



## Fraser Fulton

Former Sir George Williams University chancellor Brig. Fraser Fulton died last Friday.

Brig. Fulton, a former chairman of the University's Board of Governors at a time of rapid university expansion, retired from his post of chancellor in 1971. He became chancellor in 1965.

Dr. Fulton was well-known in industrial circles where he rose to be vice-president of Northern Electric, now known as Northern Telecom.

Dr. Fulton participated in decisions that set the University on its present course. Before the Hall Building was built as the institution's central plant, discussion on future development ranged from moving the University to a suburban location, to

short-range building schemes in the downtown core of Montreal. Joining forces with Dr. O.M. Solandt, then Board of Governors vice-chairman and then principal Robert Rae, he urged planners to build downtown to serve the needs of Montreal.

An informal demographic survey taken earlier had indicated that the University best served the interests of all Montreal communities if it remained centrally located.

According to former vice principal D.B. Clarke's account of things in his history of the University *Decades of Decisions*, "...there was something in the air that made us think big at this time. The mayor's ambitious plans for Expo 67, the realization of a subway system, a new Liberal government in Quebec (led by Jean Lesage) ...all these... led the University to scrap all ideas of small satellite colleges or building one extra floor on the Norris Building in favour of a large, central building within walking distance of (the University's) present quarters."

Securing private financing for much of the University's downtown land acquisitions was a job triumphantly carried out by Fraser Fulton. Many of the annexes flanking the Hall Building on Bishop and Mackay streets came into the University's hands thanks to Brig. Fulton's efforts in the business community.

Brig. Fulton was also instrumental in Sir George's coming of age, when it was judged adult enough to leave home, that is the YMCA. Dr. Fulton was one of a group of people charged with the tricky task of settling some of the financial problems which had to be solved before the University set out on its independent course.

Before 1967, all final cheques issued on behalf of the University had to be signed by the Metropolitan Montreal YMCA, and until then University degrees and diplomas carried the YMCA label attached to the University's own name. "The first cheque issued by Sir George Williams University in its own name was signed on March 5, 1967," writes D.B. Clarke in *Decades of Decisions*, reflecting a certain brash enthusiasm for the new times.

Dr. Fulton attended Mount Allison and McGill Universities. He had been associated with Northern Electric for over a quarter century. In recent years, he lived in South Lancaster, Ontario. He was 71.

# FYI

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## FYI this week

*This issue of FYI is published along with a special supplement containing the recommendations of the academic deans on the future organization of arts and science at Concordia.*

*In this issue, the results of a student survey, undertaken at the request of the academic deans, are published.*

*This issue also contains information on the new grading system recently established by University Senate.*

*Because of the importance of some of the material published this week, and for reasons of space, certain items scheduled for publication this week have been rescheduled for insertion next week.*

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# Roadblocks Crashed

It came as a surprise to some people that last Friday's seven-hour "Roadblocks to Education" session at SGW was much more than just an exercise in getting gripes and beefs off various chests.

The unusual and fruitful get-together of 125 students, faculty and administrators, about evenly divided, resulted in a sharp focus on the major problems facing students in the university today. Many of these problems, however, reflect problems and changes in society in general.

At the end of the day, the problems were sorted into five major groups and initial steps were taken to work out solutions. A complete summary of the day's accomplishments will be printed and distributed by the DSA in about three weeks.

The five areas of concentration were: counselling and orienting new students — making SGW more human and accessible; improving standards — academic, admissions, etc.; physical resources — space and the funding of facilities; teaching methodology — grading systems and prof/student relations; the role of the university today — defining an educational philosophy.

During the early afternoon sessions, a few dozen roadblocks were brought forth by both students and faculty. One professor was concerned about the fact that, every year, some students drop out of a course for non-academic reasons (illness, death in the family, etc.). Missing two or three weeks of classes, the student gets behind in his assignments, gets discouraged and drops out — instead of discussing the problem with the professor and perhaps getting an extension on an upcoming term paper. How can this breakdown in communication be eliminated to save the course for that student?

Another professor was questioning the financial problems that can play havoc with students' grades. For example: some promising and motivated full-time students have to work nights to earn some money; they will fall behind in their homework and start getting low grades, discouraging profs and other students as well. How can such students be helped?

Students in turn stressed the need for: student residences to relieve the financial burden; more physical space; more courses in Women's Studies and Black Studies to reflect the needs of society; a more realistic job market orientation in course offerings; courses that serve human needs rather than always business needs; improved student/professor relations; better orientation for new students.

It is significant that a number of the participants were shocked during the open

exchange: faculty and administration were shocked to learn that many students feel so utterly alienated on campus, and students were shocked but happy to realize that the 'ivory tower people' were sincerely interested in their problems.

In fact, one of the five major problem areas deals with the alienation of new students. It can take a new student at Concordia up to two years to find out about the various services and resources open to students, and by that time many mistakes made can add up to a grand disillusionment. For this particular problem, some definite solutions have already been presented. The DSA wants to institute, in conjunction with the Dean's office, a

proper system of academic counselling for new students. A "Big Brother" system should be started where third-year students would take care of incoming students to show them the ropes.

Non-verbal communication could also play a big role in making a new student feel more welcome at Concordia: a "Smile at a Student Today" project could be tried for a day — a week — a month — a year — a century...

All those interested in working out solutions to roadblocks can meet again Thursday, February 17 at 1:30 pm in H-333 to discuss further action.

## United Farm Workers Progress Report

During the past several years, students on both campuses have been heavily involved in the California grape and lettuce boycott. The following is an attempt to bring the activities of the United Farm Workers of America up to date.

The year 1976 was one of progress for the United Farm Workers. Under the protection of the California Agricultural Labour Relations Act of 1975, farmworkers exercised the right to free secret ballot elections for the first time. By February, the UFW had won 70% of the elections causing the growers to use their political influence to cut off the funding for the law. Elections stopped and the growers began to demand amendments that would have crippled the election process.

The UFW responded by launching a referendum campaign to have a new election law put on the November 2, 1976 ballot. This became the Proposition 14 campaign which saw the farmworkers and their supporters on the streets urging people to vote "yes on 14".

The grower response was to hire a slick advertising agency and to pour two million dollars into television and radio ads which were denounced by California governor Gerry Brown as fraudulent. The growers' campaign succeeded in confusing the public and, as a result, Proposition 14 lost.

Despite this apparent setback, the pressure of the UFW campaign forced the growers to agree to the funding of the 1975 law and as of December 1, 1976, elections began again.

The UFW has won the first four elections and hopes to win most of the rest, although they expect to face strong opposition from Agribusiness.

The UFW and Cesar Chavez hope to organize 100,000 workers by 1978. At present the union holds 56 contracts covering approximately 17,000 workers.

These contracts guarantee a minimum wage, place controls on the use of deadly pesticides, end child labour (a big problem in agriculture) and give the workers a measure of control over their own lives for the first time.

Once California workers are protected, the union wants to concentrate on Florida and Texas, the two other main bases of migrant workers. In recent years, in Florida, a number of labour contractors have been indicted on counts of slavery (holding workers on ranches without pay).

The main focus of activity is now in California but the Montreal UFW office is still active and two UFW workers will be spending an increasing amount of time on the Loyola Campus. For further information contact Belmore House (Loyola Campus Ministry) at 484-4095 or Kevin Callahan at the Montreal office, 525-2587.

## Stan Brakhage Presents Orson Welles

Stan Brakhage, well known for his experimental and underground films, will be at Concordia University once again, starting Wednesday, Feb. 16th.

Rather than showing his own films this time around, he will present the Orson Welles series at the Conservatory of Cinematographic Art, in H-110 of the Hall Building.

Stan Brakhage has become an expert on the subject; he has been teaching Orson Welles at the School of the Art Institute of Chicago.

Catch him presenting "Citizen Kane" next Wednesday at 8:30 p.m. There are a total of ten Orson Welles films shown until Sunday, Feb. 20th. For complete schedule, check the listings in the Events pages of FYI.



# Concordia University Student Survey

by Jon Breslaw  
and Dorothy Haccoun

This report summarizes the most salient findings from the student survey undertaken in the first week of winter semester, 1977, and completed by close to 14,000 students. Of these 8760 were from the Sir George Williams campus and the remaining 4960 from the Loyola campus; for the total student body this corresponds to a 66% sample. Certain internal checks were undertaken to evaluate reliability — in this respect it seems quite good.

There is a very large quantity of data available, and certain constraints are met in presenting this data — there is only so much that one can absorb. Consequently this report investigates only a number of specific questions: 1. A general overview of population characteristics; 2. Reasons considered important in choice of campus; 3. Perceptions of differences between Sir George Williams, Loyola and McGill; 4. General evaluation of the university.

We have attempted to investigate sections 2, 3 and 4 with particular reference to the different Faculties; our conclusions, policy implications and evaluation of the Report of the Academic Deans concerning the academic organization of the university in light of this survey are included in section 5.

## 1) Population Characteristics

Of the total sample, 53.9% are male and 46.0% are female. The largest proportion is between 20-24 years old (48.5%) followed by 25-30 years old (23.6%), 36 years and above (11.0%), 31-35 years (9.2%) and under 20 years old (7.7%). The male / female ratio is larger at Loyola (1.252) than at Sir George (1.129). The average age is higher at Sir George than at Loyola. Those who are Canadian citizens comprise 75.4% of the sample, while 13.4% are landed immigrants and 10.9% are on visas. Sir George has more landed immigrants (15.2%) than Loyola (9.9%). Anglophones make up 70.6% of the sample, followed by francophones (10.4%), and those whose first language is European, Asian or other (8.3%, 7.6%, 3.0% respectively). Sir George has more non-anglophone students than Loyola.

More students leave home when going to campus than leave work, but this difference is smaller at Sir George. On the average the trip is shorter for Loyola students. Most students do not live with parents or relatives (58.3%). 56.6% are full-time students, and 33.0% are employed full-time. More of Sir George's students are

employed full-time than Loyola's, but more students at Loyola work part-time than those at Sir George.

