

in edition

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VOL. 9 NO. 4

Synopsis of the Report of the Commission of Inquiry on Canadian University Education

The Commission operated under broad terms of reference from AUCC to report on how well Canadian universities were carrying out their educational mandate, and to recommend actions for the future. The research mandate of the universities was not examined as this topic was studied in detail by the Royal Society of Canada, which issued a report in February 1991.

During its year of operation, the Commission received 250 written briefs and heard over 200 presentations. It combined that information with available statistics, results of several research projects it undertook, and important and constructive feedback from the Issues Paper circulated in May of 1991. Based on this wide range of data and opinion, the Commission concluded that "Canada's universities are fundamentally healthy and are serving the country well". The Commission did, however, identify several areas of concern related to an imbalance between teaching and research functions, and to insufficient "transparency" of universities with respect to what they do and how well they do it.

The Report points out that "each university is a community with its own mission and priorities" and that its members need to be informed of how well they are succeeding in meeting the stated goals of the institution. The Report states that the students and the public at large "are the university's consumers and it is wise policy to keep them well-informed".

On the issue of **funding**, the Report reiterates the message that universities receive less in terms of real dollars per student than they did 20 years ago, and recommends that they receive a gradual increase in their funding levels from tuition fee increases and government sources.

The Commission examined the option of dividing universities into two tiers, with addi-

tional funds going to "research-intensive" institutions to off-set the overhead costs of the increased level of research undertaken. The Commission found a deep split within the university community with respect to support for a two-tier system. Most universities objected to such an approach on the grounds that it would "hamper recruitment, harm education and become a self-fulfilling prophecy. They objected to any formula which would reduce their share of revenue or put limits on their development". Given the diversity of institutions in Canada, the Commission concluded that the rigidity of a two-tier funding system would be "unwise and politically impossible".

The Report goes on to note that there is no evidence that the quality of university graduates has suffered a serious decline as a result of financial constraints. The Commission found that the impact of underfunding is most clearly seen in three areas: 1. the physical infrastructure and equipment; 2. the libraries; and, 3. the teaching arrangements for undergraduates. Although the Report makes several recommendations to deal with the problems created by underfunding, it also states clearly that many of the issues and challenges confronting universities "would not automatically be resolved by a general increase in university budgets".

The Report lists 63 Actions to be Taken, by universities, governments and funding agencies, in order for universities to continue to enhance "their crucial service to Canadian society".

The recommendations centre around three main themes:

1. the balance between teaching and research functions in universities;
2. the ability of universities to attract and retain students, particularly from groups in society currently under-represented in the stu-

Report Marks Milestone

The publication of the Report of the Smith Commission of Inquiry on Canadian University Education marks an important milestone for Canadian universities. No doubt what constitutes an important public policy issue is to some extent in the eye of the beholder, but it seems to me that the question of the future of university education in Canada should be high on the agendas of federal and provincial governments as well as of the public at large.

Dr. Smith's report contains some 63 recommendations, largely directed to issues of teaching and learning, curriculum, access and related matters, and performance indicators. Although it is disappointing that, despite very considerable effort, we have not yet seen much public attention directed to the issues that Dr. Smith addresses, I believe it is important that the University community have the opportunity of reading and discussing the report, and of considering how we may wish to address those recommendations that are directed to universities.

*Accordingly, we have, as a first step, provided copies of the report as widely as possible to departments in the University, with a few extra copies available in the Office of the Dean of Arts and Science, the Library, and my office. As well, we have devoted this entire issue of **in edition** to the report. I hope you find it interesting and worthy of attention.*

*- Marsha Hanen
President*


The UNIVERSITY
of WINNIPEG

dent population;

3. the need to demonstrate the quality of university education.

1. The Balance between Teaching and Research Functions in Universities

The title of this section of the Report, **The Undervaluing of Teaching in the University**, indicates clearly the Commission's view of the problem. The Report defines the public perception of universities as "institutions of teaching and learning wherein research is performed", as opposed to communities of scholars who go about their research and undertake teaching duties from time to time as the need or demand arises. The Report blames a trend imported from the United States for a situation where

"the quantity of research publications is more important to the careers of university professors than the excellence of their teaching". The Report specifies that the question of imbalance between teaching and research arises chiefly at the undergraduate level, and most seriously in the first two years of Arts and Science. At the master's and doctoral level, the Report acknowledges that "the work done by students and supervisors with respect to each other's research is of the highest importance from the pedagogical point of view".

Overall, however, the Report finds that the reward system of Canadian universities is based primarily on a truncated definition of "scholarship", i.e. publishing original research in refereed journals. The result of this narrow interpretation of scholarship, it

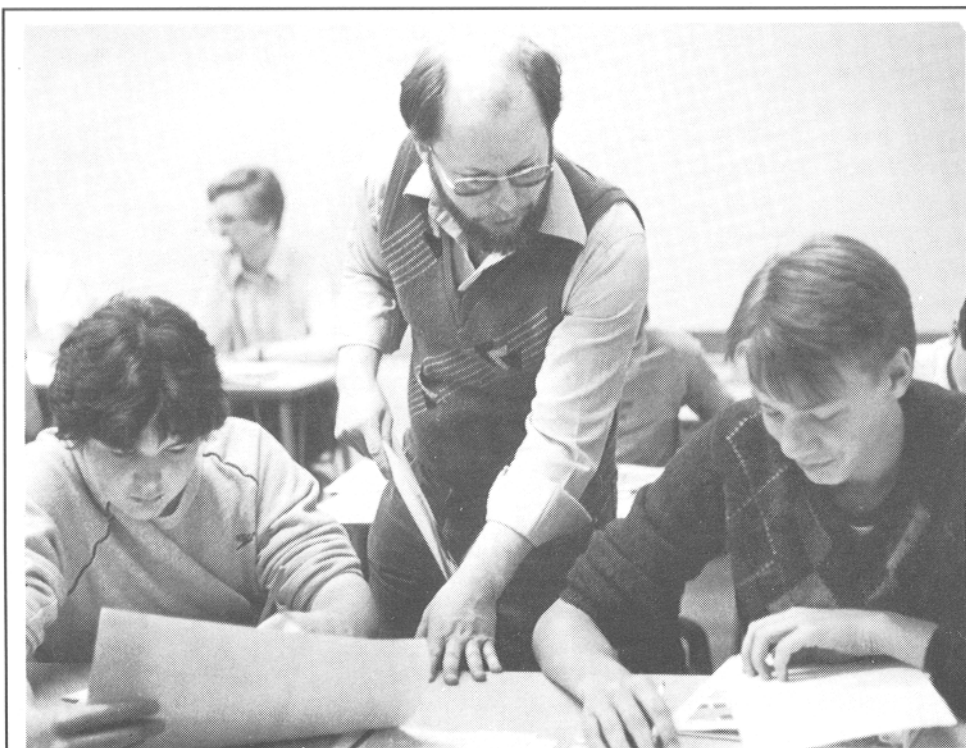
says, is a university system which responds sluggishly to new challenges in the organization and delivery of teaching services, and takes few steps to ensure that new and existing faculty members acquire and develop teaching skills that match the quality of their research skills.

The Report notes an apparent contradiction between a static or declining teaching load for full-time permanent faculty and increased enrolments, and attributes this to the imbalance in favor of research. Universities have coped with enrolment increases without concomitant increases in the number of full-time faculty by increasing student/teacher ratios and by resorting to the use of sessional lecturers and other part-time academic staff. The Report concludes that by this response to financial restraint, univer-

sities are "putting at risk not only the quality of university education but also the very system itself."

Drawing on one of the studies done for the Commission, the Report makes a direct connection between the suspicions of government officials that the teaching and learning mandate of the universities is taking second place to other functions and the unfavorable responses of those officials to the financial needs expressed by the institutions.

While noting that many Canadian universities have revised their mission statements or attentively examined their practices to ensure the primacy of the educational role, the Report contends that "teaching is seriously undervalued at Canadian universities and nothing less than a total recommitment to it is called for". The Report calls



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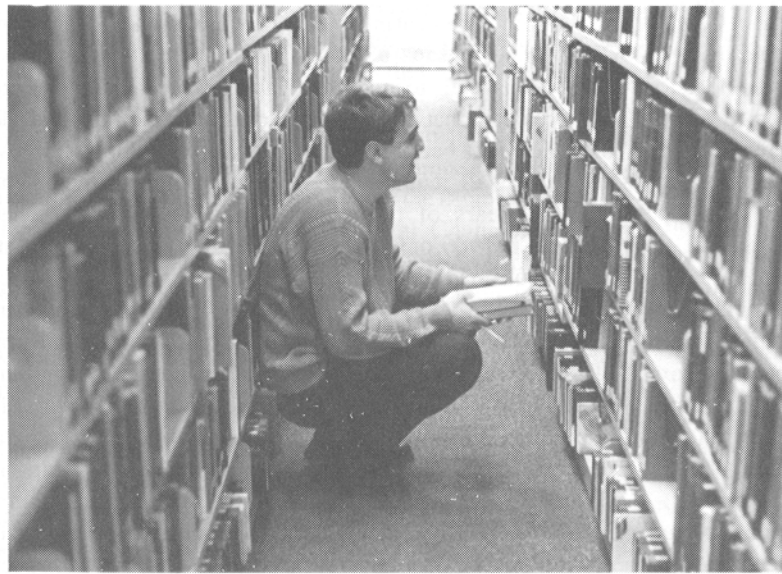
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Each university should define the term "scholarship" and that definition should be extended beyond publication of research articles, states the Report.

for universities to maintain and publish a variety of pertinent statistics which will serve to guide the universities themselves and to inform all interested parties. The Report makes a series of recommendations in relation to redressing the balance between teaching and research, focusing on the following concepts:

- Each university should define the term "scholarship" and that definition should be extended beyond publication of research articles.

- Faculty members should choose on their appointment, and at the start of each evaluation period, whether to be evaluated primarily on teaching or on research. They should demonstrate excellence in their chosen category and competence in the other.

- The teaching load should be increased, and minimum teaching hours established for all faculty, with rare and short-term exceptions. Senior faculty must share some portