

1965-1966



PRESIDENT'S REPORT

Loyola

C O L L E G E
M O N T R E A L • C A N A D A

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THE PRESIDENT'S COMMENTS

(Excerpts from remarks of the President delivered by Patrick G. Malone, S.J., at the 70th Convocation, Loyola College, Montreal, P.Q., May 28th, 1966).

For the year ending, the record is achievement, the climate is uncertainty, and the attitude is courage.

An important achievement is this ceremony. The graduating class numbers 240, the largest ever; more of its strength is going, sometimes is paid to go, to good graduate and professional schools, a pride of them are armed with Woodrow Wilson Fellowships or other awards of merit; and out of personal conviction, a number will enter the teaching profession. The rest of our current enrolment, some 2,256 in the day-time (34% over last year) and some 2,923 in the evening division (19% over last year) will be joined by almost 1,500 new registrants for a total of 6,500 college students in the coming session, all divisions. I believe that the evening division which began in 1958, reached a milestone by having for the first time its own October convocation. Our colleague, Ogden Glass, the Principal of Bishop's, then did the honour which Mr. George Ferguson, Editor of the Montreal Star, has kindly accepted to undertake to-day.

Once again, Loyola has been able to attract some 30 new members to our full-time teaching staff and add 14 persons for academic services, thus maintaining a sound student-teacher ratio anchored in full-time staff. Though our recruiting for next year is incomplete we are happy to predict that Loyola will continue to compete successfully in the highly competitive market for professorial services.

In 1965-6 action, or at least decision, was taken to offer Honours Degrees in Philosophy, French and Political Sciences and Major Degrees in Biology, Business Administration, Communications, Psychology and Sociology. It is with some pride that we can announce that our offerings in the last three disciplines, Communications, Psychology and Sociology, are now organized as full departments.

Out beyond the curricular, physical education and athletics under the new Director of Physical Education Mr. Ed. Enos and his staff have surged ahead to cover a wider range of activities and involve a still larger proportion of students as active participants. I am not sure if the Department wished by its fervent activity to make a case for new facilities. I am sure that it welcomes the construction now underway on the south campus.

Academic achievement has its counterpart in student activities both in on-campus and off-campus programmes. Our students are respected for their responsible contribution in an array of national projects ranging from Expo '67, Loyola's Own Peace Corps, Canadian University Service Overseas and national student organizations. I find it amazing that some seventy or eighty groups, each in pursuit of its own identity and goals, can simply and in cooperation

make some significant contributions to the cultural, social, artistic and welfare life of the students and of the whole College. Under the encouragement of College policy, students sit with faculty members and officers on various committees to deliberate on matters like library service, the proposed university centre building and its operation, student life and welfare, the university health programme, and cultural projects. Sometimes, students in their impatience fail to reflect on the achievements that they and the College have already attained in mutual communication and shared responsibility. I, for one, have sympathy with their aspirations and I have confidence that there remain some areas in which student contributions to policy-formation can be of benefit to the College, especially in the promotion of high standards of teaching, sound methods of instruction, a meaningful set of concrete objectives for our educational efforts.

During this year, after a careful self-study our alumni association has redefined its relationship to the College and has sharpened its concept of serving Loyola and, through Loyola, the larger local community. It has given evidence of vitality by welcoming the uncomfortable question, by adopting fluidity of internal structure and by reversing a widespread alumni illusion that what has been is of more interest than what is going to become. The College has benefitted from the example of alumni vitality and it has also benefitted from a rapidly growing contribution of alumni donations and alumni service.

Part of our achievement this year has been in community service — the rapidly expanding evening and summer programmes, which I have already mentioned, the opening of our Bonsecours Art Centre in Old Montreal and its steady succession of art-classes and exhibitions, the leadership shown in ecumenical dialogue especially through the Contemporary Theology Institute, that has under the competent hand of Father Elmer O'Brien in each of its three years brought internationally-reputed theologians of many faiths to the Loyola campus, and in a whole host of initiatives undertaken by our students, our admissions staff, and individual members of faculty engaged in politics, voluntary welfare projects, other institutions of learning, ethnic and cultural programmes, and other community endeavours. I believe that Loyola is convinced that concern for the larger community is a proper concern. I also believe that Loyola is equally convinced that this concern is properly exercised if a priority of effort goes to instruction and scholarship at a truly academic level. For a community to allow its universities to engage in reckless dogmatism is tantamount to mismanagement of our most precious, our intellectual capital.

Within the limitations imposed from without creative work has grown. There are the various projects in natural sciences that the National Research Council has agreed to support, the leading role that Loyola, and particularly, Dr. Charles Schlacks, have played in keeping a Canadian journal of Slavic Studies in publication, and the steady growth of the holdings of volumes in the African section of our library. This year the Honourable Paul Martin formally opened the section, and the Canada Council made an initial grant to build a collection that Dr. Savage and his colleagues have directed. I cannot here give a catalogue of books and publications authored by faculty but I can

report that there is keen and open competition among the various departments to prove that undergraduate instruction and scholarly production can, and do, go hand in hand. And I congratulate the many faculty members who, by their labours, have established a solid, if modest, list of Loyola writings in this year.

One area of serious investigation in which Loyola has been playing a leading role has been in the collegiate field of student welfare, student life, student activity. A cherished illusion in much of Canada's university community has been that these facets of university existence were beneath the notice of the university, unrelated to a university's noble purpose, or best handled by Mr. Chips who is bound to appear where students gather. Surging enrolment and the psychological pressures of modern day living have redefined the problem and therefore called for more formal structure and specialized personnel.

The long-protracted delay on university status that has been recommended for the constituency served by Loyola is the basic uncertainty. Unfortunately, future possibilities are not a suitable basis for planning our courses and marshalling resources. Equally unfortunately, future possibilities induce authorities at various levels reluctant to act now on the basis of existing powers and responsibilities. Loyola finds the condemnation to suspended animation stifling, especially since its student population continues to grow in numbers and in needs. Perhaps the delay could come to an abrupt but not too early end if it could be understood that the issue is not a people in search of a university but a university already in existence in several fragments looking for its proper name and the consequent consideration that it has earned.

