty nester", get out there. Send out those resumes and cover letters! You are offering employers your skills and your professionalism as a person who is choosing their career with all the insight and clarity only maturity can provide. Good luck!

*Dear ELCEE is written by Deborah Noel,
deborahjnoel@gmail.com
Send her your questions.*

*We value your opinion. Please let us know
what you think about this column. Send
comments to learningcurves@hotmail.com.*

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