

Jean-Luc Godard Comes To Town

Serge Losique, Director of the Conservatory of Cinematographic Art, has certainly scored a coup in luring the famous and controversial French film-maker Jean-Luc Godard to Montreal and more specifically, to Concordia.

The Conservatory is honouring Godard with a 13-day retrospective of his films from 1960 to 1976, and Godard is expected to present several of the films during his one-week stay. More precise information can be obtained from the CCA at 879-4349.

For Godard fans there is an additional treat in the making: Godard is thinking about giving a series of lectures at Concordia in the fall. (Could Serge Losique's persuasive powers have anything to do with that?) We'll keep FYI readers posted on the latest developments as they become available.

Actually, this is the film-maker's first visit to North America in a good number of years. He has been living in Grenoble (central France) since 1972, in a sort of

self-imposed exile from Paris, and has established "Sonimage", a studio equipped with video, 16mm and 8mm where he and his collaborators work on audio-visual research and production.

"Sonimage" has produced such films as *Numéro Deux* (1975), shown Thursday, March 17, and *Comment Ça Va* (1976), shown Saturday, March 12.

Preceding "Sonimage" in Grenoble was Godard's radical period in Paris between the years 1968 and 1972 when he formed the "Dziga Vertov Group" which produced a number of films expressing strong Marxist-Leninist-Maoist-New Leftist views.

Films by this group for French, Italian, British and German Television were refused by these state networks. Most of the feature films of this period are not known by the general public. Several of these films - *Lotte in Italia*, *British Sounds*, *Vent d'Est*, *Pravda*, *One Plus One* - are shown at the Conservatory. (See program of FYI Events listings for date and time.)

The last film of Godard's Dziga Vertov period, *Tout Va Bien* (1972) with Jane Fonda and Yves Montant, is shown at the Conservatory March 15.

But the Godard of the fans is really the Godard of the '60s. Cinema the world over was experiencing a rush of creativity, and France's Nouvelle Vague was leading the film revolution. Jean-Luc Godard was considered the most brilliant of the French innovators of the time which included Truffaut, Chabrol, Varda, Resnais, and later Rohmer.

A number of films from this period are shown at the Conservatory, starting with his first, *A Bout de Souffle* (Breathless, 1960) and ending with *Le Week-End* (1968).

Lilian Goetze

FYI

CONCORDIA UNIVERSITY

Faculty merges, colleges wait — Senate

In spite of what were at times confusing procedural twists, Senate succeeded Friday in approving a three-point resolution on arts and science organization.

Approved were "a) the merging of sister departments and the clustering of departments in appropriate divisions of a Faculty of Arts and Science, with a single faculty council; b) A Vice-Rector, Academic having responsibility for Arts and Science; c) the establishment of small units such as Colleges."

Professor McEvenue, sponsor of the steering committee resolution, expressed surprise at a suggestion that Senate move into committee of the whole to discuss it before voting, since he considered the points general and non-controversial. But subsequent discussion revealed reluctance of some Senators to vote even on this general resolution without further consideration.

Professor Locke reported that Fine Arts Faculty Council at a meeting earlier that day had resolved, by a vote of 9-2 with 14 abstentions, that reorganization was going at too quick a pace and they would prefer a delay for more careful consideration. He reported that former fine arts chairman Edwy Cooke wondered why the proposed innovations couldn't be achieved within existing structures.

Gervase Bushe spoke at length about colleges, saying their role in the new council should be the dominant one and that they should be compulsory. He felt colleges would be so bewildering for the first few years that they would be destroyed if student participation were optional.

Rector John O'Brien urged Senate to save its discussion on colleges until consideration of the second resolution from steering committee, dealing specifically with colleges. Professor Sheps wondered why point "c" was included in this resolution if the real college debate was part of a different resolution and if this vote was largely "meaningless". At length Senate moved out

See senate pg. 2

Please Pick Up Art Exhibits

All visual arts entries in the Creative Arts Awards Festival have been judged and it would be greatly appreciated if the artists would collect their entries at Room 210, Bishop Court.

Psychics Still The Rage With The People

More than 1,000 people, some paying \$40 a head, came to Prof. John Rossner's Psychic Symposium at the Sheraton Mount Royal over the weekend.

Marshall McLuhan, Toronto's electric leprechaun, turned out to be an important ally in the never ending war between psychic research and the bulk of the academic community.

It isn't just the world of spooks, ESP, contact with the dead and astral travel (though that's a good part of it) that upsets the academics.

It's the way all this is analysed and reported. Phrases like "proof is coming in," "evidence indicates" and "facts show" abound. But proof pure and simple is rare indeed.

This is where Marshall McLuhan comes in. He says the human brain is divided into two halves: the intuitive half and the logical half.

Man, he says, has been governed by logic, but with the world in a tailspin, intuition, not logic must rule. The technological world, the speed of communications, make logic obsolete.

Some of Prime Minister Trudeau's early remarks paralleled this when he said that experience counted for less in a Prime



Will the phoenix of psychic research rise from the ashes of academic disrepute?

Minister because so few decisions he had to make had any precedent at all.

Prof. Rossner cites case after case when great scientists, Einstein and Archimedes among them, came to the revelation through a flash of intuition — not through plodding logic.

After hearing Dr. Raymond Moody talk about Life after Life (title of his best seller), you realized that intuition was the only thing you had when evaluating his data.

He claims that 400 people shared the experience of floating from their bodies after death, observing the medical team attempting resuscitation and seeing a bright light which many interpreted as being God. They were then sent back to their bodies when resuscitation worked and returned to tell the tale.

But it's a pretty tall tale and all we have is our intuition to guide us as to whether to

believe his findings or not. And that goes for the speakers on poltergeists, mediums, astral travel, faith healing etc.

But if it is true, and many believe it is, then it deserves more respectable attention than it's getting.

Whether that will come to pass, depends on whether the psychics can come up with a better mouse trap. Something concrete and useful beyond their own sphere of interest.

C.M.

To FYI Readers

You will notice that articles are signed this week. We thought it best to do this, because it makes it easier for people with information and comments regarding particular reports to contact the people directly involved. The most important of the articles will be signed and the lesser pieces will carry initials. The people are Information Office staffers, unless otherwise specified.

Arno Reinfrank reads his poetry both in English and German at Rm. H-762 March 22 at 8:30 p.m. and again March 25 at 8:30 p.m. Rm. H-420 at the Hall Building.

His theme, Dimensions of New German Poetry of Facts, touches on his personal experiences dating back to the war when as a child he was victimized by the Nazis.

To date he has published 17 books of verse and one of fables. A volume of short stories appeared last year.

SENATE

of committee of the whole in order to move towards voting. Professor Bessner wanted an amendment to points a and b giving a September 1977 timetable; but no one would second the motion.

Professor Despland informed Senate that the Sir George religion department had unanimously passed a motion saying they "were not convinced of the merits of two vice-rectors academic". He later moved an amendment to delete phrase b from the motion, whereupon prof. McEvenue said if the motion's three parts were separated, he would withdraw the motion since its spirit would be altered. Dr. O'Brien overruled prof. Despland's amendment, but it didn't end there. Professor Bessner challenged the chair's ruling, pointing out that once a motion was moved, the mover could not withdraw it and amendments could be added, according to parliamentary procedure. After some discussion, Dr. O'Brien called a vote on his ruling. He was supported by a strong majority, including his original challenger.

Senate then adopted the resolution and moved back into committee of the whole to

consider steering committee resolution number two, concerning colleges. Major concerns that emerged once again were the relationship between college and department, whether colleges should be compulsory, and how they would be financed.

Professor Sheps was one of many who worried about colleges' "monopoly". He also felt that if colleges tampered with electives, "there will be ferocious battles" between college and department. He stressed that courses could be outside the discipline core and still have academic legitimacy, over which departments would want control. Dean Russell Breen assured Senators that the department would have the final say in the discipline component of honors and majors.

Regarding finances, two documents were presented to Senate by Graham Martin, Vice-Rector Administration and Finance. The first, prepared by the Treasurer, William Reay, compared costs of the current arts and science structure with those estimated for the deans' proposed structure, without taking colleges into consideration. The comparison showed a saving of \$23,000 in administrative costs and \$37,000 in teaching costs under the

restructured system. (No provision was made for stipends to campus coordinators or for assistant vice-provosts to correspond to current associate and assistant deans.)

The second document, not signed by the Treasurer, gave costs for a hypothetical college: operating costs of \$207,000 and capital expenditure of \$94,000. It was pointed out, in response to a flood of questions about the hypothetical college that it was just that, hypothetical. Dr. O'Brien advised Senate that "edition five" of the theoretical costing would surely give more valid a picture than this "edition one". He supported Dean Campbell's plea that people not fix these hypothetical figures in their minds and he agreed with Dean Breen's view that if one distinguished what was essential from what would be nice, one could either triple the estimate or reduce it substantially.

Dr. O'Brien closed by saying that at this week's meeting (Friday, March 11) he felt Senate should return to considering the schedule of implementation and look at departments and divisions, returning to colleges afterwards, since the general principle of small units had been agreed upon.

Ginny Jones

Death, Loneliness Explored At Loyola

Lectures, workshops, poetry readings, discussions, films, theatre presentations and a Lacolle weekend will highlight "Exploring Empty Spaces", a ten day symposium on death and loneliness to be held between March 10 and 20 on the Loyola Campus.

The aim of the program is to provide the Concordia community with an opportunity to explore attitudes and feelings related to death, loneliness, depression and suicide and to increase understanding and awareness of these topics.

All events are free, but tickets are necessary for certain events. Consult the events pages of FYI or call 482-0320, ext. 341, 343 or 344 for further information.

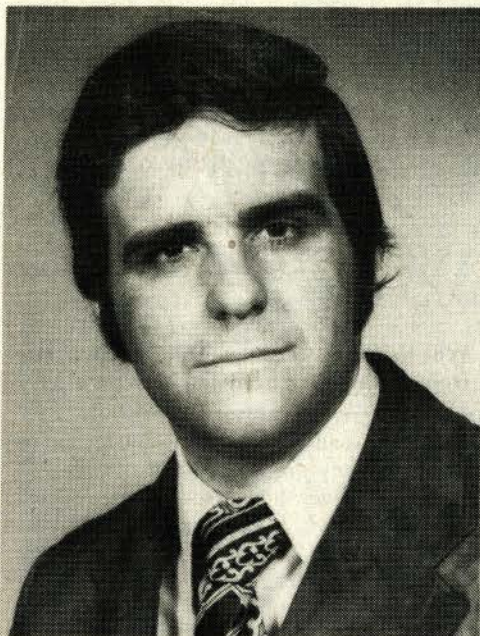
The program will begin tonight (March 10) at 7:30 p.m. in the main lounge of the Campus Centre with Clark Moustakas of Detroit's Merrill-Palmer Institute speaking on "Creative Paths to Loneliness". Moustakas will also hold a workshop on the subject on March 11 from 9:30 a.m. to 4:30 p.m. in conference rooms 1 and 2 of the Campus Centre. Moustakas, author of many books on the subject of loneliness, is concerned with individual and group life, human values, and creativity and loneliness.