I spoke a moment ago of reluctance to act within existing powers and I particularly have in mind the impasse that we experience in our faculty of engineering, under the dedicated leadership of Professor Joly. The provision for adequate numbers of qualified staff and facilities is there; enrolment of fine applicants is growing in number and quality; the need for engineering education is too clear for discussion and yet, there is unexplained (I may say, unexplainable) dawdling that works severe hardship on the students and needless cost on the College.

While I have had occasion to express our appreciation of the government's policy of financial support to higher education and to acknowledge the benefits that we at Loyola have derived from this policy, I do have to note that we, like other institutions, have not received any capital grants since February, 1964, nor have we any solid commitment for the immediate future to allow us a little certainty in planning and borrowing. Similarly, though our discussions on the size of enrolment, the commitment of resources, and the level of salary payments have had to be taken many weeks ago, the public policy on operational grants more in keeping with current costs has not been implemented for Loyola. I presume that the demands on government's attention are numerous and pressing, but the climate is, again, one of uncertainty.

In this day and age, stress is placed strongly and rightly on the right to freedom. An obvious requisite for a large and truly human condition of free-

dom is the existence and continuance of the freedom of universities. In the present ferment of social values, and the more ardent pursuit of better identified social purposes, universities more consciously undertake "to identify themselves with the societies they serve and actively contribute to the solution of their problems, immediate as well as long-term." But social purposes are best served by universities that are autonomous. Government interference can be a threat but it is clearly not the only one nor, I hasten to add, an alarming one in Quebec. Government inactivity can also be a threat. Here I think of need to establish promptly a suitable and active committee to co-ordinate university and government interests in higher education — and thus prevent the unnoticed erosion of academic autonomy.

With the appearance of the Fourth Volume of the Parent Report some new uncertainty has been wished on us by statements about confessionality. I should like to say categorically that the Commission's remarks on the situation of pluralism at university level reflect precisely views that this institution has embodied both in its brief to the Commission and in other statements of policy.

"Confessionality" is not really an English word; it has been imported from continental Europe with its original ambiguity between sectarian control and a specific system of value judgments which can be tolerant or intolerant of any non-conforming values. Pluralism supposes tolerance or even hospitality towards dissident opinions and teaching. I should say that in the Province of Quebec sectarian control is now considered, even by most who have in the past exercised it, as no longer desirable as a general basis for organizing society; some relaxation would be welcomed.

When we have said, and meant, all these things, we do not believe that we have to apologize for giving some emphasis to a specific system of value judgments (with respect, however, for other viewpoints), even though these value judgments may be considered non-academic. There is a naive assumption among secular humanists that their working philosophy has a less dogmatic basis than the value system of Judaeo-Christian tradition. Occasionally, there is the fatuous assumption which John W. Gardner has pilloried that life without a system of value judgments is possible. And finally there is the untenable assumption that whereas individual men, each of whom necessarily has an operative system of values can do first-class academic work, a number of men sharing a similar system of values and working in concert cannot do sound academic work. There is much more danger from value systems based on political ideology, modern nationalism, laissez-faire materialism than from any religious tradition accepting the condition of pluralistic society.

These are some of the uncertainties that beset us at Loyola. Climate colours mood, and hence the mood of Loyola's friends might understandably speak frustration and uncertainty. In the climate, the dominant attitude be it noted has been courage.

Alumni have had courage by tying their organization and finances closer to the College, and by contributing in substantially larger numbers, to the annual fund for Loyola.

Gifts with specific commendation of our academic work have come to us from many new friends and benefactors, notably, the Birks Family Foundation, the Membership of B'Nai Brith Brotherhood in Montreal and its ladies auxiliary. Today I am glad to express to Mr. and Mrs. Meier Segal who are with us for this convocation our warm appreciation of the kind and generous interest that they have taken in Loyola College. I know that this couple would be embarrassed if I dilated long on their benefactions to Loyola. Let me say that they have universal affection because God loves a cheerful giver, and Loyola in its need, a prompt giver. I hope that the achievements that I have touched on and others give our benefactors identity with a living and worthy cause.

During this year our student body, under the leadership of its President, Mr. John Collyer, agreed in general referendum to contribute a gift of one million dollars to Loyola. Students here and coming here will accept a special addition to fees to provide funds for a new student centre. I need hardly say that this gesture unsurpassed among students of Canada is an encouragement to all of us and one that any college can be proud of . . . both as a measure of its present vitality and its future promise. We have a feeling that this is an example of a Good Housekeeping Seal being awarded by the product.

Our Board of Governors, has shown exceptional courage in authorizing a capital campaign for 17.6 million dollars. In the early but important phases thus far, the active support of our Governors has been of decisive value to the Campaign. I may also note that we are happy to have Mr. John Coleman, Mr. H. J. O'Connell and Mr. W. A. Wilson, Sr. join the Board during the year.

Early response from leading corporations indicates generous support and glowing confidence in the contribution that Loyola can make to higher education in the years ahead. Indeed the list of benefactors, and their reasons for standing behind Loyola are clear refutation of any sectarianism on our part in serving the total community and a thoughtful endorsement of our academic performance in Arts, Science, Commerce and in Engineering, in day and evening divisions, for men and women students of all races, colours and creeds.

Many of our faculty and senior officers, well-qualified to choose their posts, have gladly come to Loyola and have shared its uncertainties along with the challenging opportunities in its striking growth. Their performance in their professorial duties, their advice in matters of large policy, their unflinching loyalty amid uncertainty are a mark of their calibre and a courage that, being thoughtful, begets courage.

To all who are Loyola, to all who help Loyola, to those who have joined in this convocation, I express for the College our appreciation and thanks.

REPORT OF THE FACULTY OF ARTS

This report is a summary survey of the activities of the Faculty of Arts during the past academic year 1965-66.

STUDENTS

September saw a 40.0% increase in the total number of Arts students:

Arts I	440
Arts II	334
Arts III	206
Arts IV	115

for a total of 1095

as compared with 783 in the previous year.

In June and August, 1966, the success of these students was as follows:

1st year — 423 of 440 registered wrote finals

Total with honours	35%
Total "pass"	43%

2nd year — 325 of 334 registered wrote finals

Total with honours	38%
Total "pass"	49%

3rd year — 204 of 206 registered wrote finals

Total with honours	60%
Total "pass"	31%

Graduating class — 113 of 115 registered wrote finals

Total with honours	71%
Total "pass"	23%

Over the four years there is a rising percentage of students attaining "A" 's and "B" 's (Honours grades).

