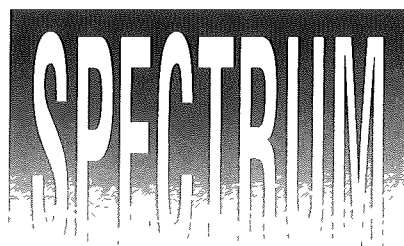


AUGUST

1990



Vancouver Community College
King Edward Campus - Library
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AUGUST 1990

New programs grown from seed

Education in motion

That's the college's philosophy toward adapting programs as quickly as there is a need for change.

"Many institutions develop their curriculum by creating new programs," said VCC President Paul Gallagher. "But we have a history of programs which are in a constant state of revision."

The recent 1991-92 "new program" proposals to the ministry provide several good examples. Many of the recommendations have grown out of campus initiatives which have proven successful on a small scale and are now slated for expansion into full-status members of the curriculum. For instance:

* **Multicultural Worker Program** KEC has developed an extraordinarily effective student advocate system. Since 1986, students have taken on training and activities as advocates for other students with insufficient skills in English. Says Gallagher: "This initiative has been a terrific success. Now we would like to formalize the training program and provide a credential for

graduates. As we have discovered, there is a significant demand for these multicultural workers. This program is a fascinating notion, given what is happening in our community."

* **Medical Interpreting Program.** Combine KEC's ESL Program and CE's expertise in teaching court interpreting and translation and you answer the need for many new Canadians to understand their personal medical information and advice.

* **Introduction to College Studies.** This proposal has grown out of a "Master Student" program experiment conducted by KEC's Peter Ballin. The instruction, which would be supplemental to the more traditional programs, is designed for the unprepared student who has been away from formal schooling for some time.

"We have students who come here without college survival skills," said Gallagher. "We want VCC to be an open door, not a revolving door...that's unfair to students as well as being a bad investment. I don't think colleges in general are paying enough attention to this problem."

* **Family Studies Diploma Program.** Family Studies started in a small way at Langara. As part of Interdisciplinary Studies, it would lead to further specialized training and employment in social work, counselling, clinical psychology and education.

Other offerings for which VCC is seeking funding in 1991-92 are: Publishing Program, combining the professional resources at Langara and City Centre, Technology Trainer/Manager Diploma Program (an evolution of the Provincial Instructor Diploma Program which is currently not part of the basic program profile), and the Macintosh Multimedia Technology Program (an updating for the wave of the future).

Gallagher said these proposals are just part of a reexamination of the entire program profile for the years ahead, particularly in light of financial and facilities inadequacies.

Watch for the October Update when we'll examine this year's budget and a unique approach that is being considered by the college and the ministry to alleviate VCC's annual funding dilemmas.



CE customers teach the lesson

By Gayle Thody

Meet Tom and Jerry.

Tom is 33, divorced and works part-time installing blinds. His hair is in a ponytail and he wears jeans. He likes studying music and art.

Jerry is also in his 30s and a self-described "DINK" (double income, no kids). Jerry processes radio isotopes and works with computers. He likes bicycling, jogging and taking courses in wine appreciation.

Tom and Jerry are two of the 19 people we will meet in the next two nights.

We are gathered in an office on Arbutus Street awaiting the first "focus group" respondents who are due to arrive any minute. The focus group research is being conducted by the Continuing Education Division in conjunction with Go-Direct Marketing and Soma Research Ltd.

CE wants to know more about its students.. their attitudes, motivations and decision-making processes. Why do they choose VCC? What factors go into their decisions? What do they think and feel about us? We aren't looking for cold, hard data but for perceptions and feelings.

For some, this is our first experience with focus group research and we are unsure what to expect. Dan, the focus group leader from Soma Research, arrives. He explains that we are facing a one-way mirror. We can see and hear the students but they cannot see or hear us. They will be told that we are observing them. The



Illustration by Lynda Hurst

respondents are paid a small sum to participate in the sessions, but their main motivation is to be helpful, Dan says. On the other side of the mirror is a coffee table with a large tray of fruit, cheeses, meats and crackers. Circling it is a group of chairs. After chatting a few minutes, Dan leaves us to bring the focus group respondents into the adjoining room.

They file in, looking a little nervous and joking about the food, the room and other inconsequentials. Dan explains how

focus groups work and asks them to introduce themselves. In addition to Tom and Jerry, there's Sue, 35, single and involved in environmental conservation; Eleanor, 52, who works at B.C. Tel in marketing; George, 28, who is married and a design draftsman and Gloria, in her 30s, separated with one child and working as a window coverings salesperson. We start with the jokes about Tom and Gloria. They are both single. She sells blinds. He installs them.

