

## Inside

## Financial Statements

## Our Place In Québec

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# FYI

CONCORDIA UNIVERSITY

Networks initiator de Laet



## Networks Confab Draws Multidisciplinary Participants

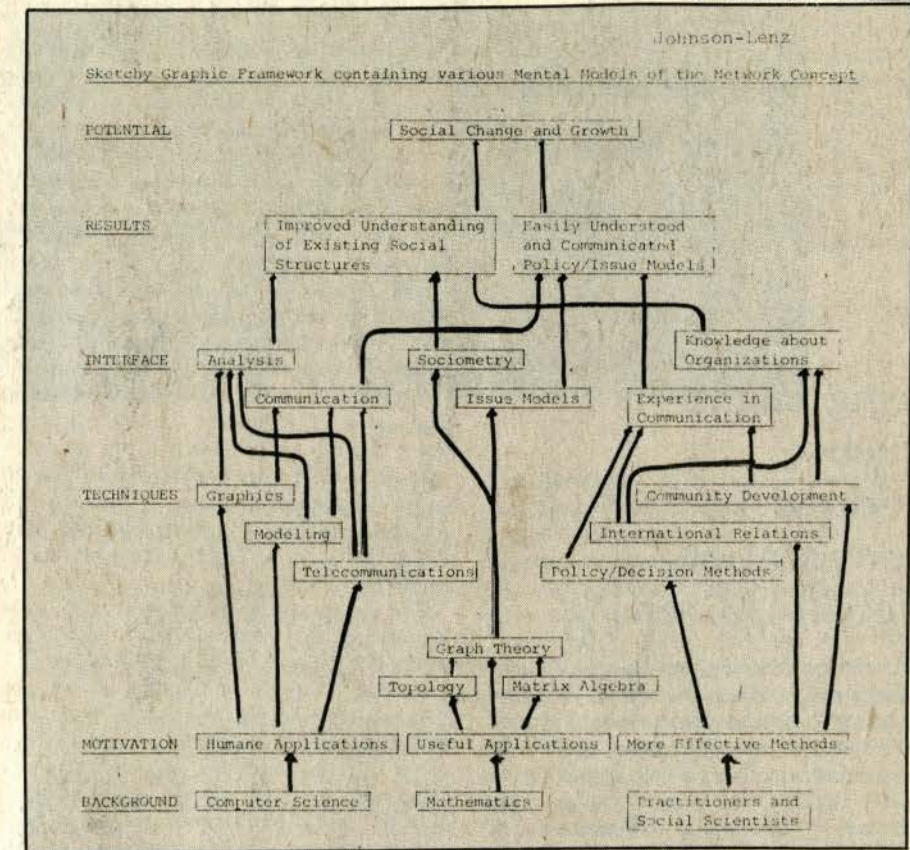
Engineers, filmmakers, sociologists, designers, social scientists and a host of others from government, academia and industry convened at Concordia last week to investigate a new way of looking at the world.

Networks is the name of the concept and Christian de Laet, adjunct professor in Concordia's Science and Human Affairs is one of its chief proponents. Rector John O'Brien opened the session on Thursday morning, and Engineering Dean Callaghan joined him in welcoming participants.

One of the goals of the three-day workshop was to start honing down definitions and since that in itself seemed a tricky process, perhaps Prof. de Laet's introductory comments serve best: "The term 'network' is encountered more and more frequently in the social sciences, in administrative documents and in public debate as reflected in the news media. In each case use of the term seems to be associated with new perceptions of the complex and subtle patterns of relationships between social structures characteristic of society today.

"It becomes increasingly clear that social scientists and practitioners are seeking a new vocabulary, one that would provide a means for objectifying and demystifying the complexity of the organizational, problem, and other networks by which we are surrounded and within which our activity is embedded... While the term 'network' may be currently doing some service to contain the complexity with which social scientists and practitioners are confronted, there is a strong possibility that both groups could benefit from each others' insights and from exposure to the more sophisticated forms of representation already developed by the small group of mathematicians concerned with networks (e.g. in the case of topology, graph theory and related disciplines)."

The main purpose of the workshop was investigating that "strong possibility" and according to its organizers participants



succeeded in having "extremely fruitful exchanges". Theoreticians (mathematicians, engineers) were confronted with "practitioners" (people who deal with some kind of network, be it communications or international agencies, in their daily work) in hopes that network theory might be applied to social problem-solving. The accompanying chart gives an idea of some of the elements involved in the application of network (read from bottom).

Proceedings of the three working groups set up at the meeting are now being prepared and FYI hopes to provide a fuller account when they are available. A larger symposium, for which these sessions were seen as preparatory, will be held next spring. Anyone interested in the idea of networks or the proceedings of last week's meeting should contact Professor de Laet at 879-7328.

## Christmas Dance

Concordia will hold its first university-wide Christmas Dance on Saturday, December 11 in order to allow faculty and staff from both campuses to get together in a festive, relaxed atmosphere.

The fun will get underway at 9 p.m. in Loyola's Hingston Hall with music by the Flipside Orchestra. There will also be a midnight buffet and a draw for a trip for two to Ireland via Aer Lingus.

Tickets, at \$5 per person, will not be available at the door but can be obtained from any of the following: SGW Campus - Shelley Blick (8027), Raphael McKenzie (4332) or Jackie Plamondon (4336); Loyola Campus - Ken Corrigan (373), Cathy Hughes (552), Barbara Blattman (351), Ron Allan (680) or Larry Talbot (289). There will be room for only 150 couples, so get your tickets early!

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Rector John O'Brien addressed McGill Convocation last week and spoke of the anglophone's place in Quebec society. At Concordia's fall convocation held last Sunday, the Rector touched on certain points he raised at McGill and also stated Concordia's case for improved financing, addressing his remarks to the newly elected government.

The rector's McGill speech is reprinted here, along with remarks Dr. O'Brien made concerning finance matters at our own convocation.

Dr. O'Brien received an LL.D., *honoris causa*, at the McGill convocation. Earlier in the month, the Rector was honoured at Bishop's University's convocation when he was awarded a D.C.L. degree, *honoris causa*.

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## Being English in Quebec: Address To Convocation, McGill University

When one contemplates the topic for a convocation address, one faces a choice between a topic that is made timely by current events, or one that arises out of the background and personal experience of the speaker. In my own case, I find the two approaches irresistibly impelling me towards a particular subject. By coincidence this convocation occurs two days after a provincial election, which itself followed a period of turbulent events and concerns in Quebec, not least among its English-speaking citizens. Bill 22, strikes in the schools and CEGEPs, proposed immigration legislation have concerned both the English speaking citizen in general and those of us who have a more particular connection with and concern for our universities. I have, myself, been a representative of my own university, in one capacity or another since the early 1960's, on various governmental bodies dealing with the development of education in Quebec, and I have talked with others who have had the same experience. I have on occasion found myself the only anglophone member of a particular body. I would therefore like to say something about the position in Quebec today of the English-speaking group and its institutions (particularly in education) as I see it, and also about the experience of the past fifteen years (including some of the errors).

I believe that the English-speaking group and the use of the English language will continue to have a solid place in Quebec. (By "English-speaking group" I mean to cover that group of people of heterogeneous origins who now speak English as their main Quebec language — in this context we can make no useful distinction between those of British or of other ethnic origins.) I also believe that there have been changes in the past decade to which the English-speaking group must and can adapt. If this is done, a more positive spirit will prevail over the often sour attitudes that appear at the present time. If this is not done, the future of English is not really at risk (it is difficult to believe that French could eradicate English in this North American context in which we live), but living in Quebec will be less pleasant than it might be.

The key changes that have taken place are not just that French is becoming a more prevalent language than it used to be, but also that all parts of Quebec society are being forced to be more interdependent than they used to be. Such has been a world trend in recent decades, usually under the influence of increased governmental activity, and it has arrived in Quebec later than elsewhere. English-speaking Quebecers, who as recently as a decade ago still formed a largely autonomous group in Quebec, and whose institutions, such as schools, universities and hospitals, were in practice largely independent of the Quebec government, now find themselves increasingly integrated into the "Quebec system". Whether or not the world political trend toward increasing influence of government has reached its peak (some observers suggest it has), it is unlikely that the new reality of Quebec will reverse itself in the foreseeable future, or that the English-speaking will reestablish their previous position of virtual autonomy.

In short, the English in Quebec are now much more like other minority groups in western societies than they used to be, or than they are accustomed to viewing themselves. (Admittedly, since they are also a part of the Canadian majority, their minority status in Quebec is somewhat attenuated.) However, I would suggest that we might benefit by viewing ourselves squarely in this role, and then recognizing

that minority groups do in fact prosper, preserve their vital interests, and contribute to the general welfare of the total society when they make a realistic use of their position.