Most students entered their current programmes from CEGEP, high school, other university, etc; however, a substantial proportion (22.5% at Sir George and 12.2% at Loyola) entered via the MSQP programme. Classes are attended during the evening by 42.7% at Sir George and 30.3% at Loyola. Some of these characteristics of the sample may be considered in cross-tabulations with other questions in subsequent reports.

Generally, students indicated that career preparation was the major reason for attending any university (44.3%), followed by the intellectual development it provides (33.8%). Other factors were selected by small proportions of the population (social-

emotional development, 5.0%; parents / counsellor encouragement, 3.0%). Reasons for attending a university in Montreal were in the following order, from most to least important: family-social ties to the city, employed in the city or financial reasons, cultural advantages, and finally, accepted only to a Montreal university.

## 2) Reasons that are important in choice of campus

### a. Concordia vs McGill

When choosing between McGill and one of the campuses of Concordia, the main criterion was the flexibility of programs for the SGW campus (45.5%); while for the Loyola campus smaller classes and informality were the dominant reasons (45.4% and 43.5% respectively). Location (33.8%) was obviously important for Loyola in serving its local population.

Table I

### Reasons that are important for choosing a university

#### McGill vs Concordia

Sir George Williams		Loyola	
More flexible programs	45.5%	Smaller classes	45.4%
More informal	23.8%	More informal	43.8%
Smaller classes	21.5%	Closer location	33.8%
Academically superior	19.5%	More flexible programs	39.8%
Quicker acceptance	19.3%	Superior atmosphere	29.1%
Friends here	18.2%	Friends here	22.4%
Superior atmosphere	14.2%	Quicker acceptance	16.0%
Closer location	13.3%	Academically superior	10.2%
Less expensive	10.2%	Less expensive	7.8%
Superior facilities	2.9%	Superior facilities	7.5%

Note—Percentages represent those who agreed that the factor was important in influencing their choice of Concordia (one campus) compared to McGill

Before interpreting the above table, we note that the absolute value of the % is not necessarily a valid index of the importance of a factor because of the apparently large halo effect — i.e. the tendency to perceive everything about a concept as consistently positive ("devil effect" — for negative). However, the relative value of the % within a campus does provide information about the relative strengths and weaknesses of the campus. On this basis, the important reasons for choosing between Sir George Williams and Loyola versus McGill were flexible programs, informality and class size for Sir George Williams, and similar

reasons as well as location for Loyola. Only in terms of university atmosphere (in favor of Loyola) and academic superiority (in favor of Sir George Williams) is there a strong distinction between the campuses.

Thus we see flexibility of programs, informality and small classes as the factors pulling students from McGill to Concordia, the first being Sir George William's particular strength, and the latter two being Loyola's strength.

When we consider reasons given for choice of Concordia separately by faculty, we note the following most salient differences in Sir George William's case:

continues



- A relative strength in Arts (50.3%) and weakness in Fine Arts (36.9%) for flexible programs.
- A significant weakness for both Commerce and Fine Arts (18.8% and 17.6%) for informality.
- A strength in Engineering (27.1%) and weakness in Fine Arts (10.2%) in terms of quick acceptance.
- A significant difference between rankings for academic superiority; 27.9% and 29.1% for Commerce and Fine Arts compared to 14.4% and 12.4% for Arts and Science respectively.
- A much poorer atmosphere in Fine Arts (8.6%).

In the Loyola case, Fine Arts is also seen as having larger classes and being more formal than the other faculties but being chosen on the basis of academic superiority (18.8%) to a greater extent.

Thus Fine Arts on both campuses and Commerce at Sir George Williams are chosen less for flexible programs and informal atmosphere, and more for academic superiority.

The importance of flexible programs for different groups is seen by contrasting the response for day and evening students. For evening students this ranked much higher

(60.9% SGW, 48.1% Loyola) than for the day (and day and evening) student (33.8% SGW, 24.4% Loyola). This would tend to explain why more graduate students see flexibility of programs as important (SGW campus—50.8% overall, 65.7% graduate engineering students) since many of these are also evening students. Similarly day students rank informality and class size as more important than evening students on both campuses.

#### *b. Loyola vs Sir George Williams*

When choosing between Sir George Williams and Loyola, location was the most important reason (42.1%) cited by SGW students; flexible programs (25.7%) and academically superior (26.3%) were second and third. For Loyola on the other hand, although location is an important criterion (39.0%), the superior campus atmosphere (47.1%), informality (38.8%) and smaller classes (36.5) were other strong reasons that follow not unexpectedly, from the McGill vs Concordia response. Consistent with previous results, Sir George Williams ranks academically superior to Loyola (26.3% SGW, 14.3% Loyola), with Commerce at Sir George Williams being particularly strong (32.7%). (See table below).

Again please note that the halo effect is likely to be influencing the percentage indicated in Table 2. This is evident when we compare responses of those indicating they would return to the same campus with those who would not. For each factor for both campuses the percentage of responses answering that the factor was an important one in influencing their choice was greater for those who would return than for those who would not. The retrospective nature of the question should also be noted in interpreting the results. That is, students cannot recall original reasons for choice of campus without being influenced by their subsequent experiences. Generally, the data indicate that the experience of the Loyola student is more positive than that of the Sir George Williams student, and this explains the higher percentages of agreement responses achieved at Loyola than Sir George Williams.

Responses of those in two Faculties on both campuses (Commerce and Fine Arts) are interesting, since the two Faculties are structured differently. Commerce operates on both campuses relatively independently, while Fine Arts is structured such that some programs are offered at Sir George Williams and other programs are offered at Loyola. Thus, not surprisingly, Fine Arts does poorly for location at both campuses (26.8% at SGW, 25.6% at Loyola), while Commerce is close to the campus mean. However, we also note that Fine Arts does significantly worse than other faculties, particularly at Loyola, with respect to informality (29.9%) and smaller classes (22.6%). We would expect Commerce to be ranked higher at Sir George Williams for academic reasons, and higher at Loyola for other reasons, and this is indeed what we find—32.7% for academic at Sir George Williams (greater than the campus average); 11.6% for academic at Loyola (less than the campus average) while for most other reasons Commerce at Loyola is evaluated more positively than the campus average, and at Sir George Williams more negatively than the campus average.

As in the comparison of Concordia vs McGill, the important reasons for evening students are location and flexible programs for Sir George Williams; location, informality, class size, atmosphere and flexible programs are important for evening students at Loyola. Also of interest is to note that for the graduate program (except science) location is less important than for undergraduates, or evening students.

#### 3] Perceptions of differences between Sir George Williams, Loyola, and McGill

In the previous section, we focused on which factors students thought had influenced their choice of campus. In this section, we examine what differences exist

Table 2

#### Reasons that are important for choosing a campus

#### Sir George Williams vs Loyola

<u>Sir George Williams</u>		<u>Loyola</u>	
Location	42.1%	Atmosphere	47.1%
Flexible programs	25.7%	Location	39.0%
Academic superiority	24.3%	Informality	38.8%
Friends	16.1%	Small classes	36.5%
Atmosphere	14.5%	Friends	22.4%
Informality	10.8%	Flexible programs	21.1%
Facilities	10.3%	Facilities	21.0%
Quick acceptance	9.0%	Academic superiority	14.3%
Small classes	7.7%	Quick acceptance	12.9%
Less expensive	5.0%	Less expensive	5.8%

Note—Percentages represent those who agreed that the factor was important in influencing their choice of Sir George compared with Loyola (or vice versa).



in the perceptions of the campuses. For example, students may have perceived a large difference in the relative cost of attending Sir George vs Loyola (although none actually exists) but were not influenced in their decision to come to Sir George Williams or Loyola by this factor. Percentages represent the number of respondents agreeing with a statement indicating the relative superiority of one campus versus another (e.g. Loyola has better facilities than McGill).

As before, we find that present experience has influenced the decision—while comparing 'would return' to 'would not return' we find higher agreement in the case of the students who would return than in the case of those who would not, and conversely for disagreement. In this case however, present experience is a more valid input into stating the perceived differences between campuses and hence the combined sample absolute values can be utilized.

When comparing Concordia with McGill, the difference between percent agreement and disagreement was the measure used. For comparison between Sir George Williams and Loyola, the weighted sum of the agreement on one campus with disagreement on the other (and conversely) were compared with each other. The results are shown in tables 3 and 4.

We note that in general Loyola has higher figures than Sir George Williams, reflecting the better student experience at Loyola. Moreover, on those items which are relatively neutral to university experience, and in which the campuses are similar, the two are similar—i.e. quick acceptance (30.3% SGW, 29.9% Loyola) and less expensive (24.9% SGW, 21.5% Loyola). From the table, flexible programs, small classes and informality are perceived as the most important difference, with Sir George Williams scoring higher in flexible programs and Loyola with informality and small classes. It is the differences that are striking—Sir George Williams is ranked positive on academic superiority while Loyola students actually rated Loyola lower than McGill. The second area is atmosphere, with a vast difference between Sir George Williams (8.2%) and Loyola (45.9%) compared to McGill; this may reflect the impersonality and alienation felt at Sir George Williams compared to Loyola. Finally, regarding facilities, it is clear that Sir George Williams is vastly inferior to McGill.

The second table shows the differences between the sum of the percent agreeing at Loyola and disagreeing at Sir George Williams, and the sum of the percent agreeing at Sir George Williams and disagreeing at Loyola, with respect to

difference between Loyola and Sir George Williams. A high positive score implies superiority of Loyola over Sir George Williams—clearly in areas that we have already seen—atmosphere, smaller classes, and informality. Values close to zero—acceptance, less expensive, more flexible and location—occur when the campuses

are perceived fairly similarly, either because there really is no difference (e.g. expense) or because the advantage for one group is offset by advantages at the other campus (e.g. location). Only in terms of academic superiority does Sir George Williams do significantly better than Loyola.

continues

Table 3

Difference in % between agree and disagree  
on characteristics of Concordia and McGill

<u>SGW vs McGill</u>		<u>Loyola vs McGill</u>	
More flexible program	65.6	Smaller classes	71.3
Informal	45.4	Informal	68.1
Small classes	41.2	Flexible programs	54.2
Quick acceptance	30.3	Atmosphere	45.9
Less expensive	24.9	Friends	35.8
Friends	23.7	Location	30.0
Academically superior	16.5	Quick acceptance	29.9
Atmosphere	8.2	Less expensive	21.5
Closer location	5.3	Facilities	7.0
Facilities	-34.3	Academically superior	-2.1

In any comparison made by a student, note please that a positive figure appears to denote a ranking of Concordia above McGill. We might expect this to be an overestimate of original positive perceptions due to dissonance reduction following a choice. The amount of dissonance reduction may differ between campuses.

Table 4

Loyola vs Sir George Williams  
Difference in % between (Agree at Loyola & Disagree at SGW)  
and (Agree at SGW & Disagree at Loyola)

Campus atmosphere	58.2
Smaller classes	45.0
More informal	43.8
Facilities	29.7
Friends	13.4
Quick acceptance	10.3
Less expensive	3.5
More flexible	-2.9
Closer location	-9.7
Academic superiority	-16.1

Note that a higher score implies superiority of Loyola over Sir George Williams



#### 4) Evaluation of university experience

When considering the experience of students at Sir George Williams and Loyola, one must bear in mind that students entered for different reasons, and have different plans after graduation. We draw attention to certain striking differences.:

1. In both Engineering and Commerce, career preparation is considered the most important reason for going to a university by a much larger % of the respondents (55.8% and 58.5%) compared to 44.2% on average at Sir George Williams. A similar situation occurs at Loyola.

2. At both campuses the first language being English is significantly lower (50.8% vs 68.2% average at SGW; 61% vs 75.1% at Loyola) for Engineering.

3. The composition of day and evening students differs significantly across faculties and campuses.

4. Going to graduate school or future study ranks higher than other plans for undergraduates in Arts and Science on both campuses.

5. Commerce, Science and Engineering are male dominated; Arts and Fine Arts are female dominated.

6. At Sir George Williams, Commerce has a high percentage leaving from work to go to school.

7. Arts at both campuses and at Sir George Williams have a high percentage of part-time students.

Thus we perceive a heterogeneous body of students. How well does the University serve them, and do some faculties do less well because of different composition of student-body?

In general, the question "Where would you go if you relived your life?" provides a fair appraisal of relative performance. In this respect, Loyola does significantly better. For every 4 students who would return to Sir George Williams, 5 students would return to Loyola. On both campuses, Fine Arts does relatively poorer and Commerce relatively better (see table 5).

As can be seen from table 5, Loyola on average does better in each category than Sir George Williams. At the Sir George Williams campus, Fine Arts does worse than all other faculties in each category except in that of teaching (Commerce is the worst in this respect). Similarly, at Loyola, Fine Arts does the worst in each category, except opportunity to meet others (taken by Engineering). On each campus, the biggest disappointment is the intellectual quality of other students, followed by course availability and quality of administration at Loyola, and quality of administration and university atmosphere at Sir George Williams. The biggest difference between the campuses is the position of university atmosphere (1 at Loyola, 5 at

SGW) and course content (1 at SGW, 4 at Loyola). Clearly the academic experience is different between the two campuses.

The overall ranking is revealing when compared to the "relive" criteria. Fine Arts ranks 5 in both cases, while Commerce ranks 4 by overall ranking, and 1st by relive. The situation is understandable when one perceives that Commerce students enter Commerce primarily for career purposes while this was far less important as a reason for entering university for Fine Arts students. Consequently, we may suggest that university is a means to an end for Commerce students, who would relive a not necessarily good experience for a degree; for Fine Arts, the university experience is an end in itself, and the participant would be unwilling to repeat such an experience.

In attempting to break these down by sub-populations, few clear trends were easily discernable. One such was for graduate students (at SGW; the population at Loyola is too small to give meaningful results). In general, graduate students fared worse than their expectations compared with undergraduates—a fact brought out by looking at the "live again" characteristics; for every 100 undergraduates who would return to S.G.W., only 78 graduates would 'relive' their life at S.G.W.

Other trends were that old people fared significantly worse than young at meeting others—a not surprising result.

Finally, in academic reputation Sir George Williams was ranked better than Loyola by every Faculty except Engineering.

When evaluating the different campuses, in general students who registered at one campus like to take all their courses there. The idea of a shuttle is clearly a losing one—66.2% of SGW and 64.5% of Loyola students would change programs, commute angrily or transfer to a different university rather than shuttle.

#### Conclusions

A: The outstanding conclusion reached by this survey is that students at Loyola are more satisfied with their university experience than those at Sir George Williams. The major dissatisfaction on both campuses was the intellectual quality of the students. On both campuses, Fine Arts scored consistently worse, and next worse was Commerce.

It is clear that Sir George Williams lacks both facilities and atmosphere. When comparing both campuses with McGill, while both do well in terms of informality, small classes and flexible programs, Sir George Williams does very badly in both terms of facilities and also in terms of atmosphere. Loyola does poorly in terms of academic quality. When comparing the perception of Sir George Williams vs Loyola, the difference in atmosphere is

even more marked—atmosphere, informality, (illusionary) smaller classes and facilities were all perceived far superior to Sir George Williams; only in terms of academic quality did Sir George Williams surpass Loyola.

When ascertaining for which reasons students choose Concordia rather than McGill, a similar pattern was shown—informality, flexible programs, location (for Loyola), academic quality (for SGW), atmosphere (for Loyola). It is the choice between SGW and Loyola that is, however, the most revealing. For Sir George Williams, location was the most important reason; for Loyola location was the second most important reason. Atmosphere, informality and class size were the dominant reasons for going to Loyola; flexible programs and academic quality those for Sir George Williams.

#### B: Implications

There are a number of points that need to be considered.

1. Although students noted both atmosphere and facilities as being superior at Loyola, only the atmosphere was considered an important reason for choice of campus. Sir George Williams does far less well than either McGill or Loyola in both these spheres; the lack of a campus, of greenery, the poor library facilities, the lack of a students' union and athletic facilities—all these produce an atmosphere which, together with an unaesthetic downtown office building put Sir George Williams in a very poor competitive position, as well as causing a feeling of being in a machine, not a university. Large, crowded impersonal facilities are a breeding ground for alienation. It is certainly clear that at the physical level these changes are vital.

2. For both campuses, accessible location was an important factor in the campus choice decision. The students were overwhelmingly opposed to shuttling between campuses. This would suggest that the university benefits from maintaining two programs and two campuses. It is instructive to note that the Faculty which has eliminated parts of its program at both campuses (Fine Arts) is the same faculty which by every measure produces a less rewarding experience for its students.

3. Flexibility of programs was perceived as being of great importance in attracting students for both campuses. Small decision-making units tend to make flexible programs more feasible. It is worthwhile to note that the Faculty that ranked highest in students indicating they would return to Sir George Williams (Commerce)—('if relive')—was also the one with the largest percentage of students coming to it from work.

4. There is too much of a gap between



Table 5

Number of Students returning to campus if "relive" for every 100 students who would return on average

	SGW	Loyola
Average	100 rank	100 rank
Arts	97 (3)	97 (3)
Science	96 (4)	101 (2)
Commerce	113 (1)	106 (1)
Fine Arts	74 (5)	71 (5)
Engineering	111 (2)	85 (4)

Table 6 - Evaluation of Factors of University Experience

	Average	Arts	Science	Commerce	Fine Arts	Engineering
<u>SGW</u>						
Quality of teaching	2.752 (2)	2.665	2.684	2.920	2.779	2.749
Oppor. to meet others	2.858 (3)	2.899	2.724	2.858	3.034	2.705
Course content	2.725 (1)	2.713	2.685	2.764	2.810	2.654
University atmosphere	2.902 (5)	2.904	2.750	2.949	3.100	2.791
Int.-Quality of students	3.011 (7)	2.993	2.983	3.025	3.110	2.998
Course availability	2.802 (4)	2.719	2.688	2.948	3.078	2.671
Quality of admin.	2.934 (6)	2.871	2.764	3.087	3.172	2.852
<u>Loyola</u>						
Quality of teaching	2.638 (3)	2.616	2.613	2.666	2.796	2.611
Oppor. to meet others	2.586 (2)	2.596	2.512	2.605	2.556	2.732
Course content	2.680 (4)	2.859	2.666	2.703	2.854	2.611
University atmosphere	2.466 (1)	2.507	2.375	2.444	2.626	2.575
Int.-Quality of students	2.937 (7)	2.941	2.926	2.930	3.139	2.838
Course availability	2.728 (6)	2.683	2.715	2.764	2.886	2.873
Quality of admin.	2.726 (5)	2.721	2.688	2.733	2.892	2.784

\*\*Larger value = worse performance (Scores could range from 1 = very satisfied to 5 = very dissatisfied, with 3 = neutral)

academic reputation and academic experience for some faculty. Compared to McGill\*, 29% of fine arts students ranked Sir George Williams' academic reputation or superiority as an important reason for attending Sir George Williams; next highest was Commerce—27.9%. Yet these two Faculties ranked 5th and 4th respectively in terms of Faculty evaluation—indeed the quality of teaching in Commerce was rated the lowest of all teaching on both campi. Academic reputations change, with a lag. Similarly, the gap between academic quality between Loyola and Sir George Williams has to be rectified.

5. There should be an attempt to stream students, such as into an honours program, as well as attempting to attract more able students; it is the lack of intellectual quality in other students that is most keenly felt at both campi.

\*Presumably since McGill has no Fine Arts Department, this question would refer to attending Concordia as opposed to any other [Montreal] institution.

C: Evaluation of report on academic re-organization in light of this survey

1. The concept of placing students in colleges is certainly in keeping with the general results stated above. It appears that students thrive where there exists smallness

—any attempt to reduce the size of present structures and to give students a sense of place is to the good. If the presence of fellows in these colleges results in the introduction of courses (because of personal interest) and if the size of the colleges encourages the introduction of new programs to meet the needs of students, then this will certainly be a desirable innovation. It is, however, crucial that the college structure actually takes place—if the other parts of the program are implemented but not the colleges, then the university will consist of larger departments, larger Faculty, with no compensating creation of smaller units. The implementation of reasonably small colleges with their own physical plant is essential.

2. The merging of departments is probably a good (and inevitable) situation, since it will allow for a larger resource base to be drawn on. However, it is clear that location is a dominant reason for attending one campus rather than the other; consequently, any phasing out of programs on either campus should be done with the utmost caution, with due consideration of its likely consequences in terms of the location needs of students. The situation of Fine Arts, as discussed above, and the favourable situation of Science (1st on both

campuses) show the two alternatives. Since the shuttle is out, the only recourse is to maintain programs at both campuses wherever feasible. This also implies that similar colleges can exist at both campuses.

3. To facilitate the innovation of programs, the ability to launch a new program within a college should be made administratively easy. Concordia's comparative advantage is in flexibility, not only with respect to the timing and structure of courses, but also with respect to content.

4. The clear need for facilities at Sir George Williams should receive immediate attention, since it is clear that the present facilities have an adverse effect on students' academic experience.

In general, maintaining smaller units (both campuses) has to occur, at every level. It is clear that the student, in choosing one campus or another, weighs between atmosphere, location, informality and academic excellence. To have made such a decision, and then to find the program you wish to follow is not given on the campus chosen does not result in satisfied or contented students. Each campus presently serves a different set of students; by restricting such choice we may serve ourselves, but we fail in our primary mission—to serve the people.



## Double-Header At The Galleries: Graham Coughtry, Eduardo Paolozzi

For a whole month starting Feb. 17, Concordia will be the showplace for the works of two internationally renowned artists: Graham Coughtry from St. Lambert, Qué., and Eduardo Paolozzi from Britain.

### *Graham Coughtry Retrospective*

Thirty-four oils and drawings spanning Graham Coughtry's career from 1955 to 1975 will be exhibited from Feb. 17 to March 15 1977 at the Weissman Gallery and Gallery Two on the mezzanine of the Hall Building.

Born in St. Lambert, Qué. in 1931, Coughtry graduated from the Ontario College of Art in Toronto with the T. Eaton Travelling Fellowship which allowed him to spend time in Europe, mainly in Ibiza and Paris. The Spanish island of Ibiza became his home for intermittent periods over the next twenty years, strongly influencing his works. He began teaching in Toronto at the New School of Art, York University and the Ontario College of Art in 1971.

Coughtry's paintings have been featured in numerous international and national exhibitions, and he represented Canada at the Venice Biennale in 1960. His work is to be found in the collections of major art galleries of North America as well as elsewhere.

Originating in The Robert McLaughlin Gallery in Oshawa, the Graham Coughtry Retrospective will be touring eight other

centres across Canada from St. John's Nfld. to Vancouver.

### *Eduardo Paolozzi*

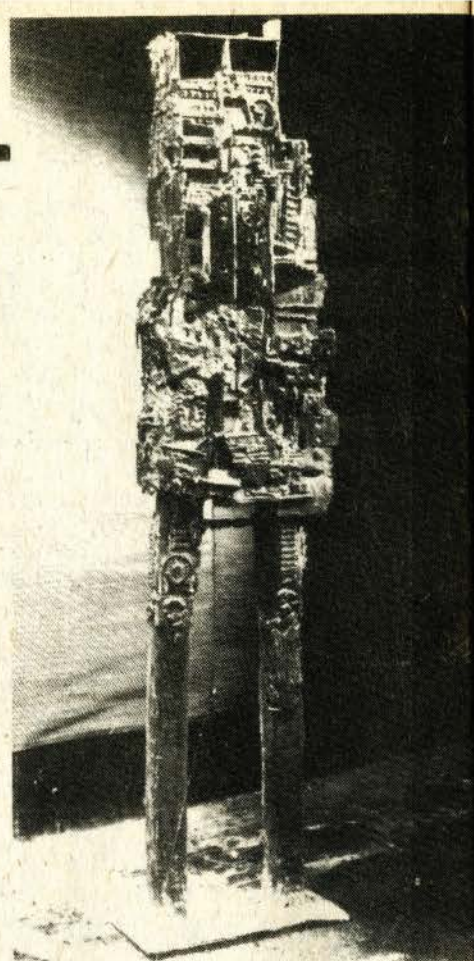
A group of works by the British sculptor and artist Eduardo Paolozzi, selected from the period between 1949 and 1970, will be shown in Gallery One from Feb. 17 to March 15, 1977.

Organized by the National Programme of the National Gallery of Canada, this exhibit comes from the collection of the British Council and includes eleven sculptures, six working drawings, numerous silk-screen prints, and enlarged photographs of sculptures of other collections.

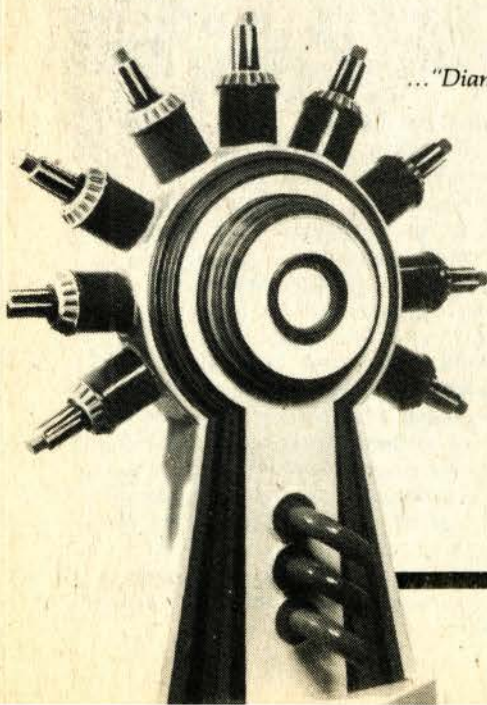
Paolozzi's preference for intricate art, geometric machine forms and computer graphics is evident in much of his work. The silk-screen print *Sun City* (1967) is a typical example: a complex composition which unites abstract patterns, computer graphics of fish, rows of electronic circuits, a collage of toy animals and various other bright images with a text describing a community of brothels adjacent to American military action in the Far East.

Paolozzi's interest in science fiction robots is demonstrated in works such as the bronze figure *The Philosopher* (1957) — standing over six feet tall — which he describes as "a form of principle of Architectural Anatomy... the legs as decorated columns or towers. The torso like a tornado struck town, a hillside or the slums of Calcutta. A bronze framework containing symbols resembling bent mechanisms. An automata totally exposed, with ciphers."

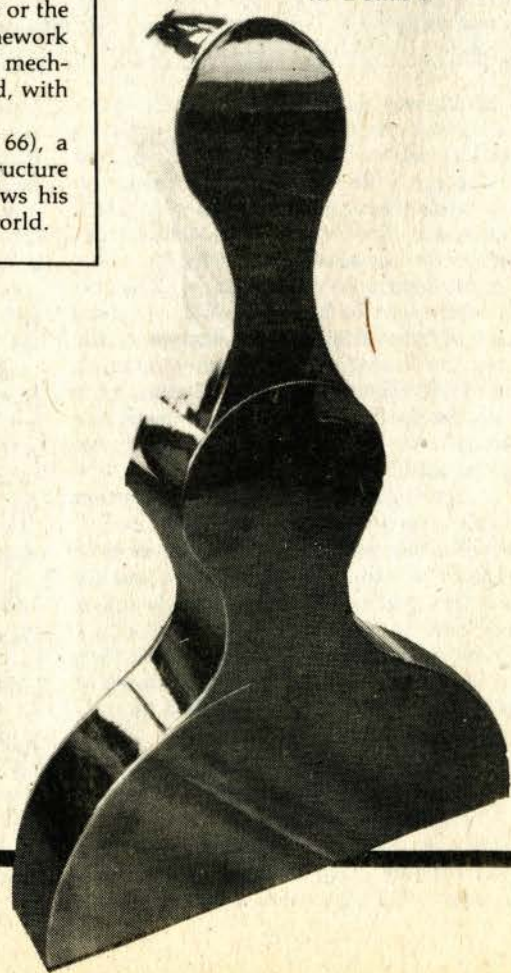
His *Diana as an Engine I* (1963 / 66), a welded and painted aluminum structure also standing over six feet tall, shows his fascination with the technological world.



... "Dollus I"

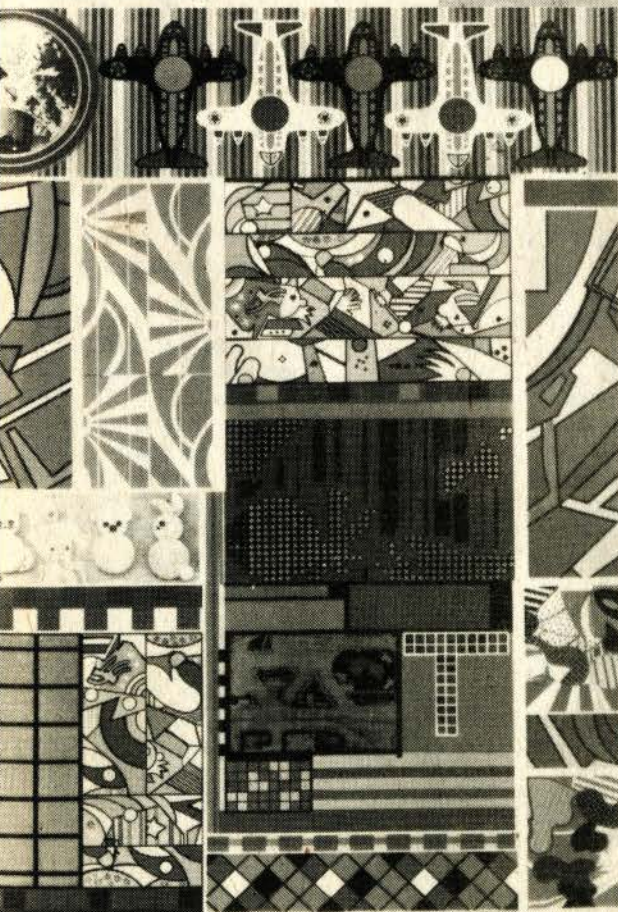


... "Diana as an Engine I"

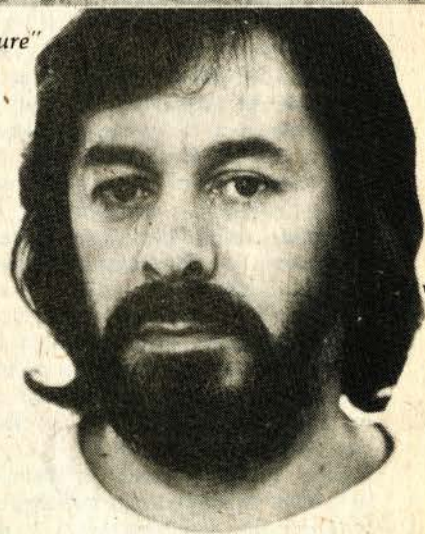




Paolozzi's "Sun City"



Graham Coughtry and his "Emerging Figure"





# University-wide Grading System Established

The following regulations concerning evaluation, grading, examinations and advancement and honours were approved by Senate some months ago and are published now at the request of the Registrar.

## Evaluation

A university degree certifies that its holder has attained a measurable level of achievement, as established by a recognized system of evaluation. It is consequently required that the performance of each student in each course be evaluated by the instructor (or instructors) responsible for the course.

The final grade which assesses the performance of each student in each course will take into account the total measurable performance of the student in that course. Specifically, the grade will be given on the basis of one or more of the following:

- i) Assigned work, term papers, projects, etc..
- ii) Class participation, which in the case of certain disciplines may justify an attendance requirement.
- iii) Progress tests.
- iv) Laboratory tests and / or laboratory work.

- v) Mid-term and / or final examinations.

Where appropriate, a level of written expression may be given consideration in determining the final grade.

The weighting of the various evaluative elements is the responsibility of the instructor. At the beginning of the course the instructor will inform the class of the evaluative scheme to be used.

While the language of instruction in Concordia University is normally English, students have the right to write their assignments and examinations in French. It must be understood, however, that in a case where an instructor cannot read French, the assignments or examinations will have to be read by another person, with possible resulting disadvantages and delays for the student. Students are advised to enquire of the instructor at the beginning of their course whether he or she will personally read assignments and / or examinations written in French. Notwithstanding the above, language and literature departments may require assignments and examinations to be written in the language being studied.

The instructor has the option of submitting grades on either a percentage scale or a letter grade scale subject to the decision of each Faculty Council.

## Grading System

If a Faculty member assigns a percentage it will be converted to a letter grade in accordance with Table A. Both grades will appear on record and transcript.

If a letter grade is assigned it will be converted to a numerical mark shown in Table B. Both grades will appear on record and transcript.

The numerical grades will be used for evaluation of academic achievement levels.

TABLE A		TABLE B	
FROM	TO	FROM	TO
90-100	A+	A+	95
85- 89	A	A	87
80- 84	A-	A-	82
77- 79	B+	B+	78
73- 76	B	B	75
70- 72	B-	B-	71
67- 69	C+	C+	68
63- 66	C	C	65
60- 62	C-	C-	61
57- 59	D+	D+	58
53- 56	D	D	55
50- 52	D-	D-	51
40	F	F	40
20	FF	FF	20

(i)	Weighting	ASSIGNMENTS 20%	TERM PAPER 40%	EXAMINATIONS 40%	TOTAL 100%
	Specific mark out of 100	90	not written	80	
	Contribution to final grade	18		32	50

The final grade is 50 or D-, and INC is noted if the instructor is prepared to accept a late term paper.

(ii)	Weighting	ASSIGNMENTS 20%	TERM PAPER 40%	EXAMINATIONS 40%	TOTAL 100%
	Specific mark out of 100	85	85	not written	
	Contribution to final grade	17	34	-	51

The final grade is 51 or D-, and DNW is noted.

(iii)	Weighting	ASSIGNMENTS 20%	TERM PAPER 40%	EXAMINATIONS 40%	TOTAL 100%
	Specific mark out of 100	90	not written	not written	
	Contribution to final grade	18	-	-	18

The final grade is FF (Weighted 20), and DNW is noted as well as INC if the instructor is prepared to accept a late term paper.

- (iv)a The instructor has stipulated that at least 45% be achieved on the final examination in order that a passing grade be obtained in the course:

	Weighting	ASSIGNMENTS 20%	TERM PAPER 40%	EXAMINATIONS 40%	TOTAL 100%
	Specific mark out of 100	90	70	35	
	Contribution to final grade	18	28	14	60

While the weighted sum is 60, the stipulated 40% was not achieved on the final examination, and so the final grade is submitted as F, and weighted at 40.



- b The instructor has stipulated that at least 45% be achieved on the final examination in order that a passing grade be obtained in the course:

	ASSIGNMENTS	TERM PAPER	EXAMINATIONS	TOTAL
Weighting	20%	40%	40%	100%
Specific mark out of 100	90	85	not written	
Contribution to final grade	18	34	-	52

While the weighted sum is 52, the final examination was not written, and hence the stipulated 45% was not achieved, and so the final grade is submitted as F, and weighted at 40, with the notation DNW added.

- c The instructor has stipulated that at least 45% be achieved on the term paper in order that a passing grade be obtained in the course:

	ASSIGNMENTS	TERM PAPER	EXAMINATION	TOTAL
Weighting	20%	40%	40%	100%
Specific mark out of 100	90	not written	85	
Contribution to final grade	18	-	34	52

While the weighted sum is 52, the term paper stipulation has not been met, and so the final grade is submitted as F and weighted at 40, with the notation INC added.

#### F - Failing Grade\*

The grade submitted will either be F or 40.

For courses in which supplemental examinations are not precluded, a student to whom an F grade has been assigned, and who is in good academic standing, may, subject to the regulations of the Faculty, write a supplemental examination.

For courses in which supplemental examinations are precluded, this grade will be recorded as FNS to draw attention to the absence of supplemental privilege for the course in question.

#### FF - Failing Grade\*

The grade submitted will either be FF or 20.

For courses in which supplemental examinations are not precluded, a student to whom an FF grade has been assigned, and who is in good academic standing, may, subject to the regulations of the Faculty, write a supplemental examination.

For courses in which supplemental examinations are precluded, this grade will be recorded as FFNS to draw attention to

the absence of supplemental privilege for the course in question.

*\*The matter of supplemental examination privilege will be considered by Senate during the 1976/77 academic year. Pending legislation, if any, may require a restatement of the F and FF grade.*

#### Grading — Procedures and Special Cases

In each course the instructor is expected to make an evaluation and submit a grade for every student registered.

If the student has not completed all necessary work, or has not written the required examinations, the instructor submits a grade based on the weighted sum of grades on completed work and zero for incompleting work. (See examples, i, ii and iii above). It should be noted that an instructor may stipulate that in order to achieve a passing grade in a course, a student must have demonstrated a specified level of competence in particular components required for evaluation in that course. (See examples (iv)a, (iv)b and (iv)c above).

(In the event that a student appears to

have withdrawn, unofficially, from a course, and no material is available for evaluation, the instructor will clearly not be able to submit a grade. The Registrar will indicate this situation with the notation NR (Not Reported). This notation carries no numerical weighting but denotes a failure for purposes of counting the number of failed courses in assessing academic standing).

#### INC and DNW

If the work for a course has not been completed, the following notations will be made after the grade given for that course:

INC (Incomplete) denotes that, though the final examination, if any, was written, work essential for evaluation of a student's performance, such as a term paper or a laboratory was not completed.

DNW (Did Not Write) denotes that, though the instructor marked the term work, the final examination was not written.

In some circumstances both INC and DNW may be used simultaneously.

#### EXAMPLES

The illustrated examples demonstrate application of the system. They are all based on the assumption that the final mark is composed of 20% assignments; 40% term paper; 40% examination, for illustrative purposes only.

#### Replacement of D, DNW and INC Entries

The method of recording changes from F, DNW and INC entries will be as follows:

- In cases where a supplemental examination or a late completion has been allowed on medical or compassionate grounds, the new grade will replace the original entry.
- In all other instances the original entry will be retained on the transcript. A second entry of the course code will be made along with the final grade. An (X) beside this final grade will indicate the late completion or supplemental. (X) will be explained at the foot of the transcript.

- A student failing a supplemental examination will receive the grade FF or 20.

#### Deadlines for Late Completions and Supplementals

The limiting dates for the submission of late work are:

- For Fall Session courses not later than April 1st.
- For all other courses in the Fall / Winter Session not later than August 1st.
- For all Courses in the Summer Session not later than November 1st.

The limiting date for the writing of supplemental examination is the official supplemental examination period following each session. This period is approximately three months after writing the original examination.

continues



continued

## Loyola Psych Prof Tackles Canadian Prison Conditions

The student may have grounds to request a deferment of the deadline. In this case the Dean's Office will inform the Records Office of the extended deadline.

### *Special Note Re INC*

Students are advised that work completed for an INC grade and reported to the Registrar's Office before the submission of the list of failed students to the Deans will not count as a failure when assessing academic standing. The date for the submission of this list will appear in the University Calendar.

NOTE: The University is not responsible for providing facilities to enable students to clear INC grades by this date.

### **Honours Programmes [New Concordia Regulations]**

These regulations represent a minimum academic standard for Honours Programmes. All Programmes and additional Faculty regulations, including those with higher standards, are listed in the Faculty sections under "Honours Programmes".

The University has approved programmes leading to an Honours degree in certain selected fields. The Honours programme consists of 60 or more credits in a discipline or field, with superior performance being required to enter and remain in the programme. In order to qualify for an Honours degree a student must comply with the regulations set forth below:

1. An Honours student must meet the general degree requirements as well as the specific requirements for an Honours degree.

2. An Honours student must maintain an average of B or 75% in all Honours courses, the minimum acceptable grade in any single Honours course is C or 65%.

3. An Honours student must have a minimum average of B- or 71% over Honours courses taken in each academic year. For part-time students this will be calculated in eighteen credit blocks.

4. In the non-honours courses of the degree programme, an Honours student must have an average of no less than C or 65%.

5. Students who are required to withdraw from the Honours programme will proceed in the Major or Specialization programme. Reinstatement in the Honours programme is possible only by appeal to The Faculty Honours Committee.

These new regulations will apply to those students entering Honour Programmes as of June 1, 1977. Students already in an Honours programme may continue under the old regulations established prior to June 1, 1977.

Almost since the beginning of the penitentiary system, whenever there has been an uprising (called "riot" by the Solicitor General's Office and "mutiny" by the prisoners), a "Parliamentary Sub-Committee on the Penitentiary System in Canada" has been formed to make suggestions for prison reform.

There are several events which can touch off an uprising and one of them is the appointment of a new Solicitor General. So it is not surprising that the series of uprisings in Canadian penitentiaries this past fall coincided with the naming of Francis Fox as Canada's new Solicitor General and resulted in the formation of yet another Parliamentary Sub-Committee which has been holding hearings on penitentiary development.

Dr. Paul Babarik, associate professor in psychology on the Loyola Campus, presented a brief to this latest sub-committee advocating "the adoption of the human development orientation" in the correctional system to replace the current "tough, punitive" orientation.

"The developmental view," explains Dr. Babarik, "recognizes that the delinquent has a developmental problem; his development is either retarded or distorted. For him to function as a 'citizen', negative, anti-development processes must be arrested and replaced by developmental conditions."

According to the professor, negative development processes result from such treatment as isolation and the reinforcement of "outlaw" behaviour. "The prisoner learns nothing and develops an asocial behaviour pattern which will render him dangerous when he is released."

Dr. Babarik feels that what is needed is the "restructuring of the policies and programs of the correctional system" with the goal of creating "therapeutic communities as opposed to penal programs of punishment only."

Unfortunately, concurrent with the committee's deliberations and well in advance of the publication of its findings, the Solicitor General seems to have changed overall policies making the system "even more harsh".

According to Babarik a relatively new institution, the Correctional Development Centre, was intended to be a "therapeutic community". "Instead, the C.D.C. was

replaced by a special handling unit which represents a new level of penology: the super maximum security prison.

"Prisoners are being held behind solid metal doors in five by twelve concrete boxes with a one foot square opening designed to allow guards to check the prisoners for self-mutilation or suicide. Prisoners have been kept in these blocks for a minimum of 23 hours a day since September.

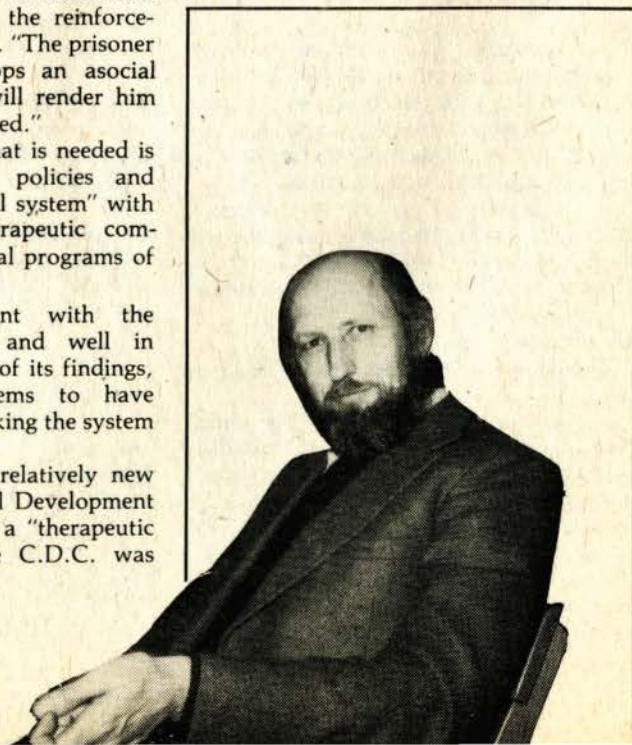
"These conditions of extreme social isolation are considered to be a practical way of handling prisoners considered hopeless; prisoners with a 25 year minimum sentence."

The majority of these men are between the ages of eighteen and thirty. When they are eventually released, will they be able to act as "normal" citizens after having undergone such treatment?

Babarik thinks not and is working against isolation. He is calling for community arrangements such as half-way houses to handle convicted criminals in such a way as to provide them with "citizenship experience". He believes that through regulated, legal participation in society, they stand a better chance of rehabilitation.

"How society deals with its delinquents — isolation in mausoleum type boxes — says a great deal about the kind of society it is... The penitentiary system seems to be Canada's number one growth industry rivaling McDonald's in the way facilities are popping up all over the country!"

Despite, or perhaps because of the apparent futility of the present situation, Paul Babarik intends to concentrate his efforts on finding new community alternatives to the current closed system.





## Health Fair Booths Cover Head To Toe

"Learning about yourself doesn't have to be dry, dull or embarrassing," claims Loyola Campus Health Services' Sue Magor. These words could easily be used as a theme for the Health Fair, an annual event on the Loyola Campus which has as its objective to promote, with fun, health education and awareness.

Participation is the key to having fun while you learn, continues Mrs. Magor. "People are much more interested when they can participate." To that end, the emphasis will be on quizzes, demonstrations, films and tests; in short, any activity which will encourage participation.

The Health Fair is now in its fourth year and nurse Nancy Cullen describes this year's fair, which will take place between 10 a.m. and 3 p.m. on February 16, as "bigger and Better!" It is so much bigger that it has outgrown its traditional location in the Hingston Hall Fishbowl and will be held on the second floor of the Campus Centre instead.

Although the location has changed, the focus of the fair has not. It will still have numerous booths dealing with topics ranging from drugs to first aid and from birth control to nutrition. And it remains a L.I.F.E. program with the apple of life as its symbol. L.I.F.E. — an acronym for living, involving, feeling, enjoying — perhaps best sums up the ultimate aims of the Health Fair.

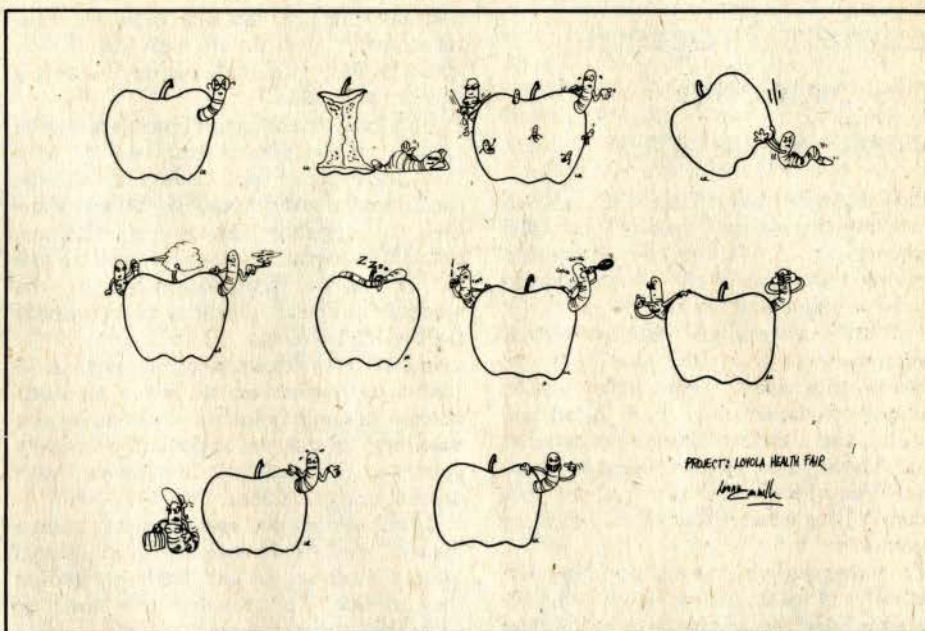
Dr. Phil Gampel will preside over an authentic dentist's chair in the dental booth. Not only will he be giving the occasional free check-up, but he will be discussing dental hygiene and demonstrating proper dental care.

A display and explanation of birth control methods will highlight the birth control booth set up by students in Community Nursing (Health Education) who will also be responsible for the booth on venereal disease.

In the nutrition booth, nutritionist Sandra Henrico from the Montreal Diet Dispensary will offer advice on proper nutrition and eating habits. Guidance will run a booth dealing with stress and relaxation with an audio-visual display on remedial reading.

A group from S.T.O.P. (Society To Overcome Pollution) will be on hand to proclaim the evils of smoking and students advocating a ban on smoking in classrooms will present their case.

A booth entitled "breast self-examination" is being organized by Reach to Recovery and will feature a breast model which is designed to teach women how to examine their breasts for lumps.



The cardiac prevention booth will be linked with that of Bio-Physical Education and will be aimed mainly at faculty and staff. Advice on diet and exercise will be given following the examination of weight, blood pressure and electrocardiograph test results.

Demonstrations of life-saving devices and first aid will be given by students in residence and information concerning community resources will be provided by

the resources and referrals booth.

There will also be a booth dealing with drug and alcohol abuse and Health Services hopes that displays will be organized by Alternatives and Alcoholics Anonymous.