James Hassinger, English Instructor, and Hons.Eng., B.A., 1965 was awarded a Woodrow Wilson Fellowship. Ronald Smith, a Maths. major in Arts received an honourable mention. Other students, four at least, won highly competitive Fellowships. Students in increasing numbers are going on to Graduate Studies.

Arts students were prominent in all extracurricular activities, Debating, Drama, Review, News, student government, Inter-University conferences, and Athletics. What was said in last year's report can be repeated here:

We cannot withhold our admiration for the young men and women under our care. Their youth, their ambitions, their willing and enthusiastic cooperation, and their, sometimes extraordinary, abilities are a constant source of delight to us . . . They are splendid.

CURRICULUM

The almost complete revision of French courses has been largely completed, under Dr. Lauzière's direction. Italian has been added to Modern Languages, in preparation for a Modern Languages major, to be established in the future.

The New Communication Arts department became strong enough to detach itself from its parent, the English department, and stand on its own feet, offering a major program. The words of last year's report are applicable:

The creation of this department is a clear indication that Loyola is very much on the qui-vive, and actively aware of the great culture-shaping forces of the modern world.

Both Psychology, under the direction of Dr. Maheux, and Sociology, under the direction of Dr. Kane, became established as distinct departments offering major programs.

Proposals for an inter-disciplinary Humanities course in first year did not get beyond the discussion stage in the Curriculum Committee.

Proposals for a "Science-in-translation" course in first year were approved. The course, Science 101, will be offered as an alternative to Mathematics 101.

FACULTY

We continued to attract and hold new professors, both experienced and those with recent Doctoral Degrees.

Faculty members in increasing numbers presented their thinking and research to the public, in lectures and learned periodicals. A quick look through the Deans' Bulletin will reveal at least twenty-two. Several published books: Dr. Hinners, E. O'Brien, S.J., R. Coolidge, Dr. Lauzière, and Dr. Toupin. Two, Dr. Savage and Professor C. Schlacks, were appointed editors, Professor Schlacks as editor of Canadian Slavic Studies to be published by Loyola College. Dr. Savage is to be the editor of the Canadian Journal of African Studies, also to be published by Loyola College. Two, Dr. Arnold and T. Hoey, S.J., received Canada Council Summer awards.

Most of the departments presented special lectures to the Montreal public. The most ambitious presentations, and very successful they were, were the new Communication Arts second annual cinema week, Cinema /66; and the Economics Symposium organized by the Economics department.

Faculty continued to offer full cooperation to the Evening Division, Winter and Summer sessions.

Faculty's main organization, The Arts Council, was subjected to intensive re-examination during the year. New Constitutions and By-laws were worked out and adopted. Much is expected from the revised Council.

But the most important improvements were the creation and filling of two much needed offices, Freshman Director and Guidance Director. Mr. Wm. Cozens became Director of Freshman; Mr. J. P. Hale, Guidance and Testing Officer. Both men, by their work, revealed very early how great had been our deficiencies in these areas, and how fortunate we were in our choice of these men.

CONCLUSION

The year 1965-66 was one of steady progress and great promise for the future of Loyola College.

G. MCGUIGAN, S.J.,
Associate Dean of Arts.

REPORT OF THE FACULTY OF SCIENCE, 1965-66

STAFF

The number of academic staff members in the faculty remained the same as last year. Changes involved the resignation of four staff members and the appointment of four others. The new members were: Chemistry, Dr. G. J. Trudel; Mathematics, Messrs. George Bashconji and Isaac Pfeiffer; Physics, Dr. R. L. Kovacs.

Dr. C. Eappen was appointed Acting Chairman of the Physics Department and Mr. A. Prillo, Acting Chairman of the Mathematics Department. The Faculty owes a debt of gratitude to the Rev. H. MacPhee, S.J., and the Rev. E. O'Connor, S.J., retiring Chairmen of these departments, for their many years of devoted service.

RESEARCH

Twelve members of the Faculty were actively engaged in research during the year; eight scientific papers were published. Dr. T. Nogrady read a paper at an international symposium on Natural Products in Stockholm, Sweden; Dr. S. Bagchi and Dr. S. Santhanam presented papers at the meeting of the Physical Society in New York. Research in the Faculty has been financed by the National Research Council of Canada, the Defence Research Board of Canada, industrial and College grants.

STUDENTS

The number of students registered in Science increased by 38% over the preceding year, bringing the total number in the Day School to 518. Of these 236 were in Freshman. Among the upper-classmen, 56 were in honours and 226 in major programs. Science students appearing on the Dean's Honour List number, First year: 23, Second year: 8, Third year: 5.

GRADUATES

At Convocation in May 1966, 54 students received their Bachelor of Science degree; four received the same degree at the October Convocation.

The Faculty was especially honoured when Mr. Michael Plischke, Honours Physics graduate won a Woodrow Wilson Scholarship and Mr. Thomas Kuiper, Honours Physics graduate was awarded a Woodrow Wilson honourable mention. Other students proceeding to graduate school in various Universities included 2 from Physics, 2 from Chemistry, 1 from Mathematics; 12 graduates of the Biology-Chemistry program were accepted in Medical Schools, 3 for dentistry studies and 4 in graduate schools.

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

REPORT OF THE FACULTY OF ENGINEERING

FIVE YEAR CURRICULUM

As reported last year, Senate in March 1965 approved the addition of a fourth and fifth year of Engineering to the existing first, second and third years that had been offered at Loyola since 1943. Suitable adjustments were immediately made to the third year curriculum of 1965/66 so that the students registered in it could proceed to the fourth year in September 1966.

In October 1965, a brief outlining the detailed plans for this program was submitted for approval to the University of Montreal since it is the body that awards degrees for Loyola's various curricula. Informal encouragement was given by Montreal, that it would look favourably on awarding the degree of Bachelor of Engineering to Loyola.

By March 1966, architectural plans for the transformation of the Gymnasium in the Central Building into engineering facilities had already been approved by the President, and offers had been made to potential instructors to join the staff for the fourth and fifth years.