What can we learn from other groups that, though minorities, have succeeded? Three things, I would suggest. First, learn to function in the language of the majority. As one born and bred in an English-speaking part of Canada, and with an accent that avoids any risk of being taken for a native speaker of French, I emphasize that this does not mean to speak perfectly. In the past the English-speaking people of Quebec often lacked realistic opportunities to use French effectively, and for many it may not make much sense to start learning it now. But the younger people have much less cause to complain about lack of opportunity today. The trick is to make the initial effort, which may be difficult or unpleasant. The rest will follow.

Second, participate in the economic and political life of Quebec. To those graduating and in the early stages of a career, be prepared to take up challenges and opportunities that will place you in contact with the economic and political activities of this province. Not everyone will find his future in this direction, but there is no reason for the English to abandon whole areas of activity. To take an easy example, the growing use of French will not, I believe, cause the English to abandon the practice of law to their French-speaking colleagues. To take a hard example, there is no reason that the English should allow the Quebec civil service to remain a virtual monopoly of French Quebecers; there is undoubtedly an interesting and challenging future open in Quebec City to the resolute and qualified English Quebecer who is prepared to seek a career in that direction rather than in Ottawa. For that matter, many a Quebec civil servant moves on to Ottawa later in his career anyway. In these matters no one should see himself making a personal sacrifice to ensure an English presence in Quebec. He should see himself broadening his own opportunities by rejecting an artificial limitation to his career prospects because of language. Of course not everyone will go these routes. But the opportunities are there, and the English



minority can only weaken itself by admitting that certain areas of activity are closed to it because it does not belong to the majority in this province.

Third, there is determination to continue to exist. The French, after all, continued to exist two hundred years after the Battle of the Plains of Abraham, despite being a minority in North America. And when changing times destroyed the social basis in accordance with which they had existed those two hundred years, they fought back in the last two decades with new ways of preserving the French language and French culture. Are the English, who by now have also been in Quebec for a long time, less tenacious in holding onto their place? Some current attitudes might lead one to think that we are on the point of retreating over the border as soon as possible. Such is not the case, the English are firmly implanted in this province and will remain so.

I would like to add a word about the attitude of the French majority. One must ask of a majority the exercise of a reasonable tolerance and good will towards the minorities in its midst. Despite the pressure of the times, we have seen a good deal of this in the university sphere over the years. The fact is that the English-language universities are still here, and if they have not always prospered as they might like, their treatment does stand comparison with universities elsewhere. Naturally, we give ourselves a good deal of the credit for this, but it is worth remembering that educational policy in Quebec has supported the purposes of the English-language institutions as full members of the Quebec university system.

In concluding these remarks, I will give two examples of the difficulties English Quebec has had in functioning as an effective minority. Both are examples from the educational sphere, both are now well in the past, but nevertheless illustrate how things may go wrong for a minority group that is not alert to the context in which it lives.

In the early 1960's, as the Quiet Revolution was gathering speed, the Department of Education formed a number of consultative committees to which were submitted various changes in regulations under consideration. The English were well represented proportionately on these committees, and also, since they were large groups, well represented in absolute numbers. The English members did not, in general, make as effective a contribution to the deliberations as might have been expected. There were two reasons for this. First, many of them did not understand enough French to follow effectively the deliberations of the committee. Second and more importantly, many of the English members were firmly convinced that what was under discussion was the reform of the French-language educational system, and that the English system would not be affected. In due course the committees made recommendations, and new regulations were issued applying to the entire educational system. The English were astounded at the result, even to the point of alleging that they had not been consulted. The French were astounded at the English reaction, since for them the purpose of the exercise had been to establish reforms on the Quebec-wide basis.

In the early 1970's the Department of Education set out to induce the universities to agree on a common nomenclature for degrees. The main purpose of the exercise was directed toward French-language usage which, drawing as it did on the practices of France and of North America, sometimes designated what was essentially the same degree by different names. This project underwent many a weary recycling before it ended in a document for the most part acceptable to the parties concerned. A significant amount of time was spent over the issues of Honours programmes in the English universities. Draft after draft left these programmes out, leading to suspicions that since the French universities did not have Honours programmes, the English universities were being forced to drop them. It eventually became clear that this was not the situation at all; the explanation was that the drafters believed that Honours programmes were the same as the baccalauréats spécialisés in the French universities, and that in providing for the latter they automatically provided for Honours programmes as well. A niche was then found for them with no great difficulty.

These examples indicate the need to be in touch with events in order to avoid positions taking form without appropriate input. They also indicate that, language and cultural differences being what they are, effort and openness on both sides are necessary to a sound outcome. By the mid-1970's we have surely accumulated enough experience to ensure an effective interrelationship between French and English, if we have the will to do so.

# Rector States Financial Case To PQ Government — At Concordia Convocation

I would like to take this opportunity to review with you the place of Concordia University, and the issues it faces. We are, as you know, one of the seven universities in Quebec. We are an English-language university, and at the same time part of the whole Quebec system. For more than a decade Quebec has been evolving a university policy that assigns to each of its universities a distinct purpose and role, while also recognizing that there is considerable overlap in activities among all universities. Thus, Concordia is known for according particular attention to the needs of part-time students. In fact, after many years of doing this at the undergraduate level, we have recently been developing opportunities for part-time studies at graduate level. The Quebec Council of Universities has recognized our achievements by suggesting that we do special research in this area for the benefit of the whole university system.

Like most universities, we face in the coming decade the virtual certainty of a drop in enrolment. This is based on the coming decrease in the size of the age group from which most of the full-time university student population comes. Demographic studies show that the drop will be particularly marked in Quebec. But the thinking in Canadian universities and government is still too much directed towards growth as the norm, and there is not enough planning to maintain stable and vital universities under changed conditions. However, in our own case, with 9,500 full-time students, 10,800 part-time students, and a further 6,200 students enrolled in non-degree courses, we would find a certain relief from the difficult conditions of overcrowding under which we now operate. But it is vital that the system of government financial grants takes a realistic and just approach toward this new situation which will soon face very many universities.

And speaking of financial grants, I cannot let pass the opportunity to point out that this university is today financed at a much lower level than any others in the province, even after making all due allowance for differences in size and in the nature of activities. Our most recent calculations show that it would take upwards of \$12,000,000 a year to finance us

at a level approaching that accorded other universities, and we would still be receiving less than the average for the province. The time has now come for this discrepancy to be faced by government, and for an appropriate increase in the Concordia grant.

I would like to conclude with a comment upon the election of a Parti Québécois government. When a new government is born, especially one with a markedly different orientation, there is naturally a period of confusion and uncertainty. We are entitled, however, to take at face value the assertions of the party and of its leader, Mr. Lévesque. The party credo calls for an independent Quebec, but Mr. Lévesque has

stated that he will hold a referendum and must have a majority, before taking any action. He sees many issues relating to the good governance of public affairs as having a more immediate priority. I would certainly agree with him on that, and would suggest in passing that establishing a higher level of financing for this university should be included among them. When the government of Quebec changed hands on another occasion, the English universities were told that they might expect justice but not generosity. Generosity we have not had, but we should expect no less and no more than justice. And a sense of justice is surely one of the virtues claimed by our new government.

## Senate In Quandary Over CEGEP Science Profiles

Senate voted to "reluctantly" accept proposed CEGEP science profiles at its meeting Friday. The profiles, or sets of courses required of CEGEP students for graduation and entry into university science and engineering programs, had been proposed by CLESEC (Comité de Liaison Enseignement Supérieur—Enseignement Collégial) and they sparked a Senate debate lasting the better part of three hours.

In his opening remarks, the Rector commented on the recent election noting that many in the university community had asked him his views on the effect of the PQ win on Concordia. "It may have an effect, one way or another," said Dr. O'Brien wryly, adding that "there is no basis yet for an answer".

He reiterated the hope for just treatment of Concordia in relation to other Quebec universities (expressed more fully elsewhere in this issue) and expressed the view that various established structures in the Quebec educational sector would probably serve as a constraining force on a new government.

Dr. O'Brien pointed out that Concordia "hasn't done excruciatingly well under the past government" and that the record worst year—at least for Sir George—had been during the first year of the Bourassa regime. So strapped was Sir George that a surcharge had to be levied on evening students' fees. The Rector saw the task ahead as one of continuing "to put forward the case we have".