Dan starts the conversation by asking what they think of the term "Continuing Education." We learn that they don't like it. "It's a depressing term. It's like there's never an end," Gloria says.

Others join in. "I don't like to call it 'night school' either," Sue says. "It has a derogatory tone. It's like you can't afford 'day school'." Tom agrees. "Night school has an old-fashioned 50s sound."

All agreed that they think of themselves as "lifelong learners." They like to refer
See next page

What We Learned from the Focus Group Sessions:

- * Most respondents consider themselves "life long learners" or "course junkies".
- * Their course choices are unpredictable and not always linked to professional development.
- * Some object to the term "Continuing Education".
- * The decision-making process is primarily "subject" driven.
- * Timing and location are secondary factors in choosing a course.
- * Overall, VCC has a good image - approachable, practical, competent instruction at a reasonable (though not cheap) price and a diverse selection of subjects.

to their CE experience variously as "taking a course," "self-improvement," "personal enrichment" or "going to class."

Most of them said they take CE courses as much for pleasure as for career enhancement. As Jerry said, "It's a chance to get away. It's a break. Even when it's work related it can be fun. It only becomes a duty when you are tested." Or as Tom said, "I consider taking a course a privilege. I don't take care of myself the way I should so I think of this as my time for me."

They all said they read the CE course flyer from beginning to end and compare it with flyers from other colleges. Most agreed they would like the CE flyer distributed earlier so that they have more lead time in making enrolment plans.

Sue said, "I sit down and read it (the flyer). I savour it...like a menu." As the conversation continued, most agreed that they think of themselves as "course junkies." Their attitude towards CE is enthusiastic and infectious. Eleanor wishes we would offer more courses in archaeology. She's looking for a change of pace from her job in marketing. George, the design draftsman, likes golfing and triathalons but wants to take piano courses.

When the group was asked what language they would use to sell CE, the ideas flowed:

"What are You Afraid of? Do it!" from Tom.

"Discover Yourself," Gloria suggested.

"Keep a Balance in your Life," said George.

"Stretch Yourself," Sue added.

As the session ended and the group filtered out talking to one another we discussed our perceptions. We felt as though we had made some new friends and learned more about ourselves.

Another group was on its way in.

CE students eager to voice opinions

We learned a lot about ourselves—some of it good, some of it not so good. But more importantly, we learned that our students like to be asked their opinions.

Last November, the Continuing Education Division mailed 10,000 questionnaires at random to students from the previous two terms. A usual response rate to such a questionnaire is three to five per cent. We received 2,562 replies or a whopping 25.6% response rate.

The questionnaire was designed by CE in conjunction with Go-Direct Marketing as part of the division's on-going market research.

What did we learn from the questionnaire? We found that we are generally well liked but that there is always room for improvement.

Specifically:

* 49% of all students come to us because of the course content we offer. (Often because we offer courses not available elsewhere).

* 13% choose us because of our locations. (Other considerations such as price or quality of courses, ease of registration or scheduling were rated as minor reasons for selecting us).

* 43% of the respondents said they plan to take CE courses from us "from time to time" while 21% said "every term." Our research showed that generally students have no particular loyalty to VCC or any other institution and that their choices are based largely on the previously mentioned factors—course content and location.

* 87% attend classes alone and 78% travel to and from class by private vehicle. Only 12% take the bus and 4% the Skytrain. We decided—based on this information—that we wouldn't be tempted to steal our competitor's marketing statement, "Learn With A Friend."

* Students told us, after checking several preferences, that they wanted classes on Tuesdays (54%), Wednesdays (53%) and Thursdays (45%). Favoured class start

times were 7 p.m. to 7.30, (40%); 6 p.m. to 6.30, (19%) and 9:00 a.m. to 9:30 on Saturdays (13%). Evening courses (70%) were preferred to days or weekends. No surprises. If only we could easily book classrooms to suit our students' preferences!

* 42% of the students said they would travel no longer than 30 minutes to attend a class.

"You should be congratulated on the wide range of courses offered at VCC. Sometimes the most difficult thing about taking a course is deciding what to take from so many worthwhile courses in the promotional flyer. Keep up the good work."

* Most respondents—68%—learn about our courses through the flyer while only 13% said they inquire directly at the college for course information.

