



## Budget going to Senate

The University's 1986/87 budget goes to Senate for information and comment April 15 at 8 p.m. in Room 105, Physical Sciences building. The budget has a projected deficit of \$200,000.0

## FACULTY FUTURES

### *Survey reveals issues for faculty, University to think about*

What should be the principal activities of Guelph's faculty members over the next 10 years, and what is the appropriate balance of those activities?

These are questions all faculty members should be thinking about, says Vice-President, Academic, Howard Clark, and the University should be providing some leadership in approaching these issues.

Clark was commenting on the findings of the joint faculty development committee's faculty opportunities survey, which were sent to each department office last week. All faculty members received summary comments prepared by the committee, which is a joint committee of the University and the University of Guelph Faculty Association.

Prof. Stefan Straka, History, chairman of the UGFA, says the survey results and committee comments were being studied as the basis for discussion at the April 9 general faculty meeting Clark called to discuss excellence in teaching. Future meetings will focus on research and service. The UGFA is also expected to review the survey results at its next council meeting mid-month.

Straka says the survey marks the first time Guelph faculty have looked at themselves and their roles at the University. Faculty are committed to what they are doing here, he says. They want an environment that will develop their potential, and they would like recognition for what they do best, he says.

The survey, which was sent to all faculty and academic administrators on campus, covered three major areas — teaching, research and scholarship, and service and leadership.

In its summary of the survey results, the joint faculty development committee says faculty members appear to be generally satisfied with the opportunities available to them to teach effectively, to teach "preferred" courses and to teach in a format they enjoy, but are unsatisfied with the opportunities for team teaching or introducing new courses.

The committee says there is some uncertainty about the views of both faculty and



## Faculty futures *Continued from page 1.*

administration towards non-conventional teaching opportunities, although both groups believe the University should encourage such activities. Administrators expressed much more interest in distance education than faculty did — almost 60 per cent of the administrators said distance education teaching opportunities should be available to faculty, but more than 64 per cent of the faculty said they had little or no interest in this method of teaching.

In response to a question about the factors that hinder effective teaching, faculty most frequently cited the pressure to do research and publish, too much committee work and too many students in classes.

More than half the faculty surveyed said teaching has been important to their career advancement, but a similar number said they don't believe the administration or promotion and tenure committees actually place an appropriate emphasis on teaching. Some 67 per cent of the faculty felt that P & T committees don't have appropriate methods for assessing teaching effectiveness. Of the administrators surveyed, 64 per cent felt the committees place an appropriate emphasis on teaching, but more than half didn't believe the committees have appropriate assessment methods in that area.

### Factors impeding research

Both faculty and administrators said the opportunities to engage in research and scholarship at Guelph are generally good. The survey indicated general satisfaction, particularly among the administration, that Guelph encourages discipline research adequately and gives it satisfactory recognition.

When asked to indicate what factors have impeded their research, publication and creative activities, faculty most frequently cited heavy teaching loads, lack of adequate staff support and lack of adequate leave time and money.

More than 84 per cent of the faculty said they believe research and publishing have been important to their career advancement, but less than 40 per cent actually felt that campus P & T committees have appropriate methods for assessing productive research and scholarship.

Administrators and faculty both indicated some doubts about the importance of service and leadership to career advancement and questioned whether an appropriate emphasis is placed on these areas by P & T committees. Respondents generally agreed that

the committees are unable to assess contributions in these areas appropriately. There was also doubt as to whether Guelph is committed to the recognition of service activities.

Faculty expressed general satisfaction with the academic setting at Guelph; only 20 per cent said they had any interest in moving to another academic institution and less than five per cent said they would like to switch to non-academic employment. Some 34 per cent of faculty would welcome a significant change to their present duties at Guelph — primarily to allow more research and writing time. More than 80 per cent said they did not want more classroom teaching time. Faculty said the main obstacle to changes in career paths at Guelph is the lack of institutional tangible encouragement.

Faculty and administration both said they believe the relative weighting given by P & T committees for research and scholarship is about right, but they felt teaching should receive a greater weight, and so, to a lesser extent, should service and leadership.

Some of the findings of the survey were surprising, says Clark. There is a much stronger interest among faculty in responsibilities outside of their department, such as team-teaching with colleagues from other disciplines, than many people thought. There is also an interest in being involved more widely in University administrative/management responsibilities. Faculty say opportunities for team research at Guelph are pretty good, says Clark, but they want to see more of them.

There is also a strong expression that the University should be doing something — although it is not clear what — to open a wider range of opportunities to faculty members, he says.

The general perceptions of the way the P & T system works, or is perceived to be working, are particularly interesting, says Clark. "There is no question that there is a

difference of view between the academic administrators and the faculty as to whether or not appropriate weighting is given to teaching in P & T matters. Everyone agrees that we don't have appropriate methods of evaluating teaching, which makes one ask 'why aren't we doing more and finding different methods for evaluating teaching?'"

Clark says the survey also reveals some concern that Guelph may not have the best methods of evaluating research and scholarship. Straka agrees: "The University wants to put more focus on teaching, but everything here centres on P & T weightings. There must be more flexibility in these, and there must be other ways to give recognition to faculty."