During question period, several Senators asked about the ad hoc deans' committee handling the question of the future organization of science and arts. By what

mechanism were they accepting input? When would Senate discuss the other documents that had been presented at the last meeting?

Dean Breen said that the committee would be willing to receive written or oral presentations, although it hadn't reached the point of being ready to deal with them. Dean Berczi suggested that the December meeting, at which the deans are due to give a progress report, would be an appropriate time to discuss the other documents.

In reports from councils, committees and other groups, Professor Gross reported that the interim Fine Arts Faculty Council had completed debate on its permanent composition and a submission would soon be made to Senate. Dean Callaghan of Engineering referred to an incorrect chart of enrolment figures (showing a decline for his faculty) published in FYI, Nov. 4, and a correct version (showing an increase) published Nov. 11. The Vice-Rector Academic noted that he had received a draft version of a report from the task force on film.

Senate considered two curriculum matters. An honours in economics in the Bachelor of Commerce degree was approved, as was the Sir George Faculty of Science proposal for a certificate in the teaching of science (elementary level).

To introduce the CLESEC proposals, the Rector spoke of the context in which they should be seen. Concordia's policy, and that of Sir George before the merger, had been to go along with and become part of the Quebec university system. Over the past fifteen years, he said, the situation had changed from one where each university was a virtually independent entity to one where there was a great degree of integration in some areas but a retention of independence in others.

All universities in the province had gone in the same direction, the Rector noted, sometimes of their own free will, sometimes

against it. Curriculum had been the decision of faculties within universities, but there had been attempts to parallel university curriculum with that of the CEGEPs from which university applicants came. So a fairly precise set of documents and precedents defining CEGEP-university relationships had evolved.

James Whitelaw, Associate Vice-Rector and a member of CLESEC, provided some background on the committee's activities. At the time it was formed in 1972, it decided to revise the tenets of CEGEP curricula set out in 1967. With the exception of Pure, Applied and Health Sciences (which Concordia and McGill wanted reconsidered) the revisions were finalized in March 1976, after having been considered and commented on by all the universities. Some of the principles established were that 1) DEC (diplôme d'études collégiales) was necessary for admission of CEGEP students into Quebec universities; 2) that obtaining a DEC was sufficient for entry into university, taking into account certain programs' prerequisites approved by CLESEC; and 3) that universities could not increase or reduce these requirements. Concordia Senate's comments, which called basically for allowing flexibility in exceptional cases, had been accepted by CLESEC.

The problem of science "profils" was then assigned to a special committee which recently presented its proposals to the universities.

According to Whitelaw, the other universities had approved or were about to approve the new profiles. But Engineering at Concordia was reluctant. A document prepared by the faculty and introduced to Senate by Dean Callaghan stated: "The proposed changes will result in future students being poorly prepared to enter Engineering programmes." Their three major complaints about the profiles were first, that students lacking Math 101 (no longer to be required) would come to university with "less over-all exposure to mathematical concepts and to the development of manipulative skills".

The second problem was that another math course, Math 105, would not now be part of the core of courses. According to the Engineering document: "Engineering Faculties which add it to their minimum requirements for entry preclude students who have not taken it from entering their programmes. Conversely, if Math 105 is not included in the minimum entrance requirements, then students who have not taken it must do so as part of their university studies because the subject matter of the course is a vital prerequisite to some of the subject matter of the introductory university courses in engineering."

Finally, Engineering was concerned that the new physics courses "which purport to meet the needs of all students interested in the sciences may result in disappointing all students, that is, students looking for rigorous development of the subject will find these courses unchallenging, whereas those desiring either a more gradual exposure to the subject or survey courses may find them unduly demanding. We stress that as a professional Faculty it is not our objective to provide an average education to the average student, but rather to prepare professionals who will be legally responsible for their professional acts. This professional attitude for students who are clear that they want an engineering programme should be initiated at the collegial level."

The Sir George Mathematics chairman was not happy with the profiles either: he had met with the chairmen of the other universities' math departments and they shared reservations about the math content. Under the new profiles, it would now be possible for a student to go through Grade 11 with no math; and "mathematical

maturity", considered by the chairmen to be necessary for CEGEP Math 103, would not be ensured. Prof. Cohen noted that the chairmen planned to send a letter with this complaint to all Rectors.

Dean Callaghan pressed strongly for Senate to call for maintaining the existing profile, but since both faculties of science were prepared to accept the new proposals, he found himself without too much support. Dr. O'Brien pointed out that a Senate vote could not be delayed and that it seemed an inopportune time for Concordia to stand alone against the proposals.

In the end, Dean Callaghan succeeded in attaching an amendment to the approval motion. The amendment would inform CLESEC that Concordia might in the near future come back to CLESEC with a different profile for Engineering (such as the Commerce profile which contains additional mathematical content).

The motion, to reluctantly approve the profiles so as not to stand in the way of the other universities, was approved just before adjournment.

## Poet Acorn Reads Monday

Milton Acorn, winner of last year's Governor General's Award for poetry, will be reading from his work on Monday, November 29 at 7:30 p.m. in the Loyola Campus Vanier Auditorium. The reading, the final event in this semester's "Visiting Artists in Poetry and Prose" series, will be followed by a reception.

Born in Charlottetown, P.E.I. in 1923, a "thousandth generation Canadian", Acorn has lived and worked "all over Canada" as "a carpenter, a socialist, and a poet".

Most of the poems he has published throughout the last twenty years are included in *I've Tasted My Blood: Poems 1956 to 1968*. This collection, failing to win him the Governor General's Award in 1970, earned him the title "People's Poet" in a colourful and highly publicized protest ceremony in Toronto. He won the 1970 Canadian Poetry Award and, in 1975, finally won the Governor General's Award for *The Island Means Minago*.

Acorn's poetry manifests a passionate reverence for life in all its forms: individual, communal and mythic; intelligent and physical; ancient, present and to come. In particular, his poetry presents the dignity and strengths of the working man, the working woman, the derelict, and the old and the revolutionary.

Long before poetry readings became auditorium events supported by cultural institutions such as universities and the

Canada Council, Acorn was well known for his coffee house readings across Canada and for the rapport he established with the people, his listeners.

## Guatemala Quake Slides, Report Presented Monday

A slide presentation by third year biology student Féquière Vilsaint was prepared after he made a number of trips to the Central American republic to record the progress of the country's reconstruction effort.

In his report that accompanies the slide presentation, Vilsaint talks of the contributions of the many countries, including Canada, which are helping Guatemala, and pinpoints some of the problems, particularly as they concern food and housing, that lie ahead.

Vilsaint, 24, is a native of Haiti and is no stranger to natural disasters. As a youth, he experienced the frightening effects of hurricanes which struck his island home.

Vilsaint, in preparing his report, took over 800 photographs, interviewed many government and university officials and travelled throughout the country, tracing the path of the earthquake that ripped through the country.

The presentation at 4:30 p.m. in room 435 of the Hall Building lasts approximately 1 hour. Admission is free.

Concordia University's SGW Faculty of Science and Audio-Visual Centre helped make the presentation possible.

## Third World Recruits Sought

As information fair designed to recruit full-time volunteers for work in the Third World will be held on both campuses over the next week.

The term "Third World" is being used in its widest sense, explains Loyola chaplain Father Bob Gaudet: it encompasses poverty-stricken sections of Montreal and the Canadian North as well as underdeveloped areas overseas.

According to Gaudet, "Going into a new community and seeing the richness of (its) lifestyle is part of the educational process. It makes (us) conscious of the imbalances in the world." He describes this type of volunteer work as "a rich personal experience" and feels that it "helps guard against the North American smugness that we are the dominant (culture)."

The main feature of the fair will be a series of information booths set up by organizations such as CUSO, Canada World Youth, Frontier College, Frontier Apostolate, Jesuit Missions, Scarborough Missions, Crossroads and Beaver.

The booths will be set up on the Mezzanine of the Hall Building today (November 25) until 9 p.m. and in the Loyola Campus Centre Lounge on November 29 and 30 between 11 a.m. and 3 p.m.

Three films dealing with Third World issues will be part of the fair: "Last Grave at Dimbaza", documenting the living and working conditions of blacks and whites in South Africa; "Nynavut, Our Land", presenting the rationale for Inuit and land claims in the Canadian North; and "La Plus Belle Vie du Monde" (French with English subtitles), showing a number of "down and out men and women explaining their situation."

The films are being shown today on the Mezzanine of the Hall Building and will be shown again on November 29 and 30 at noon in the Loyola Campus Centre Lounge.