However, all action was halted late in March 1966 when the University of Montreal formally advised the President that it did not desire to grant a degree in Engineering to Loyola.

As a result, Third year students, as of March 1966, were advised to transfer to other universities for the fourth and fifth years of Engineering. In passing, it might be pointed out that the advice to transfer was based no more on the uncertainty of Loyola's status in 1968 than it was on the certainty that Canadian universities require that a student must be in residence (2) two years to be a candidate for a degree.

PRESENT STATUS

The present status of the Faculty of Engineering is summarized by the following abstract which will appear in the 1967/8 calendar of Loyola:

"The Faculty of Engineering offers a five-year program of studies in Chemical, Civic, Electrical and Mechanical Engineering. In 1967/8 the First, Second and Third years of this program will be presented. The offering of the Fourth and Fifth years will be delayed until Loyola's status as a university has been granted official recognition. In the meanwhile, arrangements have been made for students to transfer to the Fourth year of other universities in the area. The courses of the first year and the second year constitute a common program for all students in them, while the courses of the third year provide specialized work in Chemical, Civil, Electrical and Mechanical Engineering."

ACADEMIC PERFORMANCE

The curriculum of the First year of Engineering which is more demanding than in other universities in Quebec was successfully completed by 85% of the

students in April 1966. It is noteworthy that 95% of them passed English 101 which is the standard course for all freshmen at Loyola.

PHYSICAL FACILITIES

A site for an Engineering Building has been chosen at the corner of West Broadway and Sherbrooke next to the Drummond Science Building. The funding of it is included in the Development Campaign that was inaugurated in 1966.

APPOINTMENTS, LEAVES OF ABSENCE

Professor S. Kubina joined the staff of the Faculty in 1965. He was formerly in the Research and Development Department of Canadian Aviation Electronics and is now acting as consultant to Canadian Forces Headquarters (Navy) in Helicopter Avionic Systems.

Professor Yalcin continued on leave of absence while serving as acting Chairman of Civil Engineering at Roberts College in Istanbul.

Professor D. J. McDougall, has been granted leave of absence in 1966/7. In Ottawa, he will be continuing his investigations on thermo-luminescence.

GEORGE W. JOLY,
Associate Dean, Engineering.

REPORT OF THE FACULTY OF COMMERCE

The Faculty of Commerce continued with its rapid growth not only in student intake but in the quality of teaching and standards. During this session the number of students in the Day Division increased by 58 students to 470, an increase of approximately 15%. The policy adhered to of developing the person before the vocation has brought the admiration of the community that Loyola serves. New changes and areas of specialization in Commerce have not been ignored. A new full-time professor was added to the Business Department and another to the Accounting Department with a view to developing an appropriate basis for a Major in Business Administration. Many courses were revitalized and modernized in Accounting, Business and Economics. In the former discipline more stress has been laid on Management Accounting.

Library holdings were augmented reflecting the increased publications existing in the field of Commerce.

A student, majoring in Economics, was granted the Chancellor's Teaching Fellowship of the University of California, while over 50% of graduate students went on to post-graduate studies.

Many members of the Faculty attended meetings of the Learned Societies Conference at the University of Sherbrooke on June 5-6-7 and at the Conference of the Institute of Chartered Accountants at Mont Tremblant.

LAWRENCE BESSNER,
Director of Commerce.

REPORT 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 those counts, there has been a tendency towards a levelling off. A point of saturation will soon be reached when all available physical facilities of Loyola College are used to the maximum by evening students.

The time may have come to put into light 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 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. 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 in some of our leading Canadian Universities, some of them at the post-graduate level. One of those students has already obtained his Master's degree, and is now well on the way to his Doctorate. 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.

As to the quality of teaching offered in the Evening Division, it depends to a very large extent on the degree of involvement and cooperation of the several academic departments of Loyola College. These departments actually provide more than two-thirds of all professors teaching in the Evening Division, and they are directly involved in the selection of all part-time professors from outside. Several day students are officially authorized to take courses in the Evening Division and likewise some evening students are authorized to take courses during the day. That, in itself, calls for a large measure of cooperation, if not of integration. Complete integration of both Divisions may not be possible in the near future but there seems to be no doubt that a greater measure of integration would be in keeping with the new concept of "continuing education" and would turn out to be beneficial to Loyola as a whole.

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

H. CHARBONNEAU,
Director, Evening Division.

PUBLICATIONS OF FACULTY

- Andersen, Margaret*
Dept. of French Studies: Claudel et l'Allemagne. *Cahier Canadien Claudel* 3, University of Ottawa (1965).
- Berthiaume, André*
Dept. of French Studies: La fugue. (Ottawa) *Le Cercle du livre de France* (1966) 133 p.
 Gatién Lapointe ou l'âpre merveille de vivre. (In *Écrits du Canada français*, no. 20, p. 255-272, 1965).
- Bonyun, David A.*
Computing Centre: Evolution as a system. (In *Computer Society of Canada*. Quarterly bulletin, v. 7, no. 1, p. 30-33, Fall 1966).
- Costa, John*
Dept. of Modern Languages: Aesthetics behind the poems of Charles Baudelaire and Rainer Maria Rilke on autumn. (In *Culture*, v. 27, no. 3, p. 350-355, septembre 1966).
 Apothéose humaniste de Jean Aicard dans Le Dieu dans l'homme. (In *La revue de l'Université Laval*, v. 21, no. 3, p. 289-296, novembre 1966).
 Sentiment et humanisme dans les "Chansons spirituelles" de Marguerite de Navarre. (In *La revue de l'Université Laval*, v. 20, no. 8, p. 767-774, avril 1966).
 Le Temps de l'abstrait (In *Erasmus*, No. 2, Vol. 1, October 1966).
- Henkey, Charles H. Rev.*
Dept. of Theology: The problem of authority. (In *Perspectives*, v. 10, p. 17-19, Jan.-Feb. 1965).
 (Review of) Theological Dictionary, by Karl Rahner & Herbert Vorgrimler. Ed. by Cornelius Ernst, tr. by Richard Strachan. New York, Herder & Herder, 1965. (In *Catholic Biblical quarterly*, v. 28, no. 3, p. 368-369, July 1966).
 (Review of) Theology in reconstruction, by Thomas F. Torrance, Grand Rapids, Eerdmans, 1965. (In *Catholic Biblical quarterly*, v. 28, no. 3, p. 376-377, July 1966).
 Editor: *Loyola Quod libets*. Published by Loyola College.