* The majority of questionnaire respondents were between 25 and 45 years old and held either clerical, sales, professional or executive positions. Most have incomes between \$20,000 and \$30,000 with 69% of the respondents being women and 29% men.

The comments section of the questionnaire brought a wide range of replies, both positive and negative. Many noted the lack of cleanliness at our campuses (particularly the washrooms), the difficulty in finding classrooms, the uninviting appearance of classrooms and the uncommon

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fortable furniture. Still others commented on registration problems, poor instructors, lack of accreditation of certain courses and limited support services available in the evenings.

Others praised CE for its continued interest in former students, its good instructors, and our flyer (although many said they would like to receive it earlier). Still others suggested a campus on the west side and other locations outside of Vancouver.

Some sample comments.

"You should be congratulated on the wide range of courses offered at VCC. Sometimes the most difficult thing about taking a course is deciding what to take from so many worthwhile courses in the promotional flyer. Keep up the good work."

"The desks are extremely uncomfortable and often the classrooms are quite dirty in the evenings."

"Your washrooms are absolutely disgusting! Of the four schools I attend your school is by far the worst!"

"The instructors have been excellent. But the rooms are bare and dull and overly brightly lit."

"Better lit parking lot."

"The campus bookstore should remain open until 19:00 to accommodate Continuing Ed students."

"You should send your flyers before BCIT and others. Your college's education is better."

"Better directions in locating the classrooms."

"This questionnaire is an excellent idea."

Technology puts 'vision' at Betty Nobel's fingertips

Betty Nobel, Division Chair of Adult Basic Education at KEC, is blind. But technology has helped put her on an equal footing with her colleagues. In the following article she describes the marvels of technology at her fingertips.

I travel to work over a skybridge on a train controlled by a computer. When I arrive at the door, I step on the doormat and the door opens automatically for me.

In my office I sit at an L-shaped desk which is cluttered with machines. On my left is a computer. When I turn it on, a speech program speaks the information that is on the screen. Connected to the computer is an ink print printer which I use to produce memos and documents that my colleagues can read. Also attached to the computer is an optical character reader, or scanner, which looks somewhat like a small photocopier. After the appropriate software is loaded into the computer, I can place typewritten sheets of paper on the scanner, press the spacebar on my computer keyboard, and the document is scanned, sent to the computer, and read to me by my speech program. Once the file is stored in the computer, I can use the braille translation program to change the text into characters which I can print on my braille printer. In this way, if I choose, I can have hard copies of documents to read at my leisure or take to meetings.

I also have a modem which is a device that allows computers to communicate over the telephone. I will soon be able to communicate with the mainframe and other computers to obtain financial information relevant to my divisional budget, enrolment statistics and other useful information.

A braille writer also has its place on my desk, and, in one of my desk drawers, I have a machine called an optacon. In one hand I hold a small camera which I guide across a page of print. I place the first finger of my left hand on what is termed a tactile array, a small indentation with vibrating dots that form letter images on



Betty Nobel right touch for the job

my finger as I guide the camera across the page and feel the letter shapes which are made from electric impulses. Reading this way is a slow process, but it helps to identify mail which I can then prioritize, scan, have read on to cassette or typed into a computer file.

All of this may sound space age and fantastic -- and it is exactly that. I cannot help but marvel at the inventive people who created the technologies that are so useful to us all. My ability to do my job has been vastly improved due to advances in technology. I commend those individuals at VCC who made the purchase of the adaptive equipment possible, so that I may be on an equal footing with my colleagues. Various machines will never replace the functioning human eye with its convenience and versatility, but the technology does provide independent access to considerably more information than was previously available to me.

So, here I sit, amidst my gadgetry, wondering when someone will invent a computer-controlled car, or an electronic eye. Who knows what new technology will be developed, or what I will be able to do next.



Donor Quing Ying Lai and his wife, Chian Ying Pui Lai

New library of Chinese films at Langara

By Monika Ullmann

If you're interested in learning more about Chinese culture, but don't want to read yet another text-book, the new library of Chinese films at Langara's Media Library might be just what you're looking for.

Produced in Hong Kong, Taiwan and Korea during the 1950s, 60s and 70s, the feature-length colour films cover a variety of Chinese film genres including dramas, operas, romances, adaptations of traditional Chinese stories and sword-plays showing the exploits of popular martial arts heroes. The films have Cantonese and/or Mandarin sound tracks and many feature English subtitles.

Too fragile to be loaned out in their current 16mm format, the films are being transferred to videotape. The Asia Pacific Foundation contributed \$5,000 towards the project at a presentation ceremony hosted by VCC Educational Foundation President, Sheilah Giant.