The information fair will continue on December 2 with a Débats-Midi at noon in

the Loyola Campus Centre Lounge. The guest speaker will be Cecil Abrahams, a participant in the liberation movement in South Africa. Abrahams, who was an assistant professor in English at Loyola during the 72-73 academic year, will be joined by John Richmond of The Montreal Star and Richard Cléroux of the Globe and Mail.

The panel discussion will be repeated at 7 p.m. in room 615 of the Hall Building.

Further information concerning specific events can be obtained by calling the Loyola Campus Ministry at 484-4095.

## All About Children

"Children and Their World" will be the focus of a lecture series sponsored by B'nai Brith Women at the Loyola Campus F.C. Smith Auditorium.

The aim of the series is to provide a stimulating, informative and challenging program for all members of the community who are concerned with children.

The program will feature speakers from Montreal universities and hospitals and will include two members of the Sir George Williams Education Department: Dr.

## Loyola Holds Talent Night

Wednesday evening, December 1 is Talent Night at the Loyola Campus Centre and Program Director Lawrence Lang is looking for student talent to complement the "big names in amateur talent" he has recruited from "amateur nights" at some downtown pubs.

Names like Jerry the Gunner, a sixty year old man who plays guitar, kazoo, harmonica and the spoons and who performs his own distinctive version of "Rock Around the Clock", in French; or Atwater Al, whose Al Jolson routine is supposedly the next best thing to the Great Jolson himself (that is "if he is allowed into the Campus Centre; he looks like one of those

Mona Farrell and Ms. Lois Baron.

Admission is \$2 per lecture (\$1 for students with I.D.) or \$8 for the entire series. All lectures take place on Tuesdays at 8 p.m. Further information can be obtained by calling 626-9430 or 747-3113.

On November 30, Dr. Gita Taffler, a psychiatrist with the Montreal Children's Hospital will speak on "Telling Children About Death". "Children and Their Fears: Prevention and Treatment" will be Dr. Leslie Solyom's topic on January 11. Dr. Solyom is a psychiatrist with the Allan Memorial Institute.

On January 25, the subject "Learning and Development" will be dealt with by Concordia's Dr. Mona Farrell and by Dr. Jeffrey L. Derevensky and Dr. Gerald McKay of McGill's Department of Educational Psychology.

The series continues on February 1 when Concordia's Lois Baron and Mrs. Nan de Gaspé Beaubien, a PhD candidate in counselling at McGill, will discuss "Children and Television".

The final lecture, "Divorce, Separation: Teaching Children to Cope", will take place on February 8 and will be given by Dr. Gry Torbit, a counsellor in McGill's Department of Counsellor Education.

fellows who sleeps in the park.")

There is also Mrs. Bromley, often referred to as Mrs. Naugatuck, who "can't sing for beans, but is hilarious" and Gaetan Gagnon and his Elvis Presley routine.

"Basically," explains Lang, "we're looking for people who can provide us with a laugh and a good time." He's not necessarily looking for superb talent, but rather for people who don't mind getting up in front of an audience and having the audience laugh with them. Interested participants can drop by the Campus Centre before December 1 or can call Lawrence Lang at 482-0320, ext. 330.

For those people who would rather watch than join, Talent Night "should provide a free, fun night." Says Lang, "If students can let themselves go and accept it for what it is, then they'll have a fantastic time."

## Jobs

### Secretary [SY-4] — Dean of Science Office

**Duties:** Under the direction of the Dean & the Assistant Dean of Science, to ensure the effective functioning of the office during the supervisor's absence. To type minutes of meetings, correspondence, reports, etc.; to arrange the Dean's appointment schedules; to receive both Faculty members and students, answering inquiries and directing them to the appropriate individuals.

**Qualifications:** High school diploma; a minimum of four (4)

years' related secretarial experience; fast accurate typing; use of the dictaphone. Candidate must have a working knowledge of French.

Interest candidates are invited to submit applications in writing or to contact the Personnel Officers.

Miss Helen Raspin  
Sir George Williams Campus  
879-4521

Miss Lynne McMartin  
Sir George Williams Campus  
879-8116

## Canada Council Grant For Metamusic

To say that Kevin Austin does not fit any conventional mold would be an understatement. The same goes for his Metamusic

Metamusic?

*Meta* means change, after, with, among, over, beyond, between, behind, higher, in the midst of, according to, relating to, derived from, transcending. Kevin Austin's Metamusic is all that. In other words, it's difficult to understand exactly what it means.

Possibly the simplest, but perhaps also a simplistic, way to explain Metamusic is to compare it to an abstract painting in sound — and even that would sound too organized.

But this is precisely the kind of enterprising spirit that Canada Council appreciates — a spirit that got Kevin Austin a \$5000 grant from its Explorations Program.

Only 94 out of the 484 applicants in the competition received awards, totalling \$448,930. The Canada Council Under Explorations Program "is designed to encourage Canadians to investigate new forms of expression and participation in the arts... and to develop new means of fostering public enjoyment of cultural activities..."

Prof. Austin, who teaches various courses in theory, composition and electronic music at Sir George, Loyola, McGill, the State University of N.Y. in summer, and the Montreal Museum of Fine Arts, has most certainly investigated new forms of expression and participation in sound.

Metamusic basically consists of a core group of about a dozen people and a constantly changing number of transient members who get together regularly for the purpose of producing, exploring and enjoying improvised sound.

The emphasis being on improvisation, the instruments used don't necessarily fit into the traditional concept of instrument. Although one may find electric and acoustic guitars, wind chimes, cymbals, modified violins, a unique 36-string zither and synthesizers, one may find just as many 'things' that produce sound — or noise — like flower pots, balloons, ratchets, cut bottles, marbles, large pieces of glass or metal, parts of old cars such as brake drums or drive shafts, whistles, and Slinky toys.

Kevin Austin realizes that many people who are confined to traditional expectations of music and instruments may think of his Metamusic as noise or sound effects. But such people only elicit mild pity from the man who thinks of music as being absolute sound, pure sound.

Part of the free public workshops that Metamusic is organizing are sessions called *audience participation improvisation* where people can learn about hearing other than expected sounds and about relating to other people through sound by participating in improvising sound (handclapping, grunting, using anything to produce sound). The motto here is that even educated fleas can do it!

Another type of workshop is *soundscaping*. In the past this has included setting up microphones around the Hudson Heights train station between midnight and 5 a.m. to record the nocturnal sounds of the environment including two night trains. In fact, there will be a "Soundscape" exhibit by Metamusic at the Weissman Gallery at Sir George next April which will include the

playing of tape loops with environmental sounds on them and the display of topographical maps and photos showing the soundscape areas.

Another new metamusic form of expression and participation in sound is called "Devilled Egg" — the subtitle being: "Canadada dada for ever!!" As the title suggests, this is perhaps a more frivolous form of expression.

One dada event (concert?) consisted of mounting the stairs to the top of a building with a bag of over 200 marbles. These marbles were then rolled down the stairs, one by one, while the group listened enraptured to the rumble that gradually subsided to a mere hint of a sound.

Pure sound. Metasound.

## Jungians Approach I Ching

This weekend, the C.G. Jung Society of Montreal and the Religion Society of Concordia are co-sponsoring two lectures on *I Ching* by speakers who have been trained in Jungian Analytical Psychology.

Dr. June Singer, a Jungian analyst and author, will speak on "The I Ching in Relation to Modern Physics and Jung's View of the Psyche" Friday, November 26th at 8 p.m. in room H-937 of the Hall Building, Sir George Williams Campus.

Dr. Singer received her analytic training at the C.G. Jung Institute in Zürich. She was then instrumental in the development of the first training institute for Jungian analysts between New York and the West Coast. She has lectured and led workshops throughout the U.S. and Canada, England, Europe and India.

Dr. Singer has written three books: *The Unholy Bible*—a Jungian analysis of William Blake's poetic and artistic work; *Boundaries of the Soul*—the principles of Jungian analytical psychology for the non-professional reader; *Androgyny: Toward a New Sexual Theory*—a study of a new breed of person, liberated from the prison of sex and gender.

The following evening, "The I Ching as a Tool in Dream Interpretation" will be the topic of the well-known lecturer and author Charles Poncé when he speaks Saturday, November 27th at 8 p.m. in room H-435 of the Hall Building.

Poncé, who is director of the Azoth Foundation for the Study of Symbols, was formerly a field researcher and advisor to the Navaho Tribe on the Navaho Reservation in New Mexico.

He has lectured widely in various Analytical Psychology Clubs, C.G. Jung Foundations and Societies, universities and colleges throughout the United States.