Clark says the survey revealed marked differences among the colleges in general attitudes towards faculty activities and what is important.

Another surprising finding of the survey, he says, is the lack of faculty interest in distance education. "One has to ask why. We don't know who the faculty are who have no interest in distance education, or to what extent they have experienced it, or what do they really know about it."

Clark says there appears to be far more interest among faculty for tangible rewards for teaching and research in the form of awards than was supposed. "It would seem that faculty are saying they would like recognition, not necessarily money," he says.

The joint committee has identified a number of areas that need discussion, including the pressure on, and competition for, faculty time. Clark says the committee is expected to come up with recommendations that would be referred to the Board of Undergraduate Studies and then to Senate.

The faculty opportunities survey data has also gone to the Joint Faculty Policies Committee, which is expected to examine the criteria to see if they reflect what faculty say in the questionnaire. 0

## UN debates bring out best in students

Simulated United Nations conferences held recently at Harvard and York universities gave Guelph students a chance to develop their negotiating and diplomacy skills.

Looking for the middle ground among diverse interests was stressed at both conferences, says Karen Aitken of Toronto, a first-year biological science student who headed up Guelph's delegation at Harvard. She also observed sessions at York. The conferences provided the delegates with support services and the setting to make negotiations as lifelike as possible, she says.

Guelph's six-member delegation to Harvard represented Iran; the York delegation represented Ethiopia. Guelph won two of the 15 citations awarded at the York conference and placed an unofficial second to the London School of Economics, says Darin Abbey of Vancouver, a first-year political science student and organizer of the Guelph delegation. The Ethiopian delegation made the proposals for four of the five resolutions that the General Assembly adopted, and cita-

tions were awarded to Faith Moosang of Barrie and Michael Chapman of Guelph.

At each conference, student delegations from universities across Canada, the United States and around the world acted as UN representatives, and the host university organized simulations of the UN's five major committees, the Security Council and the General Assembly. The host university also staged a mock trial before the International Court of Justice, and tried to divert participants' attention by creating hypothetical international events.

Both Guelph delegations were sponsored by University and community supporters, including the College of Biological Science, the Ontario Public Interest Research Group, the College of Social Science, the Department of Political Science, International House and the Rotary Club of Guelph. Aitkin says the idea of sending a Guelph delegation to the Harvard conference originated with Provost Paul Gilmor. 0

## ● Our people

A book edited by **Prof. Tim Struthers**, Department of English, has been published by Vehicle Press in Montreal. *The Montreal Story Tellers: Memoirs, Photographs, Critical Essays* documents the literary activities of five Montreal fiction writers who performed their works publicly in the early 1970s. The book includes memoirs by the five, as well as critical and biographical essays by scholars.

# MLA program gets accreditation status

The American Landscape Architectural Accreditation Board has granted initial accreditation status to the Master of Landscape Architecture program. Prof. Cameron Man, director of the School of Landscape Architecture, says a panel representing the board reviewed the program last fall and a decision was made the first week of February in Miami, Florida.

The accreditation, which means the Guelph program joins a group of 15 accredited MLA programs across North America, has been granted for an initial period of three years, after which the program will be reviewed again, Man says. If the three-year review is favorable, full accreditation will be granted.

The review panel said the school has an outstanding student body, excellent, though

aging, facilities, and one of the finest libraries in support of the MLA program it has seen. On the down side, panel members said the program needs more of a focus. In a written response to the criticism, Man said the Canadian market is too diverse, and the number of landscape schools too few, for the school to specialize its three-year program.

Guelph is the first Canadian school with accreditation for an MLA program. Both Guelph and the University of Toronto have accredited undergraduate programs.

Man says Canadian schools seek accreditation from American bodies because Canada doesn't have equivalent professional organizations. And he says Guelph sought accreditation in response to a challenge from the University to prove that the school is "really as good as we say." O

# Renovation funds not nearly enough'

Guelph is to receive \$663,500 in capital funding from the provincial government this year to help cover the costs of building renovations. But even though that represents a substantial increase from last year's funding of \$156,000, "it's not nearly enough," says Al Brown, director of Physical Resources. "When you need a couple of million ... this funding is not enough to get excited about."

The Ontario government has earmarked about \$39 million to help universities construct and renovate buildings in 1986/87, but almost half of that is for projects already in progress, and less than \$10 million is new money. Brown says Ontario universities actually needed about \$60 million — two per cent of their \$3-billion property value — to cover renovation costs this year.

Guelph has not yet made any final decisions on how it will spend its renovation funding, says Brown, but top priority will go "to keeping people dry" — repairing the roofs on two campus buildings to the tune of \$200,000. O

# CBS expands computer facilities into Hoad House lab

by Betty Bean-Kennedy

There's a common, but mistaken belief that computers are not useful in the biological sciences, says Bruce Sells, dean of the College of Biological Science.

CBS has always had some computers available for undergraduate and graduate students, he says, but last fall it expanded and centralized its facilities and now has a micro-computer laboratory in Hoad House. The lab has 21 IBM PCs linked to a 40-megabyte hard disk using Novell Network.

The goal of the lab is "to familiarize students with what computers can do for them, rather than use them for computer-assisted instruction," says Peter Yodzis, Zoology, who has been a prime mover in getting the lab

established.

Interfacing the computer to lab or field equipment makes new things possible, says Sells. A researcher can obtain many readings quickly, do correlations without calculations, study complex equations — in short, examine many areas that might previously have been avoided because they were too labor-intensive, tedious and error-prone. "This technology can be used for study of whole populations right down to the study of molecules," he says.

Yodzis teaches a 400-level course, "Computers in Biology," that is an introduction to the use of computers in collecting, storing and processing biological data, controlling

biological experiments and simulating biological systems. He and Sells believe that the number of biological science graduates who will be working with computers in their careers will continue to grow. Currently, several graduates are working in areas requiring population simulations — in fish, for example.

Connie Taves, a lab instructor and teaching assistant in the School of Human Biology, welcomes the new Hoad House facilities. In the past, she says, her biomechanics class had to use a "hodge-podge of computers in the Human Biology building," and some students didn't have the opportunity to experiment as widely as they might have liked. Her course helps students overcome their fears about using computers, and lets them see how easily they can do number-crunching. "Much of the equipment in the human kinetics lab is hooked directly into microcomputers, so the need for knowledge about handling the data is very important for students," she says.

Sells expects use of the Hoad House laboratory to grow to include more and varied courses. One problem he foresees, however, is that faculty members won't have enough time to experiment with computers to see what applications they could have for courses. To help alleviate that problem, Ernie Mileta, a fourth-year Computing and Information Science student, is available to demonstrate the system to faculty and assist them with programming ideas. O



CBS Dean Bruce Sells, standing, with Prof. Peter Yodzis, Zoology, at the Hoad House computer laboratory.

# VITALizing the learning process

by Peter Hohenadel

For most Canadian students, getting to class is easy. They travel to a central campus and meet in a classroom, where the teachers teach and the students learn.

It's not always that easy for students in other parts of the world, however. At the Sukhothai Thammathirat Open University in Thailand, for example, most of the school's 400,000 students study at 85 learning centres spread throughout the country. The Thai school has relied on television, radio and print to teach these students in remote locations. But their methods have been less than fruitful in the six years the university has been operating. In three subject areas involving more than 20,000 students, for example, the failure rate has been more than 80 per cent.

Thailand's Open University may have found a solution to its teaching problem with the introduction of VITAL, a computerized learning tool developed at Guelph. VITAL (Versatile Interactive Training and Learning) is a course development and delivery system, a method of self-testing, and a vehicle for developing a mastery level, all rolled into one.

In 1985, the Open University signed an agreement with Guelph and IBM to conduct an 18-month pilot study in three course areas — statistics, mathematics and basic science. Last fall, Thai faculty members travelled to Guelph to learn how to design course material into VITAL modules. In December, a team of Guelph experts went to Thailand to oversee VITAL's introduction.

The Open University plans to use VITAL in three ways — in a remote instruction network, where students will access course material by telephone; in local area networks, in which students will travel to a local learning centre to access VITAL; and in a number of smaller sites, where floppy disk-driven VITAL systems known as TOAD (Teaching on a Disk) will be used. Most of the hardware for the Thai project will be installed this summer, in time for the beginning of classes in September 1986.

VITAL holds "enormous potential" for the Thai school and other learning institutions, says Prof. Ab Moore, Rural Extension Studies, one of the pioneers of VITAL. Although many other types of computer-assisted instruction have been developed, says Moore, most of them have been big projects that required a mainframe computer.

"VITAL helps teachers to gain experience with computer applications on a micro scale." VITAL's value as a teaching aid lies in its ease of operation as well as its low-cost, "micro" scale. Here's how it works. Teachers or their assistants create either reference or self-test instructional modules on VITAL. Modules developed for courses at Guelph are

accessed by students from various locations on campus — including terminals in the Library and computer laboratories or by telephone from home computers. These same instructional modules can be mailed out on a disk to students for distance learning on a home computer. Through the use of VITAL, students get immediate feedback on their progress. The system also provides statistics to the instructor on student and class progress.

Because VITAL features full-color graphics as well as text, it lends itself particularly well to the life sciences, where

graphic presentation is important. (VITAL's graphic capability also made it possible to develop a Thai alphanumeric character set for use in the Open University project.)

But don't imagine that VITALized computers are about to render teachers obsolete. "VITAL doesn't replace teaching," says Prof. Thom Herrmann, Psychology. "In fact, it augments the learning process." Herrmann was one of the first to use VITAL

*Continued on page 5.*



Herb Reischer, Illustration Services

## VITAL enhances textiles course

Department of Consumer Studies professor Anne Wilcock is one of a number of faculty on campus who have incorporated Guelph's videotex learning system, VITAL, into their undergraduate course delivery. VITAL is the child of Telidon, an interactive computer information system.

Wilcock, who teaches courses on fabrics and textiles, decided two years ago to put the legislation on fabric care into the videotex system because the information, although necessary to a systematic study of the industry, was gobbling up too much of her lecture time.

