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News
Fall 1978

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Letters

Tell It Like It Is

As a graduate who moved from Montreal to Toronto some twenty years ago, I found your Summer 1978 issue interesting, particularly in providing insights into the current and future challenges facing McGill, not the least of which will be declining enrolment.

Keep telling it like it is on that little island in a sea of French Canadian culture.

F. Hugh Wadey, BSc(Agr)'45
Toronto, Ont.

Another Point of View

The *McGill News* interview with the Quebec Minister of Education (Summer 1978) revealed Jacques-Yvan Morin as a man just as far removed from reality as his colleagues. Morin states that McGill has a dual function, namely, to compete with other universities on an international level and "to contribute to the development of the society in which it lives." This is a rather simplistic assertion when Morin's government seems dedicated to destroying that society by attacking the basic freedoms which should be the foundation of any university and of every society....

Morin is seriously undermining his own credibility if he expects McGill to contribute to the type of society which his government is trying to create. On the contrary, McGill should re-dedicate itself to teaching its students the values inherent in the basic freedoms upon which a democratic society is based, and how these freedoms are being denied by a government that doesn't understand or doesn't care.

Tim R. Carsley, BA'58, BCL'61
Montreal, Que.

Learning from the Third World

Congratulations on a splendid Summer 1978 issue. Especially good was Carol Stairs's article "Doing It Their Way." It is important to know that there are a few societies learning from our mistakes and trying to do things differently. Maybe we can reverse the trend and learn from them before we have exhausted our natural resources.

Pat Alcock
Canadian Peace Research Institute
Oakville, Ont.

Female Chauvinism?

I read with interest the letter from Margaret Gillett in the Summer 1978 issue. She informed the community that she is writing a history of women at McGill and solicited information and material.

If I had written stating that I was preparing a history of *men* at McGill I am certain that I would have been inundated with indignant letters from women claiming I was engaged in a sexist venture. Surely, the reaction must be the same to that which Professor Gillett is endeavouring to do.

Professor Stanley B. Frost, formerly Dean of Religious Studies, Dean of Graduate Studies and Research, Vice-Principal (Administration), and at present McGill historian, is writing a history of McGill. Would it not make more sense to realize that McGill is a community of *people*, and that all information could more profitably be sent to him? Sexism is sexism regardless of whether it is male-oriented or female-oriented!

Leo Yaffe, PhD'43
Vice-Principal (Administration)

John Grierson Remembered

I appreciate this opportunity to draw to your readers' attention the work that has commenced on the Grierson Project at McGill. We are collecting papers, manuscripts, correspondence, audiotapes, videotapes, films, and reference material by and about the late John Grierson, founder of the National Film Board in 1939 and often referred to as the father of the documentary film movement.

John Grierson lectured in film and communications at McGill from 1969 until 1972; his magnetism in the lecture hall will long be remembered. It is hoped that graduates possessing memorabilia would be willing to donate, lend, or reference them to the project.

Those who wish to know more about the Grierson Project are asked to contact the Graduate Program in Communications, Macdonald-Harrington Building, 815 Sherbrooke Street West, Montreal H3A 2K6, telephone (514) 392-4878.

Brenda M. Parsons, BA'75
Research Coordinator, Grierson Project



What the Martlet hears



The Individual Approach

Over 9,000 students applied to McGill through the Admissions Office for the fall term, and the mounds of paperwork involved in processing their applications have kept the twenty-one staff members on their toes.

The office handles applications to all McGill Faculties except those that have special entrance requirements or operate on a quota system – Law, Medicine, Music, Dentistry, and Religious Studies. For reasons of convenience, Macdonald College in Ste. Anne-de-Bellevue also handles its own admissions.

Applications are coded, programmed, and fed into the IBM 370-158 computer operated by McGill's management systems department. But the human touch is not lost in the shuffle. Form letters are kept to a minimum. "We emphasize the individual approach," says Director of Admissions Peggy Sheppard. "Each file is examined at least three times, and we send the student three request letters to allow him ample time to assemble any outstanding documents."

Applying to McGill is now about as straightforward as it can possibly be. The application form has been pared to a single page and asks only for a student's age, sex, educational background, field of academic interest, and basic statistics such as address, telephone number, and social insurance number. No longer are students required to divulge details about their domestic and financial circumstances.

The student, in fact, receives more information about McGill than he is required to give about himself. The application kit (bilingual for Quebec applicants) contains not only forms for university admission and for residence, but also detailed information on academic requirements, deadlines, and financial aid. Three address labels, a return envelope, and a yellow "reminder sheet" complete the package. "The better things are organized," notes Sheppard, "the more quickly they can be processed."

Like most universities in North America, McGill anticipates a decline in enrolment over the next decade. Through a question-

naire, the Admissions Office hopes to be able to analyse why some students who have expressed an interest in attending McGill do not complete the application process.

"Foreign students often decide to attend a university closer to home," explains Sheppard. "Canadian students give a variety of reasons, from financial to personal. Quite a number indicate that they might reapply at a future date.

"We're always trying to clarify and simplify things for the students and for ourselves," she adds. Nonetheless, she dreams wistfully of the day when applications will arrive in a steady stream instead of in the sudden flood that inundates the office on the first day of March every year. "It's better now than it's ever been," she admits, "but it's never perfect." *Christine Farr*

Safety First

Don't dismiss MACIP as just another acronym. This one could save your life. The padded dashboard in your car, the collapsible steering wheel, the mandatory seat belts – the McGill Automotive Collision Investigation Project (MACIP) has actively endorsed them all.

Funded by a \$70,000 annual grant from Transport Canada, MACIP is one of ten such groups sponsored at Canadian universities. Its mandate: to perform in-depth investigations of Montreal-area accidents in which late-model automobiles were so badly damaged that they had to be towed from the scene. Since receiving their first federal contract in 1970, investigators have untangled the cause-and-effect relationships of more than 300 serious accidents. The project is presently staffed by two full-time and two part-time investigators, including a medical doctor.

Alerted by the police when a serious accident occurs, team members rush to the scene, often in police cruisers. They photograph the vehicles from various angles, measure skid marks, note "crush factors," and record the condition of any faulty mechanical devices. From their observations they try to estimate the force of the collision, the speed of the vehicles at the moment of

impact, and even the condition of braking systems. In order to uncover any relevant psychological factors, investigators also interview the drivers. MACIP guarantees their anonymity. "Without such a provision," explains project coordinator Diana Steiner, "most people would be reluctant to divulge all the details we need. We're interested in what's at fault, not who's at fault."

The team's close relationship with various provincial and municipal police departments facilitates its work. "A considerable amount of detail and just plain legwork goes into our reports," explains project director Dr. Lloyd Thompson, associate professor of mechanical engineering. "For example, we include medical evaluations and safety implications when preparing our comments for Transport Canada. The police have always played an important role in assisting us with information." MACIP reciprocates by supplying accident statistics and photographs for police lectures and seminars and acting as a resource centre for accident information.

MACIP also studies the effectiveness of motor vehicle standards, evaluates the need for possible changes in the code, and watches for safety defects. "The car manufacturers see our reports, and they definitely read them," says Steiner, who believes that MACIP's unbiased approach promotes good will. "The safety engineers and others we deal with are most pleased to cooperate when we need their assistance or advice."

Over the years MACIP has been commissioned by government agencies to conduct investigations into a number of automotive safety devices, including child safety seats, air brakes, and seat belts. Just completed is a study of accidents involving car occupants wearing both lap and shoulder belts. "Figures show that fatalities have declined 50 per cent since enactment and enforcement of compulsory seat-belt legislation," says Steiner. Restraints do more than simply minimize injuries. "Seat belts keep you conscious during accidents by preventing your head from going through the windshield, or your body from being crushed by the steering

wheel or dashboard," Steiner explains. Many fatalities occur when fire breaks out and the unrestrained victim, knocked unconscious by the impact of the collision, is unable to leave the vehicle.

Human error, however, remains the constant factor in accidents studied by the MACIP team. Drivers affected by fatigue, alcohol, adverse weather, or by any combination of geographical, emotional, and physical factors cause far more accidents than do mechanical defects. With the help of MACIP investigators and other safety experts, cars are being improved to protect drivers from themselves. *Christine Farr*

Notes from Summer School

"It's fun!"

"Can we come again next year?"

Summer school means pleasure, not punishment, to the sixty-three young people enrolled in McGill's summer Music Workshop. The fourteen-week project, the first such program ever run in Montreal, is the brainchild of Oleg Telizyn, director of the McGill Conservatory of Music. Concerned about the high cost of private lessons for children, Telizyn wanted to make music training available at reasonable prices.

The workshop caters to two groups of young people: children aged 8 to 12, mainly from inner city schools, are given instruction in the instrument of their choice — flute, clarinet, saxophone, trumpet, trombone, or percussion; and high-school students with some music background study jazz band techniques. Fees are nominal: 50 cents a week, or \$7 for the whole summer.

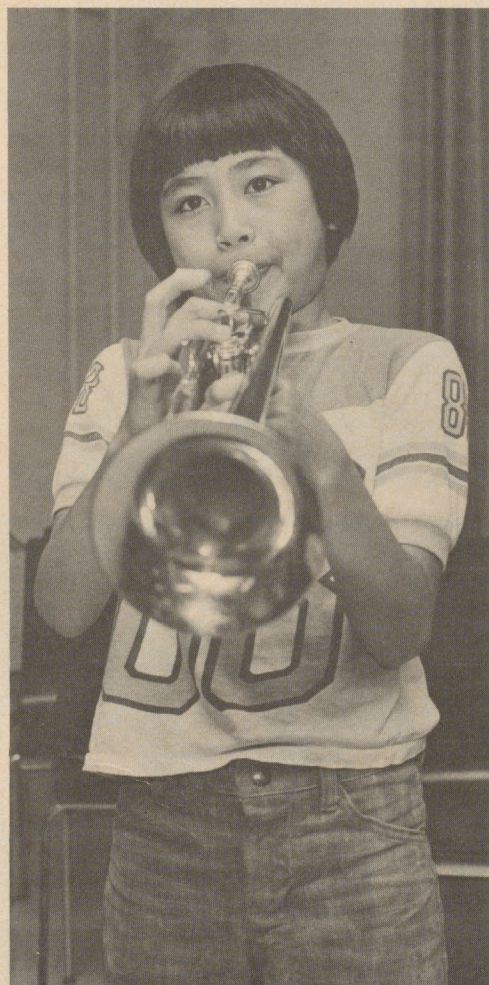
"If there is money for city sports programs, there should be funds for music," Telizyn maintains. "We have great facilities here. All we need are grants to cover the costs of hiring teachers and renting instruments."

In accordance with the terms of a \$14,400 Canada Manpower grant, the workshop hired as instructors six university students — chosen on the basis of their ability as performers and experience in teaching. "It's a lot of work, but we all have a good time," says student manager Jaime McMillan, enrolled in McGill's master of arts program in school music. "I think our attitude communicates itself to the students. They're tremendously enthusiastic. When one boy misbehaved during class, the others jumped on him. And whenever kids have to be absent, they call and let us know. That isn't our rule — it is something they've decided on their own."

The thirty-six young beginners receive an hour's instruction every weekday morning. Initially they worked in groups of five or six, but as they progressed the hour was divided between private lessons and independent

practice. "We are trying to expose children to music, not create musicians," says Telizyn. "But some children are born super-talented." He is on the lookout for special music scholarships for four of the more promising beginners.

The children are also enthusiastic in their praise of the program. One ten-year-old came in by herself to register for flute lessons, seven one-dollar bills rolled up in an elastic band. "My teacher told me about the workshop," she says, "so I took my own money and joined. My mother didn't know at first, but she knows now and she lets me do it



At McGill's summer Music Workshop, an eleven-year-old learns to blow his own horn.

because I like it so much." Telizyn will take his program into the city schools in the fall. After-class instruction — at the cost of \$210 per school year — will be available in Montreal West, Notre-Dame-de-Grâce and Westmount schools.

Summer afternoons at the Strathcona Building are devoted to the twenty-seven teenage musicians who meet for three hours of jazz band instruction under conductor Patricia Craighead, a student in school music. Each session begins with sectional practices and ends with a full rehearsal.

"Most high-school band literature is for stage band, so many students have had no jazz band experience," Telizyn explains. "Any high-school musicians who thought they might be interested in our jazz sessions were invited to a special class last May to learn first-hand what the summer workshop would be like. Then those who wished registered for the course."

McMillan is proud of the band's progress. "They're really talented," he remarks. "When we were invited to play at the première of the movie *Sergeant Pepper* we couldn't find a suitable arrangement of the theme song. So our lead trumpet player wrote one."

Over the summer the group also played in Pointe Claire's Stewart Hall, the Crippled Children's Centre, Place Ville-Marie, and the Alexis-Nihon shopping mall.

What moment stands out in McMillan's memory? "When we played at the crippled children's centre," he recalls softly, "the kids started to dance." *Heather Kirkwood*

"Traduisez, s.v.p."

Four million words in need of translation. So reckoned McGill's Bilingual Implementation Committee, which spent most of 1974 examining university contracts, forms, and booklets to determine what McGill would have to do to comply with Quebec's Official Languages Act (Bill 22).

The establishment of a translation office at McGill that fall was "symptomatic of the political and social realities of Quebec," says head translator Georges Néray. "The more bilingual documents McGill puts out, the better it is for the university's image." Despite the fact that the year-old Charter of the French Language (Bill 101) makes less-stringent demands on universities than did its predecessor, the translation office continues to do a thriving business.

Néray, four full-time translators, and the occasional freelancer handle everything from thank-you notes to scientific documents. Each staff-member is expected to produce about 1,800 words a day, depending on the complexity of the material; together, they translate a million words a year. "Until now we have been working like mad to keep up with the daily routine," Néray explains. "But we'd like to be a full-fledged department making a positive contribution to the university. My dream would be to make this office a resource centre. We're already doing this in a sense — we receive calls daily from the public asking us to translate certain terms, or to help find interpreters. And not only in French!"

Néray, who teaches translation in McGill's Centre for Continuing Education, would also like to study French nomenclature as it relates to education, eventually compiling a lexicon of educational terminology. "We need to find equivalents for English terms," he says. A

number of expressions from France are inadequate or inappropriate for the North American educational system. Explains Néray, "We have, at times, spent days looking for an appropriate term in French, only to find that none exists."

But these plans have had to be temporarily shelved. In addition to meeting its daily quota, the translation office is still whittling away at the university's four-year backlog. *Basia Hellwig*

Underground Medicine

Montreal's subway system, the Métro, has been touted as the world's cleanest, brightest, and quietest. It could also claim to be the healthiest.

In November 1977 a new-style medical clinic opened its doors on the shopping-mall level of the Guy Street métro station. It offers one-stop, all-inclusive health care programs that can mend anything from a broken leg to a broken heart.

The métro clinic, formally known as a Centre Local des Services Communautaires (CLSC), is part of a widespread network of community health centres set up by Quebec's Ministry of Social Affairs with the help of the family medicine departments of the province's teaching hospitals. The clinic has operated for nearly a year under the watchful eye of the Montreal General, a McGill teaching hospital, and recently became fully independent.

Hanging plants decorate the cheerful offices of CLSC Métro; freshly brewed coffee eases the wait in the reception area. By utilizing to capacity the three waiting rooms, treatment room, and small laboratory, clinic doctors are able to see forty patients in a twelve-hour day. Dr. Gary Goldthorpe, professional director of CLSC Métro, would like to see this figure increase. "Roughly 70,000 people pass this location each day," he notes, "and what we should be able to provide is convenience and a shorter waiting time for those who come to see us. Space is a more limiting factor than the availability of doctor time." Language differences present no barrier: in deference to the ethnic mosaic of the downtown community, services are available in French, English, Greek, Portuguese, German, Spanish, and Italian.

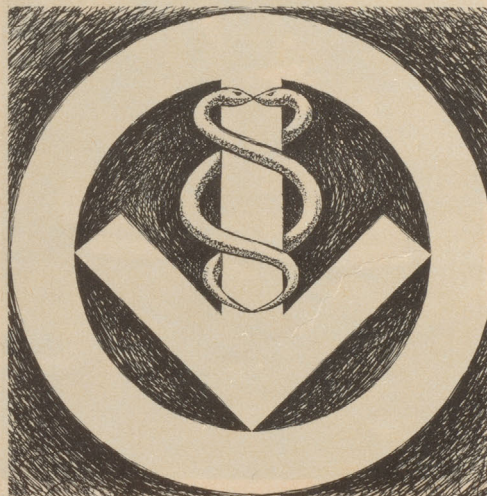
Natural ailments of the clinic's inner-city patients are often exacerbated by the stress of an impersonal and accelerated lifestyle. "People's problems rarely stem from one source alone," maintains Dr. Walter Spitzer, professor of family medicine and epidemiology at McGill and the man responsible for setting up the clinic. "There is a definite interaction between emotion and physical illness. An integrated, interdisciplinary approach is important when considering global health requirements. Response to people's needs must remain flexible." Goldthorpe concurs. "We

have a special responsibility to see that people don't fall into the cracks between private and public health and social care. This is particularly important in cities, where primary services are so fragmented and specialized."

To catch those who might get lost in the shuffle, CLSC Métro has access to a host of professionals, from social workers and home helps to nurses and community volunteers. "We have no rigid barriers between professions and organizations," says Goldthorpe, "so our resources can be allocated rationally and efficiently." Closely allied with the clinic are community institutions like the Montreal Youth Clinic, the Marriage Counselling and Family Life Education Centre, and the Dorchester Residence for the Elderly.

As well as serving the needs of the community, CLSC Métro provides training for McGill's medical students, residents, and nurses. "We will continue to be associated with McGill," explains Goldthorpe. "Some of our trainees come here for recycling, so to speak, in family medicine. Others are fresh from McGill's medical school and are doing a two-year family medicine certification program. In fact, the law governing CLSCs stipulates that there be a teaching committee, with an appointee from the university to decide the training program's content and priorities."

One of Goldthorpe's teaching priorities is



preventive medicine. "Every health professional should become a health educator," he contends, "and it can't be a direct authority role. It has to be persuasive — helping people to understand what the risks are and to make health decisions on their own initiative. Whether we do it door-to-door, in the schools, or through the media, we must go beyond hard-core health care and educate our community to a more healthful way of life." He has high hopes for the métro clinic. "A few years down the road I'll want our CLSC to be judged in terms of people's actual health. I'll be looking for hard evidence of improved levels of health and decreased incidence of various diseases and social problems." *Christine Farr*

The Bookshelf

Herewith capsule summaries of eight books written by McGill faculty members and alumni.