"The Health Fair is lots of fun," concludes Nancy Cullen. "People who have come in the past have enjoyed themselves and have learned a lot about themselves." For further information, contact Loyola Campus Health Services, 482-0320, ext 480.

## Thespians Portray Poet Sylvia Plath

A group of Loyola Campus students and alumni is collaborating with the Dean of Students Office to present a performance of "Sylvia Plath: A Dramatic Portrait" on February 22 at 8 p.m. in the Loyola Campus Centre Main Lounge.

Arts graduate Colleen Curran will direct alumni Marcia Tratt and Nancy Stewart and students Irene Arsenault and Sandra McGlynn as well as Debbie Astroff in this "dramatized setting" of the work of Sylvia Plath.

Through readings and biographical narration, the women hope to present an accurate portrait of the American poet and author. Irene Arsenault and Marcia Tratt portray the "dual personalities" of the poet; as a child by the seaside, through her bouts of depression, through marriage and through her great surge of poetry to her final grapple with madness.

Conceived and adapted from Plath's

writings by Barry Kyle, "Sylvia Plath: A Dramatic Portrait" was first presented in 1973 by the Royal Shakespeare Company in London.

Its success in London brought it to New York in a production which moved Clive Barnes, the New York Times drama critic, to say: "Miss Plath has taught me about drama. Poetry is what drama is all about. It is the hard core of the dramatic experience... the clarity of words, the blend of personality, the variety of poetic experience."

Born in Massachusetts in 1932, Sylvia Plath published four poetry collections — *Ariel*, *The Colossus*, *Crossing the Water* and *Winter Trees* — and one novel, *The Bell Jar*. Her suicide fifteen years ago is said to have been caused by illness, loneliness and depression.

Loyola Campus English professor Kathy Waters will introduce the Tuesday Evening performance with an introductory talk on Sylvia Plath. Tickets at \$2, \$1 for students and senior citizens, will be available at the door. For further information call 482-0320 ext. 346.



## Scholars Program Lets Students Break Structures

One existing but perhaps little known solution for dissatisfied students who feel pigeon-holed in a normally structured bachelor's program is the Undergraduate Scholars Programme, or USP.

The USP encourages the intellectual development of a small, select body of strongly motivated, responsible undergraduate students with high academic standing and a clearly defined educational goal. These high calibre students must prove that their needs can best be met outside the normal majors and honours structure.

To these students, the USP offers the flexibility of independent study, individually-tailored programs leading to the

bachelor's degree, an individual working relationship with faculty advisors — in short, a very personal, highly rewarding form of education.

Applicants must be motivated enough to create their own plan of study leading to the B.A. degree which must be submitted to the departmental advisor and approved by the USP Coordinating Committee. Although the USP program is a component of the Centre for Interdisciplinary Studies, the student must be attached to a department in the Faculty of Arts.

In one academic year, not more than 18 credits of independent study are allowed; at least 12 credits must be taken as regular academic credits in order to effectively combine the tutorial experience with normal university life.

Applicants are also encouraged to build a plan of study that includes a traditional Majors structure to fall back on should they decide, for whatever reason, to leave the program at some point.

Last spring, two Undergraduate Scholars graduated with honours from the challenging and demanding program: David McCallum and Baruch Sookman. Both of them have received a Canada Council Special M.A. Scholarship of \$5,500 and a Quebec Government Scholarship of \$4,000. McCallum, having been registered in Science and Human Affairs with a concentration in the Social Impact of Information Sciences, is now at the University of Toronto. Sookman, also in Science and Human Affairs but with a concentration in Urban and Environmental Studies, is at York University with a graduate fellowship.

There are ten students currently enrolled in USP, three of whom are expected to graduate this spring. Perhaps the most unusual of the three is Edward French, a mature student who has retired from the business world to pursue a very particular branch of knowledge: ethnobotany.

French's program involves the study, research and collated written documentation of plants used in religious rituals and ceremonies for the induction of trance, transcendence and the visionary experience. The summation of his work will center on the residual effects of these plants and rituals upon culture, philosophies and literature.

French's regular courses include English, Religion, Anthropology, History and Geography, with particular reference to religious thinkers; magic, science and religion; myth in literature; classical and contemporary images of man; early man; Asian and African history. The USP courses, built on this foundation, are devoted to ethnobotanical research in mythology and the classics, in Aryan texts and in the cultures of Asia and Africa.

The scope of French's enterprise goes beyond the undergraduate level; he wants to continue with his Master's here and then study for his PhD in Cambridge, England.

These examples show that the Undergraduate Scholars Programme constitutes a good preparation for the kind of work required of a student at the master's and doctoral level; it also provides an excellent chance for scholarships.

Students now in their first year with high academic standing, who feel restricted within their normal majors structure, can get complete information from the USP coordinator, Mrs. Polly Verthuy, in the SGW French Department in H-515; or call her at 879-7268.

## Lecture On Tragedy, Comedy

Theatre historian Glynne Wickham lectures at Sir George Friday, February 18 at 4 p.m. in room 420 of the Hall Building. Dr. Wickham will speak on the topic he knows best: English Concepts of Comedy and Tragedy in the Middle Ages and the Sixteenth Century.

His *Early English Stages* is a standard text on Middle Ages and Renaissance drama in England. As well, Dr. Wickham has written *Shakespeare's Dramatic Heritage* (1969), *The Medieval Theatre* (1974), and *English Moral Interludes* (1976).

Dr. Wickham's interests go beyond history. He has been an actor and director and is currently a governor of the Bristol Old Vic Theatre.

Oxford is his alma mater, where he earned B.A., M.A. and D.Phil. degrees. He is professor of drama and chairman of the department at Bristol University. Dr. Wickham has been visiting professor at Yale and the State University of Iowa and is now at Dalhousie.

Dr. Wickham is an editor of "Shakespeare Survey" and chairman of the advisory committee of "Theatre Research / Recherches Théâtrale."

All are welcome to his talk.

## Brass Quintet

The third in a series of four Montreal Symphony Orchestra ensemble visits to Concordia takes place Thursday, February 17.

The MSO Brass Quintet will present a free one-hour concert to members of the Concordia Community at noon in Studio 1 (RF 205) on the Loyola Campus.

The MSO Jazz quartet will give the final concert in the series and will take place at noon in Studio 1 on Tuesday March 22.

The concerts are sponsored by the Loyola Campus Dean of Students Office.

## Amnesty International Shows Film On Indonesia

A film on political imprisonment in Indonesia will be screened on Wednesday, February 16 at 1 p.m. in H-110.

Narrated by Albert Finney and released world-wide by Amnesty International last May, the film documents the treatment of tens of thousands of prisoners. Using archival films, it describes the attempted coup of October 1965, widespread killings during 1965 and 1966 and the mass arrests undertaken by the military. There are filmed sequences of the arrests, trials and interrogations of prisoners, and attacks on property as well as interviews with prisoners and prison officials.

According to Amnesty International, the Indonesian government currently holds 100,000 untried political prisoners in detention centers for alleged involvement in the coup attempt. Several middle-ranking army officers staged the attempt aimed against army leadership. The army claimed that the Indonesian Communist Party was responsible for killing six generals. The 100,000 remaining prisoners are carryovers from the more than half a million arrested after October 1965.

The film asks for international concern to be expressed on behalf of the prisoners, since this cannot be done from within Indonesia.

For further information on Amnesty International activities, contact Pete Seraganian at 879-4599 or Norman Segalowitz at 879-2885.



## Sir George campus Thursday 10

D.S.A. WINTER CARNIVAL: Olympic Sport Forum at 1 p.m. in H-110. Dave Broadfoot at 8 p.m. in H-110; admission \$1.50.

RELIGION DEPARTMENT: Prof. Samuel Ettinger, Dept. of History, Hebrew University of Jerusalem, speaks on "Anti-Semitism After World War II" at 2:45 p.m. in H-1070.

GEOLOGY DEPARTMENT: Dr. Norman Goulet, Université du Québec, speaks on "Stratigraphy of the Rouyn-Noranda Area" at 2 p.m. in H-005.

WEISSMAN GALLERY: Prints, drawings and paintings by Paul Lussier, until Feb. 15.

GALLERY ONE: Prints by Ted Dawson, until Feb. 15.

GALLERY TWO: Primitive sculpture from the University collection, until Feb. 15.

## Friday 11

RECTOR'S HOLIDAY: All Day and Evening Classes cancelled.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Modern Times" (Charles Chaplin, 1936) with Charles Chaplin, Paulette Goddard, Henry Bergman and Chester Conklin at 7 p.m.; "The General" (Buster Keaton, 1927) with Glenn Cavender, Jim Farley, Frederick Vroom, Marian Mack and Charles Smith at 9 p.m. in H-110; \$1 each.

D.S.A. WINTER CARNIVAL: Skiday Mt Sutton—Coach busses leave Hall Bldg. at 7:30 a.m. \$4 for transportation and \$4 for all-day lift ticket.

## Saturday 12

CONSERVATORY OF CINEMATOGRAPHIC ART: "Remorques" (Jean Gremillon, 1942) with Jean Gabin, Michèle Morgan and Madeleine Renaud at 7 p.m.; "Voici le Temps des Assassins" (Julien Duvivier, 1955) with Jean Gabin, Danièle Delorme, Lucienne Bogaert and Gérard Blain at 9 p.m. in H-110 \$1 each.

D.S.A. WINTER CARNIVAL: Car rally, admission \$3 per car. Closing dance featuring Charity Brown at 8 p.m. in the cafeteria of the Hall Bldg. (2 beers for \$1), admission \$1.50.