Quing Ying Lai, a retired film distributor from Hong Kong and a VCC alumnus, generously donated the films to the college. A Challenge '89 grant from the federal government helped in funding the research and cataloguing of the films. The transfer project is slated for completion in 1991. Meanwhile, you can peruse the annotated catalogue at Langara's Media Library.

Thanks for the memories of Langara

A headline in the June 12 issue of Update stating that I found "animosity" during my stay in Vancouver was misleading.

My year at Langara has been a challenging and enriching one indeed. Although the initial period of adjustment was as hectic as I expected it to be, the results of my stay were very rewarding.

I would like to extend my thanks to Langara faculty, staff and students as I prepare to leave this city. What stays with me as I make my preparations, is the warmth of Langara, the energy and enthusiasm of my colleagues and students, and the very generous spirit which is central to this college.

I shall think of Langara as a home to me in Vancouver and look forward to my return to this beautiful city. Au revoir, Langara.

Thanks,
Miriam Packer

CE Notes

For the second consecutive year, Sarah Rogers, VCC's Program Coordinator for First Aid and CPR, will be part of a five person first aid team representing Canada in an international competition October 7th in Worcester, England.

The North Shore team beat out nine other teams representing zones from around the province at the 33rd annual WCB Provincial First Aid Competition.

Last year, the B.C. champs placed 2nd overall to Ireland at the international meet. Hosted by the Casualties Union of Britain, teams from Europe, Britain and Canada will be competing in the annual event.

The first VCC all-campus course and program publication - **Training for Business** - initiated by Glen Witter,

International Education and Contract Services, and Hal Hoare of Continuing Education, is about to go to print for 1990/91. Participation has increased to include Langara, King Edward and City Centre courses and programs, making it the first college-wide publication designed to provide course and program information to Lower Mainland businesses. The publication, now in its second year, has grown from twenty-six pages to a total of forty-eight. Over 22,000 copies of **Training for Business** will again be distributed through the Financial Post as well as by direct mail to previous business clients. The response to the first class issue last year was excellent with many businesses contacting the college with comments like "we never knew VCC provided this breadth, depth and variety of training". The college has developed several new clients from this innovative all-campus publication.

Gyda Chud, Senior Program Coordinator for Early Childhood Education, was invited to speak at a recent Provincial Multicultural Symposium entitled "**Action 90!**". The Symposium, held at SFU Harbour Centre, brought together over 150 government officials, educators and representatives of ethno-cultural organizations.

Chud's presentation focused on the significance of the early childhood years in building positive attitudes and skills for living successfully in a multicultural, multilingual society.

City Centre Notes

The first class in the new ESL Handressing program is doing extremely well, says Molly Cole. Molly teaches and supervises the practical part of this innovative program, and Carla Pitten concentrates on English language skills. Says Molly, "the ESL students are very attentive and therefore learn quickly."

The class has 17 students from six different countries, including Hong Kong, China, Thailand, El Salvador, Iran and Vietnam. Some have already worked as handdressers in their country of origin. Although this is a new approach to ESL instruction, the program has a waiting list.

KEC West opens doors

KEC's third campus - **King Edward West** at Fraser and Broadway - opened on August 3 with Continuing Education's Nursing and Health Program.

The premises are expected to achieve full occupancy by early September with the Sign Language Program and an ESL class for seniors.

The 7200 sq. ft. will provide us an additional six classrooms and nine offices to alleviate some of the space problems being felt throughout the college.

King Edward West is being leased for five years. The cost of renovations was paid by the Ministry of Advanced Education, Training and Technology.

CE's Nursing & Health can be reached at 874-9923.

KEC Notes

Helen Hills Docherty presented KEC's Music Department with "the greatest gift that the music department has ever received from an individual", a Yamaha grand piano.

Valued at \$16,000, the "Docherty Piano" is in excellent condition. It is the designated chamber music rehearsal piano and will be used in the recital hall for two-piano performances.

Docherty is the sister of Ian Docherty, an ex-faculty member of the department, teaching music journalism.

"Our department is under-equipped and is in need of pianos. The addition of this beautiful instrument will be of major importance to our program," said Music Department Head Jerry Domei.

Advocacy role for colleges

The B.C. Association of Colleges has a new name, a new membership policy and a new set of objectives.

The association is now called the Advanced Education Council of B.C. and includes college presidents in addition to just college board representatives. It also has expanded its objectives to include "informed advocacy" on behalf of advanced education. Previously, the mandate of the association was primarily that of sharing information.