Marc Angenot — *Les champions des femmes: Examen du discours sur la supériorité des femmes 1400-1800*. Montréal: Les presses de l'université du Québec, 1977. Dr. Marc Angenot, associate professor in the French department, traces the theme of female superiority through eighty French literary works spanning four centuries.

Athanasios Asimakopulos — *An Introduction to Economic Theory: Microeconomics*. Toronto: Oxford University Press, 1978. In this text for students in intermediate-level microeconomics courses, Dr. Athanasios ("Tom") Asimakopulos, BA'51, MA'53, former chairman of McGill's economics department, explains the basic principles of neoclassical economic theory and offers alternative approaches to explaining the behaviour of firms and markets.

Paul Cappon — *In Our Own House: Social Perspectives on Canadian Literature*. Toronto: McClelland and Stewart Ltd., 1978. Dr. Paul Cappon, BA'69, has edited this collection of five Marxist essays on the sociology of Canadian literature. The book analyzes the relationship between English-Canadian writing and the country's social structure.

Brian Cuthbertson — *Canadian Military Independence in the Age of the Superpowers*. Toronto: Fitzhenry and Whiteside, 1977. Presently an archivist at the Public Archives of Nova Scotia, Dr. Brian Cuthbertson, BA'57, has expanded his University of London doctoral thesis to produce an in-depth analysis of Canada's defence policies, past, present, and future.

Daniel K. Donnelly — *Can American Union Now!* Toronto: Griffin House, 1978. Daniel Donnelly, BCom'48, contends that Canada as a nation is no longer workable and argues for union with the United States.

Henry Milner — *Politics in the New Quebec*. Toronto: McClelland and Stewart Ltd., 1978. Dr. Henry Milner, BA'67, a professor of political science at Montreal's Vanier College, examines Quebec's political system and the forces that have shaped it — social classes, economics, municipal politics, nationalism, and the relationship between Quebec and Canada.

Frank R. Scott — *Essays on the Constitution: Aspects of Canadian Law and Politics*. Toronto: University of Toronto Press, 1977. In this collection of twenty-nine essays, former Dean of Law Dr. Frank Scott, BCL'27, discusses constitutional, political, and legal development in recent Canadian history. The volume has received the Governor-General's Award for non-fiction.

George Szanto — *Theater and Propaganda*. Austin: University of Texas Press, 1978. Dr.

George Szanto, associate professor and director of McGill's comparative literature program, examines both medieval and modern theatre to reveal the distortion of information that occurs in dramatic literature. □

A Head for Business

Last June a francophone assumed control of operations at Quebec's largest anglophone business school. Replacing Dr. Stanley Shapiro as dean of McGill's Faculty of Management is fifty-year-old Dr. Laurent Picard, whose career has spanned top jobs in both the public and private sectors.

A graduate of Laval University and the Harvard School of Business, Picard has served as labor arbitrator for the federal government, president of the Canadian Broadcasting Corporation and Marine Industries, and associate dean at the University of Montreal's Ecole des Hautes Etudes Commerciales. For the past year, he also taught part time in McGill's Management Faculty.

Picard admits that his love of teaching made him hesitate about accepting the deanship. But eventually, he recounts, "I became convinced that, although I was losing something by not being involved in the classroom anymore, I was being provided with a fascinating challenge." For the next five years, Picard will devote his considerable managerial skills to the thriving ten-year-old Faculty.

"When you look at Management," he explains, "you define what you want to do by looking at what it is you can do better than anybody else. When you know what kind of assets you have, then you try to build on them." In Picard's opinion, McGill has two enormous assets: its international reputation and its unique position as an English-language university in a predominantly French-speaking city. "I would like to think of ways to use this asset more than we have used it in the past," he adds.

Of the 320 freshmen accepted annually into Management, 25 per cent list French as their mother tongue; they obviously see value in an English business education. McGill offers advantages to anglophone students as well. Picard believes that the knowledge of Quebec culture that each student acquires will be invaluable in his later business career. "If you are moving up in a corporation where Quebec is either part of your operation or part of your market, the fact that you have an understanding of the culture is a definite asset." The new dean hopes to foster a desire among students for more French-language courses than currently offered by the Faculty. He also supports social gatherings with French business schools and summer work programs in francophone offices.

Picard holds a balanced view of McGill's

position in Quebec. "There are two ways of looking at the university's relation to Quebec and Canada," he says. "One is that the position of McGill is similar to that of any other university: generally, some kind of enrolment decline, plus a tightening of government budgets because of the high cost of education. (In such a period it is a bit more threatening for a university like McGill, which is English in a French-speaking province.) But the second point is that the government has shown no indication of discrimination, from what I can understand. It has a very good and equitable system of allocating budgets." □



New Management Dean Dr. Laurent Picard takes stock of McGill's biggest assets — her international reputation and unique position in French Canada.

The dean sees his priority as promoting continuity, not change. "The Faculty has grown substantially in the last five years," he notes, "so now we might be at a time of consolidation and development rather than fast growth. Also, I'm very impressed with the way the Faculty is organized and managed. If you're impressed you don't start to change for the sake of change; you try to reinforce."

His prognosis for Management? "No revolution." □

The Art of Giving

For more than eighty years an imperious lady has raised a defiant sceptre to the snarled traffic on Sherbrooke Street. The larger-than-life-size bronze of Queen Victoria, the work of her daughter Princess Louise, was presented to McGill's Royal Victoria College by railroad magnate Donald Smith, Lord Strathcona. But the statue, long a campus landmark, is only one of many works of art which, through the generosity of private donors, have enriched the university both indoors and out.

Custodian of the extensive and varied university collection is the ten-member Visual Arts Committee, chaired by associate professor of architecture Bruce Anderson, BArch'64. The committee meets monthly to

select and purchase artworks, particularly Canadian prints, silkscreens, and engravings. Funds for purchase and preservation, however, are severely limited — no more than twenty works are bought each year.

Fortunately, many alumni and friends of McGill have chosen to continue a tradition almost as old as the university itself: giving or bequeathing works to the collection. "The largest donation in the recent past," explains Anderson, "is a collection given by the late A. Sidney Dawes, BSc'10. It includes sixty-four paintings by Canadian artists, including Cornelius Krieghoff, Alfred Holdstock,

and the Group of Seven."

Among the most recent gifts are: *Le Buffet Rouge* (oil on canvas by French painter Bernard Lorjou), presented by Lionel Rubin, BCL'35; *Kneeling Hunter* (a large Eskimo soapstone carving by Pinney), donated by Dr. Frank Scott, BCL'27; and two caricatures of lawyers by French painter Adrien Barrère, given by sessional law lecturer Dr. Jean Castel. The first is displayed in the Faculty Club ballroom, the others in the law library.

Prior to accepting works of art, the committee ensures their "suitability for display in the university," says Anderson. Works are then professionally appraised and receipts for income-tax purposes are issued to donors upon request. "In that sense, the donor certainly benefits," he adds. "I think it is a very good reason for people to consider giving."

McGill's art collection is not stored away in dusty garrets or kept under lock and key. Explains Anderson: "We have always preferred to display works of art where people work and study and where the public can view them, rather than in the specially contained places so many universities have." And plans are in the works for a walking-tour guide to make the treasures of the university art collection even more accessible and better known. □

Dr. Bruce Shore: Advocate for gifted children

Associate Professor of Education
Dr. Bruce Shore, an expert on giftedness, discusses the dos and don'ts for parents and teachers.

Editor's Note: "Bright children are like kids who are incessantly hungry – they get in the way, God bless them," says Dr. Bruce Shore, associate professor of education and a recognized Canadian expert on giftedness. Bright children have a difficult time fitting into the regular school system where teaching is geared to the average learner, he maintains. Their cleverness is often misinterpreted as insubordination, their intellectual superiority regarded as a threat. Gifted youngsters learn quickly, complete assignments easily, and all too often sit daydreaming while classmates finish their lessons. They turn into sullen underachievers as boredom leads to poor work habits. In fact, so acute are the problems of bright children that educators are beginning to look upon them as a disadvantaged minority group.

Shore is an articulate advocate for the gifted. Born and raised in Montreal, he earned his undergraduate science degree from McGill in 1965, his teaching diploma a year later, and his master's degree in educational psychology in 1967. After two years spent teaching mathematics to Laval high-school students, he returned to school himself, receiving a doctorate in educational psychology from the University of Calgary in 1971.

His current research relates to the learning styles of gifted children and the kinds of learning situations which serve them best. As acting director of McGill's Centre for Learning and Development, Shore is also studying the relation of teaching to research activity. He is interested in the most able students at the university level as well.

News freelancer and former teacher Heather Kirkwood recently spoke with Shore about gifted children. Excerpts from that interview:

News: How would you define giftedness?

Shore: There is no precise definition. Since giftedness comes up in different ways, you can't put down a number and say that's what it is. The term usually refers to some academic or intellectual exceptionality at the positive end. If you're talking in academic or intellectual terms, then it means children who are brighter, learn faster, are more adult in their thinking than their peers.

There are two kinds of giftedness – that which is observable and that which you know is there but whose potential hasn't been tapped. If you're talking about school performance, an underachiever may really be a gifted child. He may have read every book in the house and devoured the public library but, because the school doesn't allow him to use the library, he does not show his skill. Or he may be a child who learned to read at home at the age of three and then was forced to start again with *Dick and Jane*.

Bright children often become behaviour problems. If they don't find a release for their energy, they can get into trouble. Gifted children are overly represented among school dropouts, adolescent suicides, and juvenile delinquents. There are a lot of bright youngsters out there stealing hubcaps. It's too bad they can't get their thrills from learning.

News: What tests are used to determine giftedness?

Shore: Unfortunately, mainly the standard IQ tests. The problem is that IQ tests display a bias for a particular type of thinking or thinking style, and they leave out children who display forms of giftedness other than exceptional intellect.

It is important to be looking for giftedness where you wouldn't expect it. There are false stereotypes about inner-city schools, schools in poor neighbourhoods, and schools with immigrant pupils. There are as many gifted there as anywhere else; they're just harder to find. You might have to speak Greek to find them or know something about a culture and its interests. But the bright children are there.

News: Does motivation contribute to giftedness?

Shore: It certainly contributes to observable giftedness. It's easier to ascertain that a child has some particular intellectual gift if he is motivated to do things which display it. The child who has great athletic potential but isn't interested in sports is never going to show it. It is the something with paper and pencil and ideas.

Motivation is very important. I have no idea what the source of that motivation is, because it varies from child to child, and sometimes

from minute to minute. There are children who at a certain age meet a teacher who greatly inspires them. Sometimes it's an uncle or a grandparent. Occasionally, it's a parent, but nobody ever does something because their parents want it. (That's the myth, anyway.) But children who are better motivated are certainly more likely to take advantage of their gifts and enjoy them to the full.

News: Is it possible to differentiate between a gifted child and an "overachiever?"

Shore: I really don't know what overachievement means because it's hard to believe that a child who achieves something is overachieving. He may be performing well beyond someone else's expectations but he certainly isn't performing well beyond what he is capable of doing.

I think the idea of overachievement is a silly notion – and a dangerous one. It's dangerous to the child's motivation. It also implies that we have the right to expect low levels of achievement. Our responsibility, I think, is to expect high levels of performance from children.

News: What should a parent do when he realizes his child is exceptionally bright?

Shore: Many people regard gifted children as a threat. They think, "My child is reading things I don't understand; therefore, I can't help him with his homework." Or, "I don't understand him," or "He's trying to show me up." That's sad, because they're still children who need the same encouragement and tender loving care all children do. And, in fact, because their interests are sometimes different from those of their classmates, they need even more support and emotional encouragement.

If you discover that your two-and-a-half-year-old can read, don't get upset. There's nothing wrong with a child who learns to read before he goes to school. That's the school's problem. If the children feel that you support them and enjoy their gift, then they will have a ball and so will you.

To teachers I would suggest getting them out of your hair a little bit. Let them go to the library without having to ask permission. Let

Associate Professor of Education Dr. Bruce Shore: "Humanity needs gifted people."

them organize outings with a parent chaperone so that you don't feel obligated to do everything with them. Most of all, enjoy them. They can be a lot of fun.

News: At what level should gifted children begin to receive special education?

Shore: Pre-kindergarten. The worst pessimists say that by the time they get to school it's too late. I don't subscribe to that, though there's a germ of truth in what they say. Most pre-kindergartens and kindergartens are pretty exciting places to be, educationally, but it gets progressively worse from then on.

One problem is that a lot of very bright

children in the primary grades have specific interests. Not enough of our primary teachers have specialized educations. Large numbers are not expert at anything. It's a great pedagogical tool to say, "I don't know; let's look it up," but only to a certain point. You have to be able to show enthusiasm for something. And if you haven't set high academic and intellectual standards for yourself, should you be trusted to do it with other people's children?

News: Need the teachers of gifted children be gifted themselves?

Shore: Not necessarily. But I think they must be excited about learning and inquiring and

enjoy pushing a subject to its limits. Even if the teacher's interest isn't the first interest of the students, children soak up the enthusiasm.

News: Is teaching a class of gifted children any more difficult than teaching children of average intellect?

Shore: I don't think so. All teachers doing their job know it's hard work. You go home and the first thing you need is a nap. The second thing you want is an aspirin. Then, if you have any energy left, you settle for supper. Some teachers prefer working with the gifted; others feel threatened by them. If a teacher revels in the challenge of children who push him intellectually, then he should be assigned to work with those children as much as possible.

News: What is the optimal class size for gifted children?

Shore: In terms of learning, I don't think the class size question is necessarily important. It may be in the long run, but we still don't know. Class size probably matters only in terms of the children's learning preferences, and the learning styles of children are not so closely related to their ability that you could make a prescription for very bright students.

Gifted children seem, in general, to prefer to work alone. Does that mean the class has to be limited to one or six students? I don't know. I don't think class size is particularly critical unless the teacher is stereotyped in his class organization. You can have a class of fifty and still have the students working on their own.

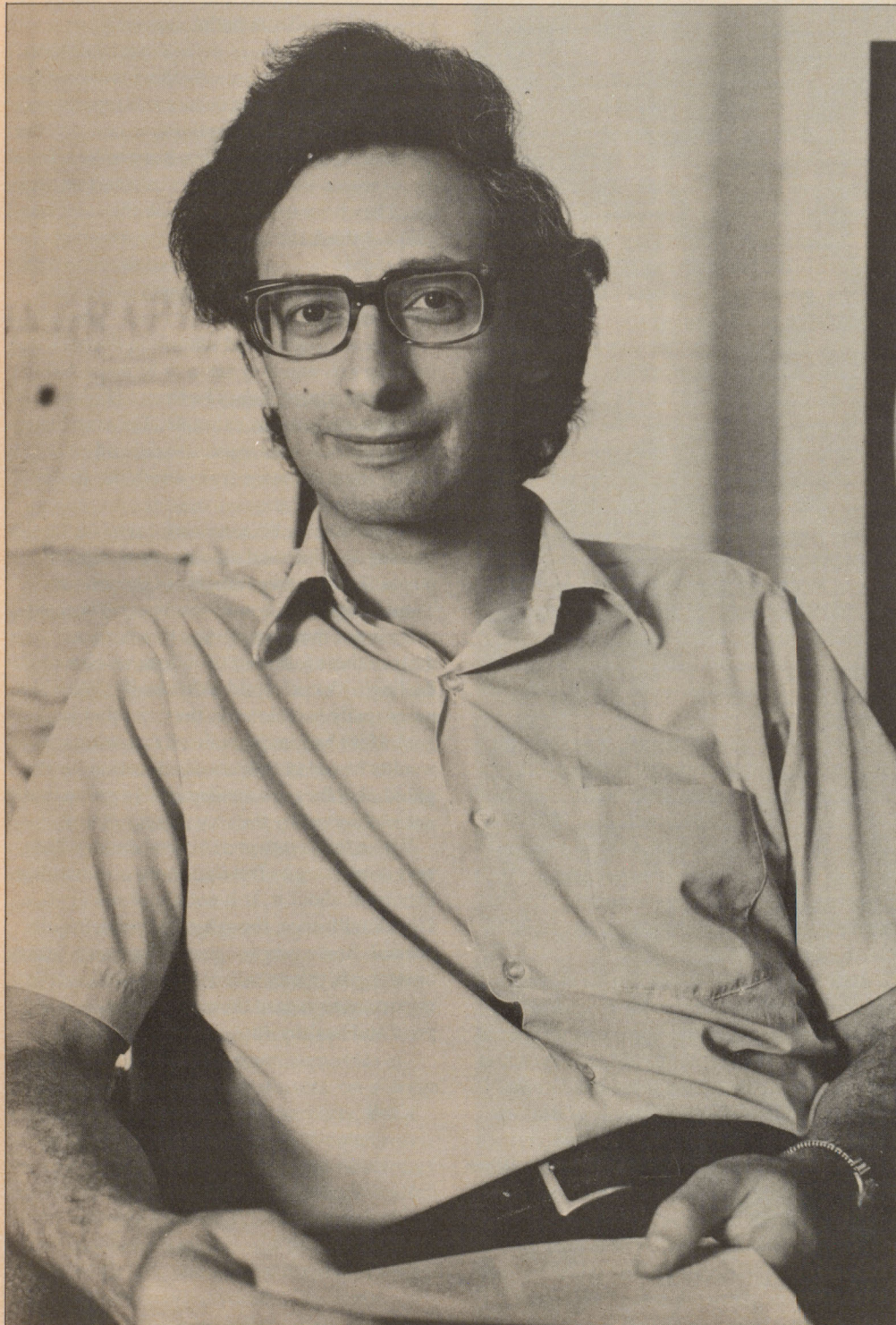
There is one thing class size definitely affects, and the literature makes it quite clear: with very few exceptions class size affects the teacher's workload. Teaching 38 students in an English class to write — which means they write every day and you read every word — is something just this side of hell. And it is the same for almost every subject. There is no doubt that it is easier and more pleasurable to teach a class of 12 than a class of 38.

News: What facilities for gifted children are available in Quebec?

Shore: We have an unfortunate situation here — there's no mention whatsoever of giftedness in the education statutes. In fact, there are some things that get in the way of gifted children. There is, for example, a minimum age for entry into school. If a child below that age happens to be socially mature, big and healthy, and able to read — as is common among the very bright — he still can't get into school. The school, however, can immediately put the child into grade one when he reaches school age and accelerate him where acceleration is desirable.