- Hinners, Richard C.*
Dept. of Philosophy: (Review of) Plato: the midwife's apprentice, by I. M. Crombie, New York, Barnes & Noble, 1965. (In *Modern schoolman*, v. 43, no. 3, p. 278-280, March 1966).
- Kane, John Joseph,*
Dept. of Sociology: A story of shame: the Negro in America. Notre Dame, Indiana, *Ave Maria* Pr. 1966. 32 p.
The Negro revolution. *Ave Maria* 102: 5-9 ju 10'65.
Understanding homosexuality. *U.S. Catholic* 31: 14-18 Ja '66.
Where do we go from medicare? *U.S. Catholic* 30: 40-46 Mr '65.
The truth about drug addiction. *U.S. Catholic* 31: 11-16 Ap '66. Replies 32:54 Sept. '66.
- Monet, Jacques, Rev., S.J.*
Dept. of History: The foundations of French-Canadian nationality 1608-1867. (In *Culture*, v. 26, p. 456-466, dec. 1965).
French Canada and the annexation crisis, 1848-1850. (In *Canadian Historical Review*, v. 47, no. 3, p. 249-264, Sept. 1966).
French Canadian Nationalism and the Challenge of ultra Montanism (In *Canadian Historical Association Annual Report*, 1966).
- O'Brien, David J.*
Dept. of History: American Catholicism and the Diaspora. (In *Cross currents*, v. 16, no. 3, p. 307-323, Summer 1966).
American Catholics and organized labour in the 1930's. (In *Catholic Historical Review*, v. 52, no. 3, p. 323-349, Oct. 1966).
Reprinted from the Catholic Historical Review.
- Rev. O'Brien, Elmer, S.J.*
Dept. of Theology: English culture and spirituality. (In *Spirituality in the secular city*. New York, *Paulist* Pr. (1966) p. 142-153 and in *Concilium* "theology in the age of renewal" vol. 19).
Theology in transition. (In his *Theology in transition: a bibliographical evaluation of the "decisive decade", 1954-1964*. (Montreal) *Palm* (1965) p. 212-260).

- Raspa, Anthony,*
Dept. of English: Crashaw and the Jesuit poetic. (In *University of Toronto quarterly*, v. 36, no. 1, p. 41-54, October 1966).
- Russell, Stanley C.*
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REPORT OF THE REGISTRAR

Number of Graduates May 1966

	<i>Day School</i>	<i>Evening Division</i>	<i>Total</i>
ARTS.....	102	12	114
COMMERCE.....	49	5	54
SCIENCE.....	51	3	54
ENGINEERING.....	18	—	18
	<u>220</u>	<u>20</u>	<u>240</u>

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
ENGINEERING.....	—	—	—
	<u>12</u>	<u>26</u>	<u>38</u>

GEOGRAPHICAL BREAKDOWN BY FACULTY AND YEAR — 1965-66

	ARTS								COMMERCE							
	I		II		III		IV		I		II		III		IV	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
CANADA																
Alberta	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	1
British Columbia	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—
Manitoba	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—
Montreal	213	109	174	62	126	25	43	8	127	8	77	4	36	—	40	1
Quebec (Outside Montreal)	65	32	60	5	41	5	54	2	54	6	44	3	20	1	9	—
New Brunswick	2	—	—	—	1	—	—	—	1	—	1	—	1	—	—	—
Newfoundland	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nova Scotia	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—
Ontario	4	2	12	2	6	—	4	—	8	—	1	—	2	—	2	—
Saskatchewan	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—
SUB. TOTAL	285	143	248	70	176	30	101	10	190	15	123	7	59	1	52	1
OTHER COMMONWEALTH																
Australia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Barbados	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
British Guiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
British Honduras	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Dominica	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—
England	1	—	—	—	—	1	—	—	—	—	—	—	1	—	—	—
Ghana	—	—	1	1	—	—	—	—	—	—	—	—	—	—	—	—
Hong Kong	1	—	1	—	—	—	—	—	1	2	—	—	—	—	—	—
India	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—
Jamaica	—	—	1	—	—	—	2	—	1	—	1	—	—	—	—	—
Kenya	—	—	2	—	—	—	—	—	—	—	—	—	—	—	1	—
Malawi	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—
Rhodesia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Seychelles	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—
Singapore	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—
Tanzania	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—
Trinidad	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Uganda	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
SUB. TOTAL	5	1	6	1	1	1	3	—	3	2	1	—	2	1	1	—
FOREIGN COUNTRIES																
China	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—
Columbia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Costa Rica	—	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—
Czechoslovakia	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Dominican Republic	—	—	—	—	—	—	—	—	1	—	—	—	1	—	—	—
French West Indies	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—
Germany	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iran	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—
Lebanon	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—
Mexico	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Netherlands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—
Sierra Leone	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
U.S.A.	9	1	8	2	1	—	1	—	4	1	3	—	2	1	1	—
Venezuela	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	1
SUB. TOTAL	11	1	11	2	1	—	4	—	7	1	3	—	3	1	2	—
GRAND TOTAL	301	145	265	73	178	31	108	10	200	18	127	7	64	3	55	1

SCIENCE								ENGINEERING								Total	Total	GRAND TOTAL
I		II		III		IV		I		II		III		IV				
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	2	1	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
131	25	88	9	44	6	30	—	40	1	19	—	20	—	13	—	1221	258	1479
56	11	46	1	20	—	12	—	19	—	13	—	7	—	2	—	522	66	588
—	—	1	—	—	—	—	—	1	—	—	—	—	—	—	—	6	—	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
2	—	2	—	2	—	2	—	—	—	1	—	—	—	—	—	48	4	52
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
189	36	138	10	66	6	44	—	60	1	33	—	27	—	15	—	1806	330	2136
—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	1	—	1
—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1
—	—	1	—	—	—	—	—	—	—	—	—	1	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	1	4
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	2
1	—	2	—	1	—	5	1	—	—	1	—	1	—	1	—	15	3	18
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
1	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	9	—	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
2	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	6	—	6
—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	2	—	2
5	1	7	—	2	—	5	1	1	—	1	—	3	—	3	—	49	8	57
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
1	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	4	—	4
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	1	—	1
3	—	1	—	2	—	2	—	1	—	—	—	—	—	—	—	38	5	43
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
5	1	2	—	2	—	3	—	2	—	—	—	1	—	—	—	57	6	63
199	38	147	10	70	6	52	1	63	1	34	—	31	—	18	—	1912	344	2256

