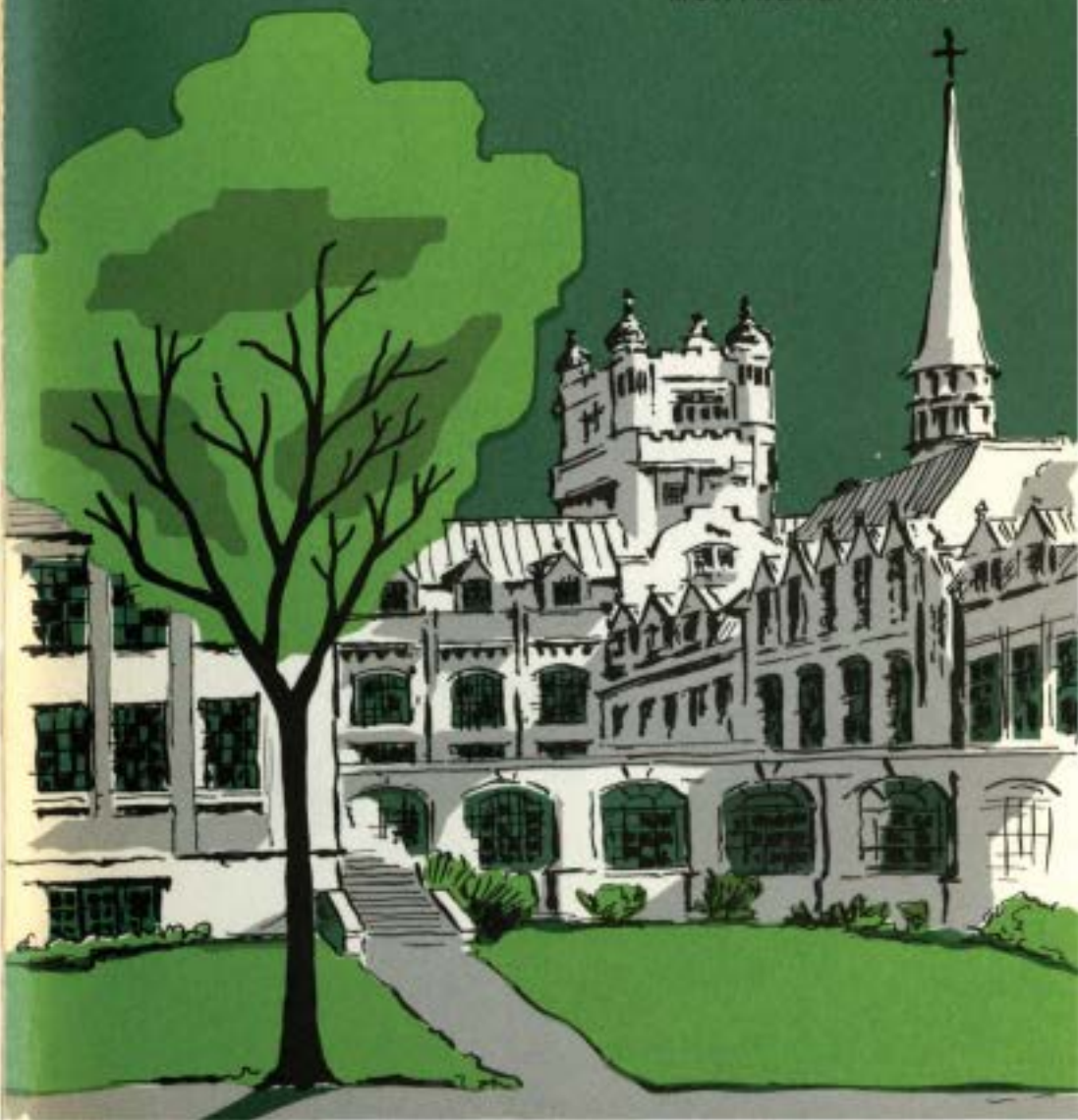


PRESIDENT'S REPORT  
1966-1967

# Loyola

COLLEGE  
MONTREAL, CANADA



## CONTENTS

|                                                            |    |
|------------------------------------------------------------|----|
| THE PRESIDENT'S INTRODUCTORY REMARKS .....                 | 2  |
| REPORT OF THE DEAN OF STUDIES .....                        | 6  |
| REPORT OF THE DIRECTOR OF FRESHMEN .....                   | 15 |
| REPORT OF THE FACULTY OF ARTS .....                        | 17 |
| REPORT OF THE FACULTY OF SCIENCE.....                      | 19 |
| REPORT OF THE FACULTY OF ENGINEERING .....                 | 21 |
| REPORT OF THE FACULTY OF COMMERCE .....                    | 22 |
| REPORT OF THE EVENING DIVISION .....                       | 24 |
| REPORT OF THE REGISTRAR .....                              | 31 |
| REPORT OF THE CHAIRMAN OF THE LIBRARY BOARD ....           | 38 |
| REPORT OF THE CHIEF LIBRARIAN .....                        | 42 |
| REPORT OF THE DEAN OF STUDENTS .....                       | 45 |
| (a) Director of Physical Education and Athletics .....     | 46 |
| (b) Chaplain .....                                         | 47 |
| (c) The Director of Financial Aid .....                    | 48 |
| (d) The Dean of Women .....                                | 49 |
| (e) The Dean of Men .....                                  | 50 |
| (f) The Dean of Residence .....                            | 50 |
| (g) The Director of the Student Placement Service .....    | 51 |
| (h) The Director of Student Health Services .....          | 52 |
| REPORT OF THE DIRECTOR OF DEVELOPMENT .....                | 54 |
| REPORT OF THE PRESIDENT OF THE ALUMNI<br>ASSOCIATION ..... | 57 |
| REPORT OF THE TREASURER .....                              | 58 |

## INTRODUCTORY REMARKS

1966-67 at Loyola was another period of outward growth as well as a time for more conscious purposefulness and inward growth. Physical expansion, palpable as parking problems, the number of periodicals in the library and the purchase of nearby buildings for needed facilities, was experienced in almost every part of the college. Its impact was most forceful in surging student enrolment, continued development of faculty, the rise in the financial cost of providing undergraduate education, the new construction that has cost more than two million dollars and the added instructional equipment valued at about five hundred thousand dollars.

Inward growth and purpose are harder to delineate. So much so that some people deny that inward growth is taking place or that consciously-sought purpose is any longer relevant. Parading under a lofty banner of objectivity or moral relativism, such people march away from the necessity and responsibility that the human condition imposes on us to use the mind to make judgments; and, of course, they all the while make judgments without wishing to be conscious of them. Mindlessness is condoned in the present decade because the man of to-day finds more congenial work in activism and agitation. Loyola's brush with this type of person on campus has proved a stimulating experience and, I must admit, a rude awakening to all who comfortably felt that the primacy of the mind could never be questioned in the making of man and his world. Both the activist and the traditionalist can derive profit from a recent remark of Clark Kerr, former President of the University of California. "The headlines of the past few years", he says, "have belonged to the political activists and to the Bohemians. The impacts for the future may belong as much or more to the innovators who will seek ways to encourage rather than disappoint creativity and draw forth involvement rather than intensify alienation".

The words (including the borrowed ones) in the preceding paragraph are not used as a condescending indictment. They are merely a reminder of perspective and purpose, an implicit acceptance that university teaching and university government need reform precisely on points that many of us have too long accepted as right and inevitable. During the year under review, Loyola has found ways, with the active collaboration of the Board of Governors and the faculty, to lessen the preponderance of clerical authority in the Board and in the whole institution. The senate has been confirmed as a body of administrators and teaching staff whose structure and procedure is democratic, whose responsibility is meaningful. After much deliberation, the senate was moved by the desire to improve communication between the teaching corps and student life to admit representation from those administrative officers closest to student welfare, student activities, and student government. It has also sanctioned student membership on a variety of departmental and senate committees.

The channels between more senior members of the campus and students have always been reasonably good in matters academic. The channels connecting the college to the student as human beings are not as well constructed and

tended as those to the student as student. Yet personal communication is vital both for the human condition and for academic achievement. Once the natural charism of a good small college, effective communication in the institution that moves at a more hectic pace, serves a more numerous and less homogeneous student body, and belongs to a turbulent society, can, to say the least, hardly be taken for granted. The senate at Loyola has moved forward to make provision; more remains to be done.

During this year, the faculty has laboured hard and long to bring substantial and needed revisions to the curriculum. As the Dean of Studies implies in his comments, further revisions are to be expected; indeed, already questions about the basic structure of the academic programme, about its adaptation to the preferences and potentialities of individual students, about teaching methods and the use of professors' time come more often and more searchingly. The advances made in inter-disciplinary presentations are only a beginning of the curricular reform that students warmly, if sometimes inarticulately, urge and faculty more closely examine.

In the great North American debate about the governance of universities, faculty members sometimes join with students in a clamor against administration. Undoubtedly, administration has many faults. But the fact remains that the complaints from students often lie in areas that faculty cherishes as its own: curriculum, instructional content and method, imaginative use of students' capabilities in the process of their education. Professors are dedicated, competent and humanly involved in their tasks, but they too can be among those who have accepted what exists as right and inevitable. In so doing, they may be establishing a pattern for still wider co-operation; they may thus be moving to still more fertile ground for achievement, namely, the acceptance that, as President Pusey of Harvard puts it, "the generations are . . . in fact inescapably bound together in any honest search for quality in life".

During the year under review, our campus stirred to agitation and debate about the academic freedom of professors. Since convictions were deep and emotion ran high, some of the debate was overly polemical: clear analysis of fundamental issues sometimes fell victim to debating points. But now that calm is restored, it might be useful for this campus to clarify the fundamental issues still more. We could study with profit the address entitled "Academic Freedom and Academic Discipline" which Dr. John B. MacDonald pronounced at Convocation on June 2nd, 1967 at the University of British Columbia where he was, until recently, the President. In referring to our local debate, I should certainly record the judgment shared by administrative officers, faculty members, students and student activists that the exercise was a valuable one with maturing impact on the campus community. And it was a matter of considerable gratification to all that Loyola's record of academic freedom for its teachers was unanimously endorsed as excellent. Finally, it is to the credit of the most active among the students that courtesy, adherence to the real issues, and free speech marked the sessions.

Academic climate, intrinsic worth apart, counts heavily with potential recruits to faculty. So too does a certain sense of financial security, especially

for the man with familial or other economic and social obligations. We regret that the protracted deferment of Loyola's recognition as recommended by the Parent Commission militates against a sense of security. So too does the fact that governmental assistance to Loyola comes in much less generous measure than it does to other institutions operating on the same academic and budgetary level. Yet, despite apprehension related to their personal responsibilities, our faculty have manifested notable loyalty. Their initiative in shaping curricular reform, studying university government, assisting student activities, and their diligence on committees, special projects and research earn the warm appreciation of the entire college community at Loyola. It is remarkable that each year the faculty roster is on balance stronger than in the previous year.

This report does not attempt to resume all the activities of students on campus and in the larger community. But it must note that, with the consent of the Board of Governors and the Senate, the student body at Loyola is now a separately incorporated body with its own legal rights and responsibilities. It may be further noted that the students who have been admitted as members to meetings of academic departments, to committees of the Senate, and to innumerable *ad hoc* committees have made a remarkably constructive contribution to the deliberations of these bodies.

The Board of Governors has played an important role in guiding the College in its policies and operations; it has set itself the task of providing suitable statutes for the institutions; through its committees, it has given enlightened leadership to several areas of college life that are not directly academic; and it has authorized a joint Board-Senate Committee to provide in still another way for meaningful dialogue and decision. We regret the loss by death of His Excellency, General George Vanier, honorary Governor and most loyal alumnus, and of Mr. Frank McDougall, quiet but efficient member of the Board. We also acknowledge our debt of appreciation to Lt.-General Frank Fleury for his effective and amiable leadership as Chairman of the Board in some difficult years. We welcome Messrs. E. F. King, H. J. O'Connell, and W. H. Wilson as old friends and new Governors of Loyola. We are pleased by the decision of the Honourable Mr. Justice Paul C. Casey to accept the chairmanship of a Board that he knows from long experience. Much of the present activity of the Board springs from the Chairman's personal attention and research.

At the end of the year, after classes were dismissed, Loyola sent a representative delegation to Quebec to wait upon the Committee on Public Bills. Their task was indeed a simple one, namely, to request satisfactory interim status for Loyola within the revised charter for L'Université de Montréal which was in committee stage before the Legislature. However, thanks to the opportunity kindly afforded our spokesman, Mr. T. P. Slattery, Q.C., by the Chairman of the Committee, Prime Minister Daniel Johnson, we had a generous and attentive hearing from thirty or forty députés and from the various delegations directly concerned with the bill under discussion.

Though newspaper reports were somewhat pessimistic, our delegation agreed that we had made good progress since, for the first time in our history,

we had been heard directly by the members of the Legislative Assembly, the people who must decide our future. True, the hearing was not in the Chamber or before the entire Assembly, but it was a beginning towards an implementation of our revised status.

In reply to many questions put by committee members, Loyola showed that it, in fact, manages its own affairs to the satisfaction of Canada's academic community; that its students are accepted without difficulty in graduate professional schools in Canada and abroad, that it is ranked by size above over half the degree-granting institutions in Canada, and enjoys full membership in the Association of Universities and Colleges of Canada; that its rate of growth is among the highest in Quebec; its financial commitments, like its academic offerings, are on the level obtaining in chartered universities.

Among the many other topics that were touched on in our two appearances before the committee, the question of government support was raised. We did not have opportunity to expose at any length our view that Loyola feels entitled to greater financial aid from government. We are prepared to show that equitable assistance to Loyola is the simplest, most logical and least expensive alternative open to the government in providing for the educational rights of the students enrolled here. We hope to discuss this matter with the Ministry in the coming year; we believe that the sympathy and encouragement shown us at the committee hearings give us ground for hope that our financial difficulties will be met with tangible relief.

Fortunately, the donations from various sectors of the general public continue to flow in and allow us to progress towards the necessary capital expansion. We are grateful to our many generous friends for their contributions which allow us to move closer to the objective set for our fundraising campaign.

News about faculty changes are reported on a later page as are changes among student personnel officers. I should like to note here that Mr. R. P. Duder has been appointed as Assistant to the President and Secretary to the Board of Governors, Mr. B. H. McCallum as Director of Alumni Affairs.

Since these matters are not reported on elsewhere in the Report, I mention in closing that the Loyola Bonsecours Centre, in Old Montreal, continues to attract favourable attention, that we have established a series of evening concerts and that our modest permanent art collection gives pleasure to all those who take time to look at it in the College halls.

PATRICK G. MALONE, S.J.,  
*President.*

## REPORT OF THE DEAN OF STUDIES

This Report consists of two sections. The second includes data provided by this office and dealing with Faculty:—Faculty promotions, additions, publications, etc. The list of publications is a partial list, since some publications were not reported by members of Faculty. In the first section I make some comments about the work of the Senate and its committees. Information dealing specifically with a particular faculty will be found in the reports of the Associate Deans.

### SECTION I

Several important steps were taken during the year in the evolution of the College Senate. In order to make more explicit the Senate's interest in all phases of student life, the Dean of Students was added to the Senate and the Committee of Student Life was declared a Senate Committee. Further adjustments were made in the Senate's membership so that the proportion of elected to appointed members remained approximately the same. At the present time, out of a total membership of twenty-five, fourteen are elected. The Senate also decided on the term of each of its members and assigned a retiring date for all non *ex officio* members.

At the same time the Executive Committee was reorganized so that it now consists of the President, the Dean of Studies, the Secretary, and four members of Senate elected by the Senate. The four members elected were Professors Adams, Bessner, Blonar and Graham.

I might make reference to two other items in the revision of the Constitution of the Senate. Number VIII of the Constitution states that the Senate is the authority in all academic matters and has the right to concern itself with matters indirectly academic. And number X of the Constitution provides that in order to revise the Constitution of the Senate, a motion must be presented at two successive meetings of Senate and passed by a two-thirds majority on each occasion; it must then be presented to a meeting of the Faculty and passed by a simple majority of those voting.

The by-laws of the Senate were also revised. The revised Constitution will appear in the Faculty Manual.

During the past year also a Nominating Committee of Senate was created and the following committees were declared Committees of Senate—Academic Standing, Admissions, Curriculum, Evening Division, Library Board, Research, Scholarships and Student Life. Considerable time was devoted to a discussion of student representation on Senate Committees and the first step was taken towards such representation by appointing students to the Committee on Student Life.

Of special importance in the academic program were the changes in the curriculum recommended to Senate by the Curriculum Committee and approved by Senate. Some of these changes consisted in a reduction of the total number of required courses in all faculties so that more room would be allowed for electives, particularly electives associated with the student's major. The principle of a double major was accepted and the first experiment was adopted in the Arts Faculty. A new general Science program was approved and this will begin

in the academic year 1967-1968. Other changes involved adjustments in major programs already existing and the adoption of a new major in German.

At various times during the discussions in the Curriculum Committee, reference was made to the need for more experimentation on inter-disciplinary studies. The College has already embarked on some inter-disciplinary work in the various faculties; there is much more to be done. It is to be hoped that discussion will be continued this year at the departmental level and at the Curriculum Committee level. There would seem to be many reasons for a Liberal Arts College to take a leading role in this kind of revision of the standard college curriculum. The Philosophy Department and the Department of Theology have shown interest during the past year in some form of inter-disciplinary work with other departments of the Arts Faculty.

A special problem, the future of Computer Science at Loyola, was given to an *ad hoc* Committee of Senate for further consideration and recommendations. Another *ad hoc* committee of Senate was created to study the problem of plagiarism in students' essays.

#### FACULTY LEAVES OF ABSENCE 1966-67

*Dr. N. DeTakacsy*, Department of Physics

*Dr. D. McDougall*, Chairman, Dept. of Geotechnical Science

#### ADDITIONS TO FACULTY 1966-67

##### ASSOCIATE PROFESSORS:

*Rev. D. Fogarty, S.J.* Dept. of Communication Arts

*Dr. J. Lavery* Dept. of Psychology

*Dr. V. Maheux* Dept. of Psychology

*Dr. A. Newell* Dept. of English

*Dr. S. Russell* Dept. of English

*Dr. I. Shtern* Dept. of Mathematics

##### ASSISTANT PROFESSORS:

*Rev. W. Browne, S.J.* Dept. of Theology

*Dr. E. Chown* Geotechnical Science Dept.

*Prof. H. Hanrahan* Dept. of Business Administration

*Prof. J. Jenkins* Geotechnical Science Dept.

*Dr. P. Leduc* Dept. of French Studies

*Miss D. Park* Philosophy Dept.

*Prof. D. Porter* Political Science Dept.

*Dr. A. Raff* English Dept.

*Prof. H. Ripstein* Dept. of Accountancy

*Dr. Udo Sautter* Dept. of Modern Languages

*Prof. A. Small* Political Science Dept.

*Prof. K. K. Tam* Physics Dept.

*Prof. J. Tascone* Sociology Dept.

# LECTURERS:

|                           |                         |
|---------------------------|-------------------------|
| <i>R. Barberis</i>        | Theology Dept.          |
| <i>T. Berns</i>           | English Dept.           |
| <i>Miss J. Anderson</i>   | English Dept.           |
| <i>B. Cavanaugh</i>       | Philosophy Dept.        |
| <i>J. Collins</i>         | Theology Dept.          |
| <i>J. Krantzberg</i>      | Mathematics Dept.       |
| <i>D. Levy</i>            | Dept. of French Studies |
| <i>Miss M. MacFarlane</i> | Computer Science        |
| <i>E. Rioux</i>           | Dept. of French Studies |
| <i>J. Sabat</i>           | Dept. of Mathematics    |
| <i>F. G. Sawyer</i>       | Theology Dept.          |
| <i>J. Shin</i>            | Dept. of Physics        |
| <i>J. Soric</i>           | Dept. of Mathematics    |
| <i>M. Spicer</i>          | Theology Dept.          |
| <i>N. Truchon</i>         | Dept. of French Studies |

## FACULTY PROMOTIONS 1966-67

- Prof. David Bonyun*, Department of Mathematics, promoted from Lecturer to Assistant Professor.
- Prof. R. Coyte*, Department of Political Science, promoted from Lecturer to Assistant Professor.
- Prof. J. Dauvergne*, Department of Economics, promoted from Lecturer to Assistant Professor.
- Dr. C. E. Eappen*, Department of Physics, promoted from Assistant to Associate Professor.
- Dr. Henry Habib*, Department of Political Science, promoted from Assistant to Associate Professor.
- Rev. C. Henkey*, Chairman, Department of Theology, promoted from Associate to full Professor.
- Rev. T. Hoey, S.J.*, Department of Classics, promoted from Assistant to Associate Professor.
- Prof. A. Krakow*, Department of Engineering, promoted from Assistant to Associate Professor.
- Prof. S. Kubina*, Department of Engineering, promoted from Assistant to Associate Professor.
- Prof. D. MacDonald*, Department of Accounting, promoted from Lecturer to Assistant Professor.
- Prof. C. Rouben*, Department of French Studies, promoted from Lecturer to Assistant Professor.
- Prof. M. Tiffou*, Department of French Studies, promoted from Instructor to Lecturer.
- Prof. A. Webster*, Department of Theology, promoted from Lecturer to Assistant Professor.

## FACULTY DEPARTURES 1966-67

|                          |                                    |
|--------------------------|------------------------------------|
| <i>Dr. W. Arnold</i>     | Department of Philosophy           |
| <i>Prof. E. Batiuk</i>   | Department of Mathematics          |
| <i>Dr. R. Becka</i>      | Department of Philosophy           |
| <i>Mr. M. R. Blei</i>    | Department of French Studies       |
| <i>Mrs. E. E. Cran</i>   | Classics Department                |
| <i>Prof. H. Edwards</i>  | Psychology Department              |
| <i>Dr. S. Kranck</i>     | Department of Geotechnical Science |
| <i>Prof. J. Little</i>   | Department of Political Science    |
| <i>Sister Mary Peter</i> | Department of Theology             |
| <i>Mr. I. Pfeiffer</i>   | Mathematics Department             |
| <i>Mr. D. Scavone</i>    | Department of Classics             |
| <i>Mr. P. Sehgal</i>     | English Department                 |
| <i>Rev. J. Zalotay</i>   | Theology Department                |

- Robert K. Martin, B.A.* (Wesleyan University). He will join the Department of English. Presently completing doctoral requirements at Brown University.
- Lawrence C. Menard*, Department of Sociology. B.A. (St. Procopius College, Illinois). He is presently completing his doctorate requirements at Columbia.
- Mrs. E. Preston, B.A.* (University of Manchester). Joining the Classics Department, Mrs. Preston is presently completing requirements for her M.A. at McGill.
- Mrs. Gall Valaskakis* joins the Department of Communication Arts. She received her B.Sc. from U. of Wisconsin and an M.A. from Cornell.
- Mrs. L. Van Toch* joins the Department of French Studies. She has a B.A. from University of Durham, L. ès L. (Lille) and M.A. (Durham).

## DEATHS:

- Prof. B. J. Fahey*, formerly Sessional Lecturer in the Department of Classics, died during the year.

## FACULTY AWARDS 1966-67

- Dr. Paule Gagnon-Leduc*, Department of French Studies, received a Canada Council award for summer research in France.
- Rev. Jacques Monet, S.J.*, Department of History, was awarded a Nuffield Foundation Travel Grant for 1967 which enables him to do research in Britain.
- Dr. D. O'Brien*, Department of History, received a Canada Council award in aid of research.
- Dr. R. Ruigh*, Department of History, was awarded a Canada Council Senior Fellowship with a grant of \$6,500. Dr. Ruigh will be on leave of absence from Loyola for one year.
- Dr. D. Savage*, Department of History, received a Canada Council Grant of \$3,000 for the African Studies programme.
- The following members of the Science Faculty received National Research

#### Council Grants:

*Dr. S. N. Bagchi; Dr. K. Ekler; Prof. D. Bonyun; Rev. R. T. Cronin, S.J.; Rev. W. Lonc, S.J.; Dr. D. McDougall; Dr. T. Nogrady; Dr. S. Santhanam and Prof. K. K. Tam.*

*Dr. Paul Toupin*, Department of French Studies, received a Canada Council award for summer research in France.

#### DOCTORATES AWARDED:

The following members of Faculty received doctorates:

*Dr. John Morgan*, Department of Philosophy, Ph.D. from University of Southern California.

*Dr. John McGovern*, Department of History, doctorate awarded from University of Wisconsin.

*Dr. A. Newell*, Department of English, doctorate awarded from University of Pittsburgh.

*Dr. Anton Raff*, Department of English, doctorate awarded from Cornell University.

*Dr. L. Sugden*, Department of French Studies, doctorate awarded from University of Nice, France.

*Dr. K. K. Tam*, Department of Physics, Ph.D. from University of Windsor.

#### FACULTY PUBLICATIONS 1966-67

*Prof. Daniel Brown*, Department of Classics, gave a paper at the annual meeting of the American Philological Association and the Archaeological Institute of America in Toledo, Ohio. The paper was entitled "Apollodorus Against Timotheus: Political and Private Responsibility in 4th century Athens".

*Dr. John Buell*, Department of Communication Arts, gave a talk to the Faculty Association on "Communications and Change".

*Prof. J. T. Copp* of the History Department was the co-author of a recently published book "Confederation 1867". This is the first in a series entitled "Problems in Canadian History". Prof. Copp is the General Editor and the book has been published in both French and English.

*Prof. John Collins* of the Theology Department took part in a Dialogue at Mount Royal United Church. He spoke on "What do we believe about the Nature of the Church?".

*Rev. Charles Henkey*, Chairman of the Department of Theology, gave a paper on "Freedom and the Catholic School" at a Symposium on Christian Education held at St. Joseph Teachers College in October 1966. He also gave a public lecture on the "Death of God Theology" at the Marist College, Poughkeepsie, N.Y. and participated in a Dialogue at Mount Royal United Church, his topic being "The Role of the Church in the World Today". Fr. Henkey gave a series of four public Lectures on Teilhard de Chardin sponsored by the Ecumenical Centre of Montreal. He had two book reviews published in *Theological Studies* and gave a talk on "Philosophical aspects of Contraception" to the Loyola Philosophy Club. A theological paper on Birth Control was given at a Panel Discussion sponsored by the Loyola Arts Society. He also gave a talk to the Faculty Association on "The Death of God".

- Dr. Richard Hinners, Department of Philosophy, had a book published by Desclée de Brouwer on "Ideology and Analysis: A Rehabilitation of Metaphysical Ontology". He also spoke to the Faculty Association on "The Matter and Morals of U.S. Policy in Vietnam". At a symposium on *Man and His Environment*, held at the University of Toronto, he spoke on "Values in a Technological Environment".
- Dr. A. G. Hooper, Chairman of the Department of English, addressed the Faculty Association. His topic was "Practical Criticism".
- Dr. A. Kawczak of the Philosophy Department read a paper to the Association of Polish Engineers of Canada in Montreal on "Mental growth in the light of new theories". He lectured on "Some Philosophical Aspects of the Theory of Positive Disintegration" at the University of Alberta and gave a paper on "Philosophy and Psychiatry" at the First Congress of Scholars and Scientists sponsored by the Polish Institute of Arts and Sciences in America, held at Columbia University. Dr. Kawczak also read a paper on "Contemporary Philosophy and the Problem of Morals" to the Association of Polish Technicians in Montreal. It was subsequently published in the Literary Supplement of Toronto's *Polish Voice*, April 1967. He read a paper on "A new Concept of Authentic Existence" at the Seventh Inter-american Congress of Philosophy in June 1967.
- Dr. A. Lauzière, Chairman of the Department of French Studies, gave papers on "The Teaching of French in the High School", "The Preparation of Teachers of French", and "Trends and Ideas on the Teaching of French" at a Conference sponsored by the College of Education of the University of Saskatchewan and the Saskatchewan Teachers' Federation in January.
- Prof. John Mackriss, Department of French Studies, gave a paper on "Recherches sur le style de Saint-Jean Chrysostome et de Bossuet" at the Annual Conference of the Association Canadienne-Française pour l'Avancement des Sciences held at Laval University.
- Dr. D. McElcheran of the Chemistry Department read a paper to the Faculty Association on "The Birth and Death of a Star".
- Rev. Elmer O'Brien, S.J., Department of Theology, participated in a panel discussion on the question of celibacy on the CBC programme *Contact* in January 1967. He also delivered an address on "Man and his World" at the Twenty-sixth annual Temple Emanu-El Institute on Judaism. Fr. O'Brien directed the Third Annual Contemporary Theology Institute, the theme of which was "The Future of Theology".
- Rev. G. O'Brien, S.J., of the Theology Department, had an article published in *Continuum*, vol. 3 on "Anti-Modernism: The Integralist Campaign".
- Rev. J. E. O'Brien, S.J., Chairman of the Department of Communication Arts, gave two papers on "Communication Theory" at a three-day seminar in Toronto sponsored by the Canadian Urban Training Project for Christian Service. A paper on "Theological Underpinnings of the Christian Pavilion at Expo '67" was given before a plenary session of the Expo Corporation and delegates from across Canada. Fr. O'Brien also read a paper at a

symposium at the University of Saskatchewan, Regina Campus, on the present position of Communications' Technology and Research in Canada. He was also invited to a consultation at the Centre for the Study of Democratic Institutions in Santa Barbara, California and gave a paper at Jean-de-Brébeuf College on "La sécularisation et les moyens de communication sociale au Québec". The Canadian Universities Alumni Group invited him to speak on "The World outside and the pictures in our heads". He was also appointed a consultant for a series of TV workshops sponsored by the Bell Telephone Company for their senior executive officers. The Advertising and Sales Club Executives of Montreal invited him to speak on "Interpersonal Communications and Conflict" and he participated in a series of programs on "Would you believe" for CBC-TV.

*Rev. C. B. O'Keefe, S.J.*, Dean of Studies, addressed the Faculty Association on "Conservative Reaction to the Enlightenment". He read a paper to the Montreal Rotary Club on "Modern Trends in Higher Education" and the following reviews by him have been published by *The Catholic Historical Review* — Jean Guéhenno, *Jean-Jacques Rousseau*; of Lawrence Bongie; *David Hume, Prophet of the Counter-Revolution*; and Charles Ledré, *L'Abbé de Salamon, Correspondant et Agent du Saint-Siège pendant la Révolution*.

*Professor Anthony Raspa*, Department of English, had his pamphlet "Theology and Poetry in Donne's Conclave" published by *ELH, A Journal of English Literary History*, vol. 32, no. 4. *The Cambridge Review*, University of Cambridge published his article on "Distinctions in Poetry", vol. 89, no. 2132.

*Dr. D. Savage* of the History Department gave a paper on "The Origins of the Irish Conservative and Unionist Party, 1867-1886" at the annual meeting of the Canadian Committee on African Studies at Sherbrooke, Que., June 1966. Dr. Savage also gave a paper on "New Interpretations of Mau Mau" to the Montreal Faculty Seminar on Africa in February 1967.

*Dr. S. Santhanam* of the Department of Physics read a paper to the American Physical Society in New York City on his research work in nuclear resonance fluorescence.

*Prof. F. Sawyer*, Department of Theology presented two papers to the Anglican students of McGill University at Canterbury House. The topics — "From Thomas Aquinas to Vatican II", and "Ferment in the Church — a view of birth control".

*Rev. Bernard Sloan* of the Theology Department gave a series of seven lectures on *Adult Formation Through the Scriptures*. These were presented at Annunciation Parish, T.M.R.

*Dr. Paul Toupin*, Department of French Studies, had his play "Chacun son amour" televised on Channel 2. He also gave two talks at the Laurentien University, Sudbury, Ontario on "Berthelot Brunet" and on "St. Simon et ses Mémoires". Dr. Toupin was named editor of the "Cahiers de l'Académie Canadienne-Française".

## GUEST LECTURERS:

- Rev. Daniel Berrigan, S.J.*, author, poet and lecturer, spoke on "Christian Conscience and Peace".
- Rev. Joseph F. Costanzo, S.J.*, Associate Professor of Political Philosophy and Historical Jurisprudence at Fordham University Graduate School and the author of several books, gave a talk on "China and the U.N."
- Dr. J. M. S. Careless*, Chairman of the Department of History at the University of Toronto, gave a public lecture, sponsored by the History Department and the Lord Acton Society. His subject was "The Sociable Side of Confederation".
- Dr. Kazimierz Dabrowski*, Professor of History, University of Alberta, gave a talk on "Projects of Interdisciplinary Research in Positive Disintegration of Personality".
- Dr. M. Dutta*, Tallman Visiting Professor of Mathematics, Bowdoin College, Brunswick, Maine, gave the following lectures — "Entropy — its significance and utility"; "On New Classes of Orthogonal Polynomials" and "On the conceptual Foundations of Statistical Physics".
- Dr. Eleanor Dulles* spoke to the students of the Political Science Department.
- Mr. George Ferguson*, Editor of the Montreal Star, was the guest speaker at the 70th annual Loyola Convocation.
- Rev. Leo Foley* of the Department of Philosophy, Catholic U. of America, spoke on "The Laws of God and the Law of Man".
- Dr. Bernard Lander*, Sociologist from Hunter College and a member of President Johnson's Committee to study crime and delinquency in the U.S., spoke on "Critical Analysis of Contemporary Research on Delinquency and Narcotic Addiction". His lecture was sponsored by the Department of Sociology.
- Professor José Ferrater Mora* spoke at a lecture sponsored by the Department of Philosophy. Professor Mora is a member of the Philosophy Department of Bryn Mawr College, Pennsylvania. He has also taught at Princeton and the University of Chile at Santiago. He is the author of several books.
- Rev. Arthur Pare, S.J.*, Professor at Shadowbrooke College, spoke on "The Catholic Church in Nazi Germany".
- Professor Edgar Rosenberg*, Associate Professor of English at Cornell University, gave the annual Lahey Lecture. The title of his talk was "Disorder in Dickens".
- Mr. Claude Ryan*, Editor of *Le Devoir*, was the guest speaker at the Fall Convocation held in October 1966.
- Professor W. Stankiewicz* of the University of British Columbia addressed the students of the Department of Political Science on "A Political Theorist looks at his Field".
- Rev. John L. Thomas, S.J.*, gave a Lecture, sponsored by the Department of Sociology. The subject of his talk was "Population Explosion — A Bomb or a Dud".