Students, she says, are as happy as she is with the Telidon setup, because it enables

them to proceed at their own speed, to go back over material and to take accurate notes on the information.

Wilcock says she likes the system because it gives her a way to evaluate student participation in the course. Every few weeks, she receives a computer printout with the names of students who have been on the system, the amount of time they've been on, and the mark they've received on the quizzes she has inserted after each section of the legislation.

In addition, because Wilcock can now deliver electronically the mechanical elements of her course, she has time to discuss the philosophy of the legislation during her lectures. 0

for course work at Guelph, and he now chairs a campus committee that is co-ordinating the implementation of computer technology in the learning process.

VITAL undoubtedly enhances learning, says Herrmann, who cites one study of VITAL-assisted students that indicated a 30-per-cent improvement in performance. Unlike teachers and texts, he says, VITAL is an interactive form of learning that demands the active participation of the student.

From an instructor's perspective, developing a VITAL module for a specific course should not be a daunting prospect. "You don't have to learn how to program a computer" to develop a VITAL module, Herrmann says. "VITAL is a user-friendly, menu-driven system."

For Prof. Peter Martini, Land Resource Science, VITAL has been a welcome addition to his set of instruction tools. VITAL "allows students to advance their knowledge at their own pace," he says. In his courses, Martini uses VITAL as a reference source where students can graphically realize such concepts as how a glacier is formed and as a self-test system. Because VITAL computer screens can be transposed on to color slides, he can use a conventional projector to demonstrate his remarks during lectures.

Martini is enthusiastic about VITAL's potential. All the natural sciences are well-suited to the use of the system, he says, especially because it can create overlays that show the development of an organism over a period of time. "Once the teaching module is prepared," he adds, "VITAL brings out the essence of the information to be transmitted." In addition, "the color adds a lot of power" to this mode of presentation. Color and graphics and the ease of use — "It's just like turning on a television as far as the students are concerned" — add to the effectiveness of VITAL as a teaching tool, he says.

### VITAL goes public

Guelph has learned a lot about the application of computer technology to teaching during the two years VITAL has been operating on campus. Use of the system has grown steadily over that time. More than 800 Guelph students access VITAL teaching modules at 10 locations on campus, says Les Richards, manager of Universitel, in the Office for Educational Practice, under whose auspices VITAL has been developed. A Toronto-based software firm, Tayson Information Technology Inc., has also been involved from the beginning of the project, when it first encoded VITAL software to the University's specifications.

On Jan. 1, 1986, VITAL passed out of its development phase and is now being marketed to the public. Richards says his office has been swamped with inquiries and visitors in town for a demonstration. In addition to the Thai project, sales have already been made to the Ministry of Education in Saskatchewan, McMaster University and Sheridan College. The University has also set VITAL's sights on the world of business, where it may be used as a training tool, for point-of-sale information and for consumer surveys. 0

# FOCUS

## Administrative housecleaner for CSA

The University Centre office of the head of the Central Student Association is long and narrow, with a couch on one side, an arm-chair on the other, and a desk at the far end. Perched behind the desk on a filing cabinet is a ghettoblaster.

It's in the office, says president Jaye Robinson, because "I was expecting things to slow down after Christmas." But they haven't, so there's been no chance to listen to music on the job. "I don't even know where the (machine's) 'on' switch is," she says.

She's been listening instead to the good news that the financial battle she's fought on behalf of the CSA over the past year has been won. When she and her executive took office last May, the CSA was penniless, \$40,000 in debt to the University, and in danger of shutting down. The executive took immediate action against closure by negotiating with the University to repay the debt — tapping funds from the Bullring's operating surplus. To maintain staff and programs for 1986, they obtained \$30,000 from the University as an advance on 1985/86 incidental fee income.

Their next step was to introduce austerity measures — staff agreed to three-day work-weeks during the summer, the position of programs commissioner was left unfilled until December, a zero-based budget process was introduced, and the executive took on many of the part-time chores of the operation — including filling and emptying vending machines — on a volunteer basis.

The measures worked — the CSA has repaid the \$30,000 advance to the University,



Jaye Robinson

and in January recorded a positive cash flow for the first time in months. Robinson is now certain that the incoming board of directors will have money in the bank. And with increases in incidental fees accepted by students, she says the CSA can consider capital expenditures next year. Above all, she says she's happy that CSA staff still have their jobs — and more security than they had before she came into office.

Administration, rather than politics, has marked Robinson's tenure as president. "I have vice-presidents whose roles are more clearly defined as political," she says. Her role has been to ensure that budgets are met, and that the association office responds to student needs, she says.

Robinson believes the CSA board has become more constructive than in previous years. "Last year it was 'pull out the placards, let's go picket.' This year, we've contributed at councils and committees where we can."

On May 1, Robinson hands over the presidency to Mike Wallace, who has served the past year as vice-president, academic. She's looking forward to the day her term of office ends — not because she hasn't found her experience as president rewarding — but because she's planning to leave then for a four-month tour of England, France, Italy and Greece. 0

## Innovation Centre personnel compare notes

Guelph recently hosted a workshop for representatives of the innovation centres that have been set up at universities and colleges across the province. The 22 centres, which support business and innovation development, are funded by the Ministry of Industry, Trade and Technology, with matching support from the individual institutions.