But the Quebec government's 1977 Green Paper on education proposes to restrict the amount of acceleration, so there are dangers that one possible way of dealing with some gifted children — speeding them through the system — may be closed to us.

There are signs of hope. Many school commissions and individual teachers have



attempted to do things for gifted children and the Protestant School Board of Greater Montreal is well along in launching a board-wide program. They are beginning modestly and cautiously, but with good intentions. I am optimistic.

News: Referring to your point about acceleration, should children not stay with their age-mates? Isn't "peer grouping" an argument against acceleration?

Shore: Yes, but it's not an argument; it's a presumption. There's little evidence to support it other than a few case studies for which no comparisons were made. There are some classic cases of the supposed "burn-outs" — children who were pushed so hard they burned out. But these are the exceptions, magnified by the press. When, in fact, you do radically accelerate young teenagers by putting them into university — youngsters who are academically ready, who are emotionally willing, whose parents are supportive — you find that they thrive.

News: Given the present school system, what is the best course for the gifted child's parents to follow?

Shore: You have four choices. The hardest is to get your local school to do something. There are great advantages in the neighbourhood school — it is around the corner and the child can walk. If you know that your school has three grade-four teachers and one of them has a super reputation, go to the principal and beg to have your child put in his class. Ask the teacher to ask for the child. Do everything you possibly can in as courteous a way as you can — that's important. You also have the right to send your child to any public school you wish, in any school board, as long as you are prepared to get him there. So, parents can shop around.

Then you have a fairly large network of alternative schools. There are the private schools, but they don't make any greater claim to serve the needs of gifted children than do the others. Children don't go to private schools primarily because they're brilliant. They go because their parents have the money and want them to go to private school, or because they think the school has a good academic reputation. The fact that a school has a solid curriculum doesn't guarantee that its students will be more academically able than those you'll find elsewhere. And the disadvantage of private schools is that most of them have waiting lists; if you start making special demands for your child, they perhaps have less need to listen to you than do the public schools.

Halfway between public and private schools are parochial schools. They satisfy the needs of some bright students because they condense the regular curriculum — they do all the public school does in two-thirds the time — and they offer French as well. In other words, not only do they cover the full curriculum and add a partial or nearly complete French-immersion program, but they also provide training in the

language and culture of the school's predominant group. It could be a Greek Orthodox school or a Jewish parochial school, for example.

Another alternative is French immersion, but there are great problems holding the interest of very bright children. A lot of them drop out. The program is highly structured and the level of language being learned, especially in later immersion classes, is quite elementary. So you've got gifted children, whose verbal skills may be well developed in their native language, having to struggle along in elementary French with great restriction on the quality of thought they can express. Intellectually, school becomes dull. It's like an adult having to speak grade-two language all day.

News: Should a different approach be used in teaching gifted girls as opposed to gifted boys?

Shore: There is a special problem with gifted girls — particularly teenagers. We're still saddled with sex stereotyping in career choices for women. They are not, on this continent anyway, appearing in numbers anywhere representative of the female population in the sciences, engineering, the high-prestige management professions.

One of the reasons is that they're dropping math and science in high school. They are no worse at it than the boys but, by the time they are old enough to be aware of the women's liberation movement and start thinking of themselves as women in a man's world, it's too late to catch up. You cannot be a chemist without math, and you cannot suddenly decide in grade eleven to make it up. It's a cumulative subject. (The only positive outcome of this unfortunate situation is that we have more highly able women teachers, nurses, and librarians than we probably deserve. Had they been able to be something else they might well have been so.)

One of the responsibilities that we have for all girls in school, especially for those with ability, is not to let them drop math. If we don't convince them to keep up their quantitative studies through high school, they will be condemned to a non-competitive position in university and post-graduate studies.

News: Why is there opposition to special classes for the gifted?

Shore: The main objection is the élitism argument — that you're giving special privileges to bright youngsters by setting up special classes. It's just not true. If, in fact, the classes are being set up to meet the real educational needs of children who are capable of dealing with the more challenging subject matter, then you're not cheating anybody of anything. When setting up these programs for the gifted it is important not to take away from others. But neither should these children be denied the chance to use their brains to the fullest extent. That's one answer to the élitism argument.

It's really a question of how you define

educational equality. If you accept the élitism argument, equality of educational opportunity means "the same thing offered to everybody." But another definition of educational equality is "each child to the limits of his potential." We know that's impossible and, economically, at least, equally silly. In between there has to be some accommodation.

I think you can defend a separate class if the subject matter and the number of children warrant it. The separate class may be three students together in a corner or it may be thirty in a separate room.

News: Should we have separate schools to train mathematicians and scientists, just as we have schools to train ballet dancers?

Shore: It's harder to defend special schools than special classes because there is a totality of social segregation that occurs in a separate school. But some segregation is necessary; the gifted need each other. They have to be able to discover that there are others as smart as they are. They have to be able to talk the same language. I think the answer is a compromise: they should be together some of the time with their intellectual peers and some of the time with their social peers.

There are segregated schools in the performing arts and they seem to be respected for what they accomplish. The Bronx High School of Science is another example. The viability of a segregated school must also depend on the size of the population from which the students are attracted.

We have to avoid cornering ourselves by making absolute and all-encompassing statements. Total segregation is not the answer. Total integration is not the answer. Total anything is not the answer. And the more we destroy these totalities the closer we come to dealing with each child individually. We will never really be able to do that, but that is a goal. If we had individualized instruction we wouldn't need to talk about education for the gifted. But they are an identifiable group that is not well served by the way things are now.

We've fallen into stereotypes about giftedness — we seem to feel that there is something abnormal about it. It is not abnormal at all. High intelligence, though not typical, is quite normal. Some people are endowed with beauty or strength, others with mental abilities. It is important to regard these gifts as normal and good and healthy. □

Women at McGill: Second-class citizens?

by Victoria Lees

The starting salary of PhD holders within two years of graduation was \$11,800 for males compared with \$9,400 for females.... The more years of experience the more marked becomes the difference in income between the sexes. Females who had held PhDs for 19 or more years earned 53.9 per cent of their male counterparts' average salary. In dollar terms, a male earned \$22,800 whereas the average female's income was \$12,300.

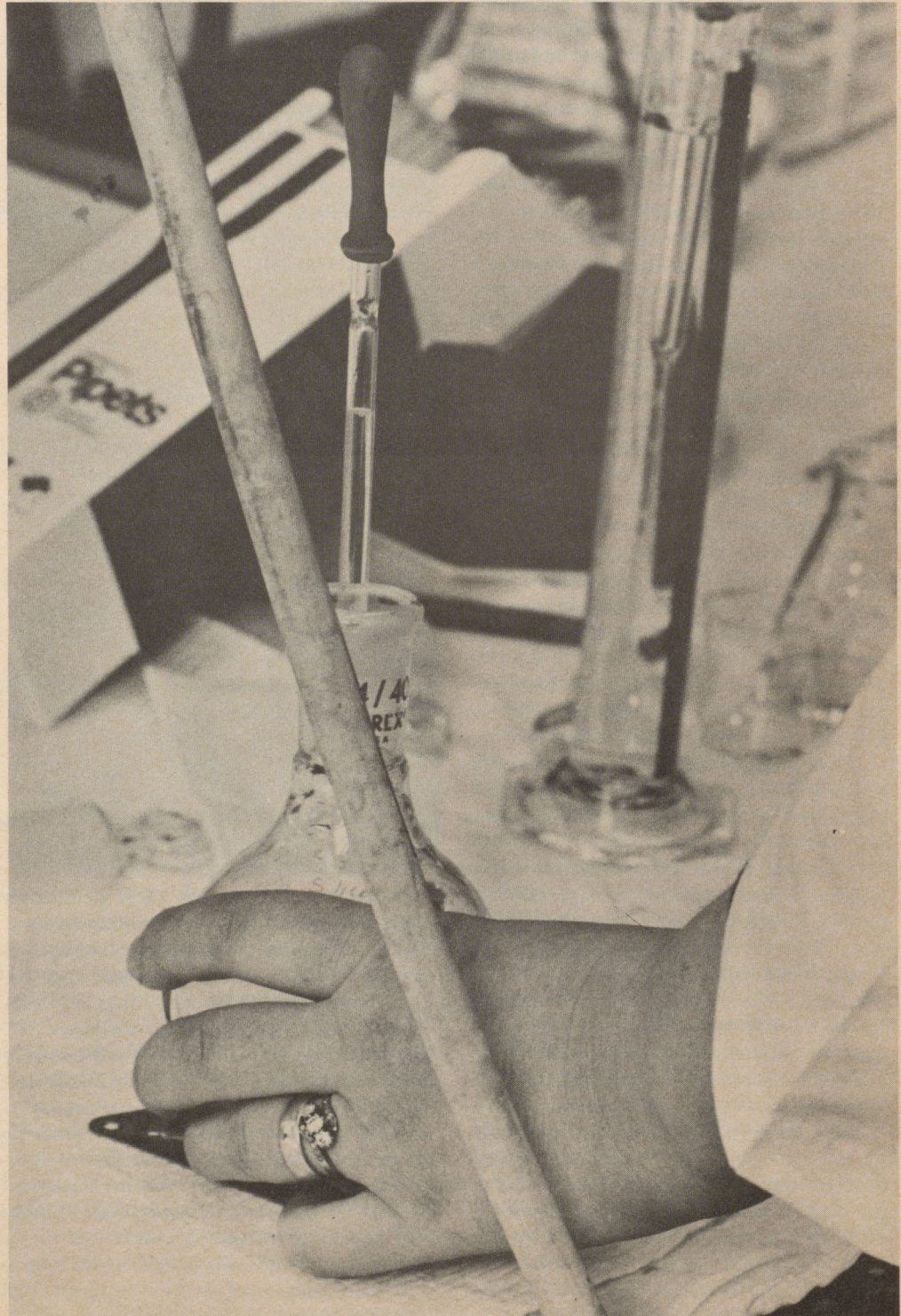
— Max von Zur-Muelhen, "Profile of PhDs in Canada," Canadian Statistical Review, July 1976.

In the century that has elapsed since the first Canadian woman was granted a bachelor's degree, women have fought and won a number of battles within the ivy-covered walls. Coeducation has been accepted, women have gained admittance to the professional Faculties, and female professors are no longer rarities.

Feminists claim, however, that Canadian campuses are still not free of sex discrimination. Sensitized by the liberation movement, some women academics have begun raising their voices against the inequities in hiring and promotion practices, and the sexism that has fossilized into university structures. History courses, they say, ignore half the world's population. Male academics are addressed as Doctor or Professor, while females are often called Mrs. or Miss. Counsellors continue to direct women students into low-paying service jobs.

How does McGill stand in regard to sex discrimination? Is it a good place for women to study and work? Yes and no. McGill still has no women in top university management, though they hold some senior positions. Women still do not play prominent roles in student politics. Female professors, on average, earn less than their male counterparts. But a Senate Standing Committee on Women was set up a year ago, a successor to the relatively ineffectual 1970 Committee on Discrimination as to Sex in the University. An interdisciplinary minor in women's studies will be offered to students this fall; and later in the year a woman will be chosen associate dean of students.

The driving force behind these advances has



been the McGill Committee on Teaching and Research on Women (MCTRW). A loosely structured organization, the MCTRW developed out of a series of open meetings on women's studies held at McGill between 1973 and 1975.

Student organizer Libby Israel summed up the feelings of meeting participants: "When 51 per cent of the total population considers itself a minority something is very wrong. And when the total population considers 51 per cent of itself less important than the rest, something very wasteful and equally wrong is going on. Women's studies is the most exciting and explosive issue in my life right now because, like every other woman who is exploring women's studies, I am beginning to understand the world as it exists for me, not as it exists for some white, Anglo-Saxon male academic, but as it exists for me, woman."

The open meetings resulted in no dramatic campus demonstrations, no burning bras, no fiery demands for reform. But interest in women's studies and in the creation of a women's centre was smoldering. A small but determined group of staff, students, and alumnae banded together under the leadership of education professor Dr. Margaret Gillett to see what it could do to fan the flames.

In order to publicize its cause and to demonstrate to the McGill community that valid academic work in the field of women's studies was in progress, the MCTRW sponsored a seminar series in 1976-77, to which it invited ten distinguished women speakers from a variety of disciplines. The group also submitted to Principal Dr. Robert Bell a well-documented study entitled "A Survey of Teaching and Research on Women at McGill."

The fifty-page report laid bare some disquieting facts. Researchers discovered that although women hold almost half the administrative positions at the university, they cluster at the lower levels of the management strata. Their numbers decrease as responsibility, pay, and prestige accrue.

For women academics the pattern is identical. Noted the report: "Female full professors constitute only 5.3 per cent of that rank, while female assistant professors, lecturers, and visiting professors are 24 per cent, 26.1 per cent, and 21 per cent respectively. It is apparent from these statistics that academic women are not favoured at McGill and that neither the university nor the women academics have cause for complacency."

The study did not lay the blame entirely at the feet of the university. Women, it noted, are underrepresented in research: "Out of a total of 842 faculty, 46 women (5.4 per cent) were receiving research funds (other than for travel) in 1975-76. Out of a total of \$19,241,656 awarded, those women received \$897,121 or 4.6 per cent.... It would appear that greater

diligence on the part of women is needed in seeking grants."

If the researchers found the status of women at McGill somewhat alarming, they were encouraged by the considerable interest in women's studies expressed by McGill academics, both male and female — over forty scholars in twenty departments were carrying out related research. Topics ranged from women in higher education in Kuwait to the effects of women's liberation on gynecology.

The MCTRW study closed with a list of recommendations. "We asked for the moon hoping to get its reflection in a puddle," says study researcher Dr. Janet Donald, associate professor of education. First on the list was a centre for women's studies that would undertake research on women at McGill and in universities generally, provide a forum for communication, and stimulate interest in research activities related to women.

To date, nothing has come of this request. Andrea Vabalis, who worked on the study while a graduate student in Religious Studies, is not holding her breath. "McGill has a history of apathy," she maintains. "Even if you had a brand new centre located right on campus and open regularly 9 to 5, with offices and plants, an enormous resource centre, and interesting guest speakers, no one would come." But Gillett is just as certain that the centre will be established — so certain that she plans to devote the next ten years to the project.

The MCTRW also asked that a vice-principal (women) be appointed. Though this request was denied, the MCTRW claims a victory of sorts. Because of its pressure, Senate has reestablished the post of associate dean of students and stipulated that a woman be appointed to fill the position.

A third recommendation — the establishment of an interdisciplinary minor in women's studies — became reality this fall with the introduction of fifteen women-related courses in four Faculties. The minor, however, is seen only as a first step. The committee would like to see a major offered as well, though not everyone on campus is convinced of the validity of such a project. Even the MCTRW member who drew up the preliminary outline of the minor had initial doubts. "I first became interested in women's studies by being ferociously opposed to it, and then seeing the light," says Dr. Paola Tomaszuk, associate professor of classics. "I had the feeling for many years that this kind of study was not really scholarly. I told Andrea Vabalis when she came to ask me about the content of my courses that I would never *dream* of giving a course on women. But two years later I was teaching one — 'Women in Classical Drama.' In the meantime I had been to Europe and seen things and talked. I spoke to a learned friend who said, 'This is not the time to talk about being scholarly. It is the time to fight and *then* be scholarly.'"

The MCTRW's final request was that Senate establish a Standing Committee on Women. This was done in April 1977. Chaired by the indefatigable Gillett and composed of ten men and women from the McGill community, its mandate is broad — the possible establishment of a women's centre, support for positive action in the employment and promotion of women, the encouragement of women returning to graduate school... in short, advocacy for all women on campus.

After only ten meetings the standing committee has barely sunk its teeth into the assignment. One small but symbolic step: it has challenged McGill's bastion of male chauvinism, the Faculty of Engineering, whose 1977-78 student handbook was replete with sexist jokes, pornographic pictures, and bawdy songs. "The trouble with the handbook," says committee member Dr. Irwin Gopnik, associate professor of English, "is, number one, that it is extremely offensive — to anyone, not just to women. Number two, although it was published by the students, it has in it messages of welcome and photographs of the dean and department chairmen. It looks like an official document." The committee made its feelings known to Dean of Engineering Dr. Gerald Farnell. He refused, however, to withdraw his sanction — or his photograph — from the publication. The matter may yet go before Senate.

Unlike the MCTRW, the Senate committee carries considerable political clout. But it lacks the fiery commitment characteristic of the informal body. Vabalis explains: "The Senate committee was forced into existence. People were appointed, so it was not the closest thing to their hearts. It was to ours."

Gillett believes the MCTRW still has a vital role to play in changing the attitudes of the university community. "It would be good if the contact aspect of the MCTRW could be strengthened and stimulated. You don't get that at all in a Senate committee. In addition to the tangible things the MCTRW has accomplished, it has brought people together and that is a very worthwhile function. People have found that those in Arts or Medicine or Education don't have two heads. Even that is a start."

But the MCTRW needs new blood. Some original members have graduated; others have taken their considerable energies and teaching skills to other universities. Gillett is on sabbatical this year; Vabalis, who still feels committed and responsible to the women of McGill, is busy with a new career in publishing. "Whenever anyone says, 'The feminist movement on campus is going, it's gone,' I get all tensed up," she remarks. "I want to say, 'I'll organize it for you; just give me ten interested people.'"

Finding ten dedicated feminists on campus would be as difficult now as it has been in the past. "On the whole," remarks Gillett, "women at McGill are simply not politically

activist." Biochemistry professor Dr. Rose Johnstone, who recently completed a study on women's wages at McGill, explains: "If a woman has a valid complaint and makes a lot of noise about it and causes a lot of fur to fly, she will never be able to work there again, even if the situation is improved. She will have offended so many people. She asks herself, 'So what if I am not promoted? So what if in my own mind I am not being treated as well as Joe Blow next door? So what if I earn less? Something is better than nothing. I like this job. It gives me something.' I think it would be an unusual individual who would risk irritating her colleagues, and still be able to work in the situation. So women accept their lot and say, 'Forget it.'"