- Dr. E. J. Tyler*, Chairman of the Department of Psychology at Brandon College, was invited to speak to the students by the Department of Psychology.
- Mr. Robert N. Thompson, M.P.*, National Leader of the Social Credit Party, was sponsored by the Department of Political Science and gave a lecture on "Canada's Asian Foreign Policy".
- Dr. Frederick Wilhelmsen* of the Department of Philosophy, University of Dallas, and the author of a number of books on Philosophy, gave a lecture sponsored by the Department of Philosophy.
- Dr. Cedric H. Whitman*, famed Harvard scholar, gave a talk on "The Heroic Paradox" a subject on which he has written three books. Dr. Whitman was sponsored by the Department of Classics.
- Mr. Francis Warner*, a senior Fellow and Tutor at St. Peter's College, Oxford, was sponsored by the Department of English and spoke on "The British Theatre since 1955".

C. B. O'KEEFE, S.J.,  
*Dean of Studies.*

## REPORT OF THE DIRECTOR OF FRESHMEN

The role of the Office of the Director of Freshmen is one of academic administration; the Director reports to the Dean of Studies and works with the Associate Deans of the four Faculties and with the Chairmen of the Academic Departments. The specific responsibilities of the Office may be broken down into two categories; administrative and the organisation of academic services.

The Director of Freshmen serves as a Head of Department for all Freshmen Students. In this capacity, he handles registration discrepancies, course changes, special privileges for illness and physical handicaps. An academic file on every Freshman Student was maintained and these files were turned over to the Associate Deans concerned at the end of the academic year.

In order to provide the potential Loyola student with a general outline of the courses of study, course descriptions, services available and a résumé of the academic regulations, the Office of the Director of Freshmen published an "Information Bulletin for the Freshman Year of Studies." In June 1967, this booklet was sent to selected applicants for the next term. Copies were also sent to the Principals of the High Schools in the Montreal Area.

Surveillance of the academic progress of Freshman Students is a very important function of the Office. The large classes in this year necessitated the November Tests being administered as class tests; the marks were compiled and recorded by the Office of the Director of Freshmen. Students whose November Test Marks indicated academic difficulty were advised by personal letter to see either their Faculty Adviser or the Director of Freshmen for guidance. Furthermore, the Mid-Year Test Marks were reviewed with the Associate Deans of Faculties, after which much work was done on the files of the students whose cases were reviewed by the Committee on Academic Standing. The Final Marks were also reviewed with the Associate Deans of Faculties, and recommendations made on the students whose final academic standing was borderline.

The academic services coordinated by the Office of the Director of Freshmen include Academic Orientation, Faculty Academic Counselling, "How to Study" Classes, Remedial Reading and Freshman Assemblies. No "Remedial Reading Programme" was arranged for this past year.

Academic Orientation is a very important part of a student's introduction to higher education. In this year's Programme, the Freshman Students were welcomed, introduced to and briefed by the senior members of the Administration, the Faculty and the Upperclass Students. An attempt was made to diversify the programme by the addition of an informal outdoor Coffee Party where members of the Faculty were given the opportunity to meet the Freshman Students. Seminars were also conducted by Upperclass Students.

In November, 1966 the Freshman Students were assembled for Academic Orientation II, at which a motivational N.F.B. Film, entitled "The University", was shown to them.

One of the most important tasks of this Office is to coordinate the Freshman-Faculty Advisory Programme. This year, sixty-seven Professors

were engaged in counselling approximately 590 Freshman Students on a person-to-person basis. The success of this programme is very difficult to assess; it is certain that at least a small number of the Students were stimulated by contact with a member of the Faculty.

A series of lectures on "How to Study", given by Faculty Members, was also coordinated through this office. The student response to these classes was disappointing.

Along with its practical role of administration and services, the Office of the Director of Freshmen, through personal interviews and correspondence, endeavoured to encourage scholarship, promote intellectual pursuits and exhort the Freshman Student to answer responsibly the question "Why are you attending University?"

W. J. COZENS,  
*Director of Freshmen.*

## REPORT OF THE FACULTY OF ARTS

It should be noted at the beginning that no summary report such as this can possibly capture the sense of excitement at Loyola. The creation of new, and the deepening of established, programmes of study have been welcomed by the students. They in their turn are creating and strengthening areas of extra-curricular activities, such as effective student government, fraternities and sororities, and a drive for student participation in the formation of policy on every level, that are quite challenging and "mature-making". And Faculty, besides providing academic instruction and opportunity on a high level of professional competence, has been eager to find the best formulas for improving academic structures and Loyola's contributions to the educational programmes of Quebec's English-speaking communities.

September 1966 saw a 33% increase in the total number of Arts students:

|                |             |                 |             |
|----------------|-------------|-----------------|-------------|
| Arts I .....   | 529         | Last Year ..... | 440         |
| Arts II .....  | 445         | " " .....       | 334         |
| Arts III ..... | 297         | " " .....       | 206         |
| Arts IV .....  | 188         | " " .....       | 115         |
|                | <u>1459</u> |                 | <u>1095</u> |

The 1095 of 1965/66 was itself a 40% increase over the total number, 783, for the preceding year, 1964/65.

In three years the Arts Faculty has increased some 86%. This is clearly a very rapid rate of growth.

There is a general opinion that Loyola is the better for this sharp increase, principally because it has brought a corresponding increase in the size and quality of Faculty. Impressions and opinions are not satisfactory; Loyola must, (it owes it to itself and to the community), make a detailed study and evaluation of these increases, and their consequences. During the year under review, several changes in curriculum have been made. In range of offerings forty-three new courses have been added by the various departments, and five new degree programmes have been established, namely, Majors in Psychology and Sociology and Honours in French, Philosophy and Political Science.

These additions to syllabus, some increase in seminar courses and the increased registration of students have posed some problems of finding physical space to house classes. With a view to providing against the impending need, the Dean of Arts was authorized to set up a committee of his colleagues to recommend suitable facilities for the Arts Faculty. It can be reported that the committee has been spending many hours of careful study but has not yet completed its recommendations.

Members of faculty have engaged in scholarly writing, as detailed elsewhere in this report, and in a variety of projects. For the second consecutive year, the Department of Economics under the chairmanship of Mr. W. J. Carroll has conducted a highly successful seminar for their colleagues in the area. The series of guest lectureships provided by the Departments of Philosophy and Political Science have proved of excellent calibre. The Departments of History at Sir George Williams University and Loyola played host to the annual conference of the Canadian Association for American Studies; Dr. D. O'Brien

was in charge of local arrangements. Professor C. Schlacks has launched the first volume of a quarterly journal "Canadian Slavic Studies — Revue Canadienne d'Etudes Slaves" and has won the active collaboration of his colleagues in at least sixteen Canadian universities. Professor Donald C. Savage is editor of another new scholarly periodical "Canadian Journal of African Studies — Le Journal Canadien des Etudes Africaines" which is published by Loyola for The Committee on African Studies in Canada. It is interesting to note that both publications are bi-lingual.

Because of the continuing collaboration between Loyola and Canadian University Service Overseas in providing orientation for volunteers bound for East and Central Africa, care has been taken with the aid of a matching grant from The Canada Council, to increase the library's African holdings.

The Department of English, disturbed by the poor achievement of First Year students in English Literature and Composition, asked one of its senior members, Professor Michael Blamar to take charge of the First Year programme in English. As a result, he initiated the present system whereby students in English 101 attend each week one lecture delivered by a senior member of staff to a large assembly of freshmen, two sessions in seminar groups of eighteen or fewer students presided over by a junior member of staff, and one regularly scheduled private tutorial following the correction and grading of each assignment. Thus, under the direction of one senior professor, aided by invited lecturers and twelve full-time instructors (who, themselves receive one full month of training prior to the commencement of classes), students in First Year English are treated to the varied aspects of an interesting curriculum. A similar program but with a totally different curriculum is offered in the Evening Division and again in the Summer Session.

The English Department also sponsored the annual Lahey Lecture which was delivered by Dr. Edgar Rosenberg of Cornell University who spoke on "Disorder in Dickens".

A growing institution that is striving to achieve still better things is in danger of losing clear sight of its purpose. In the need to decide on many things, some of them unforeseen, and to meet emergencies that should be temporary, the temptation is to arrive at recommendations and decisions simply on the transient convergence of conflicting forces or by submission to a momentarily stronger force. Yet, clearly, policy must come as the choice of the best means for obtaining Loyola's objectives. To this end, it is imperative that Loyola put in writing its description of itself and of its objectives. This is a challenging assignment, principally because many of the accidentals that once identified Catholic College education are no longer in existence, and no one has undertaken to spell out the essentials. Loyola must complete this assignment well if her decisions are to be acts of wisdom and not just answering the fire alarm. If Loyola completes this assignment well, it will also have made a great contribution to all its sister Catholic Colleges and Universities.

Once again it is proper to express appreciation and gratitude to all those people, from the Government of Quebec to the Loyola Maintenance Staff, without whose co-operation the Loyola Arts Faculty could not long continue its steady growth.

G. MACGUIGAN, S.J., *Associate Dean of Arts.*

## REPORT OF THE FACULTY OF SCIENCE

In November, the four traditional departments of the Faculty welcomed the Geotechnical Science Department which was withdrawn from the Faculty of Engineering and relocated in the Faculty of Science. It is also worthy of note that the Psychology Department now offers courses open to students registered in the Faculty of Science.

All departments in the Faculty laboured long and zealously in preparing curricula for the new courses in General Science; these labours resulted in the curriculum changes being adopted by Senate toward the end of the year and authorized to begin, subject to departmental choice, in September 1967. The new curricula are detailed and offer the student who is not interested in pursuing post-graduate studies a solid concentration in a chosen department.

The staff in the Faculty of Science now numbers 31 full-time professors and eight part-time instructors. New full-time members on staff are: in the Geotechnical Science Department: Dr. E. Chown and Mr. J. Jenkins; in the Mathematics Department: Mr. J. Krantzberg, Mr. R. C. Moore, Mr. J. Sabat and Dr. I. Shtern; in the Physics Department: Mr. J. Shin and Dr. K. K. Tam. New part-time members are: in the Chemistry Department: Mrs. M. Baldwin and Mr. G. Uihlein; in the Biology Department: Mr. H. S. Dhindsa; in the Mathematics Department: Mr. E. Storr.

While on sabbatical leave, Dr. D. McDougall, Chairman of the Geotechnical Science Department, chaired an International Conference on Applications of Thermoluminescence to Geological Problems at Spolato, Italy.

The Faculty wishes to express deep gratitude and best wishes to Mr. A. MacPhee who is retiring after nearly twenty years of devoted service in the Physics Department.

Seventeen members of the Faculty were actively engaged in research during the year; papers published will be found reported elsewhere. The Faculty is grateful to the National Research Council of Canada, the Defence Research Board of Canada, various industries and Loyola College for grants in aid of research.

The increase in student enrollment in the Faculty continued unabated. 275 freshmen students registered in the Science Faculty; of the 388 upperclassmen, 72 (about 19%) were registered in Honours Courses. Science students appearing on the Dean's List in May 1967 numbered: 1st year — 27, 2nd year — 14, 3rd year — 14.

The Bachelor of Science degree was conferred in May 1967 upon 62 students: 56 men and 6 women.

The Faculty is proud and honoured to report that two of its graduating students in the Department of Chemistry, Mr. John Beck and Mr. Brian Boire, received the Government of Canada Centennial Scholarship. These Scholarships were awarded through the National Research Council of Canada to the 50 students judged by the Council to be the outstanding science graduates in Canada in 1967. Mr. John Beck also received an honourable mention for a Woodrow Wilson Scholarship.

At least 16 of our graduating students have been accepted in Graduate Schools in Canada and the United States. Of these, 7 were from Chemistry, 3 from Mathematics, 3 from Physics, 1 from Geotechnical Science and 2 from Biology. 3 students of the Biology Department were accepted for further studies in Medicine and 4 in Dentistry.

ALOYSIUS GRAHAM, S.J.,  
*Associate Dean of Science.*

## REPORT OF THE FACULTY OF ENGINEERING

### CURRICULUM

The objective of the curriculum offered in 1966/7 was the preparation of students for the degree of Bachelor of Engineering which is awarded at the end of the usual 5-year program in Engineering in Quebec. However, only the first three years were offered — in the areas of Chemical, Civil, Electrical and Mechanical Engineering — because Loyola is not yet empowered to grant a degree in Engineering under its own aegis.

Students who have completed the Third Year and have been recommended by Loyola have been well received by other universities for the completion of the final two years of their program.

The delay that Loyola is experiencing in presenting the Fourth and Fifth year of Engineering and the consequent necessity of preparing students for other universities have provided the staff with the time to strengthen, consolidate and up-date the first three years before having to concentrate on the presentation of the admittedly onerous Fourth and Fifth years. The net result is that Loyola is offering probably the best-balanced first cycle of undergraduate engineering in Canada both in Technology and in the Humanities — the union of which in one man is the preparation most appropriate for the engineer who will have to practice his profession in the final quarter of the twentieth century.

### ACADEMIC PERFORMANCE

The promotion of students from the First Year of Engineering continues to be at a rate of over 80% — and this in a program that is more demanding than in the First Year of Engineering at other universities.

### PHYSICAL FACILITIES

The junior draughting-room is being moved to the basement of the Central Building, an area already largely devoted to other Engineering Facilities.

### GEOTECHNICAL SCIENCE

During 1966/7 Senate approved the transfer of Geotechnical Science from the Faculty of Engineering to the Faculty of Science, a move considered by all the parties concerned as a better arrangement than the previous one.

### APPOINTMENTS, RETIREMENTS

Mrs. E. Parke who had been the secretary of the Faculty since 1963 retired during the session. Every student who knew her became her friend and all staff members admired the efficiency with which she administered their affairs. Mrs. B. Moore who was appointed to replace her is continuing the fine work of Mrs. Parke.

Mr. J. Krantzberg has been appointed lecturer for 1967/8.

Dr. J. B. Phillips, special lecturer in Chemical Engineering, has left to take up a full-time appointment.

GEORGE W. JOLY,  
*Associate Dean of Engineering.*

## REPORT OF FACULTY OF COMMERCE

### PERSONNEL

During the past session, three members were added to the Faculty. They are Messrs. Lawrence Boyle and William Bannister in Business Administration and Mr. Henry Dauderis in Accountancy.

### ENROLMENT—DAY DIVISION

Due to higher admission standards, Freshmen enrolment was curtailed from the previous year, although there were larger classes in the senior years as follows:

|            | 1966-67    | 1965-66    |                                     |
|------------|------------|------------|-------------------------------------|
| Commerce 1 | 169        | 218        |                                     |
| Commerce 2 | 121        | 134        | Majors in Accountancy and Economics |
| Commerce 3 | 98         | 67         | " " "                               |
| Commerce 4 | 60         | 56         | " " "                               |
|            | <u>448</u> | <u>475</u> |                                     |

Twenty-three students' names appeared on the Dean's Honor List as compared with twenty-one of the previous year.

### GRADUATES

It is anticipated that the Faculty of Commerce will have the largest graduating class since the Faculty was organized in 1948.

|           |         |                             |    |
|-----------|---------|-----------------------------|----|
| Graduates | 1966-67 | May and October (estimated) | 75 |
| Graduates | 1965-66 | May and October             | 66 |

A Woodrow Wilson Scholarship was awarded to a student honouring in Economics. Another student is completing his Ph.D. at Michigan University after obtaining his professional diploma from The Institute of Chartered Accountants.

### ENROLMENT—EVENING DIVISION

There were 282 students enrolled in the Faculty of Commerce, Evening Division, in 1967. This indicates that Loyola College is playing an ever-increasing role in adult education for those orientated to the world of business.

### NEW MAJOR IN BUSINESS ADMINISTRATION

The field of knowledge in Commerce is experiencing revolutionary changes. Cybernetics, Linear Programming, Managerial Accounting, Queueing are some of the techniques that are required in the rapid change and complexity of Business, Government and Institutions. Loyola College, with its tradition of the highest academic standards, has recognized these new business skills, and after years of research, will institute a Major in Business Administration for the Evening and Day Division in the 1967-68 academic year. Professor J. R. Hanrahan has been appointed Chairman of this Department.