An experimental workshop exploring attitudes and feelings in relation to death, "Confronting Our Attitudes", will be conducted by Dr. Sup Mei Graub of Loyola Guidance at noon on March 14 in conference rooms 1 and 2 of the Campus Centre. This will be followed at 3 p.m. by a poetry reading in the Vanier Auditorium. Vincenzo Albanese, Linda Allan, Kate Hodgson and other Loyola poets will present their poems on death and loneliness.

"Movement and Poetry", an experiential workshop with the theatre section's Ralph Allison and Barbara MacKay, will be held on the 14th at 7:30 p.m. in the Chameleon Theatre. It is described as "an opportunity to experience feelings about living and dying through movement and poetry".

Tuesday March 15 at noon, Communication Arts' Dennis Murphy will lead a discussion in conference rooms 1 and 2 of the Campus Centre. "It's O.K. to Have These Feelings" is the topic and the group will examine and share "feeling related to the loss of a loved one".

At 3 p.m. in the Vanier Auditorium, the films "Death" and "The Upturned Face" will be shown followed by a discussion, and at 8 p.m. Peter Arnott's marionette performance of "Faustus" will be presented in the Chameleon Theatre. Peter Arnott is chairman of the theatre department at Boston's Tufts University.



DR. BALFOUR MOUNT
...last aid man

The film "That Feeling of Depression" will be shown at noon on March 16 in conference rooms 1 and 2 of the Campus Centre. The discussion following the film will be led by Dr. Joseph McLure who is director of mental health on the Loyola Campus and Chief of Psychiatry at St. Mary's Hospital. At 3 p.m. the film "Death and Mourning" will be shown in the Vanier Auditorium.

Dr. Balfour Mount, Director of the Royal Victoria Hospital's Palliative Care Service, will speak on "Confronting Death" and will show the film "How Can I Not Be Among You?" at 7:30 p.m. in the Loyola Chapel. Dr. Mount is author of numerous articles on death and dying and is internationally known for his work in the field.

The week's Débats-Midi will take place on Thursday March 17 at noon in the Campus Centre lounge. The topic "The Right to Die" will be explored by panelists Dr. Jack McGraw (Philosophy), Dr. John O'Brien, S.J. (Communication Arts), Dr. Sean McEvenue (Theology), Bob McDowell (Theology student) and Dean Alfred Audet (Moderator).

In the Vanier Auditorium at 3 p.m. on the 17th, the films "Though I Walk Through the Valley" and "The Parting" will be shown followed by a discussion lead by the Campus Ministry's Steve Sims, and at 6 p.m. the weekly shared supper at Belmore House will include a "shared dialogue" on death and loneliness.

Attitudes toward old age and dying will be explored at 7:30 p.m. in "Death Masque" a "Theatrical investigation" by the American theatre troupe Threater in Hingston Hall's Canadian Room. This unique company "incorporates intense and daring individual performance and the imaginative use of sound, light and space."

At noon on March 18 in conference rooms 1 and 2 of the Campus Centre, Lorna Roth (Communication Arts) will conduct a discussion on "suicide" and there will be a showing of Dr. Elizabeth Kubler-Ross' film "To Die Today" at 3 p.m. in the Vanier Auditorium.

The final event of the symposium is a weekend at Lacolle from Friday March 18 to Sunday March 20. The guest animator for the weekend will be Diane G. Brause, past director of the New England Center for Personal and Organizational Development and currently in intensive trainings at the Quebec Centre for Psycho-Synthesis. The theme of the weekend will be "A Celebration of Life, Death and Rebirth".

"Exploring Empty Spaces" is a joint project of the Program Development Sector of the Dean of Students Office and the Lacolle Centre for Educational Innovation. M.G.

Conseil To Call On Concordia

Le Conseil des Universités, an advisory group to the Department of Education, visits Loyola March 24 to hold meetings with university groups.

Michael Sheldon, executive assistant to the Rector, said the council is visiting universities throughout the province and has already called on the University of Sherbrooke and the University of Quebec at Trois Rivières.

The council, numbering about 20 faculty, students, administration people and representatives from outside the academic community, will meet top administrators at Concordia, deans and department chairman as well as students.

Sheldon said they were meeting on the Loyola Campus because over the years many of the council members had become familiar with Sir George.

He said that Concordia student organizations and the Concordia University Faculty Association would participate in the day-long session. C.M.

Letter

We thank you for the publicity you gave our department, but we must point out that it was almost an adverse publicity. You mentioned only aspects of this event that were least important to philosophy, we mean the journalistic aspects. We would like the FYI to request reports on philosophical events directly from those involved, namely the department of philosophy.

Sincerely yours,
The executive,
Philosophy Students' Association

The Classics' Jaunt To Lacolle

by Allan Reznik, Classics Dept.

Whatever reports the Dorval Weather Office issues to explain last Friday's blizzard, don't believe them. Pop into the Classics Department in Hingston Hall and someone will set you straight. We all know that the snowfall was courtesy of Father Zeus who wanted the Classics folks to enjoy a beautiful winter morning at Lacolle before the sojourn was over.

The festivities actually got underway on Thursday afternoon, February 24. Our three-car caravan left the city, headed for Lacolle and Loyola's spacious old farmhouse. Once we arrived, we were greeted by the official welcoming committee at the boarder which consisted of a nutty English Setter thundering through the snow. We hustled inside, Fr. Steve "Smokey the Bear" Casey got our fire going, and the twelve of us curled up, nursing mugs of hot chocolate. Two fine seminar papers were presented before dinner, by Sonja Bent and Terry Shames, and these generated considerable feedback from the group. The discussion of ancient civilizations seemed apropos as we were enjoying the crackling fire in the hundred-year-old farmhouse which bristles with history and legend.

The candlelight lasagna dinner, lovingly prepared by Chef Barbara Wiesenfeld and her team of whirling dervishes, was delicious. Later, a frenetic game of "Do You Love Your Neighbour?" saw even the more sedate members of the group madly bouncing into each other. At about 11:00 p.m., out we trotted, and thoroughly enjoyed a combination constitution-sing-along jamboree. We even had a goose from a nearby farm chime in!

Midnight, back at the farm, our own Assimina "Crazy Legs" Andreou instructed us in the fine art of Greek dancing. Not to be outdone by the cavorting students, a spry Dr. Sanders and a nimble Fr. Casey likewise kicked up (and OUT!) their heels while the music blared on. As joints began to creak, we slowly left the dance-floor and shuffled upstairs to bed.

Friday morning, we were all up at 8:00 a.m. for a hearty breakfast à la Waltons, and then out to trample in the snow. We were smartly back at 9:30 to hear Dr. Sanders' paper. Meantime, Denis Brault had bravely made the trek down to organize what was dryly billed in the programme as a "Graduate School Forum." In fact, we had quite a spirited round-table (round-fire?) discussion going which could easily have lasted another hour or two.

Lunchtime meant wienies and more yakking. With everyone pitching in, clean-up was over in jig-time. Proving their dexterity once again, the team of Sanders and Casey whipped through the house

brandishing a canister vacuum and VROOOM-ing everything in sight. No talent lay fallow, as the gentlemen donned aprons and washed the dishes. The house left in order, there was time only for an impromptu snowball fight, and then back to Montreal, navigating icy roads all the way.

The schedule was tight but we squeezed plenty of activity into those twenty-four hours, and had a ball. Any Loyola faculty or association which hasn't yet availed itself of the Lacolle facilities is missing out on a unique project. See Linda Allen and get your bids in early. You'll have a great time, as we did.

First Aid For Math Problems

Students with health problems have traditionally been able to rely on the first aid services of campus health services. Now students with math problems can turn to a similar life saving service.

Taking a lead from the Applied Mathematics Department at the University of Western Ontario, the Loyola Math Department has created the "Math Aid Station".

Located in room 416 of the Hackett Building, it is designed to help students with math difficulties. It is open to all students taking math courses, operates on Mondays and Tuesdays from 1 p.m. to 4 p.m. and is supervised by four third year math honours students.

M.G.

Electric Prof. Plugs Into Psychology

Following pioneers is a difficult business — especially in the murky overlap between psychology and electrical engineering.

Take Prof. Campbell L. Searle, from Queen's University, Kingston, Ont., who came to Concordia to tell the tale.

Among other things up his sleeve is the "voice writer."

He's not there yet, but from his demonstration you can see that it won't be long before you can speak into a mike and up will come the written word.

Prof. Searle displayed voice patterns on a screen with 3-D slides. He said — and later showed — that from the graphic, data could be supplied to a computer and through a sound synthesiser the sound could be reproduced.

Not perfectly, as his demonstration showed, but the sound of the human voice artificially reproduced was perfectly understandable.

More than 50 people crowded into the seventh floor Council Chamber in the Hall Building to hear his lecture of human audio and visual perception.

One fascinating demonstration displayed the Land Effect. He showed a black and white photo on a screen. It was an ordinary picture of a clown with a row of Lifesaver packages before him.

When Prof. Searle put a red filter in the projector, the colors were restored. Not perfectly, but the Lifesaver packages were recognizable — even the butterscotch one with the stripes.

This turned out to be like the story of the bumblebee, which by all aviation standards should not be able to fly, but it does anyway. "There is no other colour but red in there, he said. "But you can see we get a great many more colors than that."

In audio perception Prof. Searle said that conventional wisdom is not as wise as it claims.

Prof. Searle said that audio spectrographs of sound, which have applications in the commercial stereo field, have little to do with human perception.

The machines measure a constant, he said, which is useful up to the sixth harmonic in humans, but because human perception patterns are not constant, measurements taken beyond the sixth harmonic have no application at all.

"And if it doesn't have anything to do with human perception, why do we continue to rely on these blankety blank machines?"

Prof. Searle, who is with the psychology and electrical engineering departments at Queen's, said that psychologists have been on to these ideas for some time.

"But so many of the psychologists I run into went into that field because they didn't like math," he said. "As a result, they do not have the rigorous mathematical discipline that we engineers do and can't put the number into their theories."

This sparked an observation from the audience that what was needed in the university was a Liberal Science degree, rather than a Liberal Arts degree.

Prof Searle endorsed this quickly. "I think the non-scientist will have a more difficult time of it, because he will have to learn a great deal of mathematics."

"But there's nothing to frighten engineers about these new fields. What must be learned in the other discipline can be learned very quickly," he said.

Christy McCormick

FYI is published weekly Thursdays by the Information Office, Concordia University. Sir George Campus: 213 Bishop Court, 879-8497. Loyola Campus: AD-233, 482-0320, ext. 421. Typeset by SST Typesetting, Litho by Journal Offset. Christy McCormick, editor.