## Old Brewery Mission Drive Starts Dec. 1

On December 1, when most Montrealers will be preparing their Christmas shopping lists, the Old Brewery Mission begins its annual drive. This year's target for the privately funded mission for the destitute is \$250,000.

The Clark Street mission, currently housed in a converted glass-factory, began as an emergency soup-kitchen in 1889. Its name is taken from quarters it had in the old Williams Brewery in the last decade of the 19th century.

What started out as an emergency operation to help the destitute in 1889 continues to this day. Last year over 53,000 over-night stays were recorded by the mission; it served over 140,000 meals and distributed as many articles of clothing. In addition, jobs were found for close to 10 00 individuals who visited the mission.

This year's needs and the expense of meeting them are expected to increase.

The mission is entirely privately funded and apart from donations which come to it as a result of the annual drive, the mission's only other income is from the nominal charges visitors who can afford it pay.

On the average, 200 men visit the mission every day and remain for 15 days.

Little known to many who think of the old Brewery Mission as only a way station for destitute men, is the fact that it has sponsored a summer camp for impoverished mothers and children since 1906.

In an age when donations are sometimes frittered away in meeting administrative costs, the Mission stands out for its ability to stretch a dollar: A donation of \$40, for example, can provide a mother and child a two-week stay at the Mission's Camp Capleau in the Laurentians — the cost of many Christmas presents these days.

## Events

### Sir George campus Thursday 25

D.S.A.: "Young Frankenstein" at 1 and 3 p.m. in H-110; free with ID.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Black Oxen" (Frank Lloyd, 1924) with Corinne Griffith, Conway Tearle, Thomas Ricketts, Clara Bow and Kate Lester at 7 p.m.; "Borderline" (1930) with Kenneth MacPherson, Paul Robeson and Eslanda Robeson at 9 p.m. in H-110; \$1 each.

SCIENCE & HUMAN AFFAIRS: Lecture by Reg Lang and Audrey Armour of York University, Toronto Faculty of Environmental Studies on "Environmental Impact Assessment in Urban Areas" at 1:15 p.m. in H-937.

CAMPUS MINISTRY: Information Fair: Volunteers for the Third World—Information booths on the mezzanine 11 a.m.-9 p.m.

WEISSMAN GALLERY, GALLERY ONE & GALLERY TWO: "Atlantic Coast: An Illustrated Journal"—circulated by the National Gallery of Canada—until December 14.

### Friday 26

HUNGARIAN STUDENTS' ASSOCIATION: Mr. Viktor Polgar, cultural attaché at the Hungarian Embassy in Ottawa talks about "Canadian-Hungarian cultural relations" at 6 p.m. in H-611.

RELIGION DEPARTMENT: June Singer on "The I Ching as A Bridge" at 8 p.m. in H-937.

CHINESE GEORGIANS: Meeting at 2 p.m. in H-520.

AFRICAN STUDENTS' ASSOCIATION: Meeting at 8:15 p.m. in H-1070.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Thérèse Raquin" (Marcel Carné, 1953) with Simone Signoret, Raf Vallone, Duby, Sylvie, Anna-Maria Casilio and Roland Lesaffre at 7 p.m.; "The Champ" (King Vidor, 1931) with Wallace Beery, Jackie Cooper, Irene Rich, Rosco Ates and Edward Brophy at 9 p.m. in H-110; \$1 each.

STUDENTS' INTERNATIONAL MEDITATION SOCIETY: Bob Oates on "Transcendental Meditation" at 3 p.m. in H-435.

ENGLISH DEPARTMENT: Poetry reading with Daryl Hine at 8:30 p.m. in H-420.

COMMERCE AND ADMINISTRATION FACULTY: Prof. Karl Borch of the Institute of Insurance, Norwegian School of Economics and Business Administration, Bergen, Norway holds a seminar on "The Formulation of Objectives in Economic Decisions under Uncertainty" at 2:30 p.m. in N-408.

### Saturday 27

RELIGION DEPARTMENT: Charles Ponce on "The I Ching, its hope and interpretation and the game of Wizards" at 8 p.m. in H-435.

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Divorcee" (Robert Z. Leonard, 1930) with Norma Shearer, Chester Morris, Conrad Nagel, Robert Montgomery and Florence Eldridge at 7 p.m.; "Le Rouge et le Noir" (Claude Autant-Lara, 1958) with Gérard Philipe, Danielle Darieux, Antonella Lualdi, Jean Martinelli, Antoine Balpetre and Jean Mercure at 9 p.m. in H-110; \$1 each.

### Sunday 28

CONSERVATORY OF CINEMATOGRAPHIC ART: Children's series—"The Mikado" (Stuart Burge, 1967) with Donald Adams, Philip Potter and Valerie Masterson at 3 p.m. in H-110; \$1.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Winners of the Wilderness" (W.S. Van Dyke, 1933) with Joan Crawford and Tim McCoy at 5 p.m.; "Drôle de Drame" (Marcel Carné, 1937) with Jean-Louis Barrault, Françoise Rosay, Michel Simon and Louis Jouvet at 7 p.m.; "Peg O' My Heart" (Robert Z. Leonard, 1933) with Marion Davies, Onslow Stevens and Juliette Compton at 9 p.m. in H-110; \$1 each.

### Monday 29

ARTS & CRAFTS FAIR: On the mezzanine 10 a.m.-9 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Le Voyage en Ballon" (Albert Lamorisse, 1960) with Maurice Baquet, André Gille and Pascal Lamorisse at 8:30 p.m. in H-110; \$1.

FACULTY OF SCIENCE & AUDIO-VISUAL CENTRE: Public lecture and slide presentation on the aftermath of the Guatemala earthquake in February, 1976 by Féquière Vilsaint at 4:30 p.m. in H-435.

### Tuesday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: "Briar Ardent" (Ivan Mosjoukine, 1923) and "Man with a Camera" (Dziga Vertov, 1929) at 8:30 p.m. in H-110; \$1.

ARTS & CRAFTS FAIR: On the mezzanine 10 a.m.-9 p.m.

FINE ARTS VISUAL ARTS DIVISION: Aaron Milrad, attorney, speaks on "Art and the Law" at 2 p.m. in H-110.

PERFORMING ARTS: Marat-Sade by Peter Weiss, D.B. Clarke Theatre, 8 p.m. See ad for details.

### Wednesday 1

D.S.A.: "Casino Royal" at 1 and 3 p.m. in H-110; free to students with ID.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Land Without Bread" (Luis Bunuel, 1932-37) and "Dreams and Nightmares" (Larry Klingman and Abe Osheroff, 1974) at 8:30 p.m. in H-110; \$1.

ARTS & CRAFTS FAIR: On the mezzanine 10 a.m.-9 p.m.

PERFORMING ARTS: Marat-Sade by Peter Weiss, D.B. Clarke Theatre, 8 p.m. See ad for details.

### Thursday 2

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Trip" (Roger Corman, 1967) with Peter Fonda, Dennis Hopper, Susan Strasberg and Bruce Dern at 7 p.m.; "The Terror" (Roger Corman, 1963) with Boris Karloff, Jack Nicholson and Sandra Knight at 9 p.m. in H-110; \$1 each.

CAMPUS MINISTRY: Panel discussion on the situation in South Africa with Cecil Abrahams, a participant in the liberation movement in South Africa, Richard Cléroux of the Globe and Mail and John Richard of the Montreal Star at 7 p.m. in H-615.

ARTS & CRAFTS FAIR: On the mezzanine 10 a.m.-9 p.m.

PERFORMING ARTS: Marat-Sade by Peter Weiss, D.B. Clarke Theatre, 8 p.m. See ad for details.



presents

Peter Weiss'

# Marat/Sade

directed by  
Joseph T. Cazalet

Nov. 30, Dec. 1, 2, 3, 4, 5.  
Curtain 8 p.m.  
Adults \$2, Students & Senior Citizens \$1.  
From Nov. 23:  
For reservations only call:  
482-0320 loc. 582, Mon.-Fri. 1 pm - 6 pm.  
For tickets and reservations:  
Box-office, 879-4341.  
D.B. Clarke Theatre  
1455 de Maisonneuve W.

## Loyola campus Friday 26

M.S.A. PRAYER: Campus Centre, Conference room 2 from 1 to 2 p.m.  
SKATING WITH THE BLIND CHILDREN: Help guide the children at the rink from 9 to 10 a.m.  
SOUTHEAST ASIAN STUDENTS MEETING: Campus Centre, Conference room 2 from 3 to 5 p.m.  
STUDENTS' INTERNATIONAL MEDITATION SOCIETY: Campus Centre, Main Lounge, from noon to 2 p.m.  
DISCO-PUB: At the Campus Centre—R.P.M. from 8 p.m.