## COMMERCE STUDENTS' ASSOCIATION OF LOYOLA

Students have been encouraged to participate in various extra-curricular activities so that they may be equipped with realistic administrative experience. During the past year, the Commerce Students Association acted as host to the Thirteenth Annual Congress of the Commerce Students of Quebec. The very successful programme included talks on the following topics:

1. Reasonable Price Stability
2. A Businessman's Perspective
3. Labour Viewpoint on the Inflation Question
4. The Political Perspective
5. Thirty Percent, and All That
6. Labour, Collective Bargaining and Inflation

In addition, this Association produced the first Graduate Employment Manual at Loyola; published an excellent weekly newspaper; organized the Blood Drive; conducted an informative luncheon meeting series with prominent guest speakers; continued a tutorial system; organized tours of many industries including the Montreal Stock Exchange; ran an Outstanding Investment Club giving students insight into the functions of our stock exchange, and many other outstanding activities.

## CONCLUSION

The Faculty of Commerce continued its policy of expansion, maintaining the highest standards and continuing with the philosophy of the College that the development of the man at the undergraduate level is more important than the development of the trade or vocation.

LAWRENCE BESSNER,  
*Associate Dean of Commerce.*

## REPORT OF THE EVENING DIVISION

### *The Growth of the Evening Division*

Much has already been said about the rapid growth of the Evening Division. Up to now, the most often quoted indices of its growth have been total enrollment, number of courses offered, and number of professors involved. These indices, however, are becoming less and less significant since, on all these counts, there has been a levelling off. A point of saturation will soon be reached when all physical facilities of Loyola College available for evening students are used to the maximum.

The time may have come to throw light upon another aspect or index of the growth of the Evening Division, namely the number of its graduates. The Evening Division has now reached the point where, twice a year, an appreciable number of students obtain their Bachelor's degree upon completion of their six to eight year programme of part-time studies. The chart below provides interesting data in that connection, as it reveals a dimension in which the Evening Division may still expand considerably, even without added facilities.

### THE GROWTH OF THE EVENING DIVISION IN RECENT YEARS

| SESSIONS |        | TOTAL ENROLLMENT |        | NUMBER OF PROFESSORS |        | NUMBER OF GRADUATES |            |       |
|----------|--------|------------------|--------|----------------------|--------|---------------------|------------|-------|
| Winter   | Summer | Winter           | Summer | Winter               | Summer | in May              | in October | TOTAL |
| 1960-61  | 1961   | 471              | 276    | 28                   | 17     | 3                   | —          | 3     |
| 1961-62  | 1962   | 630              | 370    | 33                   | 23     | 4                   | —          | 4     |
| 1962-63  | 1963   | 816              | 435    | 46                   | 26     | 7                   | 7          | 14    |
| 1963-64  | 1964   | 1248             | 733    | 67                   | 43     | 15                  | 11         | 26    |
| 1964-65  | 1965   | 1730             | 947    | 64                   | 54     | 11                  | 11         | 22    |
| 1965-66  | 1966   | 1976             | 1238   | 88                   | 56     | 20                  | 21         | 41    |
| 1966-67  | 1967   | 2196             | —      | 99                   | —      | 31                  | —          | —     |

### *The Evening Division Office Staff*

As of August, 1965, the staff of the Evening Division included five full-time members: the Director, the Assistant to the Director, an Office Manager, a full-time secretary, a filing clerk and a part-time secretary. Additional typists were being hired from Office Overload during peak periods. The staff of the Evening Division has now been increased to six full-time employees and three more or less permanent part-time employees. This increase has virtually eliminated the need for additional casual help except on the days of registration proper.

Mr. Leon Brumer, who held the appointment of Assistant-Director, will be leaving for post-graduate studies in Political Science in September, 1967. He will be replaced by Mr. Robert Chelini, who had already been assistant to the former Director.

### *Administrative Re-organization*

The main task accomplished since September, 1965 has been an administrative re-organization. This re-organization was all-embracing, but could be reduced to the following points:

- A. A complete re-organization of student files to insure that all documents relating to one particular student are kept together in a file: one file and only one file for each student.
- B. Setting up of subject files and a classification of all documents relating to previous sessions.
- C. Collation of all registration cards of past sessions chronologically for each student.
- D. Setting up an alphabetical index record of all professors who have taught in evening or summer courses.
- E. Designing a new type of evaluation sheet showing for each student admitted with advanced standing the various credits upon admission and the list of courses to be completed in view of a degree
- F. Revision of all forms used in the Evening Division (application forms, registration forms, contracts for professors, demonstrators and markers, forms for changing of course, section, faculty and address, or for transferring to the Day Division).
- G. Setting up and introducing new procedures to streamline and simplify the handling of applications, registration, examinations, and academic records.

### *Programmes of Studies of the Evening Division*

The Evening Division offers on a rotating basis a variety of credit courses (both prescribed courses and suitable electives) leading to a General Bachelor's degree in the Faculties of Arts, Commerce and Science. Those programmes of studies were published in the calendar for the 1966-67 Winter Session.

The programmes of studies of the Evening Division are derived from those of the Day Division and are basically governed by the same academic standards and regulations which apply to full-time day students. Evening courses parallel very closely the corresponding courses given in the Day Division. Indeed, they are frequently given by the same professors and based on the same textbooks. The main differences which exist between the two Divisions may be accounted for in terms of adaptations which appear justified in dealing with part-time adult students. For instance, programmes of studies available in the evening are not designed specifically for students who are contemplating post-graduate studies. To that extent only general degrees in Arts, Commerce and Science may be obtained by evening students.

We are, nevertheless, pleased to report that several of our graduates are pursuing their studies at the post-graduate level in some of our leading Canadian Universities. One of these students has already obtained his Master's degree, and is now well on the way to his doctorate. Some of our former students and

graduates are teaching already in the Evening Division. This is indeed very rewarding for all those who, in some capacity or other, have taken an active part in the development of the Evening Division.

The General B.A. calls for a total of 22 courses including both electives and prescribed courses. Of the latter, 9 must be taken from two different areas of concentration (5 in the first and 4 in the second). The areas of concentration available during the 1966-67 Winter Session were the following: Economics, English, French, History, Philosophy and Political Science. Three new areas, Psychology, Sociology and Theology, have been approved and will be officially added starting with the 1967-68 Winter Session.

The General B.Comm. degree also calls for 22 courses of which 10 are Commerce subjects proper (Accounting, Business and Economics). The programmes of studies available in view of the B.Comm. degree are the following: Major in Accounting; areas of concentration in Accounting and Business, Business and Economics, or Economics and Accounting.

The General B.Sc. degree up to the end of the 1966-67 Winter Session called for 25 courses in either Chemistry and Mathematics or Physics and Mathematics. During the 1965-66 Winter Session some thought had been given by the Evening Division Committee and the Science Council to reducing the number of courses to 22, but no agreement has been reached. During the 1966-67 Winter Session new programmes of studies in view of the B.Sc. were approved by the Senate. It was understood then that this programme which is to be available for various concentrations such as Chemistry, Physics, Biology and Mathematics and Geotechnical Science would also be available in the Evening Division whenever an agreement is reached as to its timeliness by the Director of the Evening Division, the Dean of Studies and the Chairman of the Department concerned. It has already been decided for instance that the new programme in Biology will be officially announced and gradually introduced, starting in September, 1967, and that the new programmes in Chemistry and Physics will be introduced in September, 1968. The B.Sc. programmes as published in the calendar for the 1966-67 Winter Session will be retained for the time being and gradually phased out, but the number of courses required will be reduced as of now from 25 to 22 by reducing the number of electives.

All the latest changes in programmes of study will be published in the calendar for the 1967-68 Winter Session. The stress will be more than ever before on credit courses. A College Preparatory course in High School Mathematics has been abandoned and likewise a series of courses in English conversation which had been offered up to now at three different levels has been suspended since all these are now being offered by local School Commissions.

*Majors in the Evening Division*

Although majors were at one time offered in the Evening Division, they were all suspended a few sessions ago except for the Major in Accounting. Since then especially brilliant or deserving students contemplating postgraduate studies and interested in majoring in a given field were referred to the Chairman of the Department concerned and whenever possible they were permitted to proceed to a Major by taking specific courses in the Day Division.

Starting in September, 1968, the Evening Division has been authorized to offer a Major in Political Science (Arts) and a Major in Economics (Arts or Commerce). A Major in English has been contemplated, but no final decision has yet been reached. The Director feels that the introduction of Majors although raising real problems in staffing and academic control will contribute greatly to attracting and retaining students of the better type.

#### *The Evening Division Committee*

The Director feels that in order to carry out his tasks efficiently he needs the full cooperation of the various Faculties and Departments. Until such time as a greater integration of the Evening and Day Divisions of this college is achieved, the Director must rely on the advice and support of a strong and well-balanced committee to review the programme of studies, the structure of the various concentrations, the general academic regulations or policies and special problems arising in the case of individual students.

The Evening Division Committee for the Academic Year 1966-67 was composed of the following members:

Dr. M. Blonar, Department of English

Mr. H. Charbonneau, Director of the Evening Division, Chairman

Dr. K. Ekler, Department of Chemistry

Dr. H. Habib, Chairman, Department of Political Science

Rev. A. Nelson, S.J., Department of French

Rev. G. Tait, S.J., Registrar

Prof. E. Whitehall, Part-time Lecturer, Department of Accounting

Mr. L. Brumer, Assistant Director of the Evening Division (though not a member of the Evening Division Committee, Mr. Brumer was permitted to attend all meetings, but without voting privileges).

During the period covered by this report, the Evening Division Committee held regular meetings.

A very real problem of the Evening Division is the proper supervision of the performance of the students. Up to now the Director has sought advice from the various Departments whenever possible, but at the end of either the Summer Session or the Winter Session it has never been possible to review the marks thoroughly. This year again the Director has taken upon himself to warn students whose performance appeared to be less than satisfactory or even, in some cases, to deny them the privilege of re-registering for further courses without special permission. In fact it seemed impossible to do more or better until complete academic records were available for each student. This stage has now been reached and the Director feels that next year the Evening Division Committee should be asked to work out a system whereby the final results of all Evening Division students may be reviewed in pretty much the same way as the academic performance of all students in the Day Division are reviewed annually by the Committee on Academic Standing.

#### *Classrooms Available*

The Evening Division is given absolute priority on all classrooms after 6:00 p.m. during the academic year and throughout the day during the summer

months. Yet the number of courses which may be offered by the Evening Division is limited by the number of classrooms available. The possibility of offering courses off campus has been considered, but the cost of renting classrooms at this time has been found prohibitive.

#### *Improvement of Academic Standards*

The Evening Division intends to maintain a fairly open door to mature students (aged 21 or more and employed full-time for at least 2 years). This may mean a relatively high rate of attrition and failure, but, on the other hand, it will ensure that no applicant offering the minimum guarantees of success will be deprived of a fair and possibly a last chance of obtaining a college education. It has tightened academic regulations for all applicants but in particular for two types of students: a) those who may not re-register in some other institution after failing a year there; b) young High School students who do not meet our requirements for admission as degree students, but who could still easily write High School supplemental examinations to raise their average or to obtain proper standing in the required number of papers. Although the academic standards of the Evening Division depend primarily on the quality of the teaching and on the degree of involvement and cooperation of the various Departments, the Director feels that they will also be greatly improved by the administrative re-organization.

The ratio between the total number of student-courses as shown by registration figures and the number of student-courses which are actually passed or failed or for which no examination has been written could be used as an overall index of the academic standards of the Evening Division. This, however, would need some interpretation as some of our courses, being non-credit courses, do not, strictly speaking, call for a final examination. Furthermore, several students are taking College courses but for non-credit purposes (for interest, as a refresher, or for professional reasons). All this considerably increases the number of students who do not attempt final examinations. With this reservation, the following chart is submitted for information.

| TOTAL STUDENT COURSES |      | TOTAL PASSED | FAILED WITH<br>SUPP.<br>PRIVILEGES | FAILED<br>WITHOUT | NO EXAM<br>WRITTEN |
|-----------------------|------|--------------|------------------------------------|-------------------|--------------------|
| 1965-66               | 3772 | 61%          | 9%                                 | 7%                | 23%                |
| S. 1966               | 1685 | 81%          | 8%                                 | 2%                | 9%                 |
| 1966-67               | 3418 | 65%          | 9%                                 | 5%                | 21%                |

#### *Integration*

The 1967 annual meeting of CADESS brought further confirmation of the unanimous wish of the Directors of Extension Departments across Canada to keep striving for closer cooperation and a more complete integration of their respective Department or Division with their College or University. This has been found preferable, if not essential, not only to maintain the quality of teaching but also for administrative considerations.

The Director appreciates that full integration is not for the near future and that great difficulties may still have to be overcome before it is achieved. If the two Divisions are to become more closely integrated in time, it seems that for some time to come they will have to remain distinct. Accordingly, a new system has been set up over the past year to maintain a closer control over Day students taking courses in the Evening and likewise over Evening students who take courses in the Day Division. Forms have been designed to simplify the disposal of these cases. Nevertheless, several indirect approaches have been adopted or at least attempted by the Evening Division in order to favour integration.

The best indication of the Evening Division's willingness to cooperate with the Day Division is probably the fact that there seems to be no case on record of a Day student being refused permission to take a course in the Evening Division when recommended by the authorities of the Day Division. The Evening Division has also deliberately endeavoured to consult the Departments as often as possible on matters for which Departments expect to be consulted: such as selection of courses to be offered or appointment of professors. Otherwise, the Evening Division has deliberately refrained from consulting Departments with matters that some of them consider unwelcome chores: in particular, the delicate task of evaluating transcripts from other institutions and from foreign countries.

Among the most desirable and efficient examples of integration initiated by the Day Division, one could mention the scheduling of the late afternoon classes open to students of either Division. Besides bringing together students from both Divisions, this helps to solve the problem of scarcity of classrooms and, furthermore, it is a most profitable way of avoiding a costly duplication of courses. This was done on an experimental basis and on a small scale by the Department of Political Science in 1966-1967 and is to be repeated again in 1967-68.

Another such example of desirable integration is provided by the Department of English which makes available at no extra cost to the Evening Division the services of Professor Wareham who directs and supervises the teaching of English 101 with a staff of several instructors according to the formula which has proved to be so successful in the Day Division.

Finally, even for purely administrative considerations, a greater integration of both Divisions seems economically advisable since their operations are too closely connected to justify two completely distinct systems of accounting. A good example of this is the Bookstore which certainly draws an appreciable proportion of its income from Evening students, but which sells textbooks to any Loyola student without distinction.

#### *The Task of the Evening Division*

The Evening Division is considered by the present Director, in the first place, as an Extension of the teaching mission of Loyola College inasmuch as it allows more than 2,000 students each year to benefit to a lesser or greater extent from the teaching made available to Loyola's full-time Day students.

The Evening Division also exists as a service to the Day Division of Loyola College inasmuch as it allows hundreds of day students to take or repeat one or several courses thereby allowing them to keep pace with the Day programmes or to requalify for studies in the Day Division in case of serious failure. The Evening Division is occasionally used as a testing ground for new courses or methods, such as "Voix et Images de France" for French, which are later adopted in the Day Division. Some professors, it may be worth mentioning, start their teaching career at Loyola in the Evening Division and some of our best graduates often enter Loyola through the Evening Division; for example, the two who obtained Woodrow Wilson awards last year. The Evening Division also provides appreciable educational services to the community. Although its main effort is in the field of credit courses, it has in the past offered several non-credit courses which are now being offered by other organizations and it is still offering a number of courses for the benefit of professional or cultural organizations (Engineering, Accounting, Hungarian and Library Work.)

The Director feels that less should be spent in the future on paid advertisements for both our Summer and Winter Sessions since our best and most efficient publicity is being made by the students themselves and by our calendars, more than 2,000 of which are now systematically distributed to all Local and Regional School Commissions, local High Schools, to all Canadian Universities and to several other institutions and firms likely to direct some of their students or employees to pursue part-time studies at Loyola.

H. CHARBONNEAU,  
*Director, Evening Division.*

## REPORT OF THE REGISTRAR

### *High School Visits Program*

The Registrar's Office and Faculty conducted a series of information talks and film slides among the students in thirty seven Montreal area High Schools. The cooperation received from the High Schools was most appreciated.

### *Open House*

In March, 1966, Loyola was host to several hundred High School students who participated in a program designed to introduce them to the facilities at Loyola.

### *Letter Series*

A series of six information letters was sent at one week intervals to the homes of most of the English Catholic High School students in Quebec. The series was also sent to High Schools in Ontario and the New England States.

The letters, which were composed by the Deans and Heads of Departments, covered topics of vital interest to students, such as:

1. Should I go to College?
2. What should I study?
3. What will be demanded of me in College?
4. What qualifications do I need?
5. How much does it cost?
6. What financial assistance is available?

### *Permanent Records*

By 1967, the academic records of all alumni had been placed on micro-film and stored for safe keeping, thus assuring the protection of these vital documents in the event of fire, flood, theft, etc.