The 1 1/2-day workshop offered the first major opportunity innovation centre personnel have had to get together on an informal basis to discuss and compare some of the problems they face, says Joe Irvine, industrial liaison officer in the Industrial and Innovation Services office.

"This is a new experience for all of us,"

says Irvine. "There are no precedents, no procedures to follow. Each centre is learning from the experience of the others, so that we can all become more effective in this new role."

At the workshop, participants discussed how to handle and screen ideas and inventions to lead to eventual commercialization, he says. Out of the meeting came an agreement among the centres to co-operate and to pool resources and expertise. To help do that, a directory outlining the areas of specialization of each centre will be created. Once that directory is available, says Irvine, "if an idea or invention comes into one centre, and they don't have the expertise to handle it, they'll know where to refer it to." 0

# GIDC Helping Canada gain edge in international projects

by Betty Bean-Kennedy

Guelph International Development Consultants staff have been busy since the organization received its letters patent Jan. 1 and moved into offices on Speedvale Avenue. GIDC now has more than 30 projects under consideration, most of them in southeast Asia or Africa, says Dennis Howell, chief executive officer and former dean of OVC.

The formation of GIDC, a non-profit organization, was approved by Board of Governors last November. Its objectives are to develop, promote and market the University's expertise internationally; to represent Guelph's interests with outside agencies, governments and the private sector; to provide international experience for faculty, staff and students; and to enrich University teaching, research and service capabilities through international activities.

Getting involved in an international project is a long process, says Howell. The first step is to make an inquiry, to determine if a project is of interest. If it is, the organization must make an official statement of interest, which places it on a list with about 40 other interested groups, he says. Next comes the preparation of a "prequalification document," outlining the personnel and expertise the applying group has to offer. This document could run to several hundred pages and contain photographs, brochures and supporting papers. From these submissions, applicants are reduced to a short list of six or seven, and these are asked to submit a formal proposal.

GIDC is in the formal proposal stage on one project, short-listed on two and in the first stages of more than 25 other projects, says Howell. One proposal has been submitted by a consortium from GIDC, McMaster University and the universities of Windsor and Waterloo.

"Most of the projects under consideration have a strong training and educational component," he says. "This could involve bringing people to Canada from other countries, not only for graduate study but for short courses as well." GIDC is not restricted to using only University resources — retired faculty are also valuable assets, as are experts from other Canadian universities, he says.

## Co-operative effort

Howell stresses that GIDC will not be competing with the Canadian private sector. "Through co-operation," he says, "we will be able to combine the strong marketing networks Canadian private consultants have developed with the University's strengths in technical expertise, and assist Canada in securing a greater share of the dollars in the international development field." Competition for international projects is fierce, he says, and he believes this co-operative effort will give Canada a competitive edge.

GIDC is in the process of compiling an

inventory of human resources. All faculty members are being asked to indicate if they are interested in being included in this list, which will be computerized and classified. No immediate plans exist to compile a similar file on technical and other staff at the University, but Howell urges people with experience and interest in international development to contact GIDC. Although the bulk of activity is in the agricultural and rural development areas, he says, literacy is becoming increasingly important. In this area, he sees roles that could be played by administrative sectors of the University, particularly the Library.

Howell says he expects GIDC to reach a break-even point within the next couple of years and will be "very disappointed if we're not in the profit picture within three years." Because the formation of GIDC was based on a desire to promote the University internationally, any surplus earned by the corporation will be used to further this goal. The Centre for International Programs would be the appropriate vehicle for disbursement of these funds, he says. One way to develop the University's expertise, he says, would be to provide fellowships for faculty, staff and students to gain international experience, particularly those who have never had the opportunity to do so in the past.

Howell believes the thrust of GIDC harmonizes closely with one of the University's aims and objectives, to give an international dimension to all University programs. "To give this dimension, you need funds," he says, "and a major role of GIDC will be to assist the University in meeting this goal." 0

## Letters to the Editor

### More parking woes

I have become yet another victim of the parking situation on campus.

One day last month, after an early appointment elsewhere, I arrived on campus at 10 a.m. and cruised my usual lot (P31) in vain. Then I tried P 10 and P12 with the same results. After spending more than 10 minutes looking for a parking spot "within a seven-minute walk of my office" (which I believe is the Parking Administration's claim), I was thoroughly frustrated and running late, so I parked in the metered lot in front of my building. I put enough change in the meter to last until lunch time, planning to move to P31 after noon, when the parking problem usually eases. But the pressure of a busy day made me forget the car, and as a reward for my frustration, I ended up with a \$5 parking ticket.

I have no apparently legitimate grounds for appeal, but I must decry the ridiculous situation we all find ourselves in when we arrive on campus after 9 or 10 a.m. It may be that there is a parking space somewhere out there, but I can't afford to spend half the morning looking for it. And I resent having to pay for a mistake that I was forced to make.

I'm sure the Parking Administration is populated with well-meaning individuals who are simply doing their jobs. And they have probably heard all this before. But it has to be said again ... and again, until the policy makers finally understand and do something about it.

Prof. Michael Dixon  
Horticultural Science



The University Women's Club 1985/86 executive, standing left to right: Margaret Hull, treasurer; Betty-June Stammers, social; Carol Herrman, membership; and Joyce Robinson, vice-president. Sitting, from left: Marion Caswell, public\*, and Janet Harrison, president. Absent: Barbara Murphy, program; Austra Kardosh, past-president; Rosemary Vanderkamp, corresponding secretary; and Jill Leslie, recording secretary.

**THE MACDONALD STEWART Art Centre** has commissioned a life-size bronze of a horse and a woman by Cynthia Short, a sessional instructor in the Department of Fine Art, for the University art collection. Titled "Lightmare," the bronze has been funded through the Alma Mater Fund, with help from the Canada Council and Wintario. The sculpture will be unveiled in the Donald Forster Sculpture Park June 21. The centre has also announced a \$35,000 sculpture commission open to Canadian artists. The commission is sponsored by a \$15,000 donation from Imperial Tobacco Ltd., as well as Wintario and the Canada Council.

**THE CENTRE** for International Programs has obtained the minutes of the proceedings of the public hearings on foreign policy being conducted throughout Canada by the Special Joint Committee of the Senate and the House of Commons on Canada's International Relations. Copies of the briefs presented at the hearings will also be available soon. The hearings are being held in Toronto April 10 and 11. Anyone interested in attending should contact the Development Education Program at Ext. 3778 for more information.

**THE AQUACULTURE Association** of Canada will hold its third annual meeting, convention and trade show June 4 to 7 on campus. The conference, which is held in co-operation with the Ontario Trout Farmers' Association, will include oral and poster presentations on such topics as nutrition, disease, genetics, engineering and technology, and seedstock supply. For registration information, contact Richard Moccia, OTFA, P.O. Box 1633, Guelph NIH 6R7, 833-2989.

## Janzen to receive award for chemistry research

Prof. Edward Janzen, chairman of the Department of Chemistry and Biochemistry, is to receive the 1986 Syntax Award of the Chemical Institute of Canada. The award, which will be presented at the institute's annual meeting in Saskatoon in June, recognizes leading research in the field of physical organic chemistry in Canada.

Janzen's citation is for the development and exploitation of a technique used to observe reactive transient organic free radicals. In the presence of a suitable trapping agent, the free radicals combine to form a new substance called a "spin adduct," which is unreactive enough that it can be detected using electron spin resonance spectroscopy.

Janzen's group has developed "spin traps" for a variety of experimental conditions, some of which are useful in the *in vitro* study of biological systems. This is particularly significant because some current theories suggest that reactive free radicals are instrumental in aging and in the development of some forms of cancer. 0

**THE FACULTY CLUB**, Level 5, University Centre, is featuring the landscape, floral and wildlife paintings of Mary-Dawn Roberts until April 27. Roberts will be in attendance April 13, 20 and 27 from 1 to 5 p.m. Viewing Monday to Friday is from 9 a.m. to 5 p.m.

**OVC AND CONTINUING EDUCATION** are sponsoring a course on the "Histologic Basis for Ocular Disease" May 21 to 24 on campus. The course includes lectures, tutorials and panel discussions on a variety of topics related to eye disease. Course instructors are Dr. Brian Wilcock, Pathology; Dr. William Carlton, Purdue University; Dr. Richard Dubielzig, University of Wisconsin; Dr. Robert Peiffer, University of North Carolina; Dr. Leon Saunders, Smith, Kline and French Laboratories, Philadelphia; and Dr. Stuart Young, Colorado State University. The registration fee is \$525. Deadline for registration is May 7. For more information, contact Wilcock at Ext. 4655.

**THE SECOND ANNUAL Hike Ontario** conference is May 16 to 19 at the University. The conference will include workshops on hiking trail planning and management, sessions on wildflower identification, bird watching, nature photography and sketching, and discussion on such issues as the role of government in the development of hiking trails. Sponsored by the Federation of Ontario Hiking Trails, the conference will feature hikes, historic walks and a canoe trip down the Grand River. For registration information, contact Jim Pierce, 6 Augustine Court, Guelph, 821-3057.

**THE ANNUAL LEARNED SOCIETIES Conference** is May 26 to June 9 at the University of Manitoba. More than 4,500 social scientists, humanists and natural scientists from 75 academic societies will be participating. Topics of papers scheduled for presentation include peace and peace education, women's issues, Jewish history, Canadian and Quebec literature, theatre history, folklore and labor issues.

**THE COLLOQUIUM** for the Critical Approach to Science and Philosophy, founded in 1982, meets on campus several Sundays each year to promote a problem-oriented, argumentative, interdisciplinary approach to the pursuit of and application of knowledge. On April 13, a colloquium will be held from 1:30 to 5:30 p.m. in Room 441, University Centre. At 2 p.m., Millard Long, an economist with the World Bank in Washington, D.C., discusses the "Problems of the Economist as Policy Adviser in the People's Republic of China and Ghana." At 4 p.m. the topic is "At Cross-Purposes: Psychological Impediments to Rational Discussion" with Jancis Long, a clinical psychologist in Washington. Anyone interested in being on the colloquium mailing list or making a presentation should contact Prof. Fred Eidlin, Political Studies, Ext. 3469, or Prof. Toni Settle, Philosophy, Ext. 3123.