G. W. TAYL, S.J.,
Registrar.

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

YEAR.....	I	II	III	IV	TOTALS		% Decrease or Increase
					1965-66	1964-65	
FACULTY							
Arts.....	446	338	209	118	1111	783	42% inc.
Commerce.....	218	134	67	56	475	392	21% inc.
Science.....	237	157	76	53	523	375	39% inc.
Engineering.....	64	34	31	18	147	130	13% inc.
TOTALS							
1965-66.....	965	663	383	245	2256	1680	34% inc.
1964-65.....	745	464	258	231	1680		
% Decrease or Increase.....	30% inc.	43% inc.	48% inc.	6% inc.	34% inc.		
	TOTAL				2256		
	SPECIAL				9		
	PARTIAL				7		
	EVENING				13		
	GRAND TOTAL				2285		

NOTE: This is the total enrolment by year and faculty. These figures include special students, both Evening Division and Day Specials, taking four or more courses.

REPORT OF THE CHIEF LIBRARIAN

In the academic year of 1965-66 the library faced problems similar to those of the previous year but magnified by the vast increase in the numbers of faculty and students. An attempt has been made to lay the groundwork for a university library of the future and, at the same time cater for the immediate needs of the present.

GROWTH OF THE COLLECTION

The academic year of 1965-66 has been one of moderate growth and progress. The increase in the rate of acquisition (26%) has been slightly more than in the previous year (23%) with 16,671 volumes having been added to the collection compared with 11,870 volumes in 1964-65. This accelerated rate of growth has been achieved only through the systematic incorporation of accumulated gifts into the general collection.

In terms of absolute figures the volume per student ratio in 1965-66 increased to 29.6 from 28.0 in 1964-65.

PUBLIC SERVICES

a. ORIENTATION PROGRAM

At the beginning of the year the library initiated an extensive orientation program for freshmen and upper class students. The program took the form of guided tours of the library, followed by a written questionnaire designed to initiate the student in the practical use of an academic library as a research tool.

b. CIRCULATION DEPARTMENT

Compared with the previous year, in 1965-66 circulation increased 188% to 42,136 books. This amounts to an average of 18.4 books per student. The new charge card system and the streamlining of procedures, together with new staff appointments, helped to ease the pressure in this department in spite of the increased workload.

c. REFERENCE DEPARTMENT

Various projects were completed during the year. Holdings cards were made for the major government document series. Searching in the card catalogue for the Order Department was another project. Checking indexes in the library's holdings is a time-consuming but very worthwhile project. The responsibility of maintaining displays in the glass display cases was given to the Department, as was the locating, listing and displaying of faculty publications. The training of students in the use of microfilm equipment became the responsibility of the department.

Compared with the previous year, interlibrary loans increased 169%, catalogue information handled 31%, and reference inquiries handled 185%.

At the very end of the year, the Reference Section was completely rearranged along functional lines.

d. CATALOGUING DEPARTMENT

Compared with the previous year, the number of volumes catalogued in 1965-66 increased 40% to 12,027 books. In 1966 the library subscribed to the Library of Congress proof-sheet service which not only accelerated the cataloguing process but also resulted in a saving of \$10,000.

This was the first year the library reported its new acquisitions to the Library of Congress, to the National Library in Ottawa and to the *New Serial Titles*. Our holdings appear now on print in the most prestigious bibliographies of the continent. Apart from being a contribution to interlibrary co-operation, the prestige value of the reporting is very important to the library and to the College.

e. SERIALS DEPARTMENT

Progress here was made in building up the Serials collection and public services were extended to faculty and students.

f. BINDING DEPARTMENT

At the end of the academic year, a large consignment of paperbacks was sent for permabinding. It is hoped that in about two years' time all paperbacks in the library will be permabound. New additions to the library (if no hard cover edition is available) are sent for permabinding before classification.

The Binding Department has proved to be an outstanding success; however, the dramatic increase in serial ordering makes it imperative to supplement the work of the department by the use of commercial firms.

SCIENCE LIBRARY

In 1965-66 the Kardex system for periodicals was completed. All periodicals in the basement were listed on holdings cards. A large number of back issues of serials were bound.

EVENTS

The most outstanding events held in the library were as follows:

Yeats Centennial Program on Nov. 3, 1965, at which the guests of honour were His Excellency the Hon. John A. Belton, the Irish Ambassador, and Mrs. Belton.

The Dante Festival in December 1965.

The arrival in mid-December of the reproduction of Michaelangelo's "David".

International Cultural Week in January, 1966.

Opening of the collection of *Africana* on March 12, 1966, by the Rt. Hon. Paul Martin, Q.C., M.P., M.A., LL.M., LL.D., Secretary of State for External Affairs.

GIFTS

Numerous gifts were received by the library during the year, from a wide range of individuals and institutions. Our gratitude is extended to all the donors. When this material is completely processed it will considerably augment our existing collection.

STATISTICS

	1965	1966
Size of Collection	64,000	80,671
Acquisition	8,653	13,649
Cataloguing	8,541	12,027
Reference Department		
Interlibrary Loans	238	642
Catalogue Information	471	618
Reference Inquiries	851	2,426
Circulation Department	18,562	28,333

G. TROWSDALE,
Chief Librarian.

REPORT OF THE DIRECTOR OF DEVELOPMENT

The principal activity of the Office of Development during the period July 1, 1965 to June 30, 1966 has been that of establishing a Capital Development Program aimed at providing funds for facilities expansion to cover estimated needs to 1975.