## Sunday 13

CONSERVATORY OF CINEMATOGRAPHIC ART: Children's series—"Tom Sawyer, Detective" (Louis King, 1938) with Donald O'Connor and Billy Cook at 3 p.m. in H-110; 75 cents.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Pepe-le-Moko" (Julien Duvivier, 1936) with Jean Gabin, Mireille Balin, Gilbert Gil, Charpin and Line Noro at 5 p.m.; "Le Jour se Lève" (Marcel Carné, 1939) with Jean Gabin, Jules Berry, Arletty and Jacqueline Laurent at 7 p.m.; "La Taverne de Paris" (Claude Autant-Lara, 1955) with Jean Gabin, Bourvil, Jeannette Batti and Louis de Funès at 9 p.m. in H-110; \$1 each.

## Monday 14

CONSERVATORY OF CINEMATOGRAPHIC ART: "L'Espoir" (Sierra de Teruel) (André Malraux, 1939-45) at 8:30 p.m. in H-110; \$1.

EDUCATION WEEK '77: Dr. Hans Furth of Catholic University of America on "Children's Understanding of Social Institutions" at 10 a.m. in E-212; Dr. Karen Mock of the University of Toronto on "Children's Attention: the kind you want from them, the kind they want from you" at 1 p.m. in

E-212; Dr. Gerri Schwartz of John Abbott College on "Reading Efficiency for High Risk College Students" at 1 p.m. in E-213; Helen Thompson of Bronx Park School, P.S.B.G.M. on "Setting Up Learning Centers in the Classroom" at 2:15 p.m. in E-213; Dr. Jeffrey Derevensky of McGill University on "Living in the 'Land of Giants': Implications for Early Childhood Education" at 2:15 p.m. in E-212; Prof. Ellen Jacobs of Concordia University on "Children's Needs in Urban Settings: Humanistic Values in the Philosophy of Play" at 4 p.m. in E-212; Dr. George Huntley of Concordia University on "Human Factors in Educational Technology Research" at 4 p.m. in E-213 and Dr. Hans Furth of Catholic University of America on "Thinking Goes to School" at 7:30 p.m. in H-620. INTERUNIVERSITY CENTRE FOR EUROPEAN STUDIES: Research seminar by Andrzej Kaminski of Columbia U.'s History Dept., on "The Social Stratification of the Polish Nobility and its Effects" at 12 noon, room 114, McGill's Leacock Bldg.

## Tuesday 15

CONSERVATORY OF CINEMATOGRAPHIC ART: "Dead End" (William Wyler, 1937) with Sylvia Sydney, Joel McCrea, Humphrey Bogart and Wendy Barrie at 8:30 p.m. in H-110; \$1.

EDUCATION WEEK '77: Dr. David E. Hunt of the Ontario Institute for Studies in Education on "Learning Styles and Teaching Strategies: Matching Models in Education" at 10 a.m. in E-212; Prof. Martha Nixon of McGill University on "Language Development through Puppetry" at 1 p.m. in E-212; Mr. Real Michaud, director general, General Services of Educational Media, Government of Quebec, on "Media Place in Pedagogy—A Perspective of Quebec" at 1 p.m. in E-213; Prof. Leah Sherman of Concordia University on "The Preschool Child's Development in the Use of 3-D Art Media" at 2:15 p.m. in E-212; Olga Kuplowska, Ontario Educational Communications Authority, on "The Production of Media for First and Second Language Acquisition" at 2:15 p.m. in E-213; Dr. Robert Lavers of McGill University on "Readiness: How Does One Define It in Practical Terms?" at 4 p.m. in E-213; Prof. Lois Baron of Concordia University on "Between the Child and the Tube" at 4 p.m. in E-212 and Dr. David E. Hunt, Ontario Institute for Studies in Education, on "Teachers are Psychologists Too!" at 7:30 p.m. in H-620.

## Wednesday 16

CONSERVATORY OF CINEMATOGRAPHIC ART: "Citizen Kane" (Orson Welles, 1941) with Orson Welles, Joseph Cotten, Harry Shannon and Everette Sloane at 8:30 p.m. in H-110; \$1. (Film-maker Stan Brakhage will present the movie.)

AMNESTY INTERNATIONAL: "More Than a Million Years" (narrator in the film is Albert Finney) at 1 p.m. in H-110; free.

HUNGARIAN STUDENTS' ASSOCIATION: First day of exhibition of Hungarian books and handicrafts, 9 a.m.-11 p.m., on the mezzanine.

## Concordia-wide Thursday 10

BOARD OF GOVERNORS: Open meeting at 1 p.m. in H-769.

## Friday 11

BASKETBALL: (Women) Concordia vs. McGill at McGill, 6



p.m.  
BASKETBALL: (Men) Concordia vs. McGill at McGill, 8 p.m.  
HOCKEY: Concordia vs. Chicoutimi at Concordia, 8 p.m.

## Saturday 12

HOCKEY: Concordia vs. Laval at Concordia, 2 p.m.

## Wednesday 16

BASKETBALL: (Men) Concordia vs. Bishop's at Concordia, 8 p.m.  
BASKETBALL: (Women) Concordia vs. Bishop's at Concordia, 6 p.m.

## Loyola campus Thursday 10

PERFORMING ARTS: "Walking Apart, Walking Together", a collective creation at the Chameleon Theatre at 8 p.m. Admission \$1. Students 50 cents. Reservations: 482-0789 or 482-0320 loc. 582.

SPANISH AMERICAN CIVILIZATION: Films "The Zapotecas" (9 min.), "Mexico: The Land of the People" (20 min.), "Spain and the New World: Colonial Life in Mexico" (13 min.) and "This is Mexico" (25 min.) in AD-502 at 7 p.m. Free.  
CARNIVAL CONCERT: Jazz master Gato Barbieri at 8 p.m. in F.C. Smith Auditorium will be preceded by the group Etcetera. Tickets at \$4. (\$3.50 for Concordia Students) are available at the Winter Carnival booths and at Sir George Williams Bookstore.

## Friday 11

CAMPUS CENTRE: CLOSED. Pub open from 4 to 8 p.m.  
RECTOR'S HOLIDAY: All day and evening classes cancelled.  
WINTER CARNIVAL: Ski trip to Mt. Tremblant and an optional après ski party: \$4.50 for the bus, \$3.50 for tow and \$2.50 for the party.  
PERFORMING ARTS: See Thursday 10.

## Saturday 12

CAMPUS CENTRE & CAFETERIA: CLOSED.  
WINTER CARNIVAL: Semi-formal Snoball and casino at 8 p.m. at the Windsor Hotel.  
PERFORMING ARTS: See Thursday 10.

## Sunday 13

CAMPUS CENTRE & CAFETERIA: CLOSED.

## Monday 14

CAMPUS CENTRE: Main lounge open from 9 a.m. to 6 p.m. and Cafeteria from 7 a.m. to 6 p.m.  
SEMINAR DAY: No day and evening classes.

## Tuesday 15

CAMPUS CENTRE: Main lounge open from 9 a.m. to 6 p.m. and Cafeteria from 7 a.m. to 7 p.m.  
THE NATIVE PEOPLES OF CANADA: Seminar day: no

class.

COURT HOUSE TOUR: Anyone wishing to visit the new Montreal Court House and meet a judge, watch a trial and discuss it with a judge, should contact the Archambeault Prison Group at 484-4095.

SEMINAR DAY: No day and evening classes.

BIOLOGY DEPARTMENT: Science Seminar. Diane J. Hoffman from Professional Education Institute for Scientific Information, Philadelphia, on "Science Citation Index—an Alternate Approach to Searching for Biological Journal Literature" at 11:30 a.m. in the Drummond Science Auditorium DS-103. Coffee and sandwiches will be served.

LIBRARY LECTURE: Diane Hoffman on "The Social Sciences Citation Index" at 9:30 a.m. in the Vanier Auditorium.

## Wednesday 16

LOYOLA FILM SERIES: "A Lesson in Love" (Ingmar Bergman, 1954) at 7 p.m. and "The Seventh Seal" (Ingmar Bergman, 1956) at 8:45 p.m. in F.C. Smith Auditorium. Admission \$1 for each film.

CAMPUS CENTRE: Pub and Quiet Bar from 4:30 p.m.

HEALTH FAIR: Campus Centre from 10 a.m. to 3 p.m.

## Loyola campus Notices

ADMISSIONS OFFICE: Concordia University will publish a consolidated 1977 Summer Calendar. The single calendar will include course descriptions and a timetable for all faculties on both the Loyola and Sir George Williams campuses. Publication date is expected to be mid-March. The dates and times for commencement of classes for Day and Evening will be published shortly in FYI.

CANADA MANPOWER: Deadlines for applications for Gulf Oil (management trainees in finance, marketing), candidates must be bilingual and majoring finances, economics and business administration, is February 16.

INSTRUCTION IN LIBRARY RESEARCH: Many students are unaware of the multitude of resources available. Librarians can provide this information to individual classes as well as provide aid in research problems. Contact Mrs. Coorsh, loc. 411.

## Awards

Scholarships and Awards with deadlines from February 15 to 28. More information, including applications, available in the Guidance Information Centre, H-440.

MACKENZIE KING FOUNDATION. Travelling Scholarships; Open Scholarships. Deadline: February 15.

CANADIAN WILDLIFE SERVICE. University Research Support Fund. Deadline: February 15.

GEOLOGICAL SOCIETY OF AMERICA. Annual Research Awards Program. Deadline: February 15.

B.M.I. Awards to Student Composers. Deadline: February 15.

AMERICAN MUSEUM OF NATURAL HISTORY. FRANK M. CHAPMAN MEMORIAL FUND. Grants in Support of Ornithological Research. Deadline: February 15.

NATIONAL INSTITUTE ON MENTAL RETARDATION. Awards for Research and Study in Mental Retardation: Bursary Support. Deadline: February 18.

SAMUEL BRONFMAN FOUNDATION. Seagram Business Faculty Awards. Deadline: February 26.

MUSCULAR DYSTROPHY ASSOCIATION OF CANADA. Predoctoral Fellowships in Genetics Research, and Muscle Research. Deadline: February 28.

CANADIAN ASSOCIATION OF BROADCASTERS. Raymond Crepeault Memorial Scholarship. Deadline: February 28.