Fine Arts Plans Festival

Fine Arts is creating a festival around the university awards for creative work in the arts next week.

Tuesday, Toronto artist Tom Hodgson will give away some secrets of his 'trade' at Sir George; Wednesday, competing students who have waited in trepidation for the judges' final decision will get either the thumbs down sign or a hundred dollars at Loyola campus; Thursday, the Toronto Artists' Jazz Band will liven up the dignified D.B. Clarke Theatre at Sir George with a free concert.

"One should be master of all his skills, not the reverse," says the 52-year old Tom Hodgson who has twenty-years of exhibitions and awards behind him.

He will impart his knowledge and experience to his listeners Tuesday, March 15th at 8:30 p.m. in room H-420 of the Hall Building. His topic is "Creativity is Change" which is also the title of his latest book (1976).

"I felt that I should add more chance to my work so that skill would not interfere with my creativity," said he and went on to develop new participatory works by, for example, turning squares divided diagonally in half into triangles; chance relationships of the triangles then created flexible compositions. He also added collage that moved and used reflective materials to create moving images. Some triangles ended up with grommet holes so that they could be tied together. Small embroidery hoops on the triangles / paintings could be used for hanging or simply for decoration.

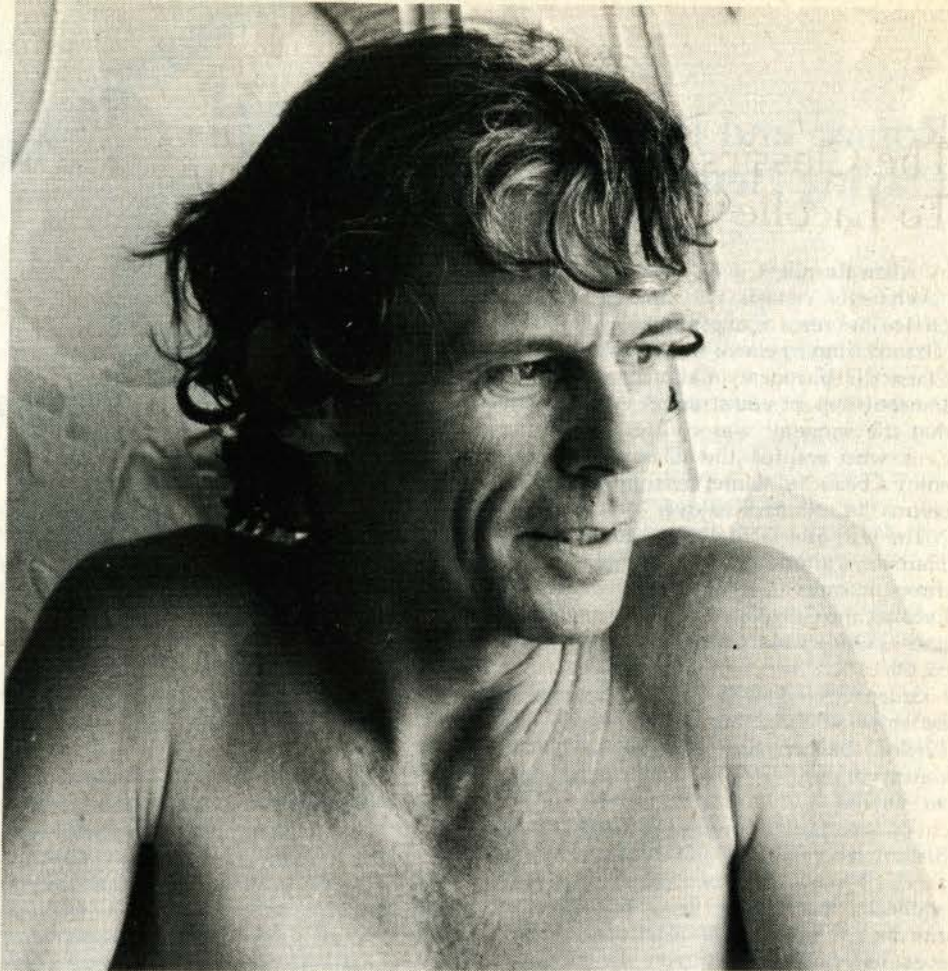
A painting folded over became a two-sided painting with reversible sections. But then, a two-sided painting could become a four-sided painting because the fold could also be reversible. With hangers in the right places to attach the sections to each other rather than to the wall turned the whole structure into a three-dimensional variable sculpture.

"The owner of one of these works had to become more involved in hanging it than just deciding what room to put it in, or which side is up," says Tom Hodgson of the result. "This seems to me a good idea. Since creativity is an inborn quality of all individuals, why shouldn't paintings INVOLVE the viewer as well as, one hopes, entertaining or enlightening him?"

Rather than turning out "products," Hodgson is more interested in doing "process work" which "can be continued after my work has left my studio....I want to insure involvement in my works by others."

Sort of an expensive Tinker Toy for adults.

L.G.



Tom Hodgson will give away artists' secrets.

Coal Gas Instead Of Petroleum?

"Only the best need apply," declares engineering prof. Dr. A.J. Saber in describing the new research program in combustion that is starting at Concordia this summer.

According to Saber, the graduate-level work is "a blend of theory and experiments in realms which are in growing demand across the continent."

Saber is particularly interested in attracting students whose interests lie in coal gasification and rocket motor instabilities, areas where research support currently exists.

Saber's interest in coal gasification and rocket motor instabilities goes back several years to his work as a member of Princeton's professional research team where he created displays on these topics for Princeton's 1974 Energy Week.

Research will be complemented by traditional graduate courses and "Combustion", a new graduate course to be offered for the first time in the 1977 summer session.

Further information can be obtained from Dr. Saber at the Department of Mechanical Engineering on the Loyola Campus, 482-0302, ext. 404.

M.G.

Student Senate Meets Again On Chinese Problem

Loyola Student Senate meets today to discuss alleged irregularities within the constitution of the Loyola Chinese Students Association, which was suspended two weeks ago, cancelling the Feb. 25 association election.

Student senator Gordon McWhaw said that once the alleged irregularities have been pointed out to the association, the incident can be forgotten if the Chinese executive agrees with the corrections.

At issue is the charging of membership fees, not permitted under the Loyola Students' Association constitution.

Chinese association president Wu Chung Tat has written an angry letter to student senators Mark Gallagher and Robert Hutton demanding an apology for the inconvenience caused to the association. "Considering that you have managed to try, convict and sentence, before even hearing the defence, we can demand nothing less," the letter said.

Student senator McWhaw said: "It was an irritating letter, on a grade 8 level; something you would expect in toilet graffiti."

C.M.

Romeo and Juliet Playing Here Soon

Although there has been no lack of theatre at Concordia this year, it has been some time since Shakespeare had his turn. This obvious gap will be filled next week when the University Shakespeare Society presents its production of the classic romantic tragedy "Romeo and Juliet."

"Romeo and Juliet" will be presented at the F.C. Smith Auditorium at 2 p.m. on March 14, 15 and 16 and at 8 p.m. on March 17, 18, 19 and 20. Tickets for the matinées are \$2.50, \$1.50 for students and senior citizens. General admission for the evening performances is \$3.50. Students and senior citizens will be admitted for \$2.50.

Reservations and further information can be obtained by calling the Loyola Campus English Department, 482-0320, ext. 534, during office hours or ext. 554 evenings and weekends.

Founder of the University Shakespeare Society and director and producer of its productions is Loyola Campus associate professor of English, Alex Newell. The University Shakespeare Society is a new incarnation of Newell's old Loyola Shakespeare Society which produced "The Winter's Tale" three years ago. The play was presented in the refectory which the group had converted into a facsimile of an Elizabethan private playhouse. As original as the concept sounds there is a precedent: following the Reformation in England a number of private playhouses were converted from the refectories of Catholic institutions.

The current production of "Romeo and Juliet" also features an interesting stage innovation. A u-shaped stage will be built in order to bring the performers closer to the audience, to overcome the limitations of the F.C. Smith proscenium stage and to create a stage and set more compatible with some essential characteristics of Elizabethan drama.

Concordia music prof Wolfgang Bottenberg will oversee musical interludes which will be played on early instruments prior to the play and during intermission as well as during the ball where Romeo and Juliet meet. There will also be authentic early Renaissance dancing choreographed by Valerie Glover.

Two Concordia students and one Dawson student portray the principal roles. Kim McKeever, a first year student in Dawson's drama program, plays Romeo; Linda Sonberg, a third year Concordia theatre student, plays Juliet; and Pansy Watson, an English major, plays the Nurse.

Although the primary aim of the University Shakespeare Society is the



Prof. ALEX NEWELL
...Shakespeare's turn

staging of Shakespeare's plays, Newell sees the Society as having a number of secondary objectives.

"It seeks," says Newell, "to serve the larger educational community at all levels by nurturing the study of Shakespeare from the page to the stage...to provide an extra-curricular activity for students interested in acting and production work...to provide short-term additional experience for graduates of drama programs who are not yet established or fully employed as theatre professionals."

Mark Gerson

Arts Festival Set For Wednesday

On Wednesday, March 16, Concordia will hold its second Festival for the Creative Arts. The culmination of months of hard work by undergraduate students throughout the university, the festival will be held at 7:30 p.m. in the main lounge of the Loyola Campus Centre.

The purpose of the festival is to provide recognition to students who have achieved excellence in the creative arts; specifically in the following categories: film, music, television, theatre, visual arts, poetry, prose, photography and radio.

Twenty-one awards will be presented during the evening for work in the nine categories, each award consisting of a cheque for one hundred dollars and a certificate. The festival will also comprise displays and presentations of outstanding work in a number of categories, live entertainment and a reception.

The organizing committee, chaired by Executive Assistant to the Rector Michael Sheldon, is trying to overcome some of the difficulties experienced at last year's festival. As a result, the festival will differ from last year's in several ways.

The obvious change is the decision to hold the festival on one campus instead of on consecutive evenings on each campus. Another innovation is the use of a Master of Ceremonies; that position will be filled by Don Taddeo, Administrative Assistant to the Dean of Loyola Arts and Science. There will also be some smaller changes in format resulting from the committee's desire to create an environment conducive to each of the types of work to be exhibited or presented.

Perhaps one of the most encouraging differences is the increase in the number of entries. More than 300 have been received to date, doubling last year's total of 150.

M.G.

All That Jazz!

The D.B. Clarke Theatre of the Hall Building will be vibrating with the sounds of jazz starting at 8:30 p.m. next Thursday, March 17th.

The Toronto Artists' Jazz Band is giving a one-night stand just two days after the leader of the band, Graham Coughtry, finishes an extremely successful one-month exhibit of his paintings at the Sir George Galleries.

Putting aside his brush and easel for a few hours, Coughtry plays a mean trombone and also takes his turn at percussion. Not that Coughtry's double occupation is unusual in the group; as the name implies, all the members are artists as well as full-fledged musicians—or is it the other way round?