The council's telephone number is 688-3571. The staff and location remain the same for now.

Learning Centre hub of activity

1990 marks a year of change at the Learning Centre with the introduction of new personnel, programs and equipment.

With Grant Kelly on leave from last September, the team of Wayne Ko, Alison Norman and Carol Tulpar, on half-time release from their teaching assignments, are preparing a proposal to expand the instructional services offered at the centre. They have since been joined by Karen Hills and Michael Daniels as tutors in ESL/Humanities.

Along with the extended hours of operation are class tours and activity sessions for ELS, ESL Vocational and College Preparatory classes, and CBC news discussion groups. Increased instructional support is being introduced to enhance the current "drop-in" tutoring.

Purchase of tape recorders, books and the first of a network of computers has added to the centre's value as a campus resource.

Was there really life before Xerox?

What is the most important labour saving device of the last half century?

The computer? Automatic washers? Pop-top beer cans?

If the photocopier isn't on your list, maybe it's because of all the time you waste lining up to use one. It's that every day familiarity with the photocopier that has placed it in such casual regard.

But consider just a few rough figures on photo-copier use at VCC: The college has two duplicating centres, one at Langara and a larger facility at KEC which serves both that campus and City Centre. The two centres turn out 18 million copies per year. In addition, the general offices at VCC's three campuses turn out some 600,000 reproductions annually. If we stacked up that much paper, it would tower well above Grouse Mountain.

So, what was life like before Xerox?

"I'd spend 50 percent of my time in front of the Gestetner," said recently retired Langara Administrative Manager Shirley Balmforth. "I used to be with that machine for hours on end. When we got the first Xerox in 1968, I thought it was great. It didn't reduce or enlarge, but all you had to do was push a button and it made 999 copies!

"For smaller jobs, we typed with carbon paper. But we'd always be saying to the bosses 'you can't have more than eight copies' because that's all the keys on the typewriter could make. You'd have to choose carefully which people you would send a copy to, or end up doing the whole thing twice to get extra copies."

The history of copying starts with the printing press, but for centuries after it had come into general use, the lack of any other way to make single copies of handwriting sustained the profession of the "copyist", who reproduced originals in his or her own handwriting. The "poly-

graph", an eighteenth-century gadget, attached to the writer's pen and reproduced its movements on another sheet of paper. The polygraph was a favourite of Thomas Jefferson, who made some design improvements of his own. The most common, and messiest, way of making a single copy was by letterpress: rolling a letter between sheets of blotting paper to transfer some of the ink to another sheet.

The Remington Arms Company produced the first commercially-successful typewriters in its sewing machine department in the 1870s. Mark Twain, who expressed his disdain for laborious work through Tom Sawyer's whitewashing-the-fence trick, was avoiding a little hard work of his own in the process. The Adventures of Tom Sawyer is thought to be the first typewritten manuscript to be printed as a book.

Carbon paper for typewriters was patented in 1872, followed 18 years later by A. B. Dick's mimeograph, a word coined from mime, "to imitate" and graphein, "to write". Cutting stencils and breathing spirits with the woozy fragrance of ether were added to the job descriptions of secretaries around the world.

In 1938, Chester F. Carlson of Seattle entered the picture. Hardly a household name even today, Carlson was a patent

lawyer who recognized the need in his own business to make inexpensive copies of documents. Long evenings at the New York Public Library led him to the comparatively unexplored field of photoconductivity. On October 22, 1938, in Astoria, a part of the borough of Queens, he produced the first electrostatic image: "10-22-38 Astoria". He called the process "xerography", from the Greek xeros, "dry" and graphein.

It wasn't until 1946 that technical and financial support from The Haloid Company put Carlson's invention on the right track. Haloid formed a new company, called Xerox, and in 1960 delivered the first Xerox 914.

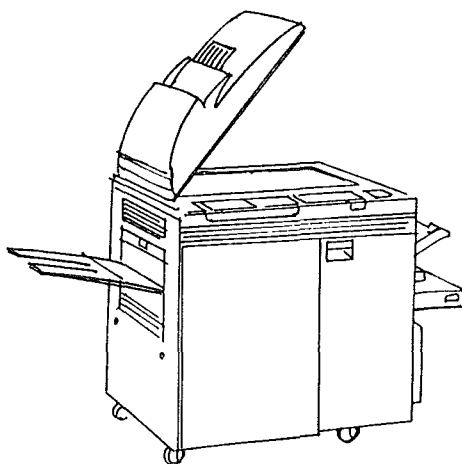
(A note of interest: In 1955, Haloid, uneasy about the costs of developing and marketing the copier, offered a licence to IBM. IBM's market research indicated there wasn't much of a future in photocopying, and invested in computers instead).