The women academics who do speak out claim that the university discriminates against them when hiring. Women hold only 18 per cent of McGill's teaching positions, although they represent 33 per cent of the graduate student body. In a situation which feminists call "the pimping system," the university apparently is willing to train women academics but not employ them. The university administration responds by pointing out that it hires women in proportion to the number who apply for a job opening. "I think that in terms of appointments made in recent years, the university has been fair," says Vice-Principal (Academic) Dr. Eigil Pedersen. "I don't think it has been pro-woman or pro-man."

On wage disparities Pedersen remarks: "The anomalies in terms of salary and rank between Faculties are greater than the anomalies between male and female at McGill. For example, a law professor of a given age, experience, and background at the early stages of his career earns virtually double what a music professor of the same age, background, and experience earns. And it has nothing to do with whether the person is male or female."

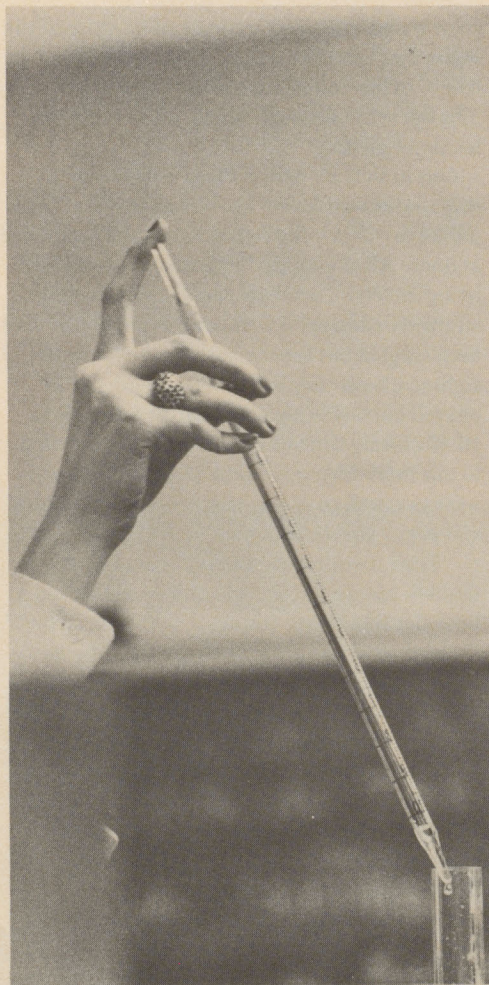
"Women tend to be clustered in those Faculties where the doctorate hasn't been required. Those tend to be the low-status occupations which have generally been reserved for women in society — teaching, nursing, physical and occupational therapy. That is what throws out the statistics. Social custom and tradition are things that the university doesn't control. If, however, you find in the university women of a similar background doing the same job, publishing as well and not being treated equally with men in the same Faculty, then I think there is a real case against the university."

In the spring of 1977 the McGill Association of University Teachers undertook a study to determine whether inequalities existed in salaries paid to men and women professors. The answer: a qualified yes. (Researcher Johnstone cautions that there were not enough women in the sample to make the study truly revealing.)

Women claim that, in addition to being

underpaid, they are not advanced at the same rate as their male colleagues. At McGill, of 40 directors of services, 10 are women. Of 47 chairmen of departments, 3 are women. There has never been a female dean, vice-principal, or principal.

And so the argument rages back and forth. Defenders of the status quo say that women academics are not advanced as far or as fast as men because they are less competent. Backed by published research, feminists retort that women consistently outscore their male peers on IQ tests. 'Yes, but women don't publish as much as men,' detractors respond. 'Men



academics go home at night to supper on the table,' feminists counter, 'while women academics go home to wash the breakfast dishes, prepare the evening meal, and catch up on the laundry.' One American study showed that women PhDs average 28 hours per week on household tasks; another revealed that their greatest problem is lack of domestic help. To feminists, at least, the message comes across loud and clear: women are entitled to seek academic rewards only after they have paid the price of their biology. Female potential is being wasted while women academics, administrators, and graduate students try to juggle home and career.

The issue of hiring and promoting women

academics is more than a matter of dollars and cents, say feminists. They want enough women employed by the university to demonstrate to female students that there are, in fact, many options open to them. Johnstone says she entered the fray "primarily to awaken female students so they would size up their life's work before they had responsibilities to other people, and make a conscious decision on how they are going to conduct their lives. If they are going to be primarily wives and mothers, if that is what they consider their career, the decision should be conscious rather than something that just happens. I think that if you are going to change the face of women in society they have got to be self-sufficient. All this consciousness-raising and talking are fine, but they won't change anything until every woman feels she has an obligation to herself to be able to be financially independent."

The MCTRW argues that by their very presence in senior positions women would proclaim to female students that "women can." But as long as the university is loath to advance anyone who has not compiled a lengthy list of publications, women professors will find it difficult to climb the academic ladder. "Maybe women should be promoted with less research than men," says Pedersen. "Maybe that would be fair. But I think a lot of people would be after my head if I promulgated that."

Pedersen sees biology as the major reason for the scarcity of women in high-level positions. Women bear the children and are largely responsible for their care. They simply don't have time to take on high-pressure jobs. Vabalas, however, lays the blame on female apathy. "Women at McGill are sufficiently comfortable," she remarks. "It is like being partially opiated, and it is a chronic situation. Women have just enough. They have reached associate professor, and a dozen or so are full professors. Just enough. There is a women's union. Just enough. (The fact that it stays open only three hours a week during the prime-time school year, and that it's got a wonderful library but everybody steals the books, doesn't bother people.) Just enough, so we don't create problems."

The solution, in Vabalas's opinion? "All you have to do is get angry — creative anger propels you out of your situation of tolerance and understanding," she asserts. "Yes, I know how hard it is for male professors to work at the same salary as women.' Garbage! If you get really angry you say, 'This is plain and sheer discrimination.' I think you should call a spade a spade. Nothing ever gets done if people refuse to look at reality."

Both the standing committee, backed by all the official weight of the Senate, and the McGill Committee on Teaching and Research on Women, carried along on creative anger, are examining the female reality very closely, and are calling the spades as they see them. □

All Rhodes lead to Oxford

A clerk ther was of Oxenford also,
That unto logyk hadde longe ygo.

.....
Sownynge in moral vertu was his speche,
And gladly wolde he lerne and gladly teche.
— Chaucer, Prologue to *The Canterbury Tales*.

Editor's Note: Last September third-year medical student Brian Ward set sail for England — with a prestigious Rhodes Scholarship tucked in his pocket. Currently studying for his master's in neuroendocrinology at Oxford University, Ward will return to McGill in 1979 to complete his medical degree.

Last year, for the first time in their 75-year history, Rhodes Scholarships were awarded to women. To the News's request for his impressions of life at Oxford, Ward replied with typical wit: "The Rhodes folks of the male variety have been feeling a little left out of the excitement this year. Too bad I wasn't born a woman; then you'd have a real story!"

Still wary of sharp corners and straight edges after the five-day boat trip I stood, bags in hand, at the door of the sixteenth-century space that was to be mine for the year. Theologians, scientists, classicists, and a good number of the idle rich had stood at that same Corpus Christi door. It may have been a momentous occasion for me but, with time out for wars, purges, and the odd plague, the room had seen four hundred and sixty-one years of service. Accordingly, it had not made any special fuss.

I couldn't believe my eyes. Floor, black; walls, grey; ceiling, with the benefit of the doubt, white. The furnishings: a sway-backed bed, desk, and three overstuffed, moth-eaten chairs huddled in the middle of 1,000 cubic feet of air that was a good ten degrees colder than outside. The room's concessions to luxurious living consisted of a water heater and a twelve-inch electric affair on the wall, the sole source of heat. Both were metered; neither worked. One twenty-watt light bulb, two hangers, and three-quarters of a bookshelf completed the scene. A bay window looked out on the quadrangle, but it had become the unfortunate casualty of a dividing wall a century before. The loo, an exhibitionist's delight, commanded an excellent view.

And *bienvenue*... it had started to rain! Twenty minutes of English housing and already I was suffering from incipient sore throat. The popularity of the English pubs suddenly became obvious, their attraction irresistible. I

soon found myself sampling rather more of the warm English bitters than I had intended — I had to drink enough to make the new, and appropriately named, "digs" look tolerable, let alone inviting.

Out in the city again, I met a dozen of my ship mates wandering the streets in a state not unlike my own — awe-struck and shell-shocked at once. After a quick "depression round" of living quarters, we discovered (to our delight, strangely enough) that no one in particular had been singled out for the authentic experience, eighteenth-century style. We all had. So we poured ourselves into the nearest pub before 10:30 closing time to drink some more — first, to our incredible good luck to be where we were; second, to the winter of sweating plaster and soggy sheets to come.

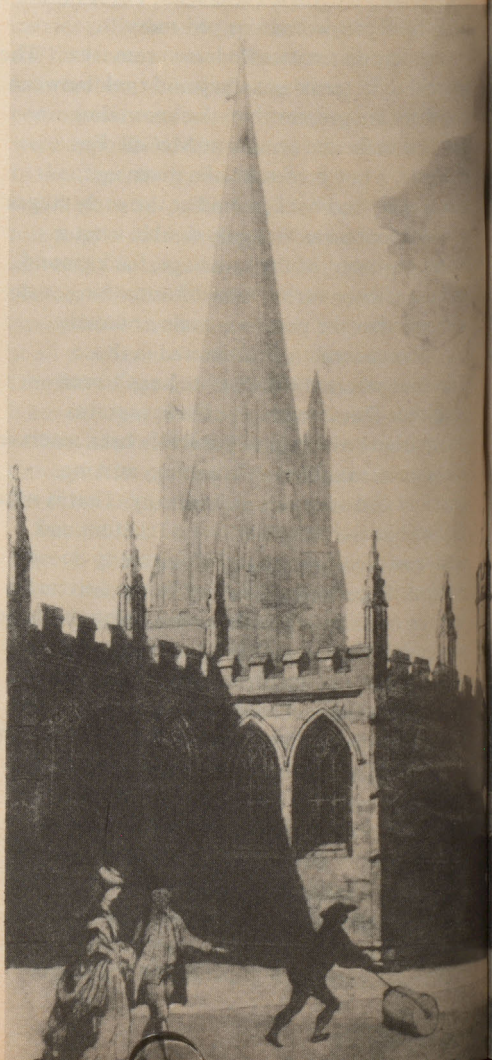
"Time, gentlemen, please," came all too quickly but we left the warmth of the pub in a considerably better frame, if not state, of mind. Oxford lesson number one was awaiting us: steeple and spire navigation through the city is impossible. (While it may work in every other city I've ever staggered home in, it still won't work in Oxford.) That night, probably for the first time but not the last, the walls of Corpus Christi College looked down on an unusual sight — a Canadian tossing on the floor in a down-filled Arctic sleeping bag.

Unfortunately, when I awoke nine hours later the room was still there. But outside was a different Oxford. The sun was just getting the edge on the slime moulds, the sky was a cloudless blue, the air was fresh. There was also a racket outside my door. Suddenly, the sun, the air, *and* the racket burst into my room... "to get it ready for the Canadian arriving any day now." Smith was every inch the traditional Oxford scout. In a brisk bed-to-broom conversation we established that I would need a cap and gown and *polished* shoes to matriculate, that Yorkshire was the finest corner of the British Isles, and that I was going to make myself scarce in less than ten minutes.

The golden spires of Oxford rise to greet scholars today as they have for centuries. Aquatint of Radcliffe Library and All Souls College by P. Burdett, n.d. (18½" x 12").

As I stepped outside, the sensation of walking into a storybook was overpowering. The rainsoaked beauty of the previous day had been transformed into sunlit magnificence. That eye-rubbing, arm-pinching excitement must come to every new resident as a matter of course; tinges of it return with new lighting, angles, or seasons for as long as you stay. For me, that morning's walk left a glow that not even baked beans for breakfast could cool.

Tuition paid, bags unpacked, it was distraction time at the Freshers' Fair. The old campus standards, of course, were well represented. What university doesn't have meditators, "Moonies," and Marxists? But there the similarity ended and Oxford took



over. Two hundred booths offered thousands of milling students a variety of extra-curricular activities. Perhaps some caving, calligraphy, or coursing as either the hunter or the hunted? "Hunted?" I asked. "It's easy," replied a British student. "We tie a bag of chemicals to your leg, let you loose in the woods, and set the dogs on you after an hour's head start." Hats off to the RSPCA and on to the next booth – quickly. (I have since learned from friends foolish enough to give it a go that adrenalin-assisted running is quite a thrill. Lots of "good vibes" from fox holes, too. I suppose it is only a matter of time before a whole new profession emerges and we're treated to live BBC coverage, interviews with the fox, and all the rest of it.)

Posters, films, and slide shows promoted a kaleidoscope of people and purposes: Aristotle, black magic, Robbie Burns, the cheese society, Paul Henderson, mushrooms ... "Wait a minute!" I thought. "Paul Henderson? Those guys must be Canadians." But they had spotted me first. "North American, aren't you?" came a voice from behind the desk. Although annoyed at the ease with which I had been picked out of the swarm – having already given up lumberjack shirts, down vests, and fluorescent training shoes – I began to enjoy the interview. The glint in my interlocutor's eye developed into an

excited twitch as he heard "Canadian" and then, hallelujah, "Montreal." I was, apparently, a hot prospect for the Oxford ice hockey club. Little did he know he was talking to a man who had peaked at peewee and been judged incompetent to play for McGill's McConnell Hall residence team five years running. Little did I know that twenty-three years of armchair exposure to the NHL was sufficient recommendation for a tryout. "You'll know the rules better than half the referees," he exclaimed in delight. And before I knew it, I was on the Oxford Blues.

There is nothing quite like English ice hockey. Two-inch gill nets protect the fans, and the lines and face-off circles are hand-painted before each game. Smashing penalties are second only to infractions for unnecessary language. Three thousand screaming fans (who had paid admission!), programs, press coverage – peewee was never like this.

The ice hockey team is not the only group on the lookout for Canadians at Oxford. Quebec House, the Commonwealth Club, the Canadian Students Overseas, the British Canadian University Students Organization, the Canadian Club, and the lacrosse and ski teams are all in need of recruits.

Some unfortunate North Americans never meet any of the locals at all; not surprisingly, they find they can't adapt to England and

Oxford and remain doomed to comb the cobbled streets in search of a smoked meat sandwich or a hamburger just like McDonald's makes. Still others, whose vocal cords undergo a strange transatlantic metamorphosis, land bow-tied and bowler-hatted and spend their stay trying to fool foreigners and making fools of themselves.

But to embrace the real Oxford is to enjoy a tremendous variety of experience. How to describe it? Corpus Christi College with its weather-pocked yellow stone, heavy oak doors, and pelican sundial; the grace of the slow-motion stretch and sink between drifting punt and mud-paralyzed pole; frosty February mornings cut by coxswains' razor-sharp tongues; evening walks through tranquil cloisters and magical gardens; anticipatory gastrointestinal distress when faced with English delicacies like faggots, spotted dick, and toad-in-the-hole.

And I've not even mentioned academic Oxford. At the end of three years' work, undergraduates write between ten and fourteen papers in an all-or-nothing degree blitz. For North Americans with intellectual milk teeth cut on multiple-choice exams and weaned on academic anonymity, Oxford is a shock – and a delight. The system is based on accessibility: lawyers, researchers, novelists, and Nobel laureates expect to teach and are available to anyone interested enough to seek them out.

This academic archipelago boasts a fauna of bewildering variety rivalled by few, if any, institutions. Numerous attempts to describe Oxford's zoology have been made over the years; everyone, for example, has his own mental picture of the quintessential Oxford teacher. Outlandish as the images may seem, they are probably quite accurate, or even understated. The professor emeritus who surreptitiously fires mashed potato balls during special dinners; the distinguished don who receives equally distinguished guests with his feet in a plastic tub of Epsom salts; the collected academic giants who frolic in the nude at Parson's Pleasure, a public and well-punted part of the river – they are all for real.

And so are the infuriating yet hilarious regulations of the last century which govern the students of this one. Supper is denied in some colleges for lack of an academic gown and students wearing anything but regulation dark socks are barred from examination rooms. (When refused entrance, one inappropriately socked but enterprising individual bought a can of spray paint. He was admitted moments later with dark, if sticky, socks.)

Oxford generates anecdotes by the thousands – the bad times make great stories, the good times marvellous memories. Every student lucky enough to have shared the Oxford experience leaves with an ample supply of both. □



McGill's collections: all creatures

by Holly Dressel

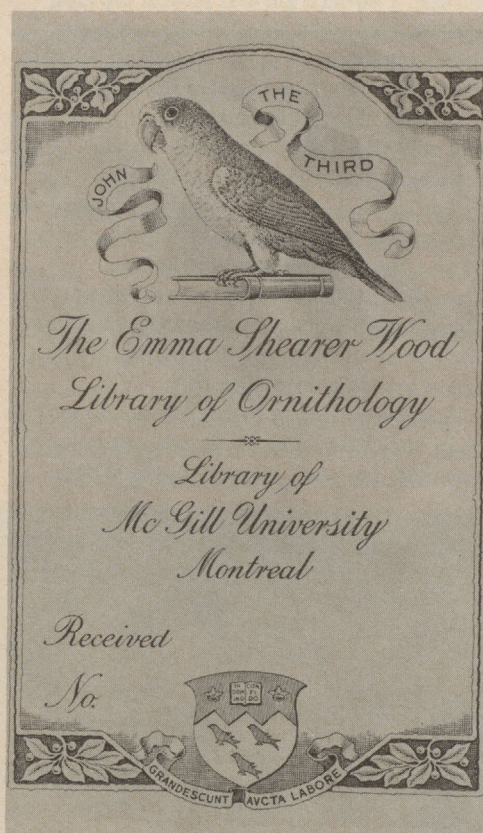
The Blacker-Wood Library of Zoology and Ornithology is a living legacy for McGill scholars — a treasure-trove of books and art.

McGill's 75,000-volume Blacker-Wood Library of Zoology and Ornithology is considered by experts to be among the best ornithological collections in the world. Its reputation rests in part on its magnificent collection of rare books and manuscripts: fifteenth-century herbals bound in vellum and Persian natural histories bordered with gold and lapis; original quarto volumes by John Audubon and pieces of Charles Darwin's correspondence.

These works, and thousands more, were collected by ophthalmologist Casey Wood, MD'03, whose passion for ornithology was partially financed by McGill. Funds for the zoological collection were donated by Wood's friend, California businessman Robert Blacker. Upon retiring in 1920 Wood set out on an eight-year tour of the world in search of birds and bird lore, avidly collecting artworks, books, and curiosities along the way. Crate after crate of treasures destined for McGill continued to arrive on the docks at Montreal harbour until Wood's death in 1942.