As of *at Guelph* deadline April 4, the following opportunities were available:  
**Laboratory Assistant**, Veterinary Teaching Hospital; temporary full-time from April 1 to June 30, 1986. Salary range: \$312.58 to \$338.65.

**File Clerk/Receptionist**, Medical Records, Veterinary Teaching Hospital; temporary full-time from April 1 to June 30, 1986. Salary range: \$236.66 to \$256.64.

**Appliance Serviceperson**, Residences. Job rate: \$11.69 per hour; probation rate \$ .20 per hour lower than job rate.

**Program Manager**, Continuing Education Division, University School of Part-Time Studies and Continuing Education. Salary range: \$21,904 minimum; \$27,380 mid-point; \$32,856 maximum; normal hiring range: \$21,904 to \$25,737.

The following positions were available to on-campus employees only:

**Custodian 3**, Housekeeping Department; consequential vacancy, Area I, night shift. Job rate: \$9.75 per hour; probation rate \$ .20 per hour lower than job rate.

**Staff Nurse**, Medical Services. Salary range: \$20,840 minimum; \$26,051 mid-point; \$31,261 maximum; normal hiring range: \$20,840 to \$24,488.

Clerk II, Billing Clerk, Veterinary Teaching Hospital. Salary range: \$278.81 minimum, \$322.22 job rate (level 5); \$401.34 maximum.

**Manager**, Games Room and "BOO" Sports Bar, University Centre. Salary range: \$360.40 minimum; \$394.69 job rate (level 5), \$475.87 maximum.

**Library Associate**, Documentation and Media Resource Centre, Library; temporary full-time April 28 to Aug. 15, 1986. Salary range: \$333.73 minimum; \$384.57 job rate (level 5); \$475.87 maximum.

**Transcript Clerk**, Office of the Registrar; eight-month continuing limited-term position - March 1 to Sept. 12 and Nov. 1 to Jan. 7. Salary range: \$278.81 minimum; \$322.22 job rate (level 5); \$401.34 maximum.

**Research Technician**, Department of Crop Science. Salary range: \$368.51 minimum; \$426.17 job rate (level 5); \$528.40 maximum.

**Co-ordinator**, Publicity and Public Relations, University Centre. Salary range: \$333.73 minimum; \$362.60 job rate (level 5); \$438.56 maximum.

Clerk II, Land Resource Science. Salary range: \$278.81 minimum; \$322.22 job rate (level 5); \$401.34 maximum.

It is the University's policy to give prior consideration to on-campus applicants. To determine the availability of University employment opportunities, contact employment services and training, Level 5, University Centre, or telephone 836-4900.

A **1958 OAC GRADUATE**, Peter Large, has donated two paintings by Western Canadian artists to the University art collection at the Macdonald Stewart Art Centre.

## Next Week at Guelph

### THURSDAY, April 10, 1986

**Pathology Seminar** — CELL-MEDIATED IMMUNITY IN DOGS WITH ATOPIC DERMATITIS, J.S. Nimmo-Wilkie, 11:10 a.m., Path 220.

**Piano Recital** — STUDENTS OF ANYA LAURENCE, 12:10 p.m., MacK 107.

**Worship** — SCRIPTURE STUDY, 1:10 p.m., MacK 313; THE CATHOLIC APPROACH, 4:10 p.m., UC 335; SHARED PRAYER, 5:10 p.m., Chapel, UC Level 5; COMMUNITY DROP-IN, 6 p.m., UC 335.

**National Wildlife Week** — WILDLIFE ARTISTS OF NORTH AMERICA, Ramsey Deny, Guelph Field Naturalists, 7:45 p.m., Arboretum Centre.

### FRIDAY, April 11, 1986

**Schedule of Dates** — PAYMENTS DUE for in-course students, spring semester; EXAMINATIONS BEGIN.

**Worship** — CATHOLIC MASS, 8:10 a.m., Chapel, UC Level 5; FACULTY CHRISTIAN FELLOWSHIP, noon, JH 151; MUSLIM CONGREGATIONAL PRAYERS, 12:30 p.m., UC 533; CHINESE CHRISTIAN FELLOWSHIP, 7 p.m., MacK 117 A.

**National Wildlife Week** — OWL PROWL, 7 p.m., meet OVC parking lot, Gordon St. and College Ave.

### SATURDAY, April 12, 1986

**National Wildlife Week** — WATERFOWL WATCH, 9 a.m., meet OVC parking lot, Gordon St. and College Ave.; ADOPT A BIRD, 11 a.m. to 4 p.m., register 836-7860 by Friday, April 11; HIKE THE RADIAL LINE TRAIL, 2 p.m., Guelph Trail Club, 658-5235 for details; NORTH TO THE TOP OF THE WORLD, John and Janet Foster, 8 p.m., WMH, 824-5838 for tickets and information.