For the technically inclined, a photocopier works by placing an electrical charge on a drum-shaped photo receptor and the opposite charge on the toner, a fine sand which is coated with plastic. A lamp reflects the printing from the original piece of paper onto the drum, which then attracts the oppositely-charged toner material.

While the photo-copier is taken for granted today as a routinely used business tool, it has also created intriguing possibilities in the more exotic world of espionage.

Here's what James Reston of the New York Times says about the phenomena of government leaks:

"The real source of leaks is Chester Carlson, who invented the electrostatic copying, or Xerox system, which now dominates the federal government and influences the flow of information in every other big institution in the country."



Adult learners change along with times

Central Administration Secretary
Pat May recently spoke at the Continuing Education Certificate Program Graduation ceremony, where she received her certificate in counselling skills. Some of her thoughtful remarks follow.

We are adult learners who are motivated to attend classes under almost all conditions to prepare ourselves for career change, or for advancement in our present careers, or for personal enrichment. Most of us work full-time ALL OF US ARE ADULTS WITH ADULT RESPONSIBILITIES. Over the course of the past year or two, some of us have suffered the stress of career change, or have known illness or have been touched by personal tragedy

At the very least we have all experienced the rigorous and often conflicting demands of work, family and community - that plus our schooling.

Those who offered us encouragement and rebuilt our damaged egos when we failed to live up to the expectations of our instructors, or more particularly, to our own expectations, deserve our thanks.

In spite of the commonalities we share, our motivations for being here are different. Ralph Waldo Emerson, an American philosopher of the 19th century, wrote in his essay on **Self-Reliance** that "to believe your own thought, to believe that what is true for you in your private heart, is true for all men - that is genius." I am not aspiring to genius here tonight, however, Emerson went on to say that should we not speak our truth, should we hold back through lack of confidence, then "... tomorrow a stranger will say with masterly good sense precisely what we thought and felt all the time, and we shall be forced to take with shame our own opinion from another."

One of the stages of human development around the age of thirtysomething/fortysomething is that time known as "mid-life crisis" ... a time of reflection a



Pat May

time of evaluation ... a time of panic!! Because of my own mid-life crisis, or perhaps being still in the midst of it, I have begun to rethink "what I am doing", "where I am going", and especially, "where do I WANT to go?"

It is a far different world today from that of 25 years ago when I left high school. It will be a far different world 25 years in the future when I reach retirement age.

We are an aging society. Most of us are baby boomers. We will be part of the largest population ever in Canada to reach age 65 as one group. We will be different from our parents and grandparents. We will live longer and be healthier. We will demand more and will not be satisfied with the status quo, nor will we rely on the dubious and grudging generosity of our society towards its elderly. As a group we will have real political and social clout.

My experience has been that the Continuing Education Division of VCC is committed to responding to our need. The sheer numbers of the programs and the students enrolled in them is an indication of the demand. The instructors in my program

were for the most part dedicated and sincere and respectful of the myriad responsibilities and demands upon us as adult learners. They had to balance the knowledge of our conflicting demands against their mandate to deliver education. I am appreciative of the success of that balancing act.

In the course of this program I have assimilated a great deal of knowledge, not only in terms of course content, but in terms of personal strengths and weaknesses. I have had to face my own limitations, the worst of those being self-imposed, which restrict personal growth and inhibit endeavour. I have had to practise the fine art of procrastination less and the art of self-discipline more.

I have met interesting and dedicated people. Through role plays and presentations I have had the opportunity to see myself reflected back in the mirror of others' eyes. Mostly I have experienced the excitement of learning, of accepting challenges and carrying on to new confidence and new strength. It has been a journey of discovery.

While by its very nature counselling skills particularly are oriented to personal growth, I do not believe that someone in the property management or fashion design or sterile supply processing aide programs did not share similar experiences. Education doesn't happen at only one level. The very process is educational and the lessons absorbed permeate into every area of life.

While it is true we are gathered here tonight to celebrate completion, for myself and for you too, this is another beginning. I expect to carry on with my studies, but even if I don't, what I have experienced in this program has opened new doors. The knowledge gained and the lessons learned have given me the will to open those doors and my life has been enriched because of it.