While he enjoyed a distinguished medical career and produced two classic zoological texts as well as a number of scholarly articles, Wood was something of an eccentric. He and his wife Emma were accompanied on their travels by a legendary parrot named John the Third. "He was a lovable, gentle, playful, intelligent and highly educated member of his species, *Amazona oratrix*," wrote Wood in *The Passing of John III*, a touching tribute marking his fifty-year-old parrot's death in 1930. "He had been carefully trained in his early youth by a lady who made a specialty of educating intelligent parrots and he grew up to be a personage of many accomplishments." A tinted drawing of John the Third graces each bookplate in the original volumes of the collection, and his portrait, which Wood commissioned from Danish artist Henrik Grönvold, looks down on all who use Blacker-Wood's rare book room in the Redpath Library.

Natural acquisitions for Wood's collection were Edward Lear's "Parrot Book" and his personal sketchbook, which contains a series of watercolours of birds (see cover). A



Above: Dr. Casey Wood's beloved parrot and travelling companion John the Third "grew up to be a personage of many accomplishments." Here he enlivens an original bookplate from the Emma Shearer Wood Library of Ornithology.

At right: Hedgehog (*Ericulus setosus*), original watercolour by J.G. Keulemans in *Histoire Naturelle de Madagascar*, edited by Alfred Grandidier, 1875-1899 (9½" x 7").

celebrated painter in his youth, Lear turned to writing nonsense verse and doggerel in 1834 when his eyesight began to fail. The "Feather Book" is also one of a kind. Its 156 "paintings" were constructed in the early seventeenth century by the Duke of Milan's gardener, and depict village life, hunting scenes, and commedia dell'arte motifs. They represent more than curiosities — they have preserved the skins and plumage of species

now extinct or unknown in northern Italy.

The lifesize watercolours of Asian birds, fish, and flowers attributed to Lady Elizabeth Gwillim, wife of a British official in India, are another highlight of the Blacker-Wood collection. Between 1800 and 1806 she either painted or commissioned a series of 208 numbered works — the 121 owned by McGill are the only ones known to have survived. Unlike Audubon and many other bird painters, Gwillim painted from life. As a result her works are authentic observations of avian shape and stance, not conscientious studies of taxidermists' mistakes. As well, she was able to note correctly the colours of beak, feet, eyes, wattle, and comb which fade shortly after death.

The first ten Gwillim paintings to go on public view were borrowed by Toronto's Royal Ontario Museum for its international exhibition of wildlife art held three years ago. In the Summer 1975 issue of *Rotunda*, museum art director Terry Shortt described his excitement upon viewing the works: "We were quite unprepared for what we saw when Miss Eleanor MacLean, the head librarian, opened a big folder and revealed to us the artwork. Painted two decades before Audubon published his illustrious *Birds of America*, the Gwillim bird portraits can rightfully be said to be among the finest ever done of Asian birds."

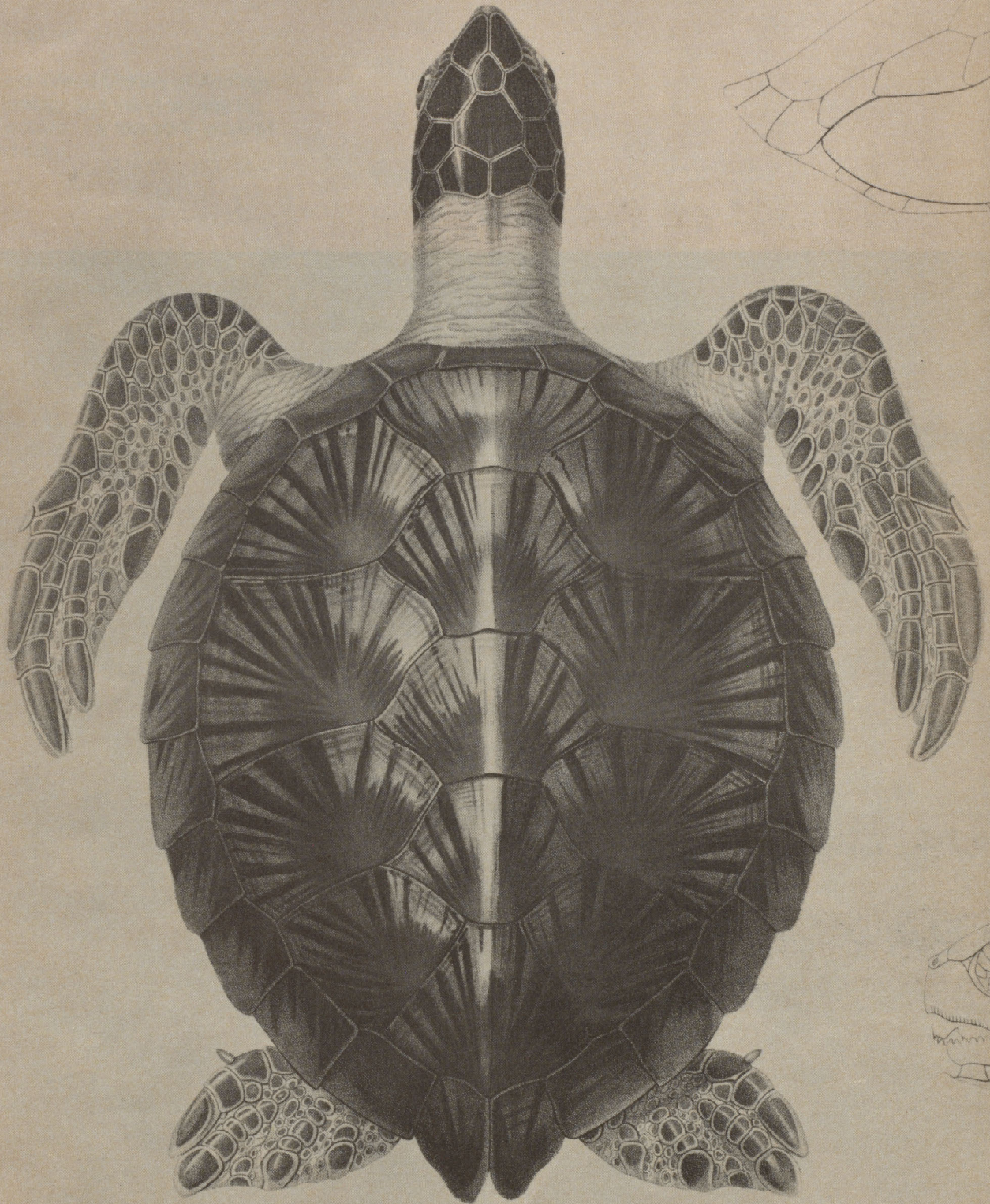
Not all the works in Blacker-Wood's collection are known for their scientific accuracy. Quite the opposite. Pictured in the *Theatrum Universale Omnium Animalium* by John Jonston, printed in 1755, are three species of unicorn, as well as a "manticore" and an "alicorn" — a cow-like beast with fish eyes, an ear-to-ear mouth lined with sharp teeth, and hair growing forward from the rump. A map in Thomas Pennant's *Arctic Zoology* of 1792 truncates Alaska and Russia halfway up with a dotted line marked "ice," shows Vancouver Island as part of the mainland, and extends the Oregon River into Iowa.

So large and varied is the rare book collection that even the librarians are not certain exactly what treasures it conceals. A recent

great and small



Reptilia.

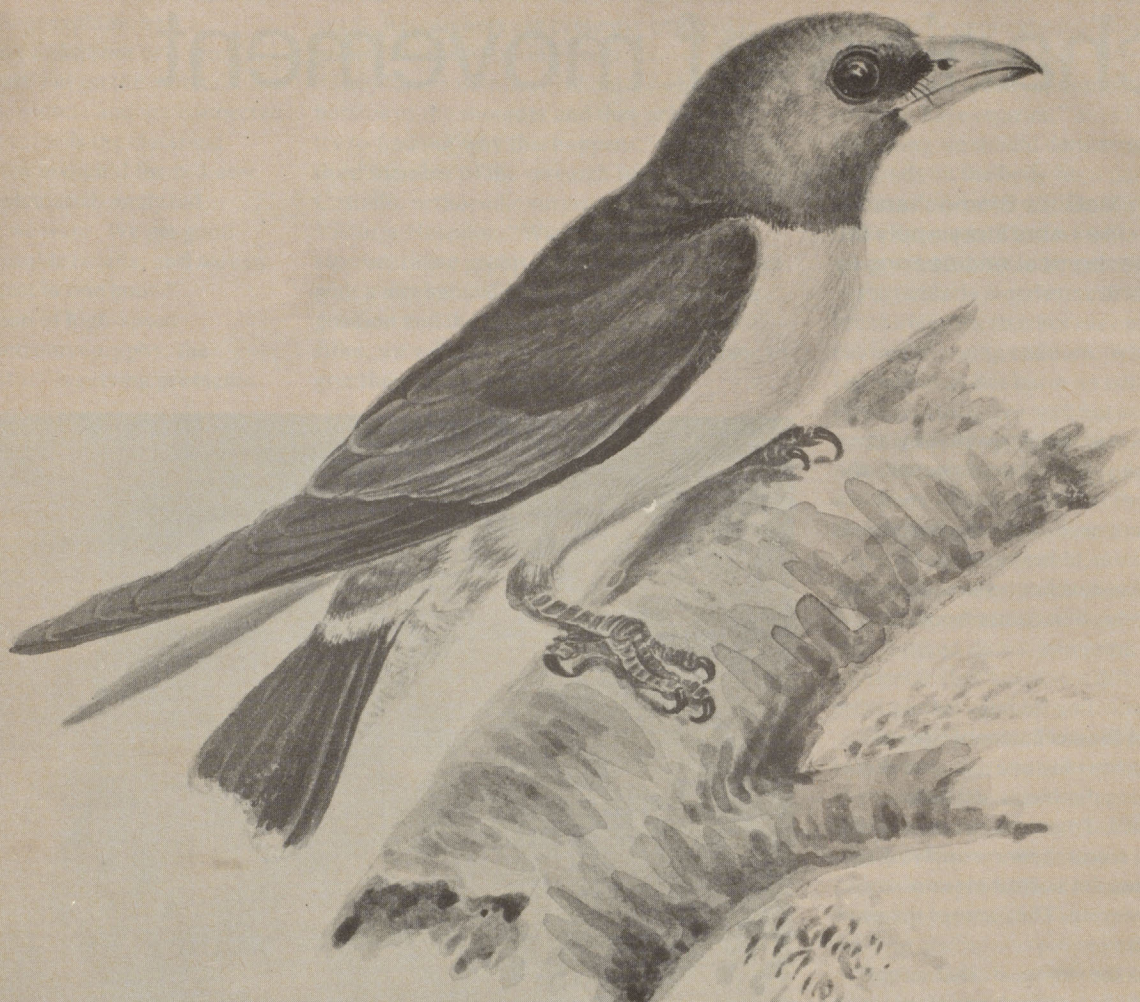


1.
CHELONIA (*mydas*)

Vulg. CA

Proteropins

Leveque



Above: Ashy swallow-shrike (*Artamus fuscus*), watercolour attributed to Lady Elizabeth Gwillim, c. 1801 (6" x 7"). The wife of a British official in India, Lady Gwillim either painted or commissioned a series of over 200 lifesize watercolours of Asian birds, fish, and flowers that are regarded as "among the finest ever done."

At left: Turtle (*Chelonia (mydas) virgata* Schweiger), hand-tinted lithograph drawn by Pretre in *Historia Fisica Politica Y Natural de la Isla de Cuba*, volume IV of *Atlas de Zoologia*, edited by Ramon de la Sagra, 1855 (6" x 7½").

inquiry about the French painter Edouard Traviès brought to light a number of the artist's original drawings bound into a copy of one of his books. Estimated value: \$40,000.

Until the collection was transferred in 1970 to a separate locked room, many of the rare volumes had to be kept on open shelves as part of the lending library. Theft was a constant worry. Five years ago a Dutch rare-book firm contacted the university to ask if it had sold its edition of *Monograph of the Petrels*, which featured hand-coloured plates by Dutch artist J.G. Keulemans. The company had been offered the valuable two-volume work by a New York bookstore. On checking the shelves, library assistant Anne Habbick confirmed that the books were indeed missing. Since the thief had gone to the trouble and expense of having the copies entirely rebound and every trace of McGill's possession eradicated, the Dutch company demanded proof of ownership. Fortunately,

from the beginning, Blacker-Wood librarians had taken precautions against theft. Habbick telegraphed a secret coded mark and both volumes were mailed home – beautifully rebound.

Few Blacker-Wood books are that lucky. Many volumes are in need of repair: leather covers are literally crumbling away; books bound in vellum are curling and cracking; papers and drawings lie stacked in broken portfolios. "Nothing gets restored," sighs MacLean, whose budget is so tight that no funds can be allocated for this purpose. (Endowments from the Blacker family are earmarked for the purchase of rare and historical zoological material; the Wood fund is used solely for the acquisition of rare books and ornithological texts.) "Very little is even conserved," the head librarian adds. "Items are stored but unless we have a little money left over we can't even interleaf drawings with acid-free paper."

The rare book room, located off the

library's reading room, is itself far from ideal – it houses no display facilities, little work space, and lots of dust. The room, though temperature-controlled, is "little more than a glorified storage area," Habbick notes ruefully. There is no subject index and no accurate listing of the 3,000 original manuscripts in the collection. A recipient index of the letters collected by Wood has only just been started.

In the meantime, the librarians are eager to have the rare books and artifacts seen and studied. They do their utmost to make the room accessible to illustrators, researchers, graduate students, zoologists, and bird watchers. "If they're keen," says Habbick, "we go out of our way to show off all we've got" – everything from Charles Collins's eighteenth-century portrait of the last living dodo to a complete set of twentieth-century German falconry equipment – hoods, lures, jesses, and all. □

Mechanics of movement

by Donna Nebenzahl

Researchers in McGill's Biomechanics of Sports Medicine Laboratory apply the principles of mechanical engineering to bodily movement.

- Organized sports in their present form can be harmful to the physical development of children.
- The crouch is not necessarily the fastest – or the safest – way to begin a race.
- Contrary to what coaches believe, the power for the hockey slapshot comes from the upper, or lead arm.

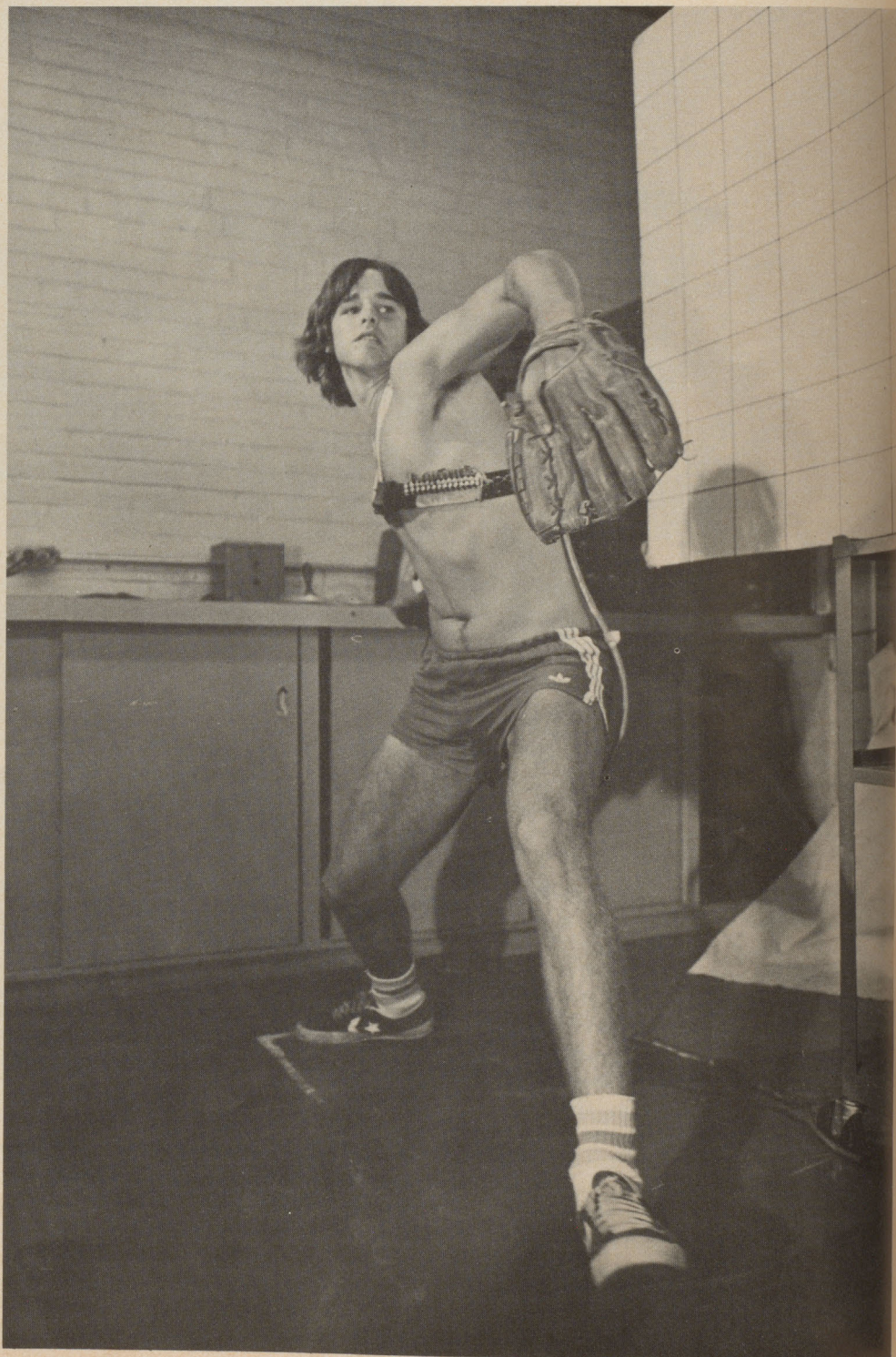
These and other startling findings from McGill's year-old Biomechanics of Sports Medicine Laboratory may one day alter the way both professional athletes and little leaguers are trained. To unlock the secrets of muscle and bone, researchers are applying to bodily action principles borrowed from mechanical engineering. The name of the new game is biomechanics.