### SUNDAY, April 13, 1986

**Worship** — ECUMENICAL CAMPUS MINISTRY, (Anglican, United, Presbyterian), 10 a.m., UC 103; CATHOLIC MASS, 10:10 a.m., PCH: UNIVERSITY BIBLE STUDIES, 10:15 a.m., PS 105.

**Cycling Club** — Maryhill (Novice Ride), 25 miles, 10 a.m., UC south doors.

**Colloquium for the Critical Approach to Science and Philosophy** — PROBLEMS OF THE ECONOMIST AS POLICY ADVISER IN THE PEOPLE'S REPUBLIC OF CHINA AND GHANA, Millard Long, 2 p.m.; AT CROSS-PURPOSES: PSYCHOLOGICAL IMPEDIMENTS TO RATIONAL DISCUSSION, Jancis Long, 4 p.m., UC 441.

### MONDAY, April 14, 1986

**Worship** — CATHOLIC MASS, 5:10 p.m., Chapel, UC Level 5.

### TUESDAY, April 15, 1986

**Worship** — CATHOLIC MASS, 12:10 p.m., Chapel, UC Level 5; SCRIPTURE ALIVE, 4:10 p.m., UC 335; FAITHFUL CURIOUS, 5 p.m., UC 334.

**Senate** — MEETING, 8 p.m., PS 11'3.

### WEDNESDAY, April 16, 1986

**Worship** — ANGLICAN HOLY COMMUNION, noon, Chapel, UC Level 5.

**Cycling Club** — Downey Road (Novice Ride), 17 miles, 5 p.m., south doors UC.

**Recital** — KELLY ELLINGTON, soprano, 7:30 p.m., MacK 107.

### THURSDAY, April 17, 1986

**Recital** — KAYE POWELL-ROYER, clarinet, noon, MacK 107.

**PSA Film Series** — DECISIONS, DECISIONS, 12:10 and 1:10 p.m., UC 441.

## Personals

**For Sale:** 1981 Toyota Celica, 90,000 km, Ext. 2786 or 837-0257, 8:30 to 11:30 p.m. 14-foot Hobie Cat turbo with trailer, 821-5502, after 5 p.m. 1981 Horizon, four-door hatchback, Susan, 823-2917, after 5 p.m. 1980 Honda Accord; Hayes Smartmodern (external), 836-3256, after 7 p.m. Kitchen corner nook; fireplace insert; refrigerator; washer; oak dining room table and antique chairs, 822-8204. 1984 Honda VF100 Sabre, 2,000 km, Rob, 836-7446, after 5 p.m. Bateman prints, 824-5865, after 4:30 p.m. 1982 Honda Civic, four-door sedan, 836-6467, after 5 p.m. Almost new women's fur- and leather-trimmed James Bay parka, 837-0296. 1984 Chevy Blazer Silverada, low mileage, Arthur, 848-3623. Hitachi stereo system, 821-9965, evenings. Bausch & Lomb heat sterilizer for soft contact lenses, Maureen, Ext. 2248. Dehumidifier, 823-5732, after 5:30 p.m. Twin-size bed, mattress, box spring and frame, 763-0260, after 5 p.m. 1983 Pontiac Acadian, four-door, automatic, Tom, 837-1969, after 6 p.m., or Larry, 821-6040, before 6 p.m. Grumman Super 17 canoe, 823-2144, after 6 p.m.

**Wanted:** Small filing cabinet, Karen, Ext. 2124 or 836-9057, after 6 p.m. Discarded vinyl pool liner to use for garden fish pool; two pieces 10' x 12', some tears, 836-4487 or Mary Ann, Ext. 3417.

**For Rent:** Furnished two-bedroom apartment close to University, available May 1 to Sept. 1, 763-0599, after 6 p.m. Large two-bedroom apartment, downtown, available May 1, \$498 per month, 763-1132, after 6 p.m. Large bachelor apartment to sublet, including fall option, available May 1, \$360 per month, 763-0209.

Lost: French-English dictionary, Don Jose, Ext. 3464.

**Available:** Ride to Thunder Bay end of April, share gas, Heather, 763-0260. Professional editing, updating, revision, illustrations and French translations, Jennifer, 822-0858. Professional word processing, high quality, fast turnaround, 837-1410.

**Thank You:** To Marlene of the Campus Police, Marion of HAFA, and the unknown switchboard operator and clerk in the Registrar's office who located me so quickly to notify me of a family emergency March 19. You are all to be commended. Thank you sincerely. Marcia Kempinski.

The following abbreviations are used in "Next Week at Guelph": APS=Animal and Poultry Science; UC=University Centre; L/A=Lennox/Addington; CM=Chemistry -Microbiology; PS=Physical Sciences; PCH=Peter Clark Hall; WMH=War Memorial Hall; MacK=MacKinnon building; ANNU=Animal Science Nutrition; FS=Food Science; CSRC=Counselling and Student Resource Centre; JH=Johnston Hall; HB=Human Biology; AC=Athletics Centre; Lib=McLaughlin Library; B&Z=Botany-Genetics-Zoology.



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