### *Liaison Committee*

The High School-College Liaison Committee, under the Chairmanship of the Registrar, had a very active year organizing meetings between High School and College Teachers of Chemistry, Theology and History. The Liaison Committee has representation from the Catholic Colleges, High Schools, School Commissions and the Department of Education

### *Examinations*

Examinations were held in the new Hockey Arena and Gymnasium for the first time. Even though 1300 students were writing at the same time, the facilities were adequate judging by the favourable comments received from Faculty and Students.

### *Statistics*

Statistics for the academic year 1966-67 are appended.

JOHN W. NOONAN,  
*Registrar.*

## GEOGRAPHICAL BREAKDOWN BY FACULTY AND YEAR — 1966-67

|                               | ARTS       |            |            |            |            |           |            |           | COMMERCE   |          |            |          |           |          |           |          |
|-------------------------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|----------|------------|----------|-----------|----------|-----------|----------|
|                               | M          | F          | M          | F          | M          | F         | M          | F         | M          | F        | M          | F        | M         | F        | M         | F        |
| <b>CANADA</b>                 | I          |            | II         |            | III        |           | IV         |           | I          |          | II         |          | III       |          | IV        |          |
| Montreal.....                 | 297        | 141        | 236        | 131        | 181        | 65        | 135        | 22        | 140        | 5        | 89         | 3        | 67        | 1        | 42        | 1        |
| Quebec (Outside Montreal).... | 30         | 11         | 30         | 17         | 10         | 5         | 19         | 1         | 10         | —        | 14         | 1        | 15        | 1        | 8         | 1        |
| Alberta.....                  | —          | —          | 1          | 1          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| British Columbia.....         | —          | —          | —          | —          | —          | 1         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Manitoba.....                 | —          | —          | —          | —          | —          | —         | 1          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| New Brunswick.....            | —          | —          | 1          | —          | —          | —         | 1          | —         | —          | —        | 1          | —        | 1         | —        | —         | —        |
| Newfoundland.....             | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Nova Scotia.....              | —          | —          | —          | —          | 1          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Ontario.....                  | 8          | 2          | 6          | 3          | 10         | 1         | 2          | —         | 6          | —        | 9          | 2        | 10        | 1        | 2         | —        |
| Saskatchewan.....             | —          | —          | —          | 1          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| <b>SUB. TOTAL.....</b>        | <b>335</b> | <b>154</b> | <b>274</b> | <b>153</b> | <b>202</b> | <b>72</b> | <b>158</b> | <b>23</b> | <b>156</b> | <b>5</b> | <b>113</b> | <b>6</b> | <b>93</b> | <b>3</b> | <b>52</b> | <b>2</b> |
| <b>OTHER COMMONWEALTH</b>     |            |            |            |            |            |           |            |           |            |          |            |          |           |          |           |          |
| Australia.....                | —          | —          | —          | —          | —          | —         | —          | —         | 1          | —        | —          | —        | —         | —        | —         | —        |
| British Honduras.....         | —          | —          | —          | —          | —          | —         | —          | —         | 1          | —        | —          | —        | —         | —        | —         | —        |
| Great Britain.....            | 1          | 2          | 3          | 1          | 1          | —         | 1          | —         | —          | —        | —          | —        | —         | —        | 2         | —        |
| Guyana.....                   | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Hong Kong.....                | 3          | 1          | 1          | 1          | 1          | —         | 1          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| India.....                    | —          | 1          | —          | —          | 2          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Jamaica.....                  | —          | 1          | 1          | —          | 1          | —         | —          | —         | 1          | —        | 1          | —        | —         | —        | —         | —        |
| Kenya.....                    | —          | —          | —          | —          | 1          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Malawi.....                   | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | 1         | —        |
| Pakistan.....                 | —          | —          | —          | —          | —          | —         | —          | —         | 1          | —        | —          | —        | —         | —        | —         | —        |
| Rhodesia.....                 | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Seychelles.....               | —          | —          | —          | —          | —          | —         | 1          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Tanzania.....                 | —          | —          | —          | —          | 1          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Trinidad.....                 | 1          | —          | —          | 1          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Uganda.....                   | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| <b>SUB. TOTAL.....</b>        | <b>5</b>   | <b>5</b>   | <b>5</b>   | <b>3</b>   | <b>7</b>   | <b>—</b>  | <b>3</b>   | <b>—</b>  | <b>4</b>   | <b>—</b> | <b>1</b>   | <b>—</b> | <b>—</b>  | <b>—</b> | <b>3</b>  | <b>—</b> |
| <b>FOREIGN COUNTRIES</b>      |            |            |            |            |            |           |            |           |            |          |            |          |           |          |           |          |
| Belgium.....                  | —          | —          | —          | 1          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| China.....                    | —          | 1          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Costa Rica.....               | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Egypt.....                    | —          | —          | —          | 1          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Germany.....                  | 2          | 2          | 1          | 1          | —          | —         | —          | 1         | —          | —        | —          | —        | —         | —        | 1         | —        |
| Greece.....                   | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Haiti.....                    | —          | —          | —          | —          | —          | —         | —          | —         | 2          | —        | —          | —        | —         | —        | —         | —        |
| Holland.....                  | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Hungary.....                  | —          | 1          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Iran.....                     | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Israel.....                   | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Mexico.....                   | —          | —          | —          | —          | 1          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Poland.....                   | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| Southwest Africa.....         | —          | —          | —          | —          | 1          | 1         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| U.S.A.....                    | 18         | 6          | 6          | —          | 10         | 3         | 3          | —         | 2          | —        | —          | 1        | 2         | —        | 2         | —        |
| Venezuela.....                | —          | —          | —          | —          | —          | —         | —          | —         | —          | —        | —          | —        | —         | —        | —         | —        |
| <b>SUB. TOTAL.....</b>        | <b>20</b>  | <b>10</b>  | <b>7</b>   | <b>3</b>   | <b>12</b>  | <b>4</b>  | <b>3</b>   | <b>1</b>  | <b>4</b>   | <b>—</b> | <b>—</b>   | <b>1</b> | <b>2</b>  | <b>—</b> | <b>3</b>  | <b>—</b> |
| <b>GRAND TOTAL.....</b>       | <b>360</b> | <b>169</b> | <b>286</b> | <b>159</b> | <b>221</b> | <b>76</b> | <b>164</b> | <b>24</b> | <b>164</b> | <b>5</b> | <b>114</b> | <b>7</b> | <b>95</b> | <b>3</b> | <b>58</b> | <b>2</b> |

| ENGINEERING |    |     |    |    |    |     |    | SCIENCE |    |     |    |     |    |    |   | Total | Total | GRAND<br>TOTAL |
|-------------|----|-----|----|----|----|-----|----|---------|----|-----|----|-----|----|----|---|-------|-------|----------------|
| M           | F  | M   | F  | M  | F  | M   | F  | M       | F  | M   | F  | M   | F  |    |   |       |       |                |
| I           | II | III | IV | I  | II | III | IV | M       | F  | M   | F  | M   | F  |    |   |       |       |                |
| 36          | —  | 33  | 1  | 17 | —  | 3   | —  | 161     | 45 | 141 | 26 | 71  | 10 | 47 | 7 | 1696  | 458   | 2154           |
| 2           | —  | 7   | —  | 3  | —  | 1   | —  | 35      | 5  | 25  | 5  | 22  | —  | 4  | — | 235   | 47    | 282            |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | 1   | —  | —  | — | 2     | 1     | 3              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| 1           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | 1   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 5     | —     | 5              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | 1   | —  | —  | — | 2     | —     | 2              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| 2           | —  | —   | —  | —  | —  | —   | —  | 6       | 1  | 2   | —  | 3   | —  | —  | — | 66    | 10    | 76             |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| 41          | —  | 41  | 1  | 20 | —  | 4   | —  | 202     | 51 | 168 | 31 | 98  | 10 | 51 | 7 | 2008  | 518   | 2526           |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| 1           | —  | —   | —  | —  | —  | —   | 1  | 2       | 1  | 1   | 1  | —   | —  | —  | — | 13    | 5     | 18             |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | 1  | —   | —  | 1   | —  | —  | — | 1     | 1     | 2              |
| 1           | —  | —   | —  | 1  | —  | —   | —  | 4       | 1  | 1   | —  | 3   | —  | 1  | — | 17    | 3     | 20             |
| —           | —  | —   | —  | —  | —  | —   | —  | 2       | 1  | —   | —  | —   | —  | —  | — | 4     | 2     | 6              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | 2  | —   | —  | 3   | —  | —  | — | 7     | 3     | 10             |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | 1   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | 1       | —  | 2   | —  | 2   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 6     | 1     | 7              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| 2           | —  | 1   | —  | 1  | —  | 1   | —  | 9       | 6  | 4   | 1  | 9   | 1  | 1  | — | 56    | 16    | 72             |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | 1       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | 1       | —  | —   | —  | —   | 1  | —  | — | 1     | 2     | 3              |
| —           | —  | 2   | —  | —  | —  | —   | —  | 1       | —  | —   | —  | 1   | —  | —  | — | 8     | 4     | 12             |
| —           | —  | —   | —  | —  | —  | —   | —  | 1       | —  | —   | —  | —   | —  | —  | — | 2     | —     | 2              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 2     | —     | 2              |
| —           | —  | —   | —  | —  | —  | —   | —  | 1       | —  | —   | 1  | —   | —  | —  | — | 1     | 1     | 2              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | 1  | —   | —  | —   | —  | —  | — | —     | 1     | 1              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | 1   | —  | —   | —  | —  | — | 2     | 1     | 3              |
| —           | —  | —   | —  | —  | —  | —   | —  | —       | —  | —   | —  | —   | —  | —  | — | 43    | 10    | 53             |
| —           | —  | —   | —  | —  | —  | —   | —  | 1       | —  | —   | —  | —   | —  | —  | — | 1     | —     | 1              |
| —           | —  | 2   | —  | —  | —  | —   | —  | 6       | 1  | 1   | 2  | 2   | 1  | 1  | — | 62    | 24    | 86             |
| 43          | —  | 44  | 1  | 21 | —  | 5   | —  | 217     | 58 | 173 | 34 | 109 | 12 | 53 | 7 | 2126  | 558   | 2684           |

TOTAL ENROLMENT BREAKDOWN BY YEAR AND FACULTY  
% DECREASE OR INCREASE PER FACULTY

| FACULTY                   | YEAR..... | I       | II       | III      | IV       | TOTALS   |         | % Decrease<br>or<br>Increase |
|---------------------------|-----------|---------|----------|----------|----------|----------|---------|------------------------------|
|                           |           |         |          |          |          | 1966-67  | 1965-66 |                              |
| Arts.....                 |           | 529     | 445      | 297      | 188      | 1459     | 1095    | 33% inc.                     |
| Commerce.....             |           | 169     | 121      | 98       | 60       | 448      | 470     | 4% dec.                      |
| Science.....              |           | 275     | 207      | 121      | 60       | 663      | 516     | 28% inc.                     |
| Engineering.....          |           | 43      | 45       | 21       | 5        | 114      | 147     | 22% dec.                     |
| TOTALS                    |           |         |          |          |          |          |         |                              |
| 1966-67.....              |           | 1016    | 818      | 537      | 313      | 2684     | 2228    | 21% inc.                     |
| 1965-66.....              |           | 956     | 654      | 378      | 240      | 2228     |         |                              |
| Decrease or Increase..... |           | 6% inc. | 25% inc. | 42% inc. | 30% inc. | 21% inc. |         |                              |
| TOTAL .....               |           |         |          |          | 2684     |          |         |                              |
| EVENING .....             |           |         |          |          | 13       |          |         |                              |
| SPECIAL .....             |           |         |          |          | 20       |          |         |                              |
| PARTIAL .....             |           |         |          |          | 5        |          |         |                              |
| GRAND TOTAL .....         |           |         |          |          | 2722     |          |         |                              |

A BREAKDOWN OF UPPERCLASS STUDENTS BY YEAR, FACULTY AND PROGRAMMES OF STUDY — 1965-66

| ARTS           |       | II  | III | IV  | TOTAL | COMMERCE      |     | II  | III | IV | TOTAL |
|----------------|-------|-----|-----|-----|-------|---------------|-----|-----|-----|----|-------|
| Bio-Chemistry  | (M)*  | 46  | 35  | 25  | 106   | Accounting    | (M) | 66  | 50  | 22 | 138   |
| Classics       | (M)   | 2   | 3   | 2   | 7     | Economics     | (M) | 38  | 40  | 31 | 109   |
| Communications | (M)   | 51  | 35  | 9   | 95    | Economics     | (H) | 17  | 8   | 7  | 32    |
| Economics      | (M)   | 33  | 37  | 18  | 88    | TOTAL         |     | 121 | 98  | 60 | 279   |
| Economics      | (H)** | 6   | 10  | 5   | 21    |               |     |     |     |    |       |
| English        | (M)   | 37  | 21  | 24  | 82    | ENGINEERING   |     | II  | III | IV | TOTAL |
| English        | (H)   | 17  | 8   | 9   | 34    |               |     | 45  |     |    | 45    |
| French         | (M)   | 13  | 11  | 5   | 29    | Chemical      |     |     |     | 7  | 7     |
| French         | (H)   | 5   | 6   | 1   | 12    | Civil         |     |     | 1   | 5  | 6     |
| History        | (M)   | 26  | 17  | 22  | 65    | Electrical    |     |     | 8   |    | 8     |
| History        | (H)   | 17  | 13  | 8   | 38    | Mechanical    |     |     | 5   |    | 5     |
| Mathematics    | (M)   | 1   | 1   | —   | 2     | TOTAL         |     | 45  | 21  | 5  | 71    |
| Mathematics    | (H)   | 1   | —   | —   | 1     |               |     |     |     |    |       |
| Philosophy     | (M)   | 4   | 4   | 4   | 12    | SCIENCE       |     | II  | III | IV | TOTAL |
| Pol. Science   | (M)   | 36  | 46  | 48  | 130   | Bio-Chemistry | (M) | 39  | 33  | 10 | 82    |
| Pol. Science   | (H)   | 10  | —   | 1   | 11    | Chemistry     | (M) | 51  | 24  | 14 | 89    |
| Psychology     | (M)   | 101 | 28  | —   | 129   | Chemistry     | (H) | 15  | 10  | 5  | 30    |
| Sociology      | (M)   | 33  | 21  | —   | 54    | Geot. Sc.     | (M) | 6   | 9   | 3  | 18    |
| Spanish        | (M)   | 4   | —   | —   | 4     | Mathematics   | (M) | 35  | 19  | 12 | 66    |
| Theology       | (M)   | 1   | 1   | 4   | 6     | Mathematics   | (H) | 19  | 2   | 4  | 25    |
| Theology       | (H)   | 1   | —   | 3   | 4     | Physics       | (M) | 25  | 18  | 7  | 50    |
| TOTAL          |       | 445 | 297 | 188 | 930   | Physics       | (H) | 9   | 3   | 5  | 17    |
|                |       |     |     |     |       | Psychology    | (M) | 8   | 3   | —  | 11    |
|                |       |     |     |     |       | TOTAL         |     | 207 | 121 | 60 | 388   |

\*(M) = Major

\*\* (H) = Honours

UPPERCLASS TOTAL — 1668

FRESHMAN TOTAL — 1016

GRAND TOTAL — 2684

# NUMBER OF GRADUATES OCTOBER 1966

|               | <i>Day School</i> | <i>Evening Division</i> | <i>Total</i> |
|---------------|-------------------|-------------------------|--------------|
| ARTS.....     | 7                 | 12                      | 19           |
| COMMERCE..... | 3                 | 9                       | 12           |
| SCIENCE.....  | 2                 | 5                       | 7            |
|               | 12                | 26                      | 38           |

# NUMBER OF GRADUATES MAY 1967

|               | <i>Day School</i> | <i>Evening Division</i> | <i>Total</i> |
|---------------|-------------------|-------------------------|--------------|
| ARTS.....     | 178               | 17                      | 195          |
| COMMERCE..... | 49                | 12                      | 61           |
| SCIENCE.....  | 61                | 2                       | 63           |
|               | 288               | 31                      | 319          |