On the basis of a feasibility study completed in the previous year, recommendations for a campaign to solicit funds in the minimum amount of \$17,600,000 were proposed to the Board of Governors. The enlistment of fund-raising counsel for the initial and second phase of this appeal was approved and volunteer leadership recruitment, list documentation, and staff requirements were filled. Despite initial uncertainties respecting both the timing of such an appeal and availability of volunteer personnel, a plan was proposed to the Board that would serve both to test the College's ability to elicit the level of support required and to provide the basis for a full and successful appeal should this prove possible.

A meeting was held with the Minister of Education to ensure the eventual support of the Province of Quebec through grants in the order of \$11,000,000 and the College was encouraged to proceed with its public appeal to corporations, foundations and individuals throughout Canada with its minimum objective of \$6,600,000. The College's intentions were reported to the Association of Universities and Colleges of Canada and approval was given for a public appeal in the City of Montreal commencing in November of 1966.

Solicitation activity during the 1965/66 period in question was entirely related to national corporations from whom a substantial part of the objective had to be sought. By June 30, 1966, contributions had been pledged by less than 40 national corporations in the amount of \$1,000,000, and board encouragement was given to proceed with the full campaign on the basis of results. From this point plans went into effect to mount a broad campaign on a national scale.

ALUMNI ASSOCIATION—The alumni body of Loyola, with the assistance of the Development facilities continued the success of its Fund for Loyola appeal to its membership. Contributions from 22% of the alumni in 1964/65 were approximately \$15,000; in 1965/66 contributions approximated \$20,000 with 26% participation by the alumni body. At the same time, negotiations were begun for closer relationship between the Alumni Association and the College, in terms both of the combination of resources and in the pursuit of common and complementary objectives.

PUBLIC RELATIONS—There is substantial evidence that work in this area over the past year has made a favourable impression throughout the community—the most conclusive of which is the response in the capital development program. However, much remains to be accomplished and the eventual creation of a fully organized public relations unit of the Development Office is contemplated. Myriad details affecting continuing publicity and

communication needs have been handled with inadequate staff, often only through unreasonable demands in time and effort. The growth of the College has created growing demands in this area which only a more elaborate public relations operation can hope to handle. Throughout this period, public relations has been handled by the College's consultant, aided by Development staff members as and when time permitted from other duties, and from time to time, casual staff.

SPECIAL EVENTS, PROJECTS, INNOVATIONS—These involved such diverse items as the Loyola Permanent Art Collection, The Loyola Bonsecours Centre, Lecture and Concert series, Conferences, The Cinema Festival, The Contemporary Theology Institute—some of which originated within the Office of Development; others which were assisted in one way or another. A marked increase occurred during the year in both the number and diversity of campus events all of which required attention in areas of promotion and publicity. The efforts of the students and various departments of the College, particularly the academic departments, deserve strong praise for the initiative and originality brought to many campus events. The response to encouragement of lectures series by faculty members and departments, for example, suggests that the College must now develop a more precise policy if a balanced program is to be maintained. The problems of apathy have become the problems of energy and success.

PUBLICATIONS—The Department has continued to provide service to other areas of the College in the production and publication of a variety of printed pieces. This work is under the supervision of Mr. Ewart Williams, Publications Officer, who has added The Canadian Journal of African Studies, and Slavic and East European Studies to the number of periodicals produced.

BOARD OF GOVERNORS—Throughout this period the Office of Development continued to act as secretariat to the Board of Governors as well as the petitioners of the Charter. With the growing pressures of work in the areas of capital development planning and the capital appeal, it may be necessary to consider whether this service should not be more closely identified with the President's office in order that full and continuing attention can be given matters affecting the Board's operation.

J. STIRLING DORRANCE,
Director of Development.

REPORT OF THE DIRECTOR OF FRESHMEN

The Office of the Director of Freshmen operated on a full-time basis in 1965-66, and this report is a brief summary of its activities during that period.

FUNCTION

The function of the Office of the Director of Freshmen towards the First Year Student at Loyola is to encourage scholarship, to maintain academic records for each student, to provide assistance through administration and counselling.

ACADEMIC COUNSELLING

This programme, which originated in 1963-64, was continued. There were seventy-seven Faculty Members who acted as Academic Counsellors.

Even with such a large percentage of the Faculty taking part, the large Freshman class precluded the assignment of every First Year student to a Faculty Counsellor.

The Office of the Director of Freshmen also carried out counselling of a general nature; a number of students with particular problems were referred to the College Chaplain or the Director of Guidance.

ACADEMIC ORIENTATION

This Office coordinated this programme of introduction and welcome to the Freshman Student. As the large Freshman class could not be accommodated in the Auditorium, the programme, for the most part, had to be duplicated. Members of the Faculty, Administration and Upperclass students cooperated in the organization and execution of this very important event.

REMEDIAL READING

A nine-week course in Remedial Reading was given to approximately 120 Freshmen Students. The Director of Freshmen and two Upperclass Students served as instructors.

This Office has received excellent cooperation from both the Faculty and the Administration, and a good working relationship has been established with the Deans of Faculties. The Office of the Registrar has been particularly helpful by supplying information on students and by referring students to this Office for consultation.

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

REPORT OF THE DIRECTOR OF FINANCIAL AID

GOVERNMENT GRANTS:

Province of Quebec:

Number Applied	933	
Number Accepted	613	
Amount Received		\$190,700.00
Number Appealed	93	
Amount Received		11,850.00
(23 were increases)		<u>\$202,550.00</u>
Number Refused	320	
Average loan per Student	\$	316.00

Loyola Students received \$6,385.00 more than they did in the preceding year, although the overall amount granted by the Province of Quebec was higher it is to be noted that the average loan to the student was \$54.00 less than in 1964-1965. I believe the reason for this is that the students did not apply for the maximum amount available.

This year we have strongly suggested that students apply for the maximum amounts available under the present plan.

Canada Student Loans:

These are loans made available by Provincial Governments to students of their own provinces studying in other provinces.

Ontario: \$4,600 for 6 students. Average: \$766.66.

Alberta: \$500 for 1 Student.

New Brunswick: Amount unknown — 1 Student.

Ontario Type "B" Bursaries: (These are Scholarships awarded to students with 80% average on the Grade 13 Examinations)

\$900 Awarded to 3 Students.

These have a value of \$300 each which will be increased if need is proven.

Funds for Education from New Hampshire:

These funds are awarded on the same basis as those in the preceding section.