## Concordia-wide Friday 26

HOCKEY: Concordia vs. Chicoutimi at Concordia, 8 p.m.

## Sunday 28

HOCKEY: Concordia vs. Laval at Laval, 2 p.m.  
BASKETBALL: Concordia vs. Laval at Concordia, 3 p.m.  
WOMEN'S BASKETBALL: Concordia vs. Laval at Concordia, 1 p.m.

## Tuesday 30

HOCKEY: Concordia vs. Bishop's at Concordia, 7 p.m.  
BASKETBALL: Concordia vs. McGill at Concordia, 8 p.m.

## Wednesday 1

HOCKEY: Concordia vs. McGill at McGill, 8 p.m.

## Saturday 27

DISCO-PUB: At the Campus Centre—Jason, Stan & Co. from 8 p.m.

## Monday 29

INFORMATION FAIR: Information booths in the main lounge of the Campus Centre from 11 a.m. to 3 p.m. and consecutive showing of films from noon to 2 p.m.: "Last Grave at Dimbaza", "Nynavut, Our Land" and "La Plus Belle Vie du Monde".

MATH AND RELATED FIELDS: Dr. Gordon Edwards on "Mathematics of Extinction" at 11 a.m. in Vanier Auditorium. Further information: 362 or 396.

COFFEE HOUSE: In the Quiet Bar of the Campus Centre from 1 to 5 p.m. with games, coffee and snacks (new hours). Live folk music from 8 p.m.

ENGLISH DEPARTMENT: Poet Milton Acorn will read from his works in the Vanier Auditorium at 7:30 p.m. Reception follows. Further information: loc. 534.

L.S.A.: Grad pictures in Campus Centre, conference room 1 from 10 a.m. to 4 p.m.

STUDENTS' INTERNATIONAL MEDITATION SOCIETY: Campus Centre, Conference room 2 from noon to 1 p.m.

## Tuesday 30

INFORMATION FAIR: See Monday 29.

ADVANCED SEMINAR IN WOMEN'S STUDIES: Native Women: A Panel: Mary Two-Axe Early, Vice-President, Native Women's Association of Canada; Beverly Dagg, Director, Montreal Native Friendship Centre; Monik Sioui, Vice-President, Quebec Native Women; Gail Valaskakis, Department of Communication Arts, Loyola Campus. Drummond Science Building room 107 from 12 to 2 p.m.

THE NATIVE PEOPLE OF CANADA: Review and Discussion in AD-401 from 7 to 9:30 p.m.

L.S.A. FILM SERIES: "Freebie and the Bean" with Alan Arkin and James Caan in the Campus Centre Main Lounge at 8 p.m. Admission: 99 cents.

CHILDREN AND THEIR WORLD: Dr. Gita Taffler, Psychiatrist, Montreal Children's Hospital on "Telling Children About Death" in F.C. Smith Auditorium at 8 p.m. Admission \$2; students \$1 with ID. Further information 626-9430 or 747-3113.

## Wednesday 1

TALENT NIGHT: At the Campus Centre, Main Lounge from 9 or 9:30 p.m. Free.

L.S.A.: Grad pictures in Campus Centre, Conference room 1 from 10 a.m. to 4 p.m. and from 6 to 10 p.m.

LOYOLA FILM SERIES: "Sullivan's Travels" (Preston Sturges, 1941) at 7 p.m. and "The Pirate" (Vincente Minelli, 1948) at 8:45 p.m. in F.C. Smith Auditorium. Admission \$1 for each film.

L.S.A.: DEPT. COUNCIL MEETING: Campus Centre, Conference room 2 from 5 to 7 p.m.

PHYS. ED. STUDENTS RECEPTION: Campus Centre, Main Lounge from 8 p.m.

## Letters

### Thoughts On Faculty Structures

A student's reach should exceed his department's grasp; — or what is a Faculty for?

Dr. Gary Boyd, Assoc. Prof Education, & Asst. Dir [R&D] Audio Visual dept. writes

When people are mistrustful and insecure, the time is not a good one to choose to embark on major re-organisation, if one has a choice. At such times as this the most familiar and rigid structures are apt to have the greatest appeal. It is not the case that maginot-line Faculties and core-discipline pill-box departments really provide security in a time of social blitzkrieg, but merely that they have the appearance of doing so.

To be a conservative, is to know what must be conserved, and to determine what mechanisms are required to conserve it.

What must be conserved is the activity of developing and transmitting both objective knowledge and the personal abilities required to produce and use knowledge.

For the individual scholar, or the research team the important things are time and resources to devote to the two or three puzzles or problems to which they are committed. In particular there is a need, for a way to choose students to work with them on these problems, and to give the students enough background so that they can really contribute to the work.

For the individual student the main problems are needs: orientation, coaching, opportunity to participate.

Somehow, programmes, departments and faculties must build bridges and arrange bargains so that the needs of future knowledge-developers and the needs of present knowledge-developers can in some measure be fulfilled, that the hopes of both shall be well founded.

A researcher-teacher gives up some of the time he would like to spend on his major work, to teach basic courses and provide introductory popularisations. He does so with the understanding that other scholars are also giving up primary-focus time to test and teach and administrate, so that in the long run more scholarships, more research, more criticism, and more creative endeavour will be made possible.

The exact shape of this bargain is first of all determined with his colleagues in the programmes of research-teaching in which he works, secondarily it is determined in his academic department. If the department is

a large one and can attract enough students with narrow interests, then it may not need to offer courses for students from other departments, and in time it becomes a faculty in its own right. (As Fine Arts did at Concordia.) If a department is not in a position to offer complete programmes directly to a large market then it must work within a co-alition of departments which together can offer appealing degree programmes. This is one justification for faculties, and therefore one of their central activities is to strike bargains about resource allocations to course offerings which will constitute marketable degree programmes.

It is perhaps useful to classify students into two or three groups: Those with definite narrow interests, those with fairly definite but broader career goals, and those with only the very broadest (self-actualisation?) sorts of goals.

For students with definite focussed interests we have the Undergraduate Scholars Programme, and for those who still imagine worthwhile puzzles are to be found in the centre of old 'disciplines' the single-subject honours degree programmes in Science and Arts and Fine Arts.

For those with fairly definite broad career goals we have the career oriented faculties of commerce, and engineering.

To some extent the needs of the explorers and self-actualisation seekers can be met by a traditional liberal arts & science college; perhaps best by residential colleges. In such colleges the necessary bargaining across distant subject boundaries requires considerable personal trust, so the units must be small.

When I attended Carleton University it had about six hundred students, and it was fairly easy for me to arrange to take an honours physics degree with a minor in English. All the professors concerned were personally acquainted with each other. It is much more difficult and time consuming to arrange such programmes in a large faculty. Although a properly designed computer intercommunication and record keeping system could make it possible and perhaps even affordable at present.

If one reason for a faculty is to act as a broker between groups of professors and groups of students, another and almost as

important function, is for it to act as a collective bargaining agent for knowledge-development resources within the university. Academic programmes have to have certain resources guaranteed over periods long enough so that most of the students in a cohort have time to graduate, and perhaps much longer than that. Since most students can't afford to pay anything like the real costs of these programmes funding has to be provided through government grants. Since these are made to the university as a whole there is a continuing internal political struggle to divide resources among programmes and miscellaneous services. (Library, Computer Center, AV etc.)

A coherent Faculty whose programmes have demonstrated appeal to either a large (e.g. Commerce) or important (e.g. medicine) group of people is potentially in a strong bargaining position.

A Faculty which expends most of its effort in internal bargaining, because its members have little in common, or because they have a very hard time getting outside (soft) money for research, is in a weak position as a bargaining unit. (At present both Arts Faculties are in this state.)

Individual Deans may compensate for the intrinsic characteristics of a Faculty, but only within limits.

Finally, in carrying this analysis to the functions of the Science faculty and departments in particular, there is one special problem, which is largely the legacy of past chairmen and Deans who themselves had never been engaged in modern team research. These people did not, perhaps could not, realise that it is far easier for a group who have been hand-picked to form a strong research team to spread themselves to teach a range of undergraduate courses, than it is for people with diverse interests hired to cover an undergraduate curriculum to get themselves together into a research team. In fact the latter is virtually impossible.

Given that incompatible people have been hired within most of the science departments, and that in some cases departments smaller than the critical mass for a research team (6 to 8 people) exist, the only hope for a strong showing in the sciences is if research teams can be formed across institutional boundaries. (i.e. drawing in some CEGEP people)

To a lesser extent this same short-sightedness has occurred in some of the social-sciences and Arts departments where the importance of teams of scholars as providing visible foci of excellence to attract both undergraduate and graduate students has not been sufficiently appreciated.