"My interest in the subject started several years ago, essentially with high-speed motion picture photography," explains laboratory director Dr. Michael Greenisen, formerly assistant professor in the department of physical education and now both an assistant professor at the University of Wisconsin and associate member of McGill's Faculty of Engineering. "We were filming different kinds of human movement patterns related to sports at 500 frames a second, and we started seeing things we hadn't noticed before" – like pronation, the unconscious backward and outward flip of a pitcher's hand after the baseball is released. It had gone unnoticed even by the athletes themselves.

After high-speed cinematography revealed the external mechanics of sports movements, Greenisen grew curious about what was going on inside the muscles. Electromyography – the computerized recording of electrical activity in the muscles – gave him some answers. Equipment in McGill's DATAC Computer Laboratory provided detailed information on the timing sequences of muscular action and on the amplitude and frequency of muscular contraction.

Co-director Louis Vroomen, computer

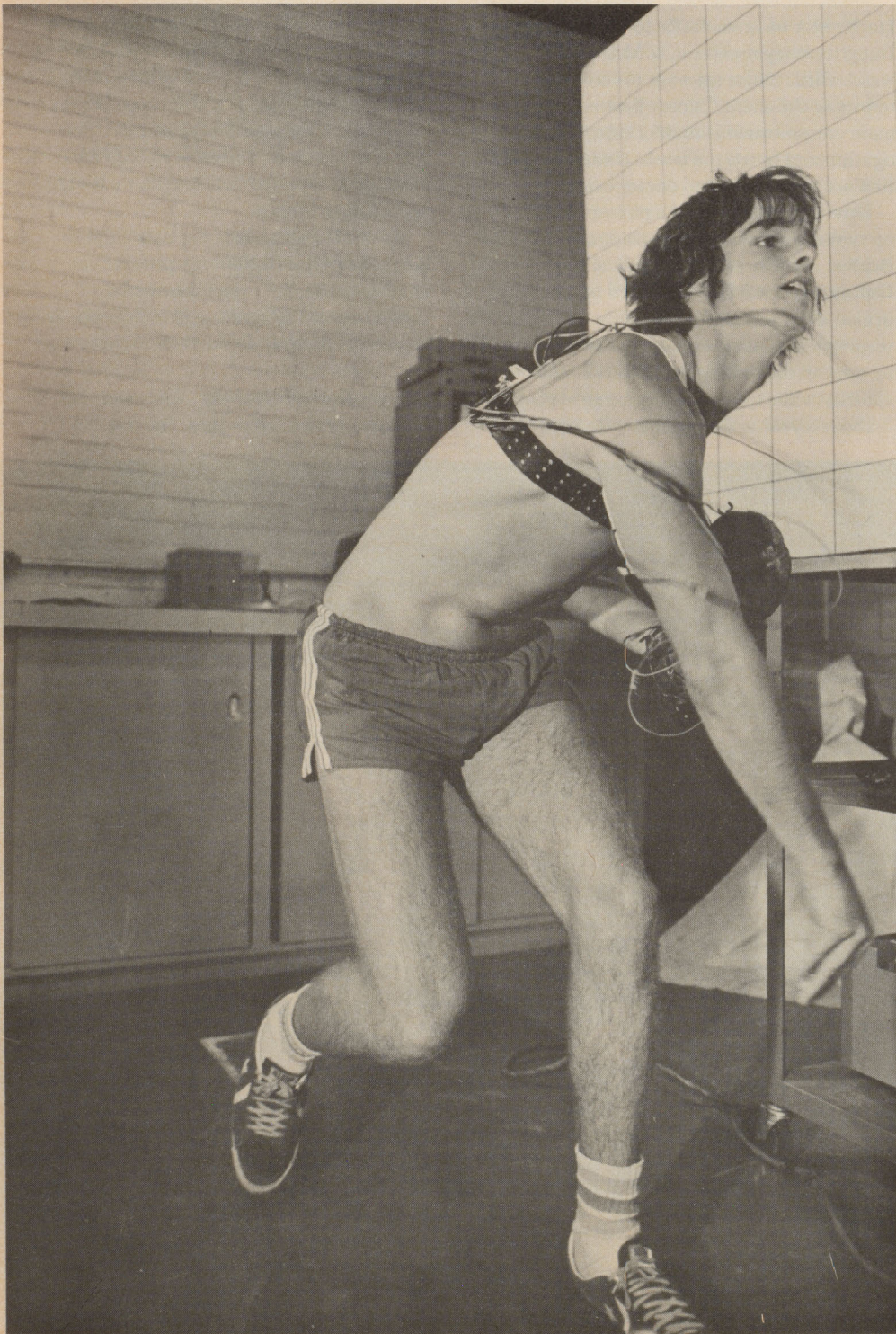
Electrodes and wires attached to this athlete's body transmit information on electrical activity in his muscles.



expert and special lecturer in the department of mechanical engineering, explains how a computer can measure a slapshot or a pitch. "Surface electrodes are put on the athlete's skin over a particular muscle and are connected to the computer that records the electrical signals and stores them in digital form. Later on, the data can be calculated, analyzed, graphed - whatever we want. We get good myographs and repeatable results, and we can do ten tests on a subject in one hour."

Using a combination of high-speed photography and electromyography, the biomechanics laboratory is solving problems

that have baffled athletes and coaches for years. Researchers are presently engaged in a project for the Shooting Federation of Canada. "They have a number of shooters who develop bursitis of the shoulder and they asked us to try to find out why this happens," explains the third member of the research team, Dr. Bernie Costello, orthopedic surgeon at the Royal Victoria Hospital. "We will select a representative group, examine them, and then, with a mechanical analysis of their shooting position and the effects of various weights of rifles, we will see why these factors combine to give them this particular problem."



For the researchers, prevention of injury is the priority application of their work. "If you have better-conditioned, better-trained athletes and better equipment, you're less likely to have injuries," says Costello. "The first thing we should do is try to analyze the demands on the body for a particular sport and the most effective way for the body to meet those demands. Then we will see if there are areas where this can be improved."

Particularly worrisome to the researchers are the injuries coaches may unwittingly be causing to young children. While pitching fastballs may not harm an adult, the pronation effect can interfere with normal skeletal development in a child. An eight-year-old's arm contains nine developing bones, six of which are pliable cartilage. Pronation twists the cartilage in a direction it was never intended to go and could, eventually, bend it out of shape. To prevent damage, Greenisen argues, organized sport should be redesigned so that children do not specialize in one particular skill but play a different position in every game.

The group looks forward to doing work 'on location' - the football field, the hockey rink, the baseball diamond. "In a room upstairs a pitcher can throw a ball, but he can't pitch," says Vroomen. "We are now making a proposal to get facilities to go into the field. Portable equipment will collect the data; then we'll let the big computer do the analysis."

Professional baseball teams, including the Montreal Expos and the Los Angeles Dodgers, have expressed interest in the research, and pitchers Mike Marshall and Steve Garvey have donated their time and well-toned musculature for experiments. "It's been our experience," says Greenisen, "that four or five national-level performers give us much more reliable data than thirty subjects selected randomly from a university physical education class."

Despite widespread interest in the lab's findings, convincing coaches to change their training techniques will be no easy task. "Professional athletes are wary of scientific approaches and coaches are generally very traditional," remarks Greenisen. The real value of his work, he believes, lies elsewhere.

"What the sports scientist can do is collect data and use it with more beneficial results in the training of young children," he explains. "We can't make a difference to the Canadian Olympic team in time for Moscow, but we can eventually help young athletes develop more efficient and beneficial training programs, and prevent injuries caused by repetitive, strained practice." Vroomen agrees: "There is no reason why Canada cannot develop the same topnotch amateur talent as the Eastern-bloc countries. But this country must begin to develop its training of young children. That's where the emphasis must be." □

Partners against crime

by Carol Stairs

Swindlers and arsonists, extortioners and thieves — detectives Robert Beullac and Joel Hartt have exposed them all.

He has been immortalized as Sherlock Holmes and Hercule Poirot, glamorized as Kojak and Columbo. But the real-life detective knows from experience that crimes are not always solved and that wearing a trench coat — no matter how rumpled — does not guarantee success.

"Fiction shows the positive side," explains thirty-one-year-old detective Robert Beullac, BCL'73, founder and director of the Montreal-based Metropol Bureau of Investigation. "But there is also the negative image — the shady operator who will do anything for a dollar, to whom illegality and legality are just technicalities."

Beullac and deputy director Dr. Joel

Hartt, MA'66, give the lie to both images. Integrity, they maintain, is Metropol's watchword. "Sure we want to serve the interests of the client," notes Beullac, "but our main commitment is to do a thorough investigation and to tell the truth. Under no condition are we prepared to doctor evidence."

How did a lawyer and a philosopher end up running a private detective agency? For Beullac and Hartt it was a logical move. During Expo '67 Beullac served on the well-drilled auxiliary police force that provided security for visiting dignitaries. He continued to work in the field of investigation and security while taking his degree at McGill. "About a year and a half ago I decided to

start my own business," he recalls. "I contacted John Abbott College's police technology department to try to find new recruits as agents for my firm. The chairman of the department happened to be — and still is — Joel. He was personally interested in getting involved in the organization, so we began operating as a team."

Hartt, 38, who heads the only English-language police technology program in Quebec's CEGEP system, earned his doctorate in political and social philosophy from New York University in 1974. "There is a

Lawyer Robert Beullac, right, with his partner, philosopher Joel Hartt.



close connection between philosophy and detective work," he explains. "A lot of philosophers read detective stories to help them with their analytical philosophy. Here is one philosopher who has actually gone into the business!"

Describing detective work as "essentially brain work," Hartt seeks as agents those who are able to interpret data as well as gather facts. As a result, ten of Metropol's fifteen investigators have a university or college education — the highest average of any Canadian investigation agency, according to Beullac. In addition, the company underwrites the cost of courses in police inquiry techniques and training in firearms. "We believe in investing in the people who work for us," says Beullac. "We would rather have a good agent for two years than a lousy one for five."

Unlike most other detective agencies, Metropol hires few former policemen. Notes the director, "Policemen have been taught to obey orders and follow procedures, which is fine in a paramilitary organization like a police force. But, in our field, agents are pretty well let loose on a case. We give them as much support as they need but they have to be resourceful and confident, and be able to organize their work and follow through on leads. This is something most policemen have not been taught to do."

Metropol is unusual in another way — about half its agents are women. While some cases may require a man and others a woman, no special privileges are extended to the female detectives. "We try to identify the hazard factor as much as possible," says Hartt. "Then it is up to our agents to decide whether or not they want to be involved. We've never been turned down, though, even for the more hazardous operations."

While they make use of available facilities to hone their agents' skills, the partners are anxious to broaden the educational horizons of the profession. At the urging of Hartt and a friend from the Montreal police force, Concordia University and the University of Quebec are considering the possibility of establishing bachelor's and master's programs in the administration of criminal justice. Hartt and Beullac are also in the process of designing new CEGEP-level courses for security and investigation personnel. There is no question that such programs are in demand. "At John Abbott, we have about six or seven times the number of applications we can accept," says Hartt.

There seems to be no shortage of cases, either, as Metropol's bulging filing cabinets attest. Surveillance, debugging, robbery, divorce, arson, rape, fraud, smuggling — Metropol handles them all. "Ours is a 24-hour-a-day, 7-day-a-week business," notes Beullac. "The day never starts and never ends."

Deputy director Hartt is mainly respon-

sible for interpreting data, visiting clients, and providing liaison with government and law enforcement agencies. Beullac, on the other hand, is personally involved in detective work, teaming up with his agents and coordinating the activities of a very mobile staff.

"We have several undercover agents operating on a long-term basis," he explains. "Their only contact with reality is me, so they call every day to remind themselves who they really are and to let me know what's happening. It's a bit of a schizoid existence." The agents are generally hired by business enterprises wishing to have an insider's view of their organization. Though their purposes are legitimate, the agents have to be careful not to blow their cover — otherwise, the employer could lose the trust of his staff.

Most clients get more than they bargained for, admits Beullac. Agents brought in to investigate suspected underground union activities in a large company recently stumbled across a lucrative theft ring and an extensive drug-trafficking operation. It is important, however, that management not react immediately to the scandals that are unearthed. Notes Beullac, "We do not want anyone to associate the presence of our new employee with the fact that suddenly the boss knows everything. Also, if he reacts now, he may not be able to get further information which might be even more useful."

Law firms engage Metropol to help gather evidence pertaining to civil court cases. "This is where my legal background helps," says Beullac, who also has several staff members with legal and para-legal training. "Some lawyers will come to us with the barest of facts and want us to build up a whole case for them. We put a little package together; all they have to do is get up in court and plead it. This is a dimension that none of our competitors offers. We are very much behind-the-scenes people, but as far as I'm concerned, litigation is only the tip of the iceberg. We are where the action is. That's why I opted for detective work rather than the traditional practice of law."

Many of Metropol's clients are individuals experiencing stressful family situations. Parents, anxious that their teenager might be heading for trouble with the law or in need of professional counselling, hire youthful Metropol agents to find out who the child's friends are, what his lifestyle is, and whether or not he is involved in drugs or crime. Says Hartt, "Most of them would rather know the worst than just not know."

Reports of runaways and missing persons are also investigated by the agency. Though police departments routinely handle such cases, many families — particularly the well-to-do — prefer to keep their names out of the police blotter by arranging a private search. In addition, Beullac points out, independent detectives are able to devote more time to

the case than can an overworked police department. "The reasons are probably similar to why someone would go to a private practitioner rather than a clinic," he explains.

A common stressful family situation is created by divorce proceedings. However, thanks to a change in Canadian law in the early seventies that made infidelity only one of several grounds for divorce, life is now much easier — and perhaps more ethical — for private detectives.

"We were not in business at the time, but I've heard some pretty hair-raising stories," says Beullac. "Detectives had to barge down doors, look through keyholes, peer through windows, get pictures. Today, even with infidelity, circumstantial evidence is sufficient. We pride ourselves on completing the case without the individual ever knowing the investigation took place, and yet giving our client sufficient evidence in the event that the case is contested — which it isn't 97 per cent of the time."

Though all of Metropol's cases have their origin in Quebec, investigations are not confined to the province. The agency has, for example, traced hidden assets in the Bahamas and the Cayman Islands, and smashed a household-appliance smuggling ring in New England. The agency also engages the services of other detective firms in the United States, Canada, and Europe to help reduce the overhead for certain investigations.

Metropol's rates range from \$18 to \$25 an hour, or \$200 a day, depending on the complexity of the assignment. Expenses are additional. The agency owns considerable equipment — fingerprint kits, cameras, firearms, walkie-talkies. A selection of automobiles is also kept on hand. "We like to have the right car to fit the environment," says Beullac. "We have what I call our St. Henri car and our Westmount car — in fact, anything from a beat-up jalopy to a limousine." In addition, specialists in polygraphy, electronic counter-surveillance, fibre analysis, and alarm systems are often hired to assist with investigations.

Beullac and Hartt smile as they reminisce about many of their cases. But, undoubtedly, there are others they would rather not remember, some unsavoury characters they would rather not have met.

In the course of investigations Beullac has also crossed paths with criminals wanted on charges unrelated to his case. "That has involved some pretty heavy situations," he states. Fortunately, he has only ever had to fire his gun as a deterrent. "Contrary to the fictional TV image," he says, "we don't look for confrontation." After sizing up the lawyer's 6-foot 5-inch frame, bullet-studded gun belt, and holstered revolver, one concludes he could hold his own — not only in court, but also in the street. □

Where they are and what they're doing

'27

ABRAHAM EDEL, BA'27, MA'28, a 1978-79 Associate of the National Humanities Center, North Carolina, is conducting research in moral philosophy.

'33

JOHN F. CLOSE, BCom'33, has been appointed chairman of the Canada Deposit Insurance Corp., Ottawa, Ont.

'35

RABBI HAYIM PERELMUTER, BA'35, has been elected president of the Chicago Board of Rabbis, Illinois, and next year will be a visiting professor at the Pacific Lutheran School of Theology, Berkeley, Calif.

'37

CLAYTON H. CROSBY, MD'37, GDipMed'47, has been appointed medical director of the Allan Blair Memorial Clinic in Regina, Sask.

DESMOND D. DOLAN, BSc(Agr)'37, MSc'39, has been honoured by the United States Department of Agriculture for his work on plant introduction.

'38

REV. JESSE E. BIGELOW, BA'38, has been elected moderator of the Presbyterian Church in Canada.

ALLAN DUFFUS, BArch'38, has been awarded an honorary doctor of engineering degree by the Nova Scotia Technical College, Halifax.

'40

WALDEMAR E. SACKSTON, MSc'40, professor of plant pathology at Macdonald College, has been elected president of the International Sunflower Association. JAMES R. WRIGHT, BSc(Agr)'40, has been named a Fellow of the Agricultural Institute of Canada.

'41

REV. EUGENE R. FAIRWEATHER, BA'41, has been elected a Fellow of the Royal Society of Canada.

'44

ARTHUR BOURNS, PhD'44, has been named a member of the Natural Sciences and Engineering Research Council of Canada.

'45

CLAUDE LUSSIER, BCL'45, MCL'46, has joined the Canada Council as secretary-general of the Canadian Commission for UNESCO.

'46

MICHAEL SHAW, BSc'46, MSc'47, PhD'49, has become a member of the Natural Sciences and Engineering Research Council of Canada. DANIEL WERMENLINGER, BEng'46, has become president of the Quebec Liquor Corp.

'47

JOHN P.S. MACKENZIE, BCom'47, has been elected president of the Shaw Festival, Niagara-on-the-Lake, Ont.

'48

DONALD H. DRENNAN, BCom'48, has become president of Simmons Ltd., Canada, in Mississauga, Ont.

LAURIE E. HARDMAN, BEng'48, has been appointed superintendent of engineering and services at Abitibi Provincial Paper, Thunder Bay, Ont.

MICHAEL OLIVER, BA'48, MA'50, PhD'56, has been appointed director of the International Development Office of the Association of Universities and Colleges of Canada.

DONALD E. TILLEY, BSc'48, PhD'51, has been selected principal of Royal Military College, Kingston, Ont.

'49

JACQUES BRAZEAU, BA'49, MA'51, has been elected a Fellow of the Royal Society of Canada.