# STATISTICS ON GRADUATES — MAY, 1967

|                                | Total | Male | Female | MALE    |            | FEMALE  |            |
|--------------------------------|-------|------|--------|---------|------------|---------|------------|
|                                |       |      |        | Cum. L. | M. Cum. L. | Cum. L. | M. Cum. L. |
| ARTS                           |       |      |        |         |            |         |            |
| Biol. Chem.....                | 23    | 22   | 1      | 6       | 2          |         |            |
| Classics.....                  | 2     | 2    |        | 1       |            |         |            |
| Com. Arts.....                 | 9     | 7    | 2      | 3       |            |         |            |
| Economics Hons.....            | 4     | 4    |        | 3       | 1          |         |            |
| Economics Major.....           | 19    | 18   | 1      | 2       |            |         |            |
| English Hons.....              | 11    | 8    | 3      | 7       |            | 2       |            |
| English Major.....             | 20    | 14   | 6      | 2       |            | 2       |            |
| French.....                    | 7     | 5    | 2      | 3       |            | 1       |            |
| History Hons.....              | 8     | 5    | 3      | 2       | 2          | 1       | 1          |
| History Major.....             | 18    | 15   | 3      | 2       |            |         |            |
| Philosophy.....                | 4     | 2    | 2      |         |            |         |            |
| Pol. Science.....              | 45    | 43   | 2      | 13      |            |         | 1          |
| Theol. Hons.....               | 3     | 3    |        | 1       | 2          |         |            |
| Theol. Major.....              | 4     | 4    |        | 1       | 2          |         |            |
| Student last year no. Mjr..... | 1     | 1    |        |         |            |         |            |
| Day Division.....              | 178   | 153  | 25     | 46      | 9          | 6       | 2          |
| Evening Division.....          | 17    | 13   | 4      | 3       |            | 1       |            |
| Arts Graduates.....            | 195   | 166  | 29     | 49      | 9          | 7       | 2          |
| COMMERCE                       |       |      |        |         |            |         |            |
| Accounting Major.....          | 17    | 17   |        | 8       | 2          |         |            |
| Economics Hons.....            | 7     | 7    |        | 5       | 2          |         |            |
| Economics Major.....           | 25    | 23   | 2      | 6       |            | 1       |            |
| Day Division.....              | 49    | 47   | 2      | 19      | 4          | 1       |            |
| Evening Division.....          | 12    | 11   | 1      | 2       | 1          | 1       |            |
| Commerce Graduates.....        | 61    | 58   | 3      | 21      | 5          | 2       |            |
| SCIENCE                        |       |      |        |         |            |         |            |
| Biol.-Chemistry.....           | 10    | 8    | 2      | 2       |            |         |            |
| Chemistry Hons.....            | 5     | 5    |        | 2       | 3          |         |            |
| Chemistry Major.....           | 14    | 11   | 3      | 1       |            |         |            |
| Engineers.....                 | 5     | 5    |        |         |            |         |            |
| Geot. Science.....             | 3     | 3    |        |         |            |         |            |
| Mathematics Hons.....          | 3     | 3    |        | 2       | 1          |         |            |
| Mathematics Major.....         | 11    | 10   | 1      |         |            |         |            |
| Physics Hons.....              | 5     | 5    |        | 1       |            |         |            |
| Physics Major.....             | 5     | 5    |        | 4       |            |         |            |
| Day Division.....              | 61    | 55   | 6      | 12      | 4          |         |            |
| Evening Division.....          | 2     | 2    |        |         |            |         |            |
| Science Graduates.....         | 63    | 57   | 6      | 12      | 4          |         |            |
| Total Day Division.....        | 288   | 255  | 33     | 77      | 17         | 7       | 2          |
| Total Evening Division.....    | 31    | 26   | 5      | 5       | 1          | 2       |            |
| Total Graduates.....           | 319   | 281  | 38     | 82      | 18         | 9       | 2          |

## REPORT OF THE CHAIRMAN OF THE LIBRARY BOARD

Inasmuch as this is my final report as chairman of the Library Board, I should like to avail myself of this opportunity to thank Father President and the members of the Loyola Senate for the confidence they have reposed in me during my tenure of office. I should also like to thank the Librarians and my colleagues on the Library Board for their cooperation, assistance and forbearance during the past three years. I am also indebted to the members of the Board and to all faculty for the information, suggestions and criticisms which they have transmitted to me in order to facilitate the task of the Library Board.

As indicated in the report of the Chief Librarian (Feb. 20, 1967) the book collection in the Vanier Library increased substantially in 1966. The total number of volumes now exceeds 80,000 and the volume per student ratio increased from 28.0 to 29.6. During the same year the library expenditure per full time student rose from \$88.00 to \$102.00. Although there is cause for satisfaction in the consistent growth and improvement of Loyola's library facilities, it must be pointed out that our rate of growth appears to be substantially lower than that of other major Canadian institutions and we are still far short of the recommended standards of the Canadian Association of College and University Libraries.

The figures recently published by the Association, as the result of a survey conducted by Dean W. Halliwell, its chairman, indicate that in representative Canadian academic institutions between 1962/63 and 1966/67 the average increase in total library budgets exceeded 250% and the average increase in acquisitions budgets was 265%. During the same period the total library budget at Loyola increased 157% and the acquisitions budget 84%. The relevancy of these figures for Loyola may be challenged on the grounds that Loyola does not grant advanced degrees and has a more restricted curriculum than the majority of institutions surveyed, but it is apparent that the universality of the trend indicating phenomenal library expansion cannot be denied.

In terms of the percentage of the total institutional operating expenditure devoted to the library, the latest figures available (for 1964-65) indicate that Loyola occupies a medium position among the institutions surveyed. Loyola committed 7.3% of her revenues to library expenditures while all institutions on an average spent 8.56%. It is quite clear that even major institutions with long standing traditions of academic excellence and sizeable library collections have more than doubled the amount of money committed to library expenditure. It can also be demonstrated that institutions with inadequate library holdings which are in the process of rapid expansion of facilities have found it necessary to allocate a higher percentage of operating revenues to their libraries in order to maintain and improve the quality of their educational services. In many cases universities have sought endowments and aid from private individuals and corporations in order to increase their book collections and Loyola should solicit support for her library from governmental agencies and private industry. In this connection Professor Savage is to be complimented for his successful

applications to the Canada Council in support of the African collection at Loyola, and the faculty generally should be encouraged to make application for outside aid.

It is, however, unrealistic to recommend an expansion of our library facilities if those that already exist are insufficiently utilized. Earlier this year the Vanier Library was visited by a study team from the Association of Universities and Colleges of Canada whose most serious criticism of our library program reflected little credit upon the faculty. It was pointed out that in proportion to the number of students enrolled at Loyola the number of books in active circulation was inordinately low, and it was suggested that the faculty were neglecting the library as an integral part of their educational apparatus. The implication was pronounced that too many teachers were still relying upon lectures and text book as the essential ingredients of their pedagogical technique. Certainly it is incumbent upon the faculty, not only to promote the growth of the library, but to insist that students utilize its resources. During the past year the Library Board has noticed that several departments have made serious attempts to assess their library holdings. Those faculties are to be complimented for actively supervising their collections and attempting to maximize discriminate purchasing.

During the past year the work of the Library Board has been expedited by the establishment of a definite frame of reference indicating its composition, succession and responsibilities. In its advisory capacity, the Board has seconded the efforts of the librarians to create a retrospective fund for periodical purchases, to collect fines for overdue books, to implement reclassification, to secure additional microfilm instruments, to introduce a student identification system and to increase library services during periods of peak demand. In connection with its budgetary responsibility the Board has ratified the suggestion of the librarian that periodicals become a standing charge on the allocation of individual departments—a proposal designed to prevent indiscriminate purchases of periodicals of dubious utility. The Board has also made provision for the automatic reordering of books lost or stolen during the course of the academic year, and, subsequent to the annual inventory of holdings, replacement acquisitions will be made. In an attempt to establish the principle of a retrospective fund the Board has made an allocation of \$10,000 for the purchase of back issues of periodicals and has arranged that individual departments be consulted regarding the priority of periodicals to be ordered.

But it is the intention of this report not merely to be a record of past achievement but rather to suggest tentative approaches to the perennial problems which beset the library—problems which have been the subject of formal and informal discussions in the board throughout the past year.

In order to make intelligent decisions regarding the future development of the Vanier Library, the Board needs adequate information about the expected growth of Loyola. It should be apprised of the future orientation of the institution—the relative emphasis on Arts and/or Sciences in the coming years. The creation of new departments and the expansion of existing depart-

ments, the introduction of honours programs and changes in the curriculum, all have a bearing upon the allocations for book purchases made by the Board. Although current information can be accumulated by submitting questionnaires to the several departments, long range planning requires at least a general knowledge of future policy. Moreover, expansion, particularly in terms of enrollment, will decisively affect the formulation of library programs and services and will influence the quantity and quality of the book collection. In order to assess equitably the demands of research and the requirements of undergraduate instruction, in order to build a balanced collection without undue emphasis upon a few isolated disciplines, it is important that the Library Board be acquainted with directive guide lines indicating the projected course of Loyola's future.

Current criticisms of the library reflect the concern of the faculty and student body about book ordering and discipline. The Library Board is intimately involved in the formulation of disciplinary regulations and has in the past experimented with various systems of enforcement. It is the consensus of the Board that at the present time there are sufficient disciplinary regulations adequately defined to insure effective operation of the library. What is required to correct the disciplinary situation is consistent, firm enforcement of the library regulations without the implication of arbitrariness or irregularity. The intelligent cooperation of all groups who use the library — staff, faculty and students — is a necessary pre-requisite to effective control. The addition of more supervisory personnel will accomplish nothing if the responsibilities of supervision are neglected.

It is to be hoped that the construction of a new classroom building will eradicate the necessity of using library rooms for instructional purposes. It has been suggested that changes in the location of the stacks which would eliminate the study alcoves and concentrate the reading desks in a central space on the ground floor would simplify the task of supervision and would also encourage the students towards self-regulation. This can be accomplished partially without a renovation of the lighting system but some changes would be necessitated if the plan were to be fully implemented. At the same time it would promote the economical use of library space by eliminating unnecessary passageways and by reducing the dimensions of the interval between stacks.

In order to diminish the congestion at the circulation desk it has been suggested that the large room on the second floor be converted into a reserve reading room supervised by the reserve librarians. It is estimated that the room so organized would accommodate upwards of 80 students at one time and that it would improve the disciplinary situation by facilitating the work of those who are required to use the library to fulfill the demands of course work. Books in the reserve collection would be identified by special tags and would be returned to the reserve reading room automatically.

The Library Board is concerned with the ordering department only in an advisory capacity and it acts as a transmitting agency of the criticisms and suggestions brought to its attention. Most of the complaints received by the Library Board during the last three years have criticized the order department

for undue delays in securing the desired volumes or for using improper ordering techniques. It is suggested that the order department expand its contacts with book dealers, and some improvement has been initiated by the establishment of accounts with various European and United States suppliers. Much, however, remains to be done in order to insure the prompt fulfillment of priority orders — particularly those which are requisite for course work.

During the past year the Librarian initiated a proposal which would concentrate the ordering of books in the order department of the library rather than in individual departments. In the opinion of the Board such a proposal is not without merit, but it would necessitate a reorganization of the order department to deal with the added responsibility. Considering the possibilities of Loyola's future growth, it would seem desirable that the Librarian begin preparations for the gradual acquisition of ordering responsibility within the next two or three years. Many libraries employ the services of a bibliographer — particularly in the area of the arts — whose primary responsibility is to supervise vital acquisitions, to consult with individual departments regarding their course needs, and to maintain a balanced collection in terms of the academic orientation of the institution. It has been demonstrated that the highly technical knowledge required for ordering of scientific books limits the utility of a bibliographer's services in that area but it may be that Loyola can profit by the experience of other universities in the fields of the arts and the humanities, and thus eradicate one of the major sources of dissatisfaction with the existing situation.

The Nominating Committee of the Senate has been informed of the six vacancies on the Library Board. In this connection, I should like to acknowledge the services of Professors Carroll, Krakow, McElcheran, and Father Nelson. I owe a particular debt of gratitude to Professor Rooney for his assistance as secretary of the Board and to Professors Coyte and Morgan for their aid subsequent to his departure. I should also like to suggest to the Senate that it amend the frame of reference for the Library Board to accommodate the 13 members appointed as opposed to the 11 stipulated in the document approved last May.

ROBERT E. RUGH,  
*Chairman, Library Board.*

## REPORT OF THE CHIEF LIBRARIAN

### GROWTH OF THE COLLECTION

During the academic year of 1966-67 the acquisitions amounted to 12,829 volumes, this being in accordance with the rate of growth of the past years.

The number of additional volumes made available for use amounted to 14,629. This was brought about by the cataloguing and classification of previously accessioned material which had been included in the collection more than five years ago but had not been completely processed.

This impressive growth has been achieved despite the deplorable increase in the cost of books which lowered the overall purchasing value of the dollar.

It is estimated that during the academic year 1967-68 the size of the collection will exceed 110,000. This will mean that Loyola will compare favourably with other Canadian academic libraries.

### PUBLIC SERVICES

#### a. *Orientation Program*

The successful orientation program of the previous year continued in 1966-67. The Library Handbook has been completely revised and published in a more popular compact form. For the first time each student has been provided with a Student Library Card.

#### b. *Discipline*

After various systems of disciplinary regulations failed to achieve the desired effect, an additional guard has been appointed to assure continuous supervision of the library. The suspension of library privileges proved to be a more effective deterrent than the previous fine system. First offenders lost their borrowing privileges for a period of one week and, if it appeared necessary, they were evicted from the library. The co-operation of faculty members has been sought to control the noise before and after lectures in the library. Co-operation with student leaders resulted in favourable publicity in the student newspaper and contributed considerably to the improved conditions in the library. At the end of exams the shelving arrangement in the stack area has been altered to achieve maximum control over the students. However, these are only temporary measures. The main source of the problem is the library structure itself which amplifies the sound throughout the building. The problem is further aggravated by the large number of lectures and meetings held in the library. It is hoped that the new Student Union Building will ease the pressure on the library. In the previous years various suggestions were brought forward to make structural changes in the library building. A review of these recommendations may be necessary in the coming year.

#### c. *Circulation Department*

Compared with the previous year, circulation increased 89% from 28,333 books in 1965-66 to 53,000 books in 1966-67. Perhaps even

more important is the increase in average book circulation per student from 12.8 in 1965-66 to 19.4 in 1966-67. These figures seem to indicate that the increase in circulation is not due only to the influx of new students but also to the realization by faculty and students that they can depend to an increasing extent on the resources and services of the library. As the textbook system of teaching is progressively abandoned by the faculty it seems almost inevitable that circulation will increase in direct proportion.

d. *Reference Department*

During the school year, this Department actively co-operated with the faculty in checking and ordering important reference tools. In connection with the "*Essay and General Literature Index Project*", the Department located hundreds of out-of-print books which were purchased by the library. As in previous years, the building up of the reference collection received high priority on the assumption that a solid and functional reference department can make available all the books published in any country through interlibrary loan service. This service is extremely popular with faculty members engaged in research because it provides access to the best libraries on the North-American continent. The Department also assembled many displays during the year and continually located, listed, and displayed the publications of the Loyola faculty.

## TECHNICAL SERVICES

a. *Order Department*

In the 1966-67 fiscal year all orders requested by the faculty have been processed and sent out to the dealers.

b. *Cataloguing Department*

Compared with the previous year, the number of volumes catalogued in 1966-67 increased 14% to 13,800 books.

c. *Serials Department*

During the year the Government Document Section has been organized for use.

d. *Binding*

In 1966-67, 2,333 volumes of serials have been bound and about 4,500 paperbacks were sent for permabinding. As in previous years, the physical condition of books and periodicals received high priority. Worn out books were either rebound, or, when a better or more recent edition was available, replaced. The importance and successful operation of the Binding Department cannot be exaggerated.

### *Science Library*

The shortage of study and shelf space became critical during the year. The space situation was further aggravated by a large consignment of books and periodicals donated to the Science Library by the Monsanto Company. In the coming year the back issues of some serials will

have to be transferred to the main library. This move will be very detrimental to the general efficiency of the library, but, until further accommodation is found in the Science Building, the transfer appears to be inevitable.

#### *Gifts*

Numerous gifts were received by the library during the year. Our gratitude is extended to all donors, particularly to the Monsanto Company for their very generous donation of books and periodicals. A special note of appreciation is also extended to Horace Wolfe, Board of Trade Building, and to J. Rosen, c/o Rosen & Polansky for their valuable contribution. Mr. T. G. Mott, a prominent alumnus, presented a flag of St. George which will be placed on permanent display in the library. This flag is of special significance as it has been blessed at Windsor, Westminster Abbey, and Notre Dame in Paris.

#### *Events*

During the year the library was inspected by a study team engaged in a nationwide survey under the sponsorship of the Association of Universities and Colleges of Canada.

The graduating class from the School of Library Science at the University of Ottawa visited the Library, were addressed by the librarian, and taken on a tour of the building.

A course of lectures was given by the Deputy Librarian to a group of Catholic High School librarians. The lectures were followed by periodical discussions throughout the year.

### STATISTICS

|                                                    | 1966   | 1967*   |
|----------------------------------------------------|--------|---------|
| Acquisition and Gifts .....                        | 14,649 | 12,829  |
| Cataloguing .....                                  | 12,027 | 13,800  |
| Reference Department                               |        |         |
| Interlibrary Loans .....                           | 642    | 680     |
| Reference and Catalogue Inquiries .....            | 3,144  | 3,190   |
| Circulation Department .....                       | 28,333 | 53,000  |
| Binding .....                                      |        | 2,333   |
| Average Book Circulation per Student .....         | 12.8   | 19.4    |
| Total Attendance .....                             | —      | 520,000 |
| Average Monthly Attendance During School Year .... | —      | 63,207  |
| Volume per Student Ratio — Loyola College .....    | 29.6   | 34.3    |
| Size of Collection .....                           | 80,671 | 93,500  |

\*The figures for May and June, 1967 were estimated.