There is sculptor Nobuo Kobuta playing the soprano, alto and bass saxophones as well as percussion; painter Robert Markle on tenor sax and electric piano; painter Gordon Rayner on drums; graphic artist Jimmy Jones on bass; film-maker and sculptor Michael Snow on piano and trumpet, and graphic artist Gerald McAdam on electric guitar.

The Toronto Artists' Jazz Band, playing mainly "free collective improvisations, jazz-based," has just come out with a second album, "A.J.B. Live at the Edge"; their first LP was simply called "A.J.B." They've been playing at many galleries and universities; this winter they made their debut at The Kitchen, an avant-garde jazz club in Manhattan.

What jazz fans paid for in Manhattan, Montrealers can get for FREE at Concordia! Moreover, there will be a party in the Galleries on the Mezzanine after the concert.

This is the fourth and last in the series of events sponsored by the Faculty of Fine Arts.

L.G.

Colleges and Sir George Traditions

by Tannis Maag, Psychology

In the bad old days the traditional Sir George response to real and urgent problems was to create or expand administrative structures and procedures. From the proposals made by the Deans in their report to Senate on the reorganization of Arts and Science it would appear that this particular tradition is being carried on by Concordia.

The Deans have done an excellent job of pinpointing the problems we face. These include the problems that arise as a result of merging the departments and Faculties in Arts and Science, such as a need for smaller administrative units that will give students a sense of identity and belongingness and a need to preserve the diversity of approaches to university education that we now enjoy. They also include problems related to enrolment in a period of anticipated decline in the university-age population, especially the need to attract students to us rather than to McGill. The Deans propose to solve these problems by creating two sets of administrative structures for Arts and Science, the first being a variation of the current department and Faculty scheme and the second being a system of some eight to eleven colleges. Of course the setting up and maintaining of this duplex structure will be costly in time and money, even if the colleges are introduced on a "no cost" basis (another Sir George tradition). But our first concern should be with the problems themselves, and with the merits of the colleges as a solution for them.

On the question of smallness of size, even 200 students is a very large number for the type of small group interaction that the Deans seem to advocate, although the colleges would clearly be much smaller than the present or proposed Faculties in Arts and Science. They would, however, have more students than most departments, and at the moment most of the academic activities envisioned for the colleges—course planning, student advising, preregistration—are in fact being done by the departments. The shifting of these activities to the colleges could thus well mean that the student would get less individual attention, not more.

The social function proposed for the colleges is not currently being carried out by most departments but, as is clear from the Deans' report, the colleges will not carry out this social function either, unless they are given such amenities as lounges, recreation and library facilities, and food services. What is obvious, but not stated by the Deans, is that if we had these amenities available in eight to eleven locations on the two campuses, our attractiveness to prospective students would be increased regardless of whether or not colleges were introduced.

With respect to maintaining diversity, it is probable that there are and will continue to be as many different approaches to education as there are faculty members in the university, but whether there exist eight to eleven clearly discriminable philosophies and goals of education that could provide the justification for eight to eleven different colleges is something else. The Deans' magic numbers appear to be a function of the appropriate divisors for obtaining reasonably small colleges, rather than of any serious research on the question of different philosophies and goals. One could, of course, generate discriminably different colleges if each represented a particular discipline or grouping of disciplines but this particular option is explicitly ruled out by the Deans (Section 3.3.2, last paragraph).

The greatest weakness of the Deans' proposal is with respect to attracting students. Introducing a college system would make us different from McGill, but we have absolutely no evidence that it would attract students. The necessary research has not been done, and therefore we do not know whether it would attract students or not. In the Quebec context, the obvious similarities between the Deans' model and the structures that have caused so much grief at U.Q.A.M. could equally well drive students away. Certainly, if we launch colleges without clearly enunciated goals and without adequate financial resources, the colleges will be shoddy frauds, with nothing of substance to offer prospective students. In any event, the college system is just one way we could be different from McGill. Another way would be to adopt the model of the University of Montreal which also has a huge Faculty of Arts and Science. There the students take all or almost all their courses within one department, and because the departments have been provided with such amenities as clerical staff, departmental libraries, lounge and eating areas, and food vending machines, they do serve in most respects the academic and social functions that the Deans' report assigns to the colleges. I am not saying that this system is any better or more attractive to students than a college system; the point is that there is more than one way to be different from McGill. Thus, before we make any commitment of time, energy and money to creating a college system, let us collect data on what prospective students *do* want rather than relying on what the Deans think students *should* want.

While it is doubtful that the college system proposed by the Deans would solve our current problems, it is certain that instituting such a system would create new problems. Many of these have been ably presented in recent articles in the Georgian (by Professor Laffey and by students J. Freeman, M. Poirier and S. Rosner) and need not be repeated here. However, a few points must be made. The Deans have used the Breslaw-Haccoun data as support for their proposed college system. These statistics show that student want small units with more interaction with faculty members and other students, but they do not show that students want colleges. One could certainly draw that inference from the data, but one could equally well infer that students would like to see departments strengthened and have departmental lounges where small groups of students and faculty members could get together for discussion over a cup of coffee. Since students were not specifically asked about what type of structure would be most appropriate for small-group interactions, any inference about type of structure is post hoc and its validity can only be tested by doing the appropriate experiment—in this case, presumably, by administering a second questionnaire.

Although the Breslaw-Haccoun statistics are irrelevant to arguments for the necessity of colleges, they do provide data on what students perceive as the strengths of Concordia, strengths which presumably should be protected in any reorganization of Arts and Science. Apart from location, the plusses for the Sir George campus appear to be the better-than-expected course content and quality of teaching which students find here, and the flexibility of programmes and schedules which attracts them to us in the first place. Implementation of the college system could have a disastrous effect on both these current strengths. Dean

Berczi's statement to the open meeting on the Sir George campus that we can have 10 colleges for \$50,000 each and finance them out of the current Arts and Science budget means that the Deans are intending to implement the colleges as yet another "no cost" operation. With such a "bargain" price tag it seems highly probable that Berczi's budget allows only minimal reimbursement to departments for faculty members' contributions to college operations. In concrete terms this means that faculty members will on the average have an increased administrative load and therefore less time to spend preparing lectures and meeting with students. It also means that the 8 to 11 college principals will be replaced by part-time teachers. Since the college principals are likely to be chosen from among our more talented faculty members, it will be extremely difficult to find part-time replacements of the same calibre. Furthermore, no matter how hard-working and dedicated part-time faculty members are, they simply cannot spend as much time in consultation and discussion with students as can full-time faculty members, nor are they likely to become as involved as full-time faculty in the academic well-being of the students, the discipline, or the university. Thus, the drain of faculty time and energy from the classroom to academic administration in colleges can only serve to reduce our current strength in what is, after all, the most important activity of a university, its teaching.

Colleges pose an even more direct threat to our flexibility. I assume that it is possible to timetable core courses in a department's majors and honours programmes so that they do

not conflict with the required courses in any one of the 8 to 11 colleges, but the result for most students will be a timetable in which required courses are scattered widely over the different days and time periods. Since most of our students plan their timetables around certain external constraints, e.g. part-time or full-time jobs, children's school hours, etc., they are not likely to appreciate it if the necessity for meeting both departmental and college requirements means that they have to give up their job or their children. Without belabouring the point further, any move towards programming the students' "optional" courses will make us less flexible, and the added burden of coordinating the offerings and requirements of roughly 20 departments and 10 colleges will further decrease our flexibility.

As a Sir George faculty member, I don't know Loyola well enough to evaluate the advantages and disadvantages of colleges for that campus, but certainly the college system as proposed by the Deans is no panacea for the ills of either campus. The Deans have identified the problems we face, but they have erred in thinking that a change in administrative structures would solve them. Problems are solved by people, not structures. The people of Concordia, the students, the faculty and the administrators, need time to think through a whole range of possible solutions to the problems identified by the Deans. Only in this way can we find the solutions which are the most creative, in the sense that they best resolve these problems, while at the same time protecting the strengths and individuality of each campus.

A View From Cambridge

by Michael Marsden, Geography

The opportunity for devolution: an argument for introducing colleges along with a simplification of the administrative structures and strengthening of the departmental system.

The opportunity to optimize the potentials of the Concordia merger is not the only reason to consider change. The administration pattern of Concordia has created a machine so complex and unwieldy that it now consumes more time than can be tolerated by administration and faculty. It may also confuse and deprive students so that they do not achieve their potentials. The calendar and its operation are only a symptom of our malaise but its pages illustrate the nature of the problem. To merely shuffle the calendar will change nothing. We need to recognize the nature of the problem and have a university wide movement toward a solution.

It need not be revolutionary. If we identify objectives, and seize opportunities as they arise, we can move as a community toward easier associations with rational efficiencies, rather than drifting on into endless complexity, and this paper ends with specific suggestions.

The Nature of the Problem

The need for internal analysis brought about by government financing policies (but neither required nor structured by them), has led us to a point where the administration can no longer carry out their functions without an enlarged staff and a fantastic array of standing and ad hoc committees. The student-dean ratio is the only one in sharp decline, and while our student-faculty ratio is far above proposed Quebec norms at 19:1, the faculty-administration ratio shown in our calendar is 10:1. It is astounding but true that when we include the Department of Education, the Senate, Faculties, Councils, Departments, panels, and sub-committees there are more committees affecting the Sir George Arts Faculty than there are Faculty members.

The work of these committees is necessarily influenced more by external forces than by the object of study. The availability of members, the hierarchy of procedure, Quebec "norms", perceptions of cost, demand, personalities, the University power structure, the supervisory role of councils, and above all the role

of precedent and a mute acceptance of acquired rights, lead us, in a system which is always at a deadline, to perpetuate and patch, very efficiently, an overloaded machine no longer at a peak of functional effectiveness. Our structures further inhibit faculty and students already handicapped by budgets, numbers, and space.

The problem is not in the proliferation of functions but in *the attempt to coordinate them*. Combinations and permutations of numbers rise so much more rapidly than numbers that they soon become astronomical.

As an example only: a minor change in our calendar can go through six committees before implementation, and the number of people who review it exceeds the number of people it affects in one year and may exceed the number it affects in its effective lifetime. The committee chairman alone could communicate in 720 different combinations (Six factorial: $1 \times 2 \times 3 \times 4 \times 5 \times 6$), and if we assume average membership of eight and include the registrar's office and printer the intercommunications possible reach close upon 3 million (50!). Of course we don't begin to use all these, but our system provides the possibilities; the committee discussions, the council questions, the feedback to departments and faculty, the committees to U.C.C.C., and U.C.C.C. to full Senate. We provide a network capable of handling the potential interaction and assign time of our faculty minds to operate it.