ALLAN URHO PAIVIO, BScPE'49, MSc'57, PhD'59, has become a Fellow of the Royal Society of Canada.

JOHN TURNER-BONE, BEng'49, has become manager, project services, of Montreal Engineering Co. Ltd., Ontario region, in St. Catharines.

'50

WALTER F. HITSCHFELD, PhD'50, has been elected a Fellow of the Royal Society of Canada.

FRANK T.L. HUGHES, BA'50, has been admitted to the Ontario Bar and is practising law in Toronto, Ont.

GEORGE STORY, BA'50, a lexicographer of Newfoundland English, has won the Canada Council's Molson Prize.

JOHN H. WALSH, BEng'50, MEng'51, has received the Joseph Becker Award of the American Institute of Mining and Metallurgical Engineers for his work on coal carbonization.

'51

A. SCOTT FRASER, BCom'51, has joined the partnership of Lank Robertson Macaulay, investment counsellors, Montreal.

NIELS H. NIELSEN, BA'51, MA'54, has become director of personnel services for ARA Services Inc., Philadelphia, Pa.

DR. MAX JACOB PALAYEW, BA'51, has been named chairman of McGill's department of diagnostic radiology.

'52

CYRIL MAX KAY, BSc'52, has been named a Fellow of the Royal Society of Canada.

MARCEL SICARD, BEng'52, has been elected president of the Association of Consulting Engineers of Quebec.

'53

IAN CHRISTIE CLARK, BA'53, MA'58, has been appointed secretary-general of the National Museums of Canada, Ottawa, Ont.

ROBERT D. GOLD, BA'53, MA'60, has received the University of Winnipeg's 1978 Clifford J. Robson award for excellence in teaching.

'54

GORDON CHESS, MEng'54, has become dean of the Faculty of Engineering Science at the University of Western Ontario, London. JAMES E. FINLAY, MEng'54, has been named president of the Ontario Mining Association.

Society activities

Dr. Robert Bell has a new award to add to his lengthy list of honours. At its recent Annual General Meeting, the Graduates' Society presented the principal with the Award of Merit for his outstanding contribution to the work of the society. Among other things, Bell and his wife Jeanne have visited more graduates and society branches throughout the world than any of their predecessors. As he suggests in the following account, it has not always been smooth sailing.

The principal's job is glamorous. Think of all the interesting trips he takes, all the luxurious hotels he stays in, all the delicious meals he eats....

Jeanne and I arrived at the hotel desk about 5:00 p.m. (It is the major hotel of a large Canadian city, but the tortures of Torquemada could not drag its name from me.) "Bell? Bell? How do you spell it?" said the young desk clerk. "Oh, yes, Mr. Bell, we can give you a room." (We had a confirmed reservation.) I registered and he handed me the key to 217. "It's on the second floor," he added helpfully.

The room was incredibly tiny, with a small window giving directly onto an air-conditioning machine on the adjacent flat roof. The hotel was "older;" the original air was still in the room. "Well, it's only an overnight stay," we said. "It won't hurt us."

We had a good half hour to spare before dinner. Going out for a walk would have been natural enough; given our quarters, it was compulsory. Very much revived after the outing we returned to 217.

There was a strange suitcase in the room. I put it outside the door and called the desk (a complicated operation in itself). They said they would send someone up.

Two friendly, middle-aged porters arrived; I explained, they consulted their list. "Are you with the bus tour?" one of them asked. We weren't. "This room is assigned to the bus tour, but that's all right. Here's your suitcase. Sorry about the mix-up."

I saw my chance. "If you need this room for the bus tour," I said, "we'd be glad to move to another one." The two porters agreed with my suggestion and said they would be back in a



moment to see to it. They didn't come.

I called the desk to explain the proposal. "Fine," the clerk said cheerfully. "We'll call you right away." They didn't, so I went down to the desk. "Oh, yes, sir," the clerk smiled. "We just got your new room, number 415."

Room 415 was already occupied – it must have been the bus tour again. Now we had no room at all! I carried our gear back to the desk, turned in both keys to the clerks, and threw myself on their mercy. Would they find us a room and put our stuff in it while we went off to dinner and our Graduates' Society meeting? They were very obliging – of course they would.

The main dining room was ornate in the 1930-Victorian way. We were seven for dinner, seated at a table for eight. (The extra place and chair were never removed – we sat with an absent friend throughout the meal.) Our waitress, who was friendly, cheerful, and obliging, behaved as though she knew what went on in hotel dining rooms but had never actually seen it happen.

Both Jeanne and I chose soup and a main course. The portions of the entrée were so small that I would not have believed we could be poisoned by them... but we were. Another visitor had taken the same main course without soup, with the same result. And, as Holmes said to Watson, when all other possibilities have been eliminated the remaining one, however improbable, must be correct. During the evening we remained perfectly healthy; by

next morning we were both feeling what Jeanne calls "worm-eaten."

The Graduates' Society meeting that followed dinner was well attended and the people were welcoming and warm-hearted. We enjoyed every minute. Eventually, we found ourselves back at the hotel desk. Our belongings were still there but, miraculously, a new room was available – and unoccupied.

The next morning we were slow to get going. I formed the idea that I would feel less "worm-eaten" after a substantial breakfast. I managed to get a slice of ham and stale toast – which, fortunately, I happen to like. After collecting our luggage we went to check out, only to find that the hotel bill included a whole set of charges we could not possibly have incurred. "It must have been the bus tour," the clerks agreed. I mentioned mildly that we were due at the airport and that they might simply cancel the old bill and make out another. They looked shocked – apparently, to do so involved unspeakable sin.

I then asked about getting to the airport. The clerks thought a taxi would be best and telephoned for one. It might take a few minutes, they said, but we'd make our flight. I thanked them, said goodbye, and picked up our luggage.

We stepped through the door just in time to see the hotel's airport limousine disappearing into the traffic. Next time, I think we'll take the bus tour. □

Focus

Anyone strolling near Montreal's massive St. Joseph's Oratory on a Sunday afternoon is welcomed by the sound of bells — not tolling the hour or announcing a mass, but ringing out with anything from Bach to the Beatles. At the keyboard of the Oratory's fifty-six-bell carillon sits Andrea McCrady, 25, third-year McGill medical student and part-time carillonneur.

McCrady's love affair with bells began seven years ago at Trinity College in Hartford, Connecticut. The history undergraduate, who had studied piano since the age of five, accepted a friend's invitation to watch her play Trinity's thirty-bell carillon. "In the middle of the night I climbed the spiral Gothic staircase of the chapel tower," she recalls. "When she started to play, the bells just captivated me!"

Her informal training began at Trinity — "Students taught other students how to play," she says, "and we passed bad habits on to each other." In her senior year she applied for a \$7,000 Thomas J. Watson Travelling Fellowship to travel and study for a year independent of any university. "They give out seventy a year for projects in anything from geology to literature," she notes. "But you have to be just kooky enough to attract their attention. I took the interviewer from the foundation up into the tower — and got the fellowship."

Determined to play as many bells as she could during her year away, McCrady began with six months in Holland, where the instrument first evolved in the sixteenth century. Her teacher at the National Carillon School was world-renowned carillonneur Leen 'tHart. Says McCrady, "We concentrated on overcoming my bad habits and broadening my repertoire." Realizing that she also needed to learn how to adapt to different instruments, however, she left Holland to play the bells of Belgium, France, Switzerland, Germany, Denmark, Sweden, England, and Scotland. As she puts it, "I saw Europe from the rooftops."

The carillon was originally a folk instrument, McCrady explains. "Most commercial towns of the Dutch lowlands had a big clock tower in their market square. All the merchants kept time by its bells. To let you know that the time of the bell strike was coming up, they had what was called a four-strike, with tuned bells playing a melody for the clock." To facilitate the ringing of the bells, an instrument was introduced which featured pedals and a modified keyboard — wooden levers that were struck with clenched fists. "Like a drummer, it's all in the wrists," says McCrady. "I don't even

have calluses. Most carillonneurs develop high blood pressure from climbing all those stairs before they ever have any other physical problems."

By definition, a carillon has at least twenty-three tuned bells. (Anything less is known as a chime.) Forty-eight bells are standard but, as McCrady points out, "there are very few standard carillons. And each has a different touch and sound since the bells are cast by different foundries and weigh different amounts. After going around Europe I can pick out from a distance who has made the bell and about when. They all have a voice of their own."



Andrea McCrady at the carillon.

McCrady's musical background was a definite asset in learning the carillon. "If you play the piano, you know how to vary your touch to add expression to the instrument," she says. "And if you play the organ, you know how to coordinate your feet and hands." Knowledge of theory and composition is also essential for the carillonneur, who often must adapt the music to suit the instrument. Arrangements are available from various guilds, however, and carillonneurs also exchange music among themselves.

During her month in Oxford, McCrady studied a British bell-playing technique known as

change ringing. Whereas carillon bells have wires attached to their clappers but remain stationary themselves, change-ringing bells swing full circle when pulled by ropes. "One person is assigned to each bell, which weighs from 400 to a few thousand pounds," she explains. "You have anywhere from four to twelve people, each pulling a bell rope. You must control the swing of the bell *and* the timing of the strike — it's a very complicated art."

By the time McCrady was ready to return to North America in 1976, she had learned of the carillon at St. Joseph's. Emilien Allard, who had once played it, had been named Dominion Carillonneur at the Peace Tower in Ottawa and she wrote telling him of her interest in the Oratory carillon. He responded with a letter of introduction to the Congregation of Holy Cross.

"They were a bit taken aback," she grins. "Here's this girl on their doorstep saying, 'I'm a carillonneur.' They took me to see the carillon but it was like something out of a horror film. It hadn't been touched in three years — it was full of cobwebs, broken wires, rust, and warped wood from the damaged ceiling. When I pulled out my tools and started fixing everything, they said, 'I guess you know what you're about. Go ahead.' That was two years ago, and I've been playing every Sunday ever since."

Whereas most bells are located high in towers, those at St. Joseph's — which were originally cast for the Eiffel Tower — are housed on the roof of a building almost at street level. The view may be less exciting, says McCrady, but the contact with the public is valuable. "A lot of people who go past a bell tower think it's all electric," she says. "They would think that at St. Joseph's, too, except that they can look in the window and see me playing."

The nature of their art makes bell ringers an unusual breed. "These hermit-like eccentrics are wary about visitors to their tower — especially if the visitor is a beginner who starts making awful sounds," McCrady smiles. "Because there's no such thing as a private concert, they get possessive about their bells."

McCrady, however, welcomes beginners. She hopes her two students will keep St. Joseph's carillon ringing should she leave Montreal. She also has plans for the change-ringing bells of St. Patrick's Church: "They haven't been rung for at least twenty years," she exclaims, "but we've been working on getting the tower and the bells restored."

After graduation, McCrady hopes to set up a family practice somewhere. One thing is certain: any community wishing to attract Dr. Andrea McCrady would do well to have a bell tower in the vicinity. □

By Donna Nebenzahl, BA '75, a Montreal freelance writer and editor.

'55

DALE (ENGLISH) YOUNG, BA'55, has been elected a governor of the Real Estate Institute of British Columbia, Victoria.

'56

WALTER BUSHUK, PhD'56, has been named head of the plant science department, Agriculture Faculty, at the University of Manitoba, Winnipeg.

ARLENE (MAXIMCHUK) CROWE, MSc'56, PhD'62, a clinical chemist at Hotel Dieu Hospital, Kingston, Ont., has won the Ames Award of the Canadian Society of Clinical Chemists.

WILLIAM H. FULLER, BCom'56, has become an investment counsellor with Lank Robertson Macaulay, Montreal.

BERNARD SHAPIRO, BA'56, has been appointed vice-president (academic) and provost of the University of Western Ontario, London.

'57

BARRY A. CULHAM, BEng'57, is vice-president, foreign investments, of Export Development Corp., Ottawa, Ont.

CHRISTINE PERKS, BArch'57, has become a Fellow of the Royal Architectural Institute of Canada.

'59

MOHAMMED A. FARIS, BEng'59, MEng'62, has become a research associate, cereal breeding, in Macdonald College's department of plant science.

JULIE LORANGER, BCL'59, has been appointed Canada's consul general in Strasbourg, France.

RAYMOND A. REID, BCom'59, has become general manager of Fiducie du Québec, Montreal.

'60

MERVYN FRANKLIN, PhD'60, has been appointed president of the University of Windsor, Ontario.

ROSS GARRISON, PhD'60, has become director of product development at Parke, Davis and Co., Greenwood, S.C.

'61

JOHN D. HSU, BSc'57, MD'61, is assistant professor of orthopedics at the University of Southern California, Los Angeles.

'62

DR. MICHEL CHRETIEN, MSc'62, has received the Archambault medal of l'Association canadienne-française pour l'Avancement des Sciences.

JAMES FERGUSSON, BSc'62, has become vice-president, operational research and systems, of TEE Consulting Services Inc., Ottawa, Ont.

NORMAN PRESSMAN, BArch'62, has won a 1979 Central Mortgage and Housing Scholarship to study urban housing in Belgium and a Lady Davis Visiting Fellowship that will enable him to spend most of his sabbatical at the Technion-Israel Institute of Technology.

HELEN D. TAYLOR, BN'62, MSc(A)'75, has been elected president of the Canadian Nurses' Association.

'63

CLAUDE AUBE, MSc'63, PhD'65, has been appointed program analyst, eastern Canada, for Agriculture Canada, Ste. Foy, Que.

'65

MICHAEL C. CORBALLIS, PhD'65, has become professor of psychology at the University of New Zealand, Auckland.

DOROTHY (ARTHURS) THOMSON, DipNurs'57, BN'65, of Halifax, N.S., has won the Johnson and Johnson Bursary for achievement in the University of Saskatchewan's correspondence course in hospital and health care administration.

'66

DAVID GIBSON, BCL'66, is Ottawa manager of the Canadian Chamber of Commerce.

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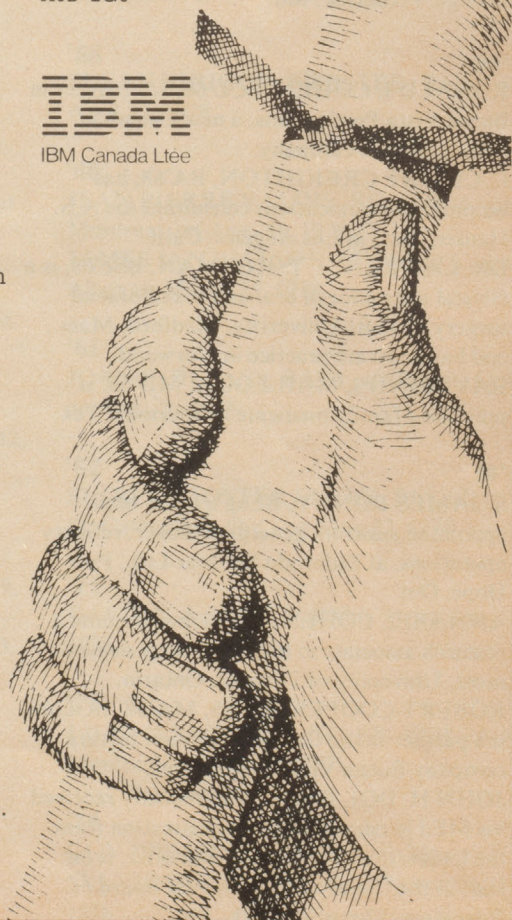
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Montréal (Québec)
H3B 2G3



IBM Canada Ltée



ETHEL (KECES) GOLDMAN, BA'66, who received her LLB from the University of Toronto, has opened a law practice in Guelph, Ont.

SIDNEY M. KAUSHANSKY, BCom'66, has become a partner in the Montreal chartered accountancy firm of Richter, Usher and Vineberg.

MAUREEN T. McELLIGOTT, BScN'66, has been appointed assistant professor of cardiovascular nursing at Catholic University, Washington, D.C.

CHERYL LYNN (STOKES) RACKOWSKI, BA'66, has completed her PhD in Canadian literature at the University of Connecticut, Storrs.

HELEN ROSS, BA'66, who recently received a PhD from the University of Toronto's Institute of Medical Science, is a researcher in the epidemiology unit of the Clarke Institute of Psychiatry, Toronto, Ont.

'67

LEN A. HOLUBOWICH, BSc'67, has become director of marketing for Champlain Industries Ltd., Toronto, Ont.

DANIEL KLASS, MD'67, assistant professor in the University of Manitoba's department of medicine, has won a Canadian Life Insurance Assoc. medical scholarship to continue his research in lung physiology.

DARCEY M. POOLE, BA'67, has been appointed director of the career center at Hood College, Frederick, Md.

'68

RONALD I. COHEN, BCL'68, is a partner in Buena Vista Productions, a new Canadian motion picture company.

L. CLAIRE CREIGHTON, BA'68, has become communications consultant for A.S. Hansen, Inc., in Los Angeles, Calif.

DR. LAWRENCE T. HERMAN, BSc'68, is a clinical instructor of oral and maxillofacial surgery at Tufts University, Medford, Mass., and has a private practice in Norwood.

RAYMOND J. MAILLOUX, MD'68, is practising family medicine in Sherman, Tex.

'69

S. JAMES BONNY, BEng'69, has been appointed assistant general manager, refinery operations, at Eldorado Nuclear Ltd., Port Hope, Ont.

ANNABEL COHEN, BA'69, has become a research associate in the psychology department, University of Toronto, Ontario.

ROBERT COOPER, BA'65, MA'68, BCL'69, is a partner in the Canadian motion picture company Buena Vista Productions.

JOHN H. DOI, BSc'69, who recently received his MEd in educational administration from the University of Alberta, Edmonton, is on staff at the County of Strathcona Board of Education, Sherwood Park, Alta.

'70

ILLIMAR ALTOSAAR, BSc'70, has been named assistant professor of food chemistry, nutrition and dietetics program, in the University of Ottawa's biochemistry department.

KENNETH FRUMKIN, MA'70, PhD'72, has received his MD from Hahnemann Medical College and Hospital, Philadelphia, Pa., and is a resident at Letterman Army Medical Center, San Francisco, Calif.

PETRA SCHREINER, BEd'70, is a French teacher in Windsor, Ont.

RICHARD S. VINEBERG, BCom'70, has become a partner in the firm of Richter, Usher and Vineberg, chartered accountants, Montreal.

'71

BRENT NOSWORTHY, BA'71, is a game designer and researcher with Simulations Productions Inc., New York City.

'72

CHARLES C. GURD, BA'72, has joined the architectural firm of Parkin Partnership, Toronto, Ont., as a designer for the new National Gallery of Art of Canada.

ROBERT B. MADY, BEng'72, is a consulting engineer with Consultores Occidentales S.A., Maracaibo, Venezuela, an affiliate of CI Power Services, Montreal.

THOMAS SCHNURMACHER, BA'72, is an entertainment columnist for the Montreal *Gazette*.

ANDREW ROBERT TURNER, BSc'70, MD'72, is on staff at the W.W. Cross Cancer Institute, Edmonton, and is an assistant professor at the University of Alberta.

'73

SIMON COTE, MD'73, is studying advanced endoscopic techniques in Koblenz, West Germany, on an R.S. McLaughlin Foundation Fellowship and will join the department of gastroenterology at Montreal's Hotel-Dieu Hospital in 1979.

'74

GLORIA JANE FITZGERALD, BSc'74, is teaching biology and chemistry at Freetown Secondary School for Girls in Sierra Leone.

ANDREW M. LASKY, BSc'74, has completed his dentistry degree at Georgetown University, Washington, D.C.

JOSEPHINE PAJACZKOWSKI, MSc'74, is studying towards her master's in religious education at Fordham University, New York.

'75

PIER GIORGIO FONTANA, PhD'75, has joined the medical department of Boehringer Ingelheim (Canada) Ltd., Burlington, Ont.

ROBERT HOULE, BEd'75, has been appointed curator of contemporary native art at the National Museum in Ottawa, Ont.

ALLAN ROBERT JONES, BSc'71, MD'75, has joined the staff of Foothills Hospital, Calgary, Alta.

'76

ANTHONY D. BARANYI, PhD'76, is an associate research scientist, glass and ceramics group, of the Ontario Research Foundation's department of materials chemistry, Mississauga.

IRENE P. DUNCAN, BN'76, has been appointed coordinator for staff development at the Douglas Hospital, Montreal.

JOHN HEATH, BSc'71, MD'76, a member of the University of Manitoba's respiratory diseases department, has won a fellowship from the Manitoba Lung Association.

'77

CATHERINE HARDING, BA'77, has won an IODE War Memorial Scholarship to study art history at the University of London, England.

REV. HARVEY WHITE, PhD'77, has become assistant professor of philosophy at Bishop's University, Lennoxville, Que.

Deaths

'13

CORINNE (HARDMAN) BRENNAN, DipPE'13, at Sebastopol, Calif., on Aug. 12, 1978.

J. KENNETH KING, BSc(Agr)'13, at Fredericton, N.B., on Aug. 22, 1978.

'14

ALAN KEITH HAY, BSc'14, at Ottawa, Ont., on Aug. 27, 1978.

'16

CHESTER C. LYSTER, BSc(Agr)'16, on Oct. 7, 1977.

'18

JOHN GERARD AHERN, BCL'18, at St. Sauveur, Que., on July 13, 1978.

'19

HYMAN GARBER, MD'19, on June 2, 1978.

'21

WILLIAM SCHUYLER LIGHTHALL, BCL'21, at Phoenix, Ariz., on June 30, 1978.

ROBERT MURRAY PENDRIGH, MD'21, at Saint John, N.B., on Jan. 18, 1978.

IVAN SABOURIN, BCL'21, at Iberville, Que., on July 31, 1978.

'22

WILLIAM J.S. EVANS, BSc'22, on June 27, 1978.

DAVID WHITNEY MacKEEN, BSc'22, at Halifax, N.S., on May 12, 1978.

BARNEY DAVID USHER, BA'19, MD'22, on July 14, 1978.

'23

JOSEPH HAROLD GOLDSMITH, BCom'23, at Montreal, on May 31, 1978.
WILLIAM JAMES JOHNSON, BSc'23, at Fort Lauderdale, Fla., on May 27, 1978.

'24

EDYTHE H. LINDSAY, CertSW'24, at Montreal, on Aug. 16, 1978.

'25

NICHOLAS PARSELL HILL, MD'25, at St. Catharines, Ont., on June 7, 1978.
ARCHIBALD DUNCAN MacGREGOR, DDS'25, at Truro, N.S., on June 8, 1978.

'26

ALFRED E. MANVILLE, BSc'26, on June 8, 1978.

'27

RIVA (RUDY) REICH, BA'27, on Aug. 5, 1978.

'28

HOWARD T. DAWE, BSc'28, in December 1977.
JOSEPH CARL SUTTON, MD'28, at Montreal, on July 10, 1978.

'29

LOUIS I. FROHLICH, BSc'25, MD'29, on June 23, 1978.

'30

CECIL H. DICKEY, MD'30, on March 15, 1978.
STANLEY KOUGH LUNN, BA'30, at Montreal, on Aug. 3, 1978.

'31

SANFORD R. GRANGER, BCom'31, on Jan. 2, 1978.
WALTER T. STOBART, BSc'31, MEng'32, on June 21, 1978.

'32

T. GARNET COLLINS, BEng'32, at Montreal, on June 10, 1978.
GERRARD JACKMAN, BCom'32, on October 6, 1977.

'33

ALAN R. ANTHONY, BA'29, MD'33, in Hawaii, on July 30, 1975.
JOHN M. ARMSTRONG, PhD'33, at Ottawa, Ont., on May 19, 1978.
EVA R. YOUNGE, MA'33, in June 1978.

'34

PETER WOODBURN BLAYLOCK, BSc'34, at Pointe Claire, Que., on Aug. 4, 1978.

DAVID OSWALD WOOTTEN, BCom'34, on May 28, 1978.

'35

HAROLD E. HABER, BA'31, DDS'35, on July 4, 1978.

'36

DONALD JOHN OSWALD BARRY, BEng'36, on June 26, 1978.
HENRI F. BEIQUE, BEng'36, at Homer, Alaska, on July 31, 1978.

'37

CATHERINE OLDING HEBB, PhD'37, at Cambridge, England, in 1978.

'38

HAROLD E. PITTIS, MD'38, on June 9, 1978.
MICHAEL JOSEPH SABIA, MD'38, at St. Catharines, Ont., on May 24, 1978.

'39

MOSES ASHKENAZY, BSc'36, MD'39, in May 1978.
LOUIS J. RUSCHIN, MD'39, on Jan. 9, 1978.
JACK WAUD, LMus'30, BMus'39, at Montreal, on May 25, 1978.

'40

BERNARD D. CULLITY, BEng'40, at South Bend, Ind., on March 26, 1978.
ISABELLE GALARNEAU, BA'40, at Scituate, Mass., on May 21, 1978.
KARL E. GUSTAFSON, BEng'40, on May 23, 1978.

'41

DONALD LORNE LINDSAY, BEng'41, at Montreal, on Aug. 14, 1978.

'42

WILLIAM BELL HEWSON, PhD'42, at St. Charles, Ill., on April 23, 1978.
GERALD M.F. JOHNSON, BEng'42, at Pointe Claire, Que., on Aug. 30, 1978.
MARGARET (MAIN) MUSSELLS, BA'42, at Montreal, on June 26, 1978.

'43

SAMUEL TOWNSEND ADAMS, BA'42, MD'43, GDipMed'54, at Montreal, on July 9, 1978.
GEORGE BRUCE MacKIMMIE, BEng'43, on June 28, 1978.

'44

G.G. GARRIOCH, BSc'43, MD'44, on Jan. 30, 1977.

'46

CLARA ALICE PARTINGTON, DipNurs'46, at Montreal, on July 15, 1978.

'48

R. CATHERINE AIKIN, BA'48, BN'49, at London, Ont., on Aug. 15, 1978.
ALINE (GALLAGHER) BAK, BSW'48, at Kingston, Ont., on July 2, 1978.
STEPHEN ERIC BRYAN, BEng'48, at Montreal, on Sept. 30, 1977.
RALPH ALAN FORBES, BA'48, at Montreal, on May 24, 1978.
REX A. LUCAS, BA'48, MA'50, in England, on July 18, 1978.

'49

FRANK J. MANHERZ, BEng'49, at Niagara Falls, Ont., on Aug. 21, 1978.
OTTY E. McCUTCHEON, DDS'49, on Oct. 8, 1977.
LEO MERGLER, BSc'42, MD'49, on July 23, 1978.
CHARLES FREDERICK NORRIS, BEng'49, at Toronto, Ont., on July 23, 1978.

'53

EDWARD J. NETH, MD'53, in April 1976.
HARRY JAMES PEPPIATT, PhD'53, at Lynchburg, Va., in August 1978.

'54

ROSLYN JOY (LESTER) PYTEL, BA'54, at Montreal, on June 6, 1978.

'55

DAVID GORDON FROSST, Com'55, on June 17, 1978.

'58

SUSAN (GRIGGS) WEBSTER, BA'58, on April 23, 1978.

'60

JEAN PIERRE VALOIS, BEng'60, at Montreal, on Aug. 14, 1978.
JAMES IAN WATSON, MD'60, at Calgary, Alta., on March 23, 1978.

'61

JOAN E. DEPASS, BA'61, at Ottawa, Ont., on Aug. 29, 1978.

'62

SHIRLEY FOSTER SMITH, BLS'62, at St. Catharines, Ont., on May 23, 1978.

'71

DAVID V.A. WHITE, BMus'71, on Jan. 5, 1978.

'74

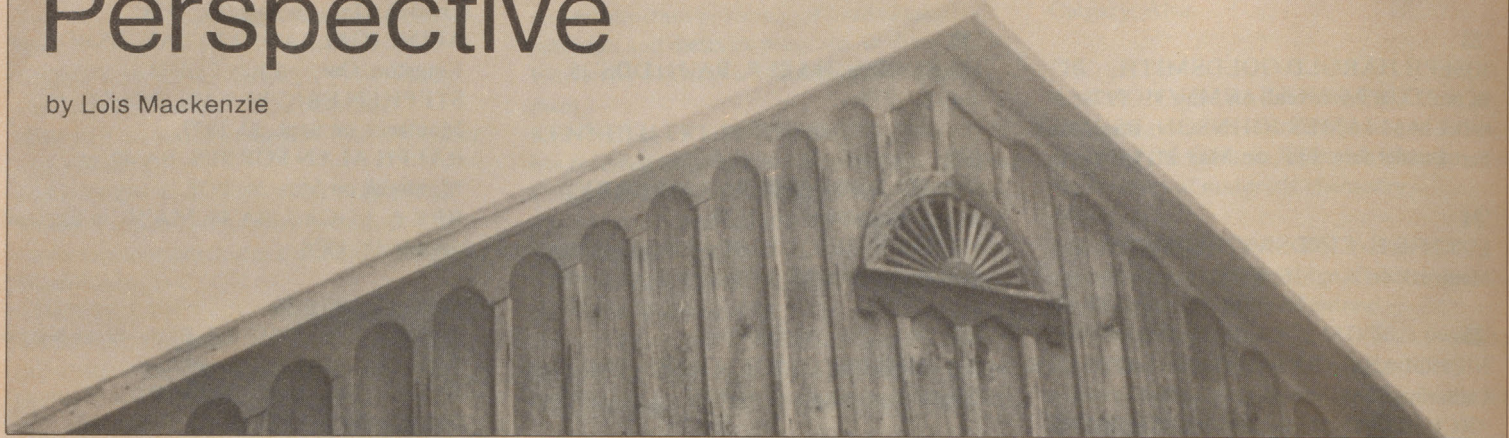
LILY ("LYL") JEAN ETLER, BSW'74, at Montreal, on Aug. 28, 1978.

'76

GUY DESAUTELS, MA'76, in May 1977.
SYLVIE DORAY, BA'76, on November 13, 1976.

Perspective

by Lois Mackenzie



Recording the architectural heritage of Upper Canada with camera and pen was a labour of frustration – and love – for two McGill graduates. Old Ontario Houses, released in 1977 by Gage Publishing, is the work of photographer, painter, and film maker Kim (Jones) Ondaatje, BA'52, and journalist Lois (Parkhill) Mackenzie, BA'49. In the following account Mackenzie describes the agony and the ecstasy that preceded the book's publication.

I am not too clear on just how the whole effort managed to hang together and end up a book. What I do know is that it was an eighteen-month marathon against the clock that seemed even to start behind schedule.

Photographer Kim Ondaatje and I shook hands with the publisher in January 1976 after a morning's discussion on the how and the what. Three hundred slides of old Ontario houses, culled from the 5,000 in Kim's collection, were to be submitted within three months. Of these, 198 would appear in the book. By January 1977 I was to deliver between forty and seventy thousand words of "clean copy," approximately 250 words per picture, covering the architectural detail and, as far as possible, the social history of the area illustrated. Although a trifle heady, it seemed manageable.

As we parted, the publisher said: "I presume the slides cover all of southern Ontario?" They didn't. "I don't have Guelph," said Kim, "and I don't have Brockville or Maitland." In a haze of two-day tours, we ended up shooting a third of the book between January and April. While Kim photographed each structure, I sat in the car taking down telephone numbers – many of the houses were for sale – addresses, and other pertinent details. In the back seat with me were the 5,000 slides; between note-taking, I began the great elimination contest.

Word got around and people tried to be helpful. "Have you got the So-and-So House in Harrowsmith, or is it Hammersmith?" (I

doubted it.) "I hope you are doing the houses between Muskoka and Lake Simcoe because they have been neglected in the other books." (What other books?) "What are you going to say that Verschoyle Blake has not already said?" (Just what every author wants to hear. Besides, who is Verschoyle Blake?)

I gradually became acquainted with the definitive works on old Ontario houses. Some of them, I noted with alarm, had taken *ten* years to complete. But two of the books were out of print, the others in black and white. "Wait until the world sees our coloured plates," I muttered to myself. "Don't stop now. Don't send back your advance." (I couldn't – I had already bought a piano.)

As time passed, I accumulated an immense amount of trivia. I discovered that one of the last fatal duels in Canada had involved two law students in Perth in 1832. (The government seat of Lanark County, Perth was, it seems, awash with law, justice, and passionate law students.) I also learned that German officers fighting for King George III in the American War of Independence had been given Ontario land grants, and that Alsatians had come to Canada in 1837 to escape Napoleon's conscription.

I developed a primitive but reliable technique for sizing up a town. Mill towns: usually at the mouth of a river flowing into Lake Ontario, or upstream and now deserted. Staging towns: no mill and often no water, but a fine collection of taverns. County seats: built around a large court house, usually Greek revival. Railway towns: flat, brick, and Victorian.

Meanwhile, the enlarged slide collection was taking shape under rigid scrutiny – in the beginning, on our diningroom wall. The slides, however, were heavily insured; once submitted to the publisher, they were to remain there. This meant committing them to memory, an entirely unsatisfactory arrangement, so I began to make the forty-mile round trip to the publishers almost daily.

In addition to frantic telephone calls to

glean information about the houses, I wrote letters – sometimes to people, sometimes simply to an address. A lady in London who represented the sixth generation to own an impressive coachhouse on the banks of the Thames, actually rang me two days after I posted the letter to her. "You must come and see the house," she said brightly. "But don't leave it too long. I'm eighty-one, you know!"

Others answered my inquiries more slowly. During a blinding rainstorm, I had managed to scribble down the address of a notable house in Oakville. I wrote, but months went by with no answer. Finally, with the deadline closing in, I rang the doorbell. A nice-looking teenager ushered me into the hallway. From the far end an attractive woman came forward and said, "I received your letter but haven't had time to answer." As we talked, I looked at the crowd of children that drifted from room to room and simply had to ask. Are they ... all yours? "Yes, they are." How many? "Thirteen."

Inevitably, the day arrived when all the material had been collected, all the photos chosen. It was time to write. But I couldn't. I went through stalling periods during which I felt it imperative to count and rearrange the flatware, attend the rowing events at the Montreal Olympics, and clip a rose hedge that hadn't seen shears for twenty years. And I began brushing my teeth ten times a day.

By working around the January clock, however, I finally delivered the goods the first week in February. Ten days later all 300 articles – covered with arrows and pencilled notations – were back on my desk. I felt as if I had just been handed four year's worth of university essays to rewrite.

I have only a dim recollection of what we ate during this time. Mostly frozen lamb, I think. My husband became a short-order chef and then calmly sat down and wrote his own book. Despite my writer's block, though, something must have clicked. As one of my friends says, "Now I know what my log cabin is all about." □

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McGill Society of Montreal Travel Program for 1979

Membership in the Travel Program is available to graduates, parents, and associates making contributions to McGill, or by paying a \$10.00 fee to the McGill Society of Montreal.

Disney World and Beach Holiday

One-week vacations:

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Price includes air transportation, car rental, and accommodation (3 nights in Disney World and 4 nights in Clearwater Beach) via Skylark and Sun Tours.

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Israel, Jordan, and Egypt

March 1979 (3 weeks)

Price : approx. \$2,000

Includes flight, transfers, and first-class accommodation. Tour guide will be Dr. Stanley Frost, former dean of McGill's Faculty of Religious Studies and presently director of the History of McGill Project.

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May-June 1979 (3 weeks)

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Includes flights, transfers, course, and first-class accommodation. An unusual opportunity to see the animal life, land forms, and vegetation that inspired Charles Darwin. David Lank, naturalist, author, and expert tour leader, will guide this special group tour.

Left: The sarcophagus of an elderly Egyptian woman named That a Nufer Amun, cult servant to the divine votaress of Amun; c. 945-750 B.C. From the Redpath Museum collection, McGill University.

Afghanistan, Pakistan, Iran

May-June 1979 (3 weeks)

Price : approx. \$2,200.00

Includes flight, transfers, and first-class accommodation. Tour leader will be Dr. Charles Adams, director of McGill's Institute of Islamic Studies.

China Trip IV

May-June 1979 (3 weeks)

Price : approx. \$2,500.00

The McGill Society of Montreal has applied for permission to make another special group visit to the People's Republic of China in 1979.

Tour of the Greek Islands

May-June 1979 (3 weeks)

Price : approx. \$1,875.00

Includes flight, transfers, course, and first-class accommodation. Tour leader will be Professor George Snider, chairman of McGill's classics department.

Norway

June 1979 (3 weeks)

Price : approx. \$1,950.00

Includes flight, transfers, and first-class accommodation. Tour leader will be Dr. Alice Johannsen, director of McGill's Mont St. Hilaire Nature Conservation Centre.

Details of these special tours are now being finalized. This is your opportunity to plan ahead and let us know your preferences.

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