## REPORT OF THE DEAN OF STUDENTS

### PREFACE

The College never had problems until the students came. Indeed, there was a great increment in the student population last year with commensurate growing pains. Joint efforts were made to preserve the personal touch often found in much smaller colleges. Although smaller college familiarity must of necessity diminish with the growth of numbers, programs were initiated to protect the individual from the computer machine approach. The Student Personnel area sought to meet students on group levels — through athletics, chaplain services, fraternities, sororities, and student-sponsored activities at which the members of this department were always welcome.

Many other factors enable us to preserve a group-consciousness at Loyola despite its increased growth. Foremost among these is the presence of a new Athletic Complex. Not only was there a demonstrable increase in the number of students involved in athletic endeavours, but the complex also served as a symbol of college solidarity. Next was the incorporation of the student government. In some ways the students became of age, and proved once again that they are capable of assuming responsibilities far beyond the dreams of their adult advisors. The "feminine fact" became acceptable: the new Dean of Women instituted a vigorous program in conjunction with the student leaders to foster and protect the "woman" in a predominantly male campus. A new women's Residence Hall was purchased, and will go into full-scale operation in the forthcoming year. A choral group blossomed forth and their dulcet tones favoured many college events. An Assistant Dean of Men, Mr. George Uihlein, was added to the department and made a significant contribution to fraternities, foreign students and student societies, principally the Science and Engineering societies.

A new Health Center was also opened on campus, which rendered invaluable service to the entire university community. A consultant was called in to assess the area and the college is preparing a brief entitled "Model College Health Service" to be presented to the Provincial Government. Many emerging problems in the field of theology were aggressively encountered and through group discussions with both students and faculty, efforts were made to grasp the spirit of Vatican II with its enormous emphasis on personal morality within a liberalized ecclesiastical structure.

A great deal of time in the area has been spent in planning future growth: the Union Building, whose plans are now complete, will provide proper eating-dining areas, book store and student government facilities. Plans were also laid for a large new women's Residence Hall. Studies were made in depth on the problems of mental illness and psychological counselling.

The area feels proud that it has met problems, expects problems and will solve most of them.

### HINGSTON HALL

The 1966-67 year began with 243 students in residence and ended with 254. Although residence life is acquiring a measure of routine, there is nevertheless a continued healthy growth in the area.

### *I. R.A.C. — Central Court*

The Senate of the Residents' Administrative Council this year assumed the role of Central Court for disciplinary cases. They were empowered to hear cases placed before them by the Dean, to weigh evidence and give recommendations as to punishments. The Central Court was a great success; next year it is hoped to expand their powers and responsibilities.

### *II. Residence Staff — Counselling and Adjunct Services*

Counselling services were quite good this year thanks to the work of Fr. Kunlop, S.J., Mr. Alan Lam and Peter Toussaint assisting Fr. J. O'Brien, S.J. There was excellent academic coverage of all Freshmen. As a result, whereas our Freshmen failure rate was 16% in 1966, we shall probably be something nearer 13% this year.

### *III. Residence Staff — Proctors*

"Excellent" is the only word to describe the proctors' performance this year. Anticipating a nearly full house (and the problems that naturally result from increased population density), it has been decided to return to a full proctor staff of twelve — 2 proctors per floor.

*IV.* The residence sponsored many social and cultural events for the entire college community.

## DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Progress was made in four major areas in the Department of Physical Education and Athletics this year, commencing with the opening and operation of the ultra-modern physical education complex. On January 19th, 1967 the doors to the new Physical Education Center were officially opened by Mr. C. S. Malone. Within the confines of the new building is found a diversity of modern, up-to-date facilities for male and female students including an ice skating arena which has a seating capacity of 1,000, a spacious gymnasium which seats 1,000, administrative offices and numerous dressing rooms and training rooms.

The Physical Education and Athletics Department has offered in its program of thirty-six activities a completeness and diversity ranging from hockey, Canada's national sport, to modern dance — from football to judo. In the major areas of interest four different levels of play and instruction were offered: varsity, junior varsity, intramural, and physical education classes.

With such a wide area opened, the students responded enthusiastically to all the programs offered and an increase of over fifty percent in the number of active students was recorded as further proof of success. There were many first-ever events this year such as a Parachute Jumping Club, Figure Skating and Modern Dancing. Three Centennial projects were conducted by the department including a Canadian Centennial College Hockey Tournament and the Loyola Women's Centennial Volleyball Tournament. These events were extremely well received bringing congratulations from all across Canada including a message from the Prime Minister.

The Physical Education Center offered a great service to the College community in that it could easily accommodate large crowds for various events on campus. One such event was the Loyola Winter Carnival, which used the spacious gymnasium for its setting. The Commerce Society followed by holding its Blood Drive in the gymnasium too. Moreover, there were a variety of receptions and presentations held in the complex throughout the year.

The Physical Education staff sent complete information concerning Loyola of Montreal to approximately thirty-three hundred secondary schools including every English speaking high school in the Province of Quebec and Ontario. The Department of Physical Education followed up the literature mailed with visitations to four hundred and seventy-eight high schools conferring with over thirty-two hundred high school senior students explaining the benefits of attending college at Loyola of Montreal.

Coordinating these activities throughout the 1966-67 year was the Department of Physical Education and Athletics staff, which has had an unprecedented growth, expanding from eighteen to twenty-eight in one year. The strongest increase in staff was in the area of women's athletics and physical education, with an addition of five full or part-time highly trained members.

#### THE CHAPLAIN'S OFFICE

With the construction of a new church on West Broadway, St. Ignatius of Loyola Parish vacated Loyola College's chapel. This began a new era in chapel services under the capable direction of Fr. O'Neill, S.J. who was aided by a full-time assistant Fr. Schoenmackers, S.J., as well as many other priests, particularly, Fr. O'Brien, S.J., Fr. Kunlop, S.J. and Fr. Browne, S.J.

#### *Liturgy*

Besides two noon-hour Masses and a daily Mass in Hingston Hall, a special Mass, the "University Mass" was held every Sunday at 11:15 a.m. This Mass was offered especially for the resident students, members of the faculty and staff, and any others interested in attending. The average number attending this service was 250. The purpose of this service was to adapt the liturgy to the needs of the College community, which differ somewhat from the average parish. Efforts were also made to investigate new forms in the liturgy, i.e. music in the form of folk singing and even dancing. Contributions from this Mass were sent to the following charities:

|                                  |       |
|----------------------------------|-------|
| The Foster Child Program . . . . | \$200 |
| The Darjeeling Missions . . . .  | \$560 |
| African Family . . . . .         | \$ 50 |
| Salesian Missions . . . . .      | \$ 25 |
| Charitable Donations . . . . .   | \$ 20 |
| Home for Aged . . . . .          | \$100 |

#### *Religious Activities*

Three lectures were sponsored by the Religious Activities Committee: the first was in the form of a panel discussion on the "Death of Christianity", the

second and third were lectures by Dr. D. Callahan and Fr. D. Berrigan on "Faith, Doubt and Catholic Honesty", and "The Christian Conscience and Peace", respectively. The Committee is already working on speakers for next year.

Two retreats were organized but cancelled because of lack of interest. Obviously a new approach is needed if the students are to be attracted to any sort of a retreat. However, Ile Bizard was used five times for "Discussion Days" for the LCSA, a fraternity group, and the women's association. It is felt that this place has great possibilities for this type of group discussion.

On March 8, 1967, the day of Governor-General Vanier's funeral, a memorial mass was celebrated in the college chapel. Through the good offices of the Consul-General of Austria in Montreal, the Vienna Boys' Choir was present and sang the twenty-third psalm in Schubert's setting.

### *Counselling*

Father O'Neill and his assistants spent innumerable hours counselling students. This counselling included religious, common sense and referral. They were available at all times for the students.

Recommendations have been made for physical improvements of the chapel; it is hoped that with these excellent facilities available on the Loyola campus programs can be set up to include other universities in the city during the coming year.

### FINANCIAL AID

This Department is concerned with all aspects of Financial Aid to Students and, like the student body, the department seems to be growing.

Last year we handled almost \$800,000 in financial assistance to Loyola students from all outside sources.

From June through September we have many interviews with parents. They usually arrive confident that masses of unused money are to be had simply by applying and are rather shocked to think that a student's first source of aid is his parents. This philosophy is foreign to many and requires time and patience to expound.

The Director of Financial Aid is responsible for checking the financial status of all Foreign Students before final acceptance as well as assuring that they all have Health Insurance—an important aspect of their expenses. These foreign students may never qualify for Quebec Hospitalization. This investigation is a relatively new concept that is gradually being adopted throughout North America.

Loyola Bursaries, which are awarded by the Scholarship Committee, are coordinated through this office. Freshmen are sent application forms.

We have been made the clearing house for Student Insurance by the Dean of Students. This year for the first time Compulsory Accident insurance for all students will be incorporated into the fee structure. However, there is a provision that any student may opt out within 2 weeks upon proving to the

satisfaction of this department that they have equal or better coverage. Such coverage is more and more in demand and we feel this is a forward step for Loyola.

We administer three emergency loan plans with funds placed at our disposal by: The Birks Family Foundation, The National Council of Jewish Women and The B'nai B'rith Hillel Foundation. The sources of these monies indicates the place that Loyola has achieved in the general community.

This department is in charge of administrative arrangements for all Convocation Prizes and Medals.

The African Type "A" and Type "B" Bursary students are our responsibility, as far as signing chits and advising them on their day to day problems.

Type "A" includes full tuition, registration fee, room and board.

Type "B" includes full tuition and registration fee.

#### OFFICE OF THE DEAN OF WOMEN

The 1966-67 academic year at Loyola began with the influx of more women students than ever before on this campus. Approximately 580 women filled the corridors, classrooms and various non-academic societies, richly adding to the quality already present.

From the onset, the Dean of Women was busy getting acquainted with many of the women students. As women were in the minority here on campus, a prime objective was to assist the women students in adjusting to college life and to foster participation and active involvement of women in student life. Considerable time was spent with the Women Students' Association and its Executive. This organization had never really got off the ground and showed little initiative in presenting activities and programs specially for women. As a result, an image and *raison d'être* had to be created. This was successfully accomplished through the rewriting of their constitution to extend fuller participation for women's organizations. A handbook was produced outlining the nature and extent of the Women's Association and other Women's organizations on campus and setting forth a program of activities. This year the women presented a stimulating and varied program. A lecture series, "She and Society", open to men and women, provided a variety of timely talks and lively discussions on areas pertinent to today's woman. On the social side, a sing-a-long and dance was held in conjunction with the Residents' Administrative Council of Hingston Hall. The Dean of Women, with the co-operation of the WSA and the Chaplain, Father J. O'Neill, sponsored a Women's Retreat Day at Ile Bizard in an effort to foster the spiritual life.

Perhaps the biggest endeavour undertaken by the women was the presentation of a Spring Fashion Show.

A long-felt need on campus was fulfilled this year with the establishment of a Vocal Musical Group—the Loyola Choral Society. This co-ed Choral Society was under the direction of Dr. Thomas Legrady and included students, staff and members of the local community. The choral group had promising success in the presentation of a Christmas and a Spring Concert.

Last, but not least, was the actual acquisition of a Women's Residence. With the increased enrollment of women students and the ever-growing number from outside the Montreal area, the need for a Women's Residence became more and more critical. Over the past years, a considerable effort had been made to find suitable accommodation for women through the use of private boarding facilities with neighbourhood families. This arrangement proved wholly unsatisfactory, in that not enough homes were available nor were many of them suitable for the needs of college students in the atmosphere, facilities and space offered.

This problem has at least temporarily been solved by the addition of Langley Hall. This building will be able to provide adequate facilities in an atmosphere conducive to College life for one hundred and twenty-seven women. Completely renovated, equipped, furnished and staffed, Langley Hall will endeavour to provide a "Living and Learning" experience for Women students.

#### OFFICE OF THE DEAN OF MEN

The Dean of Men was the liaison between the Student Administrative Council and the Student Services Department.

Frequent meetings were held with the successive presidents of SAC and other officers of that body, giving information and interpretation of college administrative policy, discussing the very few potential joint disciplinary cases, giving logistical support to new or proposed SAC activities.

Moreover, the Dean of Men, or his designated representative, was present for the meetings of the SAC "Lower House" (now called "Board of Directors" after the Quebec incorporation proceedings) as provided by the constitution of that body.

The Dean of Men interviewed and recommended for the staff a part-time doctor and full-time nurse for the Health Services operation.

The staff of the Student Services Department recorded all college events on information cards for each date in case of telephone inquiry.

#### OFFICE OF THE ASSISTANT DEAN OF MEN

The Assistant Dean of Men acted as liaison with:

- student organizations in Science and Engineering
- the four overseas students' organizations
- organizations new to Loyola, the college fraternities
- disciplinary cases arising from violations of established college rules
- helping with the organization of an interfraternity council.

He shared with the entire department the advising of students and student leaders on organizational and logistical problems, as well as personal problems and academic problems by referral to the academic department or dean.

His office initiated the publication of a bi-weekly publication called "Loyola Events" carrying notices of all student and faculty events on the

campus, carrying this out with the cooperation of the Public Relations Committee of the SAC and of the office of the Auditoria Manager; and it distributed this bulletin to all faculty members and bulletin boards as well as evening college personnel, other staff, a special list of student leaders, and a small list of off campus college and university personnel.

He held regular meetings with the officers of the Science Students' Council and the Engineering Students' Association, bringing their requests and suggestions to the attention of the Associate Deans of Science and Engineering.

Finally, he attended numerous student functions, and meetings, ranging from COTC and Hingston Hall events through all-college and individual faculty events, to social and organizational events of individual fraternities and clubs, with the purpose of showing the full and genuine interest of the college in these para-educational activities.

## STUDENT PLACEMENT SERVICE

Graduate career placement is the most important function of this service and the one to which most time is devoted. Staff time is also spent with part-time and summer work.

## CAREER PLACEMENT

This includes all the work done with graduating seniors, or occasionally with drop-outs, until they have located a suitable position at the end of August, whichever comes first.

There is a growing trend in Canada for employers to make recruiting visits to Canadian Universities in search of the skills and talents which they need. There is also a trend for these recruiters to visit the campus earlier each year and in our case 80% or more came in November and December.

This poses a problem at a university such as Loyola where most of the students are, from a business point of view, "generalists" not "specialists". One notable exception is Commerce students majoring in Accounting.

During the past year we attempted to:

1. Develop an awareness as early as possible on the part of students that they will be graduating shortly and will be faced with the task of deciding on a career,
2. promote the College to employers in order to expose the students to the widest possible selection of opportunities and,
3. take steps to facilitate meetings between employers and students and to make meetings more effective.

The Loyola Commerce Society, at our request, produced a "Graduate Employment Annual" containing the students' pictures and other pertinent information. This booklet is to be expanded to cover all faculties.

The number of graduating students who registered at our office was 199 compared to 120 from the class of 1966. The number of first recruiting on campus rose from 64 to 85 and the number of interviews held at the College rose from 491 to 986. To date, eighty-two students have been offered and have

accepted positions made available through our office, compared to sixty-four during the previous twelve month period.

The students having the least difficulty in obtaining offers were the bilingual Commerce graduates. There is no lack of opportunities for Arts graduates in many fields if they have the personal qualities which employers are seeking.

More of the brighter (and wealthier) students are going to graduate school. The Degree of Master in Business Administration is becoming very popular.

Starting salaries ranged from \$450 to \$550 per month, the amount most frequently offered being in the neighbourhood of \$520 per month.

Numerous employers seem to be genuinely impressed by the poise, maturity, politeness and skill in verbal communication of the Loyola students they have met.

### PART-TIME WORK

There were few changes from last year in this area. This type of work is sought by a minority of the students, tends to pay poorly and is rather scarce. 159 placements were made.

### SUMMER WORK

Here the situation was much more favourable because of Expo '67. Besides large numbers employed at the exhibition itself, other students indirectly benefited. To date, our office has confirmed the placement of 337 students compared to 184 at the end of April 1966.

Our staff has more than kept up with the increased enrolment, having grown from three to five employees during the past year. Four employees are now permanently assigned to Loyola compared to one a year ago. This will enable us to maintain a personal relationship with students despite the growth in enrolment.

### STUDENT HEALTH SERVICES

The Student Health Services of Loyola College commenced operation in October 1966, and during its first year treated in excess of 1,400 persons associated with the College. One-third of those treated were members of the faculty and staff of the College.

#### *Organization*

1. Dr. Allan Powell was engaged as Director of Student Health Services.
2. Nursing service was initiated with the hiring of Miss Margaret Fraser, formerly Head Nurse of an emergency ward in a general hospital.
3. A three-room office in a renovated apartment building served as the Health Services for the year under review.
4. Dr. Powell and Miss Fraser began the Health Services with a treatment room and first-aid care.
5. Equipment included standard minor surgical instruments, bandages and commonly used medication.