\$600 — 1 Student.

New York Higher Education Assistance Corp.:

\$4,977.00 Loaned to 6 Students — Average: \$829.50

It is interesting to note that in all cases the monies received from these different Government Agencies are substantially higher than they were last year.

also a few with whom we have lost contact. Sixty-five employing establishments made recruiting visits to the College.

No student who actively involved himself in the recruiting program failed to receive at least one offer. Many received several. One firm offered employment to twelve of our 1966 graduates.

Salaries increased approximately 10% over the previous year, the average amount being in the vicinity of \$475. per month.

Two trends may be of interest here. One is the growing tendency for the more brilliant students to obtain post-graduate degrees before entering industry or business. The other is for business in the Province of Quebec to show a growing preference for bilingual graduates.

SUMMER AND PART-TIME WORK:

174 students were placed in summer employment as a direct result of our efforts. This does not include others whom we helped in various ways, but whom we did not directly refer to an employer. 93 part-time jobs were filled by our office, some on campus, others at various local businesses.

EVENING DIVISION:

To assist students of the Evening Division wishing a change of position, our office remained open one night a week. We placed 14 undergraduate students in permanent employment. There was somewhat less interest in our service on the part of Evening Division students than previously which may partly be due to our office being inconveniently located for them.

For the coming year we hope to expand our "career planning" role and to increase the amount of information that is available to students about the world of work.

Our thanks are extended to the many members of the College Administration, Faculty and Staff whose help contributed a great deal to the success we have had during this past year.

E. I. STEYNOR,
*Head, Student Placement Office,
Canada Manpower Centre.*

REPORT OF THE DIRECTOR OF ATHLETICS

The Athletic Department of Loyola College records a year of unsurpassed accomplishments in athletics, and the Department is grateful to the entire community for its enthusiastic support and co-operation.

Worthy of mention are the many firsts for Loyola during the past school year: first Junior Varsity Football Team, first round draft by Canadian Football League of a Loyola College Football Player, first Modern Dance Group, first Junior Varsity Hockey Team, first Fencing Club, first Intercollegiate Volleyball Team, first Intercollegiate Wrestling Team, first Judo Club, first Loyola Home Hockey Game held at Montreal Forum, first published All-sports Game program, first Faculty Bowling League, first Intramural Indoor Soccer League, first Annual Loyola Intercollegiate Indoor Soccer Tournament, first Athletic Department monthly academic check performed, first Bilingual Football Coaching School in Canada, first Annual Loyola Basketball Coaching Clinic, first Annual Loyola Hockey Coaching Clinic, first Loyola Wrestling Program for the Montreal Institute of the Blind, first Annual Loyola International High School All-Star Basketball Game, first Annual Loyola All-Star High School Hockey Game, first Loyola Weightlifting or Body Building Club, first Loyola on Canadian Feature cover story published in a United States Coaching Magazine, first Loyola sponsored Junior Provincial Wrestling Championships, first Loyola College Athletic Association Banquet, first Loyola College Booster Club, first Inter-fraternity Athletic Competition, first Co-ed Letter Awarded.

Other major accomplishments during 1965-66 include the following: 1. a large increase in student participation on the intercollegiate and intramural levels. 2. the construction of a modern Athletic Complex initiated. 3. the approval by the Alumni Directors of the Loyola College Hall of Fame. 4. a 100% increase in the number of coaches. 5. A second athletic field on the south side of Sherbrooke became operational.

E. F. ENOS,
Director of Athletics.

REPORT OF THE TREASURER

The College deficiency of funds increased by \$982,337; from \$11,827 on June 30, 1965 to \$994,164 as at June 30, 1966.

APPLICATION OF FUNDS

Expenditures for land, buildings, furniture, equipment and renovations	\$973,801	
Excess of operating expenditure over income as per statement	<u>189,092</u>	\$1,162,893

SOURCE OF FUNDS

Revenue from donations and investments	<u>180,556</u>
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NET INCREASE IN DEFICIENCY OF FUNDS	<u>\$ 982,337</u>
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LOYOLA COLLEGE
BALANCE SHEET AS AT JUNE 30, 1966

ASSETS

Current Assets:

Cash	\$	47,958
Accounts receivable		\$66,317
<i>Less:</i> Allowance for doubtful accounts		<u>4,027</u>
		62,290
Inventories — at cost		55,984
Prepaid expenses		<u>11,089</u>
		177,321
Balance receivable on sale of land on or before February 1, 1969		119,846
Investments (approximate market value \$19,794)		14,782
Fixed Assets		<u>11,916,896</u>
		<u>\$12,228,845</u>

LIABILITIES

Current Liabilities:

Bank indebtedness	\$	600,000
Accounts payable and accrued liabilities		194,525
Fees paid in advance		<u>160,744</u>
		955,269
Unexpended balances of funds provided for:		
Scholarships		\$121,228
Other specific purposes		<u>109,770</u>
		230,998
Capital Account		<u>11,042,578</u>
		<u>\$12,228,845</u>

LOYOLA COLLEGE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED JUNE 30, 1966

INCOME

College:		
Tuition fees	\$1,733,877	
Grants from Province of Quebec	513,577	
Income from other sources	2,225	\$2,249,679
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High School:		
Tuition fees	248,756	
Grants from Province of Quebec	49,400	
Income from other sources	1,505	299,661
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Board and residence:		
Refectory operation	132,565	
Hingston residence	244,480	
Canteen operations	44,370	421,415
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Rentals		67,064
Bookstore		159,796
Income from other sources		4,936
Contributed services of Jesuit staff		187,100
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		3,389,651
Scholarship Fund Transfers		30,000
Transferred from Capital Account		189,092
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		<u>\$3,608,743</u>

EXPENDITURE

College — academic and student services		\$1,836,690
High School		267,761
Scholarships and bursaries		101,041
Bookstore		145,824
Printing and mail		19,583
Board and residence:		
Refectory operation	\$160,639	
Hingston residence	276,849	
Canteen	44,809	482,297
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General and administrative		245,471
Reception and telephone service		46,183
Purchasing and receiving		19,351
Building and grounds		387,075
Public relations		47,211
Bonsecours Centre		10,256
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		<u>\$3,608,743</u>

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