Having hired and tenured people who aren't interested in working together within

departments as research teams the only course open is to encourage them to form such teams across department and faculty boundaries. This inevitably leads to interdisciplinary undergraduate offerings and moreover ones which benefit from some of the prestige and richness of the post-graduate work.

In summary whatever structure is set up must: 1) act as a broker between research teams and identifiable populations of student clients. 2) act as a bargaining agent within the university to channel resources to the most important projects. 3) act as a broker to put together research-teaching teams spanning departments and faculties.

In my view the appropriate organisational form is that of a matrix organisation in which each faculty member would have two or three teams in which he (or she) would participate. Many of these teams would be problem centred, would be composed of about six faculty members, two PhD students, six or eight MSC students and ten or twelve undergraduates.

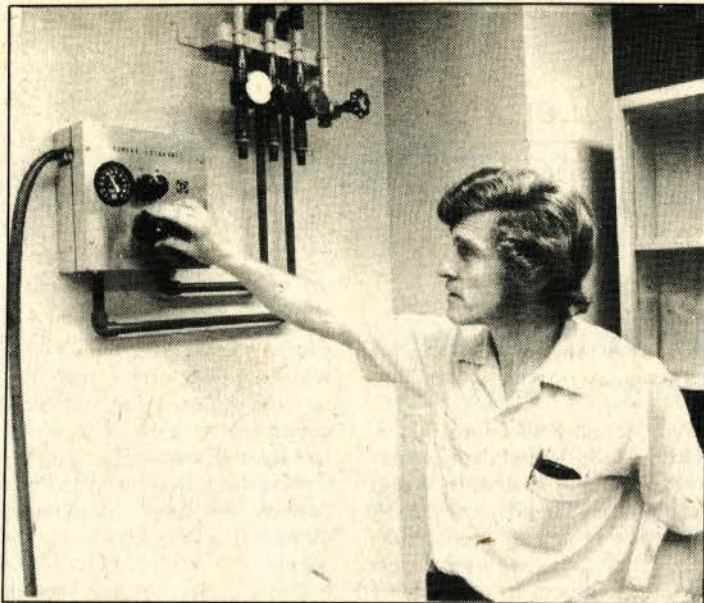
Many other teams would be concerned with producing and running foundations courses (survey courses, tools courses etc.). These would draw on wider resources and serve large populations of students, but again the core would be a half dozen faculty, now augmented by educational technologists, audio-visual specialists etc. This mode of course-generation and delivery has been well developed by the Open University, and could readily be adapted to the needs of our larger undergraduate populations, as the work of Prof. Taggart and his team have demonstrated here in the introductory French area.

The second dimension of the matrix would be the faculty members' involvement with colleagues of the same rank to decide who should be admitted to that rank and on what grounds. That is to say there would be councils composed of all the members of each rank, and working subcommittees of these to put forward criteria, and nominations.

A faculty council would be required to conduct debates to determine resource allocation priorities among all the foundations, and frontiers teams, and to conduct reviews of the effectiveness and efficiency of these teams.

In the more distant future such a matrix organisation could readily adapt to become what I have come to call (in several of my research papers\*) a 'transparent' university.

\* Boyd, Gary M. The importance and Feasibility of the 'transparent' university in Evans, L & Leedham, J. eds. *Aspects of Educational Technology IX* (1975)



Pollution meeting chairman  
Gérard Leduc

## Northern Environment Heads Agenda Of Visiting Scientists Dec. 2, 3

Environmental concern in Canada's North headlines the Canadian Symposium on Water Pollution Research's fall meeting at Concordia December 2 and 3.

Among the principal speakers at this annual get-together of scientists concerned with pollution is the James Bay Corporation's Dr. Alain Soucy who will talk about the corporation's ecological

## Environmental Pro Here From New Guinea

Dr. Lance Hill, Professor of Biology at the University of Papua, New Guinea, is visiting Concordia for about a week on his way home 'down under' at the end of his sabbatical leave.

The young Australian professor was acting director of the Office of Environment and Conservation in New Guinea, and is therefore an interesting and knowledgeable person to approach in these matters.

Anyone wishing to get together with Dr. Hill within the next few days can set up an appointment through Prof. Christian de Laet (Science and Human Affairs) by calling 879-7328 or 866-8334.

concerns at the site of the mammoth power project.

Also on the principal speakers list is McGill University's Dr. Maxwell Dunbar of the Marine Science Centre who will talk about "Man's Impact on Aquatic Arctic Environments".

Water pollution around the world will be surveyed by Dr. Phillip Jones of the University of Toronto's Institute for Environmental Studies.

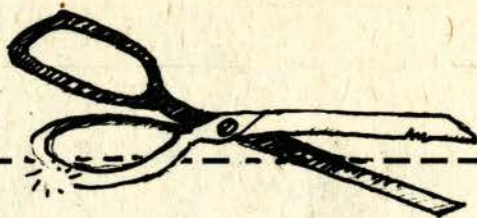
In addition to the main conference addresses, there will be a series of papers concerned with a variety of pollution forms during the two day conference. The occasion will also provide an opportunity for visitors to inspect Concordia's new water research facility which is now being used by a number of university researchers engaged in pollution research for both government and private agencies. The facility, which is also used for teaching, was built after a group from Concordia toured major water research stations across the continent.

## Shuttle Analysis

The three month trial period for the inter-campus shuttle service is coming to an end and an analysis of that period will soon begin.

In the interim, the shuttle bus will maintain its regularly scheduled runs until the university closes on December 24.

According to Loyola Physical Plant Director Charles McPherson, the service "has shown itself to be viable" and one "certainly could assume it will continue". However, the form the service will take next term and when it will recommence will depend on the outcome of the analysis.



## Information Office Publicity Services

*You are invited to use information office media, listed below, to publicize university activities, accomplishments and other items of community interest. Please be guided by the deadlines indicated for each.*

### FYI

FYI (For Your Information) is published weekly during the academic year (monthly during the summer beginning 1977) and contains stories relating to research, issues under debate, previews of upcoming activities, reports of governing bodies and other groups, other stories of university interest, and a weekly listing of events. The paper, which varies in size (generally speaking it is either 8 or 16 pages) according to week-to-week needs, is published Thursdays and is distributed on both campuses of the university, to all outside media, to other university information offices (on an exchange basis) and to members of the Board of Governors as well as to a limited number of others concerned with the university.

To some extent, the outside media use FYI material to develop stories about the university, and to a more limited extent, other university information offices cull material from FYI to include it in their own publications.

*If you want to reach this audience with material which you think should be developed into an FYI story, please give the information office two weeks' notice, prior to publication Thursdays. Although the office may be able to develop material with less notice than that, it cannot guarantee anything unless it has two weeks' notice.*

*If you want to have an event listed in FYI, please ensure that the office has that information not later than Monday noon, prior to Thursday publication.*

### FYI Supplements

From time to time, the information office prepares supplements to FYI to publicize reports, documents, and other items of wide university concern. Information office staff can, given sufficient notice, provide continuity material to shape the raw documentary information and provide production services to groups concerned.

It is difficult to determine what constitutes wide university interest to warrant publication of supplements and so inquiries must be handled on an

individual basis. Similarly, it is difficult to determine appropriate deadlines without detail on the volume of work.

*As a general rule, however, the information office would like eight weeks' notice, prior to publication.*

### Press Releases

Press releases, running in length from one to two pages generally, are prepared by the information office to alert outside media of events of interest to the general public. Depending on the nature of the event, or story, they are sent to a) all press, radio and television in Canada; b) all Montreal and region media; c) exclusively to one news outlet; d) to selective professional and technical publications. Distribution is generally in both French and English.

Those interested in publicizing events to the general public are asked to

- make sure conditions of admission are consistent with university and government regulations
- make sure events, location, schedule, and participation of individuals and groups and other plans are finalized
- make sure information provided the information office is correct
- provide some indication of the kind of audience they would like to reach.

*The information office requires a minimum of two weeks' notice, prior to the event, to guarantee publicity preparation and distribution. However, calendar-type magazines have their own three-week deadlines, so those wanting such listings should notify the information office during the first week of the month preceding the month of the event.*

*The information office cannot guarantee that information will be used by the media. As a general rule, press releases are followed up by telephone calls to major local outlets.*

**Loyola Campus**  
Administration Building  
AD-233  
482-0320, ext. 313-421

**Sir George Williams Campus**  
Bishop Court  
BC-213  
879-8497, 98, 99

# CONCORDIA UNIVERSITY

## REPORT AND FINANCIAL STATEMENTS

MAY 31, 1976

### AUDITORS' REPORT

The Board of Governors,  
Concordia University .