### *Services*

The Doctor saw approximately 261 students in his office in the Health Services rooms and an additional 15 at other times, either in his office or in the emergency clinic areas of the hospital. Several students were seen by the doctor at night in the residence at Hingston Hall. Several students were referred to an appropriate source for psychiatric care.

### *Statistical Summary of Health Services Performed*

#### Total Visits — 1,431

|                            |                                |
|----------------------------|--------------------------------|
| Students .....             | 1,049 (576 from Hingston Hall) |
| Administrative Staff ..... | 239                            |
| Academic Staff .....       | 143                            |
|                            | <hr/> 1,431                    |

Total seen by Doctor ..... 276

Total number of students hospitalized ..... 6

Total number of accidents

|                               |    |
|-------------------------------|----|
| a. Sports .....               | 94 |
| b. On-campus accidents .....  | 75 |
| c. Off-campus accidents ..... | 54 |

Total number of students needing psychiatric  
care ..... 13

GÉRARD McDONOUGH, S.J.,  
*Dean of Students.*

## REPORT OF THE DIRECTOR OF DEVELOPMENT

The past year in the Office of Development has been one of departmental growth and re-organization, re-location of office facilities, closer identification of staff with specific Development Office functions and the intensive conduct of Loyola's Development Program. By the end of the 1966-67 period, the office had been set up on the following sectional basis: *Fund Program*; *Publications and Development Research*; *Public Information*; and, under the direct supervision of the Director of Alumni Affairs, the *Alumni Office*, the general office operation of which has been closely integrated with the Office of Development. Each of these sections is under the direction of officers-in-charge and the most recent addition to staff, the Development Office Supervisor, is responsible for office work-flow and office staff generally.

Further additions to staff in the coming year are not anticipated; some further adjustment of office location will be required for improved supervisory attention, although it appears that the Office will, in fact, relinquish some space in the course of this adjustment. Staff turn-over during the year has been high but this has affected the *Fund Program* area mainly where this can be expected and has for the most part involved stenographic and clerical staff, changes due in most cases to the normal facts of life, e.g. marriage and pregnancy.

Activities and services which have been part of the Development Office's range of operation from its inception in 1963 have in some cases been transferred to other areas of the College, e.g. the Loyola Bonsecours Centre, the Board of Governors, the cultural and lecture series, as a natural step in the development of these areas; in other cases, responsibility has slipped away, e.g. printing management of the College Calendar. Hopes for the centralization of the advertising programming and expenditures of the College, which were optimistically initiated some months ago, have not developed as well as expected. Nevertheless, through the engagement of an advertising agency, through progress towards effective use of advertising generally and through the co-operation currently being given by all areas of the College, this deficiency will be corrected.

Development Office expenditure budgeting for the coming year has been projected on the basis of 1966-67 as the first year in which it has been felt a rounded Development operation has existed, i.e. a year in which the Department has at least touched each of the services to the College which identify with normal Development operations.

The following is a summary of 1966-67 activity in each section of the Office of Development. Detailed reports from each section have been prepared and submitted to the Office of the President:

**FUND PROGRAM:** Contributions to Loyola's Development Program at year end have reached \$4,000,000 with an estimated \$1,000,000 in process of contribution or identified with non-capital needs of the College. Circumstances have made it necessary to defer some parts of the Campaign to the coming year and continuing solicitation to the end of 1967 in other divisions will produce additional pledges. The success of the appeal so far has been in

substantial measure the result of the exceptional leadership given by the President of Loyola, and by the General Chairman, Mr. A. F. Mayne, and his Committee.

**PUBLICATIONS AND DEVELOPMENT RESEARCH:** Production assistance has been given the usual variety of publications required by various areas of the College, e.g. Alumni Bursary booklets, Memorial Mass booklets, internal telephone directory, programs and related material for Convocation, Christmas cards, Employers' Information Bulletin, The President's Report.

Business management was provided in the printing and publication of two learned publications of the College: the Canadian Journal of Slavic Studies and the Canadian Journal of African Studies.

Research materials were provided as requested to the Office of Development and the Office of the President. The Publications Officer, following consultation with AUCC and other institutions, has organized a research and information service. This involves subscriptions to, and indexing of, Canadian and American journals in the fields of educational development and research, public relations and information materials of various universities and colleges of Canada and the U.S. Classified files have also been set up to make available material from the principal Canadian newspapers.

Once effectively established, this research and information service will be available to other areas of the College and will depend on these areas in turn to channel material for cataloguing.

**PUBLIC INFORMATION:** Public Information Officers now serve the College's various information publicity and public relations needs on a continuing and systematic basis. A program of public information service through the coming year has been drawn up and includes the regular dissemination of items of interest to College personnel, the press, other institutions, and to a diverse cross-section of the public through a variety of bulletins, news-sheets and press releases. Through a division of responsibilities, the Public Information Officers are working for effective services to the College campus in its diversity as well as to the community generally. Campus activities receive necessary publicity as requested; members of faculty and staff are given suitable recognition for achievement; associations and committees are provided with press relations assistance; features for newspapers, television and radio are developed to highlight significant developments on campus; Fund Program publicity is developed; continuing contacts are maintained with the press, radio and television personnel, particularly those directly involved in university and educational reporting.

**ALUMNI OFFICE:** Arrangements were concluded through the year for the effective integration of Development and Alumni Office operations. Mr. Bernard H. McCallum, formerly on the faculty of the Loyola High School, was appointed Director of Alumni Affairs and serves in the additional capacity of assistant to the Director of Development in administering the Office of Development. The annual Alumni Fund for Loyola repeated the success of the previous year under the chairmanship of Mr. John J. Pepper, with contri-

butions of close to \$20,000—an increase of \$4,000 over the previous year. Contributors to the Fund increased from 482 to 732.

The Alumni appeal in the Capital Campaign was begun this year. To June 30, 1967, contributions totalled close to \$90,000 with allocation to the Annual Fund amounting to \$35,000. The Alumni objective in the capital appeal is \$250,000. Details of Alumni Association activities are included in the Report of the Loyola Alumni Association.

J. STIRLING DORRANCE,  
*Director of Development.*

## REPORT OF THE PRESIDENT OF THE ALUMNI ASSOCIATION

Last year at this time I reviewed the successes of the year that had passed. This year has been even more successful, marked as it was by the emergence of a new Loyola Alumni Association from a small college association. I have watched this Association progress steadily in the last five months under the able direction of the 1st Vice-President, Mr. Charles Phelan.

The year 1966-67 marked the second year of the "working directors" program, whereby every member of the Board is responsible for a defined segment of the Association's work. This program has proved itself to be quite successful.

The responsibilities of an alumnus are to support his Alma Mater, and to provide benefits for the members of its alumni association. To achieve this an efficient organization is necessary; this efficiency was provided by Mr. B. H. McCallum, the Director of Alumni Affairs.

Some of the programs undertaken by the Association during the past year included: the golf tournament, organized by Mr. Robert Beauregard, with Mr. Herbert Capozzi as guest speaker; Homecoming Week-End, under the chairmanship of Mr. Fred McCaffrey; the Oyster Party, with Mr. James Dodge as chairman; Loyola's Night at the Pops Concert; the Senior Class Reunion; and, the presentation of the Loyola Medal to His Eminence Paul-Emile Cardinal Léger. Mr. Ronald Hebert undertook the revision of the present alumni records; Mr. Gene Lewis organized a class agents' program; and Mr. Charles Phelan modernized the constitution and by-laws of the Association. Additional bursaries to undergraduates were approved; two new branches of the Association were established, one in Toronto and one in Ottawa; and the 1967 Alumni Fund for Loyola is now underway.

I want to thank Father President for his cooperation and encouragement, Mrs. Dorothy McGee for her support and the other members of the Board, particularly Mr. Charles Phelan, who assisted me in my absence.

DONALD McNAUGHTON,  
*President, Alumni Association.*

## REPORT OF THE TREASURER

The year's financial results may be summarized in the deficiency of funds, which increased by \$876,917; from \$787,504 on June 30, 1966, to \$1,664,421 as at June 30, 1967. Applications and sources of funds for the year follow:

### APPLICATION OF FUNDS

|                                                                                   |             |             |
|-----------------------------------------------------------------------------------|-------------|-------------|
| Expenditures for land, buildings, furniture,<br>equipment and library books ..... | \$1,815,258 |             |
| Loss on disposal of assets .....                                                  | 8,350       |             |
| Excess of operating expenditure over income<br>for the year .....                 | 273,266     |             |
|                                                                                   | <hr/>       | \$2,096,874 |

### SOURCE OF FUNDS

|                                                                             |         |           |
|-----------------------------------------------------------------------------|---------|-----------|
| Transfers from the Development Fund .....                                   | 736,896 |           |
| Grant received from Province of Quebec, appli-<br>cable to prior year ..... | 389,836 |           |
| Mortgage Payable .....                                                      | 93,225  |           |
|                                                                             | <hr/>   | 1,219,957 |

INCREASE IN FUND DEFICIENCY ..... \$ 876,917

The Auditors' Report and Financial Statements for the year ended June 30, 1967, are presented on the following pages.

REV. R. MACDOUGALL, S.J.,  
*Treasurer.*

## AUDITORS' REPORT

VERY REVEREND PATRICK G. MALONE, S.J.,

President,  
Loyola College,  
Montreal, Que.

We have examined the balance sheet of Loyola College as at June 30, 1967 and the related statements of capital account, development fund and income and expenditure, for the year ended on that date. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances. As is the case in most organizations in receipt of funds by donation, verification of such items was impracticable beyond accounting for amounts recorded in the books of the College.

In our opinion the aforementioned financial statements present fairly the financial position of the College as at June 30, 1967 and the results of its operations for the year ended on that date, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year, except for a change in the basis of recording operational grants from the Province of Quebec as described in Note 3 to the financial statements.

TOUCHE, ROSS, BAILEY & SMART,  
*Chartered Accountants,*

Montreal, Que.,  
September 12, 1967.

**LOYOLA COLLEGE**  
**BALANCE SHEET AS AT JUNE 30, 1967**  
(with comparative figures for 1966)

**ASSETS**

|                                                              | <i>1967</i>         | <i>1966</i>         |
|--------------------------------------------------------------|---------------------|---------------------|
| Cash .....                                                   | \$ 6,630            | \$ 47,958           |
| Accounts receivable .....                                    | 943,243             | 62,290              |
| Inventories — at lower of cost or net realizable value ..... | 85,236              | 55,984              |
| Prepaid expenses .....                                       | 32,045              | 11,089              |
| Mortgage receivable — due February 1, 1969 ..                | 119,846             | 119,846             |
| Investments (approximate market value \$25,412)              | 15,782              | 14,782              |
| Fixed assets — Schedule B (note 1) .....                     | 13,732,154          | 11,916,896          |
|                                                              | <u>\$14,934,936</u> | <u>\$12,228,845</u> |

**LIABILITIES**

|                                                                   |                     |                     |
|-------------------------------------------------------------------|---------------------|---------------------|
| Bank indebtedness .....                                           | \$ 2,180,636        | \$ 600,000          |
| Accounts payable and accrued liabilities .....                    | 358,935             | 194,525             |
| Fees paid in advance .....                                        | 196,813             | 160,744             |
| Mortgage payable (due in monthly instalments to 1984) .....       | 93,225              | —                   |
| Unexpended balances of funds provided for specific purposes ..... | 130,819             | 144,184             |
| Capital account (note 2) .....                                    | 11,974,508          | 11,129,392          |
|                                                                   | <u>\$14,934,936</u> | <u>\$12,228,845</u> |

The accompanying notes form a part of the financial statements.

LOYOLA COLLEGE  
STATEMENT OF CAPITAL ACCOUNT  
FOR THE YEAR ENDED JUNE 30, 1967

|                                                                           |                          |
|---------------------------------------------------------------------------|--------------------------|
| Balance, July 1, 1966 .....                                               | \$11,129,392             |
| Add:                                                                      |                          |
| Grant received from Province of Quebec, applicable to<br>prior year ..... | 389,836                  |
| Transfer from Development Fund Account .....                              | 736,896                  |
|                                                                           | <hr/>                    |
|                                                                           | 12,256,124               |
| Less:                                                                     |                          |
| Excess of expenditure over income for the year .....                      | 273,266                  |
| Loss on disposal of fixed assets .....                                    | 8,350                    |
|                                                                           | <hr/>                    |
|                                                                           | 281,616                  |
| Balance, June 30, 1967 .....                                              | <hr/> <hr/> \$11,974,508 |

The accompanying notes form a part of the financial statements.

**LOYOLA COLLEGE**  
**STATEMENT OF INCOME AND EXPENDITURE**  
**FOR THE YEAR ENDED JUNE 30, 1967**

(with comparative figures for 1966)

| INCOME                                           |             |             |
|--------------------------------------------------|-------------|-------------|
| College:                                         | 1967        | 1966        |
| Tuition fees .....                               | \$2,059,949 | \$1,733,877 |
| Grants from Province of Quebec<br>(note 3) ..... | 1,030,605   | 513,577     |
| Income from other sources .....                  | 500         | 2,225       |
|                                                  | <hr/>       | <hr/>       |
|                                                  | \$3,091,054 | 2,249,679   |
| <br>High school:                                 |             |             |
| Tuition fees .....                               | 277,927     | 248,756     |
| Grants from Province of Quebec .....             | 88,050      | 49,400      |
| Income from other sources .....                  | 1,200       | 1,505       |
|                                                  | <hr/>       | <hr/>       |
|                                                  | 367,177     | 299,661     |
| <br>Board and residence:                         |             |             |
| Refectory operation .....                        | 146,129     | 132,565     |
| Hingston residence .....                         | 321,724     | 244,480     |
| Canteen operations .....                         | 44,453      | 44,370      |
|                                                  | <hr/>       | <hr/>       |
|                                                  | 512,306     | 421,415     |
| <br>Rentals .....                                | 29,446      | 67,064      |
| Bookstore .....                                  | 211,314     | 159,796     |
| Income from other sources .....                  | 5,040       | 4,936       |
| Contributed services of Jesuit staff .....       | 175,000     | 187,100     |
|                                                  | <hr/>       | <hr/>       |
|                                                  | 4,391,337   | 3,389,651   |
| <br>Scholarship fund transfers .....             | 35,111      | 30,000      |
| Deficit for the year .....                       | 273,266     | 189,092     |
|                                                  | <hr/>       | <hr/>       |
|                                                  | \$4,699,714 | \$3,608,743 |

## EXPENDITURE

|                                               | 1967        | 1966        |
|-----------------------------------------------|-------------|-------------|
| College — academic and student services ..... | \$2,527,783 | \$1,836,690 |
| High school .....                             | 294,232     | 267,761     |
| Scholarship and bursaries .....               | 106,138     | 101,041     |
| Bookstore .....                               | 192,886     | 145,824     |
| Printing and mail .....                       | 20,833      | 19,583      |
| Board and residence:                          |             |             |
| Refectory operation .....                     | \$192,961   | 160,639     |
| Hingston residence .....                      | 332,881     | 276,849     |
| Canteen .....                                 | 38,697      | 44,809      |
|                                               | <hr/>       | <hr/>       |
|                                               | 564,539     | 482,297     |
| General and administrative .....              | 347,544     | 245,471     |
| Reception and telephone service .....         | 51,299      | 46,183      |
| Purchasing and receiving .....                | 27,160      | 19,351      |
| Building and grounds .....                    | 439,465     | 387,075     |
| Public relations .....                        | 62,176      | 47,211      |
| Bonsecours Centre .....                       | 18,423      | 10,256      |
| Interest .....                                | 47,236      | —           |
|                                               | <hr/>       | <hr/>       |
|                                               | \$4,699,714 | \$3,608,743 |

The accompanying notes form a part of the financial statements.

LOYOLA COLLEGE  
NOTES TO FINANCIAL STATEMENTS  
AS AT JUNE 30, 1967

1. Fixed assets except buildings are stated at cost. Buildings are stated at values determined in 1956 by appraisal and by reference to municipal assessments, with additions subsequent to 1956 at cost. No depreciation has been provided in the accounts for the period ending June 30, 1967.
2. Included in the capital account is \$86,814 representing restricted endowments for scholarships and bursaries.
3. During the year ended June 30, 1967 the College changed its method of accounting for grants by the Province of Quebec towards operating costs from a cash basis to an accrual basis. As a result of this change grants received from the Province applicable to the previous year have been added to capital account and grants receivable at June 30, 1967 have been included in income. The net effect has been to reduce the deficit for the year by \$467,493.
4. A contingent liability exists under a mortgage loan from the Central Mortgage & Housing Corporation in the amount of \$1,863,187. This loan has been guaranteed by the Province of Quebec, who are providing the funds for the repayment of this amount by instalments. It is not anticipated that the College will be called upon to bear any of the cost of the repayment, and the full amount of the initial loan of \$1,890,000 was therefore treated as a capital grant from the Quebec Government and was added to capital account at the time of its receipt.
5. The estimated cost of the W. X. Bryan Building is \$1,526,000. Construction commenced in July 1967.
6. Pledges outstanding under the current campaign for funds were approximately \$2,678,000 at June 30, 1967.