A major change is much more complex, and a programme change with budgetary implications is a nightmare. One only has to contemplate the complexity of the University committee net observing democracy, deadlines, and hierarchy to realize that the net needs a capacity for interactions and sequencing that approaches 10^{30} and its maintenance is expensive and time consuming. The fact that its real capacity is not so high, and that its real use (10^3 during a calm?) is infinitely less, merely makes the creation more criminal in human terms. We must destroy the factorial syndrome by only allowing interaction low in the hierarchy.

Consider the actual usage that the vast array and choice of programmes may enjoy. A student takes 15 courses. She is required to specialize, so 5, 7, 9 or 10 of her 15 may be

designated. This leaves her to exercise choice for between 5 and 10 items. But she is then limited by a complex web of prerequisites, scheduling, location, legislated 'liberal' degree requirements, enrolment maxima, and so on. She may be more resentful of limitations imposed this way than by an originally limited choice. Her choice is made without benefit of hindsight. She has more programme options than she has courses to choose from. No human mind could possibly grasp the range, complexity and implications of the available possible combinations. Her choice, in the event, is either random, capricious or predetermined. She may be irritated rather than gratified. Choices may be make-weights or substitutes without intellectual satisfaction.

The 'liberty' available is a myth, just as it is a myth that we 'serve' various community interests. Even the student who demands the infinite choice may be mythical.

Consider the results. General Motors once made an issue of the notion that by permuting the available 'options' for a GM car, including paint and upholstery, any one production run can produce more than 1 million superficially identifiable varieties of one car model; and that thus they are more "individualized" than a Lagonda, a Lamborghini, or a Lotus; since they cannot be distinguished as individuals. In fact however, as we well know, the GM product is homogenized; one has little choice beyond what the local dealers have, and essentially no choice in the fundamental characteristics. The trend in Concordia curriculum now is to be all things to all persons, universally acceptable, infinitely redeemable, ubiquitous in application, comprehensive in love of all things bright and beautiful. The result is surely a drab smear? We can not become competent in everything, and may not be excellent in anything. We create, paradoxically, a featureless environment, from infinite variety, and depersonalise students to abstractions.

The course offerings are structured to yield a choice pattern giving subsets of astronomical count. But into them we inserted required sequences of 5's, 7's, and 10's. Common sense tells us that we cannot realize such choices without significant problems in terms of availability, room space, and timetabling. There are after all, only 13 time blocks in our day schedule and ten in the evening.

A simple solution would go back to the 'cafeteria' without the induced complexities of specialization and coordination, but there is an apparently unattractive alternative that has great ultimate potential and humanity. A predetermined and unchanging list of courses taken in a specific order; 15 units, or better still, 3 'years'. No choice. Inflexibility eliminates permutation and all coordination difficulties. That is obviously unacceptable, but it is equally easy to have 15 courses per faculty. Rigid. As long as they do not intercommunicate there is no problem of structure and integration. So one can be entirely constructive and have 15 courses per department.

One of the Deans' suggestions is exactly that we consider simplifying departmental offerings and defining cores. This notion has been neglected or spurned as inhibiting academic freedom and choice. In fact it is conceivable that a department could offer 15 units of learning in a programme, and give an excellent education. It could be liberal or specialized. It could incorporate visitors, outside views, practical work. It would be easy to give and it could be excellent. It is more likely to be good than 90% of all the random choices made in innocence, before training, by 15,000 recipients from 1000 offerings. Or it could be very poor for a variety of obvious reasons.

What we then need is not an academic administrator with enabling machinery, but an academic executive making value judgment about quality and worth.

If we saw the Faculty/student/education trio in a fundamentally different way and completely abandoned the old 'cafeteria' mentality we could:

1) Arrange university life by *programmes* not courses, teach

by *year* not by number, and *build in* 'liberalism', 'breadth' and 'interdisciplinary understanding' to the programme.

2) Register students with a faculty member. The Quebec norm of 12/1 is less than the student faculty ratio at Oxford or Cambridge. The S.G.W. ratio of 19 is only slightly higher. If one had even 19 persons to deal with one could do a better job than if one had 95 course registrations, many of them random visitors, even though the human course load is the same. We have not merely divided, we have fragmented our community, and we have lost teaching power in the process. This does not imply a tutorial system although that is one possibility.

Reward for the student and effective freedom would appear in a variety of ways. The programmes would ensure ease of progress. The programmes would incorporate breadth; or could easily be set to give 1, 2 or 3 courses per year absolutely free choice (by year) from the calendar. It must be absolutely free to make my point.

The programmes would not be merely disciplinary. We could legitimately give 'programmes' in 'departments' of Humanities, Social Sciences, etc. which lead to the ordinary B.A.

What is proposed is that we leave intact the same levels of complexity in interaction at the departmental level, and eliminate the induced complexities above—which in all cases deflate departmental ability to deal with their own problems. They may thus be freed to achieve their aims. Complexities are easily dealt with by pairs of humans communicating directly, each having direction in their purpose.

The means of achieving this seem simple. Bearing in mind the consequences of 'specialization' within a 'cafeteria', we should move to self discipline and programme orientation. Departments would teach sequentially. There would be a clearly designated core and then 1, 2, or 3 clearly designated 'pathways' open to candidates. The number of enriching offerings beyond the basics, would be a function generated by an equation balancing faculty numbers, numbers of courses, and student enrollment. The core course designations could be specific, but all others should be generic, in order to give flexibility of management, and eliminate problems of record. A member or members of staff could become itinerants, giving lectures and sequences in other departmental programmes. Valuable in itself, this activity may also help find new functions for members of disciplines temporarily out of public favour. The whole sequence should be enriched with outside visitors of real stature, at summer schools, workshops, field work and winter seminars.

In summary:

- 1) Give up any attempt to give universal access to an infinite choice of conglomerate degrees.
- 2) Think in terms of student-staff ratio, not course registrations.
- 3) Think in terms of programmes not course agglomerations.
- 4) Think in terms of genuinely liberalizing and enriching programmes not merely hoping for liberalization by giving infinite (and wastefully expensive) choice.
- 5) Think in terms of quality control at departmental level rather than at the inordinately complex higher levels.
- 6) Plan in terms of scholarship not management.
- 7) Think in terms of individualism not an infinite number of compromises on behalf of groups.

All these aims could be achieved without revolution only if department and faculty have security. If they have security, and virtue becomes its own reward, we can be creative. A university ensures the survival of all disciplines in its care, regardless of enrolment numbers. The currently fashionable will maintain them, as they once were maintained, or some day will be. It is the team of individuals that is the final wealth of our community, not the few individuals, nor yet a homogenized mass. Physical maintenance and intellectual security are the essential prerequisites to the concepts proposed. It could be almost

instantly assured if our administration did not play the number game with units of faculties.

This means they must define a guaranteed threshold level for every discipline and guarantee the current level of resources. They must convince faculty that no one can gain or lose in the numbers game under a five year limit and that all increases or decreases will have their impact shared.

We should be welcoming declining enrolment, which only brings us nearer to a reasonable workload and closer student relationships. Instead we fear it because the University has underfinanced too broad a range of activity. We must now share the necessary retrenchment.

In recent years the administration has retained control of an admittedly small part of the *masse salariale* in order to retain flexibility, seed programmes, facilitate innovation, and initiatives. By and large the policy secured 'cheap' or 'no cost' programmes which, having failed to increase enrolment sufficiently, become part of the over-extension of our faculty activity. That money in future should be dedicated to the guarantee for those who may sink below the threshold.

Cambridge and the numbers game

University people sometimes cite the Oxbridge tutorial systems as an ideal of student-teacher relationships with small numbers. Even when not wishing to imitate them, proposals for closer personal approaches are not even considered because 'we have too many students.'

It may come as a shock to some to realize that there are 16,000 full time students in Cambridge, and that the student-faculty ratio is *higher* than the Quebec proposed norm of 12 to 1, and only slightly lower than the Sir George ratio of 19 to 1. First year lectures are much bigger than almost all such lectures at Concordia. There are no questions, and no intimate atmosphere.

However one does meet a tutor for an hour once a week (usually in a group of three or four), and in second and third years one may have two or even three tutorials a week. The education is extremely personal, warm and intimate.

The reason is simple. Cambridge, under a heavy disguise of 'tradition', has chosen to divide its student body in a fashion which ensures human contact. First one can *only* enter the University through acceptance by one of more than 20 colleges. The colleges range in size from 200 men to 1200 and may have students in every discipline. Each has real character and different social or academic emphases. Each has a faculty (Fellowship; 'Dons'.) with whom you register, and one man will be responsible for you throughout your stay, although your academic advisor may be another man, even possibly from another college. You sleep and eat in college, there are social activities, academic associations, sports teams, a common room. The intramurals with a league of 20 teams provide sport for every undergraduate who wants it. By 'tradition' rooms are on 'staircases' and only students from different disciplines are put next to each other. A college neighbour may be in a vastly different discipline, and college friends will range over many disciplines.

Strangely though, all disciplinary lectures and labs are taught in University 'Schools'. You travel from college to the School. At the school the staff is provided from the colleges as appropriate so all college 'Dons' are teachers in a school although not all colleges are represented in each school. All teaching, examination, field work, etc. is run from the school; which has a chairman and resembles a department. The school is responsible directly to Senate, and no one ever heard of a 'Faculty'.

Finally there are University associations, clubs, and sports teams, covering every conceivable activity: astronomy, theatre, publishing, philosophy, motor racing, beagling; to name only a few. These activities are carried at a very high level, so that

cricket and football for example compete regularly in national leagues equivalent to the CFL and NHL for their sports. College theatre and choirs have gone on world tours, and the Heretics Society might hear Kenneth Clark, Bronowski, Medawar, Ryle, and Joseph Needham in one term. *These activities are sponsored, managed, and financed solely by students.* The University and the Faculty play no role whatsoever, unless asked to perform, coach, or introduce.

How is it possible? The pattern that has evolved deliberately leaves you as an intimate member of two small subgroups within the mass. First of all students are members of a school at which everyone is engaged in their discipline, and only their discipline, with considerable professional esprit. Secondly he is an intimate member of a group of companions (his college), from many disciplines, and with a distinctive life style which he chose when he selected his college. Finally and most importantly he is treated as an individual by a man who knows he has responsibilities for sixteen students. It is relatively easy to guarantee close attention and real understanding on those terms. A tutor may maintain contact for a life-time—and why not? Twenty years would only see 320 individuals, or one half the introductory class at some universities.

Contrast the way we handle a similar number of people. One of those abominable Newfie jokes describes a Newfoundlander working on a cattle ranch. He had to count the stock every evening and used to take hours doing it. It turned out he was counting all the legs, (A devil of a job in a moving herd), and dividing by four. Well, there is a real Newfoundland joke which asks for the only thing dumber than a dumb Newfie, and the answer of course is a smart Professor. The student knows how we count students. We add up the course registrations. Then we divide by five, for 'full time student equivalents.' No department in Concordia knows how many human beings it teaches in any one year. 595 registrations could be 119 people or 595 people or any number in between, and nobody knows.