We have examined the balance sheet of Concordia University as at May 31, 1976 and the statements of revenue and expense, operating deficit and University equity for the year then ended. Our examination included a general review of the accounting procedures and such tests of the accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion these financial statements present fairly the financial position of the University as at May 31, 1976 and the results of its operations for the year then ended in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Touche Ross & Co.  
Chartered Accountants.

Montreal, Quebec.  
August 20, 1976.

#### CONCORDIA UNIVERSITY STATEMENT OF OPERATING DEFICIT FOR THE YEAR ENDED MAY 31, 1976

Balance at June 1, 1975	\$ 936,775
Excess of expense over revenue for the year	1,907,392
Balance at May 31, 1976	<u>\$ 2,844,167</u>

#### STATEMENT OF UNIVERSITY EQUITY FOR THE YEAR ENDED MAY 31, 1976

Balance at June 1, 1975	\$55,763,879
Add: Donations and investment income allocated for the purpose of real estate purchases	39,591
Capital expenditure grants authorized by the Province of Quebec	1,682,000
Interest portion of subsidies granted to the University by the Province of Quebec (Note 1)	1,214,855
Loyola campus centre donations	50,000
Other	28,008
	<u>58,778,333</u>
Deduct: Interest expenditure	1,214,855
Balance at May 31, 1976	<u>\$57,563,478</u>

**CONCORDIA UNIVERSITY  
BALANCE SHEET AS AT MAY 31, 1976**

ASSETS			OPERATING FUND		LIABILITIES	
	1976	1975		1976	1975	
Cash	\$ 47,857	\$ 27,119	Bank loans	\$ 1,607,823	\$ 1,937,242	
Accounts receivable	1,405,401	1,045,356	Accounts payable and accrued liabilities	5,769,766	4,147,557	
Due from Province of Quebec	4,537,351	5,066,274	Unearned tuition fees	1,100,206	748,799	
Inventories at the lower of cost and net realizable value	519,859	507,915	Due to Restricted Funds	1,584,701	1,397,637	
Prepaid expenses and deferred charges	660,609	109,043	Operating deficit	<u>(2,844,167)</u>	<u>(936,775)</u>	
Due from Capital Fund	47,252	538,753		<u>\$ 7,218,329</u>	<u>\$ 7,294,460</u>	
	<u>\$ 7,218,329</u>	<u>\$ 7,294,460</u>				
CAPITAL FUND						
Cash on deposit with Trustees	\$ 932,738	\$ —	Bank loans	\$ 1,890,177	\$ 2,957,000	
Insurance claims	97,163	137,190	Accounts payable and accrued liabilities	280,857	180,370	
Marketable securities at cost less amount written off (market value — \$205,900; 1975 — \$155,934)	120,600	120,600	Due to Operating Fund	47,252	538,753	
Due from Province of Quebec	283,668	5,801,627	Long term debt (Note 1)	16,818,553	12,473,272	
Capital portion of subsidies granted to the University by the Province of Quebec (Note 1)	16,758,374	9,408,187	University equity	<u>57,563,478</u>	<u>55,763,879</u>	
Land, buildings, equipment and improvements, at cost (Note 2)	58,407,774	56,445,670		<u>\$ 76,600,317</u>	<u>\$ 71,913,274</u>	
	<u>\$ 76,600,317</u>	<u>\$ 71,913,274</u>				
RESTRICTED FUNDS						
Cash	\$ —	\$ 5,132	Accounts payable and accrued liabilities	\$ 98,240	\$ 26,974	
Marketable securities at cost (market value — \$39,455; 1975 — \$42,290)	46,559	50,212	Loyola Campus Centre	141,604	62,203	
Accounts receivable	1,247,602	868,721	Scholarships and bursaries	250,934	224,085	
Due from Operating Fund	1,584,701	1,397,637	Unexpended research grants	1,517,679	1,301,779	
	<u>\$ 2,878,862</u>	<u>\$ 2,321,702</u>	Real estate purchase fund	374,500	374,500	
			Other	495,905	332,161	
				<u>\$ 2,878,862</u>	<u>\$ 2,321,702</u>	

On behalf of the Board:

..... Governor  
..... Governor

**CONCORDIA UNIVERSITY  
STATEMENT OF REVENUE AND EXPENSE  
FOR THE YEAR ENDED MAY 31, 1976**

(Note 3)

	<b>REVENUE</b>		<b>EXPENSE</b>	
University			University	
Tuition fees	\$ 8,644,913		Academic	\$27,740,455
Province of Quebec operating grants	<u>36,327,469</u>		Library	3,793,332
Miscellaneous fees and other income	618,630		Registrar	1,877,440
	<u>45,591,012</u>		Computer Centre	<u>1,433,700</u>
				34,844,927
Student services	1,358,664		Administration	4,155,380
Scholarships	69,023		Interest	306,680
Assisted research grants	<u>1,786,938</u>		Operational services	<u>7,963,781</u>
Total university and research revenue	<u>48,805,637</u>			
Schools				47,270,768
Tuition fees	<u>198,129</u>		Student services	1,462,513
Auxiliary Services			Scholarships	67,888
Bookstore	1,678,813		Assisted research	<u>1,786,938</u>
Residences and food services	289,592		Total university and research expense	<u>50,588,107</u>
Printing and reproduction services	<u>831,000</u>			
	<u>2,799,405</u>		Schools	
			Academic and administration	<u>253,805</u>
			Auxiliary Services	
			Bookstore	1,670,200
			Residences and food services	291,991
			Printing and reproduction services	<u>906,460</u>
				<u>2,868,651</u>
			Total Expense	53,710,563
			Excess of expense over revenue for the year	<u>1,907,392</u>
Total Revenue	<u>\$51,803,171</u>			<u>\$51,803,171</u>

NOTES TO  
FINANCIAL STATEMENTS  
MAY 31, 1976

1. Long term debt

	1976	1975
7-3/4% Series "A" Mortgage Bonds maturing at \$110,000 per annum until October 15, 1978	\$ 330,000	\$ 440,000
9-1/2% Series "B" Mortgage Bonds maturing at \$25,000 per annum in 1976 and 1977 and \$825,000 on July 15, 1978	875,000	900,000
8-1/2% Series "C" Mortgage Bonds maturing at \$500,000 per annum until March 15, 1979	1,500,000	2,000,000
10-1/2% Series "A" Bonds maturing May 3, 1986	5,000,000	
9-1/2% First Mortgage Bonds repayable on December 15, 1982	1,500,000	1,500,000
8% Debentures repayable in five equal annual instalments of \$560,000 commencing March 1, 1990	2,800,000	2,800,000
Mortgage loan from the Central Mortgage and Housing Corporation — interest at 5-1/8% repayable by semi-annual payments of \$52,622 including interest to March 1, 2014	1,753,374	1,768,187
Mortgage payable — interest at 7-1/2%, repayable by monthly payments to 1985	60,179	65,085
9-1/4% General Debenture, maturing serially at the rate of \$750,000 per annum in each of the years 1976 to 1979	3,000,000	—
Debt to the Jesuit Fathers of Upper Canada — interest at Canadian prime rate	—	3,000,000
	<u>\$ 16,818,553</u>	<u>\$ 12,473,272</u>

By Orders-in-Council of the Province of Quebec the University has been granted subsidies sufficient to meet the capital and interest obligations on all its long term debt, with the exception of the mortgage payable in the amount of \$60,179. These subsidies are to be paid to the University from funds voted annually by the legislature of the Province of Quebec.

2. Fixed assets

	1976	1975
The detail of fixed assets is as follows:		
Land	\$ 6,440,242	\$ 6,360,409
Buildings, renovations and leasehold improvements	37,716,472	36,661,559
Furniture and equipment	14,251,060	13,423,702
	<u>\$ 58,407,774</u>	<u>\$ 56,445,670</u>

Fixed assets are stated at cost. No depreciation is provided on University assets.

3. Comparative figures

The statements of revenue and expense, operating deficit and University equity for the year ended May 31, 1975 included the operating results of the Loyola campus for eleven months. Therefore comparative figures have not been given as they are not considered meaningful.

4. Employees' pension plan

The consulting actuaries to the University have advised that, as at January 1, 1976 the pension plans of the University have unfunded past service pension liabilities estimated to be \$1,600,000. This deficiency is being funded and charged to operations in equal amounts over the next fifteen years.