All a teacher knows is that he faces a bewildering array of humanity, far more individuals than the statistical 19:1, and a student may rapidly acquire a sense of anonymity which is remote from the intentions and the hopes of his chosen university.

The Cambridge form of college has no relevance for us, since we do not have residences and because they are alien to our culture. However, there are some important lessons. The college is extra curricular, the department is powerful, and is the curricular strength. The vitality, standards, and self sufficiency of the student activity, fostered by the intimacy of collegial life are a major characteristic of the final mix. Above all, there is the way numbers are handled, and that lesson is compelling, urging us to view the deans' proposal carefully and constructively.

The Deans' proposal for Colleges

The Deans have correctly identified a number of material benefits from a collegial plan. They have failed, however, to convince anyone as to financing, or as to their administrative structure, which on paper exceeds even the present monster in its potential complexity. They have also failed, through lack of time, to make a case for the spiritual, or morale aspect. Had they done so the value would become so clear that we might all turn serious attention to how we achieve it.

The college has its greatest advantage in reducing the numbers associated and allowing individual identity to emerge. Even without separate educational philosophies, merely having ten units whose students took essentially the same range of conventional university programmes, would humanize the university, and each unit would undoubtedly acquire character. At risk of sounding elitist, there are 'roundheads and cavaliers', aesthetes and intellectuals, socialites and workers, and each will flourish in compatible society. One college might develop an ambience of music and art, another the aura of a monastic cell, and another a no-frills work-a-day world with electronic media.

Who knows? We can hardly legislate it. But its self selected community will undoubtedly flourish. To mix all those qualities in gigantic numbers renders them all ineffective. We must not add to the familiar inverted snobbery an inverted elitism which, in compelling commonality, denies individualism.

Schumacher's theory of large-scale organization is highly relevant, and should be understood by everyone involved in this debate. The division of large industries into associations of quasi-firms with dissimilar management styles has proved effective as well as humanizing, and the ability to organize our community into smaller units within which people can know and understand one another, with opportunity but no compulsion to embrace the larger world, can only lead to better scholarship and self awareness. It is urgent that we recognize that this devolution is not a 'merely' spiritual or sentimental idea, but a hard practical one which can be ignored by the world community only at some peril. Small is not merely beautiful, it is utterly practical, and will soon become essential.

Even so the colleges need not be confined to arbitrary 'pick-up teams'. The idea of an overall theme or concept has real merit too. The 'old' Loyola and the 'old' Sir George are perfectly good examples. The Catholic College is the only clearly expounded collegial concept in the Deans' report, the others being 'programmes' of the old nuts and bolts type, easily achievable within the present system. (I am not a Catholic.) I can imagine for example a "Labour College" where the students are bound by a common concern for the industrial labour environment of modern society, the awareness of the blue collar realm. They might come from any sector of society, and might all take conventional degrees; in political science, urban studies, economics, law, anthropology, or management. They would share common concerns and could communicate meaningfully. Guest speakers could span the realm adequately, and the fellows would build the necessary resources and contacts over years. A Public Service College, a Women's College (not for women only), an Arts College, a 'Mediaeval' College: whatever the variant, none should be thought of as 'programmes' but as *people with a common drive*, associations of human kind. The work they do might well be entirely within departments. The departments will provide academic quality; the colleges will provide the esprit with which students will optimize the departmental potentials. The departments could extend the collegial personal environment too, if they simplify their offerings and re-deploy resources. An essential part of this proposal is strong departments with affective freedom, and the means are available if, and only if, we accept a certain simplicity, and escape the Academic Meccano Syndrome.

All of the evidence points to the value of devolution, and so my proposal begins with the department.

Policy requirements of proposed simplification and liberalization

1) Agree upon the number of departments and the disciplines for degrees, including divisions offering a general degree—Arts, Social Sciences, Humanities, etc.

2) Define a threshold of existence for every discipline, while guaranteeing current level of resources. Convince everyone that no one can gain or lose in the numbers game, through an internal decision, under a 5 year limit. All total increases or decreases will have their impact shared: perhaps by part-timers so that long term trends may be recognized eventually with 'permanent' establishments. Virtue will become, temporarily, its own reward. Security will encourage fundamental integrity and solely academic considerations of faculty, students, and departments.

3) Within this guarantee, and after guidelines have been established, encourage tactical flexibility. A department may have large classes or small, or an extreme mix. It might assign teaching loads in ways that leave research and writing time, or recognize different life styles. It might have a timetable that allows large time blocks field work, labs, or research. Judge the department for budgets only on total registration, as a student-faculty ration.

4) The 'cost' of this general condition is that the departments now observe these limitations on the form of its activities as they will appear in the reformed calendar.

a) Assume departmental independence only within the guidelines.

b) Each department outline its discipline and purpose. If it has more than one 'stream' or 'area', identify them, and explain their recognition outside the University. Define a single major as a definitive core for the discipline, and a single definitive Honours degree.

c) As a mental exercise each department will define the minimum number of courses they could offer and still give one honours degree. If a choice is suggested in the advanced levels justify that choice in a minima context. If the choice is to ensure streaming, or area studies, define only the minimum requirement for the stream. Aim at a maximum of 16 courses and give them generic designations. (See below.)

d) Revise nomenclature so that course titles are generic not specific, and list a maximum of 16 (20 if all requirements are entirely within a department). Ten will give Honours, sixteen will provide 3 streams if there is a core of seven, including an essay or research paper.

e) For the actual range of specific courses offered under the generic titles the department will be guided by staff number and enrolment. There should be a minimal offer of 3 courses per faculty member up to a student staff ratio of 20/1, and a maximum of one added course for each additional 20 full time students. Departments should ensure that day students may receive all their training during normal hours, while night students have access to a similar range. This involves dedicating one third of teaching time to the evening division.

f) Any department may offer a variety of courses under one generic heading (See below). The range of such offerings will be a function of staff-student ratio. The range and variety may vary from year to year.

g) Actual course descriptions by year would be a departmental document. Under the existing generic title would appear a specific title (or titles), course description, texts, objectives, etc. This document would be obligatory, and would require the approval of the Dean or his representative.

h) The calendar would stand for five years at least. If necessary the departmental handbook in a signed version would be the legal record filed *in toto* with the Registrar.

i) The calendar would be a simple document opening with descriptions of the colleges. It would be brief as to degree requirements and course listings but would include imaginative, dignified, and intellectual descriptions of the disciplines and the aims of each department. This last would also appear as preface to the departmental handbook. Since we are no longer fragmented in our options we no longer need the multi-manual.

j) The colleges would also have handbooks outlining their character and aims, and explaining the personal relationship to be established.

Example of a different approach to the degree programme, on a simple calendar entry

This example is intended only to show the feasibility of simple alternate forms, and no rigidity is implied. Each department might have very different programmes. The essential point is to reduce the range of specific offerings and substitute a more limited number of generic titles clearly relevant to the programmes they serve.

A. A degree is awarded on completion of a programme in one of the "schools" (departments). In disciplinary schools it will be a Bac. Specialise.

B. A programme in a disciplinary school completed with a B average will be recognized with an Honours degree.

C. In addition to "Schools" for each current discipline, there may be general schools such as: 'Humanities', 'Social Science', 'Science', 'Commerce', etc. All of the latter will give general degrees only. They may be staffed from departments, or may add their own faculty, as necessary.

The following text is a sample of a programme as it might be offered by a disciplinary school. In the first version it could be implemented immediately and allows streaming, or multiple programmes. The second version is more extreme, but offers real independence to a discipline and maximum economy of expression and management.

Geography Programme — Version 1

Arranged by year; first, second, third. Offered in groups (courses) of 3, 3 and 5.

Year and topic are defined only in the sense of subject areas to be mastered, and the general topics to be examined. In this example systematic streams suit geographers. Historians and others might prefer 'areas' or 'periods', or indeed any other form of grouping.

Single Stream (Honours Geography)

First year: Human Geography I, Physical Geography I, Cartography I, 12 credits free choice from any first year offerings.

Second year: Human Geography II, Physical Geography II, Regional I, 12 credits free choice of any first or second year offering.

Third year: Human Geography III and IV, Physical Geography III and IV, Essay.

Total offerings: 10 courses and essay. Staff of 4.

Double stream: Honours degree in 'Human' or 'Physical'

First year, A and B: Human Geography I, Physical Geography I, Cartography I, 12 credits free choice from any first year offering.

Second year, A and B: Human Geography II, Physical Geography II, Regional I, 12 credits free choice from any first or second year offering.

Third year A: Human Geography III, IV and V, Regional II, and Essay. B: Physical Geography III, IV and V, Regional II, and Essay.

Total offerings: 13 courses and essay. Staff 5.

Three streams: Honours degree in 'Human' or 'Physical' or 'Urban'

First year, A, B, and C: As above. First year.

Second year, A, B and C: As above. Second year.

Third year, A and B: As above. Third year. C: Urban Geography I, II and III, Human III, and Essay

Total offerings: 16 courses and essay. Staff of 6.

The implementation of the "generic" titles

a) Only the content of first year courses needs to be rigidly defined. All other titles are generic and allow a department to pursue the topic in its most effective manner.

b) Third year time blocks need not follow 6-credit courses. Stream A might have Human III 12 credits; and divide it any way they like. Four, five, or six sequential units, two or more parallel streams, field work and two shorter formal courses, 8 credits lecture, 4 credits lab., etc. *Because every student has five courses in the department there is no time-table problem.* Using the most fitting allocation of time gives great potential for field work, travel, and practical exercises.

c) The courses identified as II, III, etc. need not be identical each year. The title merely indicates that subject to be pursued. The content may vary from year to year as may the instructors, although it might be wise to confine this flexibility to IV, V and higher stages. They must only further the training of a disciplinary professional. Again control of the whole last year gives a possibility of enormous richness and flexibility.

d) The actual courses to be given in each year will be described in the departmental handbook. It would give a specific title under the generic title and could well include an extended course description, texts, instructor, and etc.

e) Where staff and enrolment exceed the minima, a school may offer choice in the format; "from: IV, a, b, c, 'n'". These choices are *never* promised to be permanently available. To be clear: the generic headings would remain stable in number; the subtitles (specific) for the year could show options under such single generic numbers as IV or V and there could be as many as you wish, or are justified by enrolment.

f) The night university can be run by offering the two required courses for each year in a single stream, providing a total of six, and can run at half staff *because it is arbitrary*. Thus a single stream Honours programme, day and evening, requires six staff without putting day students into evening classes. The arrangement needs explanation:

Those years that require three courses

A, B, and C, can be presented: AB, BC, AC, Repeat

Students can take one or a pair and finish in two years. If out of step he takes an option — in fact the option is the only reasonable cause.

The final year that requires four 'courses'

A, B, C and D can be presented AB, CD, Repeat, or AC, BD, Repeat.

The odd course (Essay in our example) may be taken any time but a person writing essay selects course by the *next* year's cycle, e.g. A plus Essay, C and D, B; *not* A and B, C plus Essay, X.

As a practical matter this format could be implemented now in Geography, with little change. The specific materials taught under the heading Physical I, II, or III etc. could very well be what are now designated 271, 371, 372, 373 and 475. They could be changed, re-ordered, or extended, later. They could be presented in any desirable mix. If staff and enrolment permit they could all be given; but neither the content nor the presentation is committed by the calendar.

Geography Programme — Version 2

This proposal, apparently an extreme one, in fact could be used to give an extremely liberal education with an absolute minimum of management problems and maximum participation by students.

Arranged by year, 1, 2 and 3, offered in credits 30, 30, 30.

First year: Human Geography I, Physical Geography I, Cartography I, Language I, Maths I.

(Language would be a free choice of any language or literature course, ancient or modern. Maths from any available Arts Faculty maths or statistics course.)

Second year: Human II, Physical II, Regional I, Multidisciplinary I, Faculty I

(Multidisciplinary I: Visitors from other departments and outside as deemed appropriate and possible. Content not guaranteed annually each visitor assigned whatever time is necessary.) (Faculty I, Faculty, graduates, and visitors on theory, method, research, criticism, a weekly symposium.)

Third year: Human III and IV, Physical III and IV and Essay.

This proposal may also be streamed, and all other notes apply. Its main distinction is the absolute freedom in timetabling and presentation. An imaginative department could give a superb degree.

The Deans' Report and the Chaikelson-Cohen Plan.

I have criticized the Deans' plan for its threatening complexity of administration. None of the officers described in the Report could operate effectively and for the common good, without an awareness in some detail of all the divisional operations. In other words the same net that now exists will be extended to include colleges. It is also clear that it is impossible to merge departments in conventional form without great expense, and loss of faculty and student time on a huge scale; nor can a positive value be identified beyond graduate work which could be achieved in the present system anyway. The extended availability of courses is a myth, given the time slots that exist, and the distance apart of the campuses. This is a major argument in its own right so I will restrict myself to challenging anyone to produce a meaningful integration across the board, or a merger without high costs; and to suggest that it is astounding that no one challenges another massive self-induced haemorrhage of our enfeebled academic body.

However the Cohen-Chaikelson report is worse. It seems foolhardy to say that one hundred and fifty faculty members are wrong, but the truth is that the signatories have a great variety of motives, all legitimate; and in opposing the obscene rush to a predictably chaotic and tiresome change, they have united. Some wish to kill the collegial idea forever. Some wish to side-track it so it will die on its own, others have a genuine wait and see attitude. Some are merely challenging the undemocratic nomination system, while others are saying they have not yet seen an attractive and clearly viable proposal. Some are opting for a status quo.

Unfortunately they have all supported a conservative stand-fast attitude which includes concessions to the Deans. Where there were three faculties they have three faculties, and the only dream murdered is the Loyola Arts and Science faculty, which was real before the merger. The super-council for hundreds of faculty is a paper token only for theat previous sense, and the reorganization has vast work and cost implications, while

Loyola campus

THURSDAY 10

SHARED SUPPER: Bring some food for a common supper at 6 p.m. in Belmore House

SPANISH AMERICAN CIVILIZATION FILMS: "Pampa Galopee" (25 min.) and "Argentina: People of the Pampas" (16 min.) in AD-502 at 7 p.m.

SOCIAL JUSTICE FILM SERIES: "Indonesian Boomerang" at 7:30 p.m. in Belmore House.

IGNATIUS OF LOYOLA CELEBRATION: Stephen Casey, S.J. on "Ignatius: The Classical Man" in the Loyola Chapel at 12:05 noon.

EXPLORING EMPTY SPACES: A program on Death and Loneliness sponsored by the Program Development Sector of the Dean of Students Office and the Lacolle Centre for Educational Innovation. Call local 341, 343 or 343 for further information. Clark Moustakas on "Creative Paths to Loneliness" in the main lounge of the Campus Centre at 7:30 p.m. Admission is free, but tickets are necessary (available at the Dean of Students Office, AD-135).

ENGLISH DEPT: Film of Jean Genet's "The Balcony" at 7 p.m. in the Vanier Auditorium. Admission \$2.

FRIDAY 11

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

DISCO: Campus Centre, with R.P.M. from 8 p.m.

EXPLORING EMPTY SPACES: A workshop with Clark Moustakas on "Creative Paths to Loneliness" at the Campus Centre, Conference rooms 1 and 2 from 9:30 a.m. to 4:30 p.m. Pre-registration is necessary at the Dean of Students Office, AD-135, prior to the workshop.

SOCIAL JUSTICE FILM SERIES: "Indonesian Boomerang" at the Campus Centre, Conference room 1 at 12 noon.

SKATING WITH THE BLIND CHILDREN: At the rink, help guide the children from 8:45 a.m. to 10 a.m.

IGNATIUS OF LOYOLA CELEBRATION: Father Stephen Dubas, S.J. on "Ignatius: A Man for Our Times" in the Loyola Chapel at 12:05 noon.

SATURDAY 12

DISCO: At the Campus Centre with R.P.M. from 8 p.m.

MOSLEM STUDENTS ASSOC.: Social from 3 to 6 p.m. in the main lounge, Campus Centre.

GAMES ROOM: Open from 11 a.m. to 4 p.m. at the Campus Centre.

MONDAY 14

EXPLORING EMPTY SPACES: Dr. Sup Mei Graub, Loyola Guidance, will conduct a workshop on "Exploring our Attitudes and Feelings in Relation to Death" at the Campus Centre Conference rooms 1 and 2 from 12 noon to 2 p.m.

EXPLORING EMPTY SPACES: Poetry Reading with Loyola poets presenting their poems on death and loneliness. Vanier Auditorium from 3 to 5 p.m.

EXPLORING EMPTY SPACES: "Movement and Poetry", an experiential workshop with Barbara MacKay and Ralph Allison at 7:30 p.m. in the Chameleon Theatre.

EXPLORING EMPTY SPACES: Discussion with Dennis Murphy, Communication Arts on "It's O.K. to Have These Feelings" at the Campus Centre Conference rooms 1 and 2 from 12 noon to 2 p.m.

EXPLORING EMPTY SPACES: Films and discussion: "Death" and "The Upturned Face", Vanier Aud., 3-5 p.m.

EXPLORING EMPTY SPACES: Peter Arnott's marionette performance of "Faustus" at 8 p.m. in the Chameleon Theatre. Admission is free but tickets are necessary (available in AD-135).

THE UNIVERSITY SHAKESPEARE SOCIETY: "Romeo and Juliet" in F.C. Smith Aud. 2 p.m. \$2.50; students \$1.50. Phone 482-0320, loc. 534.

TUESDAY 15

THE NATIVE PEOPLES OF CANADA: Mark Gordon, Northern Quebec Inuit Assoc., on "What is being done? What can be done?", 7 p.m. Bryan Bldg. 206.

THE UNIVERSITY SHAKESPEARE SOCIETY: See Monday 14.

WEDNESDAY 16

EXPLORING EMPTY SPACES: Dr. Joseph McLure, Director of Mental Health on campus and Chief of Psychiatry at St. Mary's Hospital, will show a film "That Feeling of Depression" and will lead a discussion after it in the Campus Centre Conference rooms 1 and 2 from 12 noon to 2 p.m.

EXPLORING EMPTY SPACES: A film "Death and Mourning" with a discussion to follow in the Vanier Auditorium from 3 p.m. to 5 p.m.

EXPLORING EMPTY SPACES: Dr. Balfour Mount, Head of the Palliative Unit at the Royal Victoria Hospital on "Confronting Death" and the showing of the film "How Could I Not Be Among You" at 7:30 p.m. in the Loyola Chapel. Admission is free but tickets are necessary (available in AD-135).

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

CREATIVE ARTS FESTIVAL: At the Campus Centre, main lounge at 7:30 p.m.

FRENCH CONVERSATION: Quiet Bar of the Campus Centre from 10 a.m. to 2 p.m.

THE UNIVERSITY SHAKESPEARE SOCIETY: See Monday 14

THURSDAY 17

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

MATHS STUDENTS ASSOC.: Meeting at the Campus Centre Conference rooms 1 and 2 from 12 noon to 1 p.m.

VARSITY ATHLETICS AWARD RECEPTION: Campus Centre in the main lounge from 6 p.m. to 2 a.m.

DEBATS-MIDI: Dr. Jack McGraw (Philosophy), Father John O'Brien, S.J. (Communication Arts), Dr. Sean McEvenue (Theology), Bob McDowell (student in Theology) and Dean Alfred Audet (chairman) on "The Right To Die" at the Campus Centre, main lounge from 12 noon to 2 p.m.

EXPLORING EMPTY SPACES: Two films, "Though I Walk Through the Valley" and "The Parting", followed by a discussion with Steve Sims (Campus Ministry) in the Vanier Auditorium from 3 to 5 p.m.

THE UNIVERSITY SHAKESPEARE SOCIETY: "Romeo and Juliet" in F.C. Smith Auditorium at 8 p.m. Admission non-student \$3.50, students \$2.50. Information and reservations daytime 482-0320 loc. 534.

Notices

CANADA MANPOWER: Deadline for applications for Telesat Canada is March 16 for science graduates in computer science or mathematics (assistant programmer) to work in Ottawa.

ADMISSIONS OFFICE: Undergraduate calendars 1977-78 are available to all students of Loyola campus, until March 11 from 9:30 a.m. to 9 p.m. in the Guadagni Lounge, 4th floor, Central Building. There will be no mailing of calendars. Bring your I.D.

ART WORKSHOP: Habush Exhibition-Sculpture and Graphics until March 30th at 7306 Sherbrooke St. W. Monday to Friday from 11 a.m. to 10 p.m.

Events

Sir George campus

THURSDAY 10

CONSERVATORY OF CINEMATOGRAPHIC ART: "Alpha-ville" (Jean-Luc Godard, 1965) with Eddie Constantine, Anna Karina and Howard Vernon at 7 p.m.; "Made in U.S.A." (Jean-Luc Godard, 1966) with Anna Karina, Laszlo Szabo, Jean-Pierre Leaud and Yves Alfonso at 9 p.m. in H-110; \$1 each.

INTERUNIVERSITY CENTRE FOR EUROPEAN STUDIES: Dr. Michel Vovelle, Universite d'Aix-Marseille, presently at the Institute of Advanced Studies, Princeton, speaks on "L'economie et la societe francaise au XVIIIe siecle: la bourgeoisie commerciale en transition" at 8:30 p.m. in room 6410, 1199 Bleury Street.

WEISSMAN GALLERY & GALLERY TWO: Retrospective by Graham Coughtry, until March 15.

GALLERY ONE: Works by Eduardo Paolozzi (organized by the

National Programme of the National Gallery of Canada), until March 15.

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

LATIN AMERICAN STUDENT FESTIVAL: Exhibition on the mezzanine, 10 a.m. - 10 p.m.

FRIDAY 11

RELIGION SOCIETY: The North American Indian Travelling College lectures on Amer-Indian Religion and Tradition at 8 p.m. in H-820.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Lotte in Italia" (Jean-Luc Godard) and "British Sounds" at 7 p.m.; "Le Week-end" (Jean-Luc Godard, 1968) with Mireille Darc, Jean Yanne, Jean-Pierre Kalfon and Jean-Pierre Leaud at 9 p.m. in H-110; \$1 each.

STUDENT LITERARY ASSOCIATION: Three films — "Virginia Woolf: The Moment Whole", "Albert Camus: A Self Portrait" and "James Joyce's Dublin" at 8:30 p.m. in H-420; free.

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

LATIN AMERICAN STUDENT FESTIVAL: Exhibition on the mezzanine, 10 a.m. - 10 p.m. Movie — "El Topo" (Alexander Jodorosky) at 1 p.m. in H-110; free. Concert — Joe Armando presents "Afro Latin Expressions" at 4:30 p.m. in H-110; \$1. Play — "La Parabola" by Socaire at 8 p.m. in H-937; free.

SATURDAY 12

CONSERVATORY OF CINEMATOGRAPHIC ART: "La Chinoise" (Jean-Luc Godard, 1967) with Anne Wiazemsky, Jean-Pierre Leaud, Michel Semeniako and Lex de Bruijn at 7 p.m.; "Comment ca va" (A.M. Mieville and Jean-Luc Godard, 1976) at 9 p.m. in H-110; \$1 each.

LATIN AMERICAN STUDENT FESTIVAL: Closing dance at 8 p.m. in the cafeteria (7th floor, Hall bldg.), admission \$2.

SUNDAY 13

CONSERVATORY OF CINEMATOGRAPHIC ART: Children's series — "Courage of Lassie" (Fred McLeod Wilcox, 1946) with Elizabeth Taylor, Frank Morgan, Tom Drake and Lassie at 3 p.m. in H-110; 75 cents.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Vent d'est" (Jean-Luc Godard, 1969) with Anne Wiazemsky and Gian Maria Volonte at 5 p.m.; "Pravda" (Jean-Luc Godard, 1970) and "Ici et Ailleurs" (Jean-Luc Godard) at 7 p.m.; "Le Gai Savoir" (Jean-Luc Godard, 1969) with Jean-Pierre Leaud and Chantal Jeanson at 9 p.m. in H-110; \$1 each.

MONDAY 14

CONSERVATORY OF CINEMATOGRAPHIC ART: "Deux ou trois choses que je sais d'elle" (Jean-Luc Godard, 1966) with Marina Vlady, Anny Duperey, Roger Montsoret and Raoul Levy at 8:30 p.m. in H-110; \$1.

ELECTRICAL ENGINEERING: Dr. George Szentirmai, Fellow IEEE, of the Rockwell International, California on "Charged Coupled Devices in Signal Processing" at 7 p.m. in H-762.

COMMUNITY POLITICS SEMINAR: John Ciaccia, M.N.A., speaks at 6:15 p.m. in H-607.

TUESDAY 15

CONSERVATORY OF CINEMATOGRAPHIC ART: "Tout va bien" (Jean-Luc Godard — Jean-Pierre Gorin, 1972) with Jane Fonda, Yves Montand, Vittorio Caprioli and Jean Pignol at 8:30 p.m. in H-110.

ELECTRICAL ENGINEERING: Dr. George Szentirmai, Fellow IEEE, of the Rockwell International, California speaks on "Computer Aids in Circuit Design" at 7 p.m. in H-762.

FINE ARTS: Tom Hodgson, Toronto artist, speaks on "Creativity is Change" at 8:30 p.m. in H-420.

COMMUNITY POLITICS SEMINAR: Seminar with Ronald Cohen, lawyer, and Aime Cohier, pres. of S.E.I.U. local 298, Q.F.L., at 8:30 p.m. in H-635.

CANADIAN STUDIES: Prof. Christine Allen speaks on "Nietzsche's Theory of Women" at 2 p.m. in H-762.

WEDNESDAY 16

CONSERVATORY OF CINEMATOGRAPHIC ART: "1 plus 1" (Jean-Luc Godard, 1968) with Mick Jagger and the Rolling Stones and Anne Wiazemsky at 8:30 p.m. in H-110; \$1.

ELECTRICAL ENGINEERING: Dr. George Szentirmai, Fellow IEEE, of the Rockwell International, California speaks on "Computer Aided Filter Synthesis" at 10 a.m. in H-762.

COMMUNITY POLITICS SEMINAR: Bob Keaton, M.C.M. councillor, speaks at 6:15 p.m. in H-607.

COMMERCE STUDENTS' ASSOCIATION: Hon. Jean-Pierre Goyer speaks on "The Federal Government's Expenditure Program: Who Wins and Who Loses?" at 2 p.m. in H-110.

RELIGION DEPARTMENT: Farvagaananda on "Hindu Mysticism in Contemporary World" at 8 p.m. in H-762.

THURSDAY 17

CONSERVATORY OF CINEMATOGRAPHIC ART: "Numero Deux" (Jean-Luc Godard, 1975) with Sandrine Battistella, Pierre Drudry, Alexandre Rignault and Rachel Stefanopoli at 7 p.m.; "Les Carabiniers" (Jean-Luc Godard, 1963) with Marino Mase, Albert Juross, Genevieve Galea and Catherine Ribero at 9 p.m. in H-110; \$1 each

COMMUNITY POLITICS WEEK: Seminar with George Springate, M.N.A., at 10 a.m. in H-607.

JAZZ CONCERT: By the Toronto Artists' Jazz Band which includes Quebecois artist Graham Coughtry now exhibiting at the Sir George Williams Art Galleries at 8:30 p.m. in the D.B. Clarke Theatre.

WEISSMAN GALLERY, GALLERY ONE & GALLERY TWO: Faculty of Fine Arts Annual Undergraduate Exhibition, until April 5.

FRIDAY 18

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Hasidim", "The Shakers in America", "Healing Ministry of the Church", "Power of Silence" and "Islamic Mysticism, the Sufi Way" at 7 p.m.; "The Gospel According to St-Matthew" at 9 p.m. in H-110; \$1 each.

SATURDAY 19

CONSERVATORY OF CINEMATOGRAPHIC ART: "Elvira Madigan" (Bo Widerberg, 1967) with Pia Degermark, Thommy Berggren and Lennart Malmer at 7 p.m.; "Summer with Monica" (Ingmar Bergman, 1952) with Harriet Andersson and Lars Ekborg at 9 p.m. in H-110; \$1 each.

Concordia-wide

THURSDAY 10

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

FRIDAY 11

COMMERCE & ADMINISTRATION FACULTY COUNCIL: Meeting at 9:30 a.m. in room AD-128, Loyola Campus.

Awards

CANADA. CENTRAL MORTGAGE AND HOUSING CORP. Graduate Scholarships in Urban and Regional Affairs. March 15. CANADIAN INSTITUTE OF FOOD SCIENCE AND TECHNOLOGY. Food Science Scholarships. March 15.

MONTREAL TRUST CO. Walter C. Sumner Foundation Fellowships. March 15.

DAMON RUNYON-WALTER WINCHELL CANCER FUND. Damon Runyon Research Grants. March 15.


GOVERNMENT OF NORWAY. Bursary at Folk High School. March 15.

INSTITUTION OF MINING AND METALLURGY. Edgar Pam Fellowship. March 15.

THE ROYAL SOCIETY. Commonwealth Bursaries Scheme. March 15.

Those wishing their events to appear in this column, please contact Gabrielle Murphy (AD-233 Loyola Campus) 482-0320 ext 313 or 421 or Maryse Perraud (Bishop Court 213, Sir George Campus) 879-8499. Events to be listed must be in by Monday for Thursday publication.

Did you know that in Chicago, George Williams was paraded as a knight when he was quite evidently a commoner?



And did you know that in Montreal, Sir George Williams came under the guise of a commoner when he was clearly a knight?

These and other mysteries will be unravelled in the Illustrated History of Sir George Williams University, a packed compendium of recollections (silly and sober), buttons, facts and figures, inventions, pennants and other things, all to be collected and prepared for publication in the summer.

If staff or students have a story to tell, or items to lend to the project, please be in touch with the information office to arrange interviews.

Please fill in the instant clip out form and send it on to the Information Office, BC-213.

name _____

place & time best to contact (and tel.) _____

topic/s arts & letters, science & technology, business and commerce, sport,
student life, legislative, grads you know,
other _____

continued

offering no specific benefit. There is lip service to smallness, but the smallest units now extant are wiped out of existence, with only the vaguest notion of future 'small units' (small undefined) at some future date. The sweeping merger of departments is a massive and potentially fatal error for purely mechanical reasons which have not been evaluated.

Finally and most fatally the bolt-on attitude has succeeded again. 'Colleges' are *added* structures and the proposal, implementation and operation are to be further burdens added to the re-shuffling of divisions and departments, and continued complexity of operation of our conventional machine.

A specific simple proposal

As a positive suggestion, we can reform and simplify departments without trauma. The very act of simplification releases resources of the most important kind — intellects and the time to use them in, and that act alone would be valuable. Next, create colleges which are spiritual alliances not programmes. I will say more about resources but I will point out here that students who chose to set aside activity fees of \$35 a year in a college of 1,000 could buy or lease a fine building, free of government, and do with it what they like. To register within a college, obtain your results, guidance, perhaps tutorials, certainly an appropriate environment, could be enormously satisfying. The colleges can be staffed entirely by departmental faculty; they too benefit by associations within the new super faculty.

The problem seems to be money but that is only because all sides see colleges as add-on units. If we can grasp the idea of restructuring, not extending structure and if we think of reallocating resources not allocating more, then everything is possible. As a serious example: Bishop Court would make a fine college and if our administrators were scattered in rooms across both campuses, they would come to appreciate the workaday nature of our problems, and might decentralize rather than amalgamate.

The restructuring needs no revolution either. One way to simplify the administration is to have only Colleges in the hierarchy and no faculty divisions. If we took our present Faculties, exactly as they are, and called them colleges with binding instructions to undertake devolution in an orderly fashion to whatever number of colleges seems suitable, there would be no disorder and no departmental crises. Colleges once created would *not* be integrated and would retain administrative awareness only for their own establishment. The Dean, above the colleges, would manage budgets with deference to the thresholds and security of departments as already designated. The colleges, having no faculty of their own would be using the departments as their main resource. There would be a simple linear relationship, and with the devolution of quality control to the operating units, a massive decrease in complexity and in increase in academic achievement of all kinds.

SGWU HISTORY PROJECT
Information Office
Bishop Court 213
Sir George Williams Campus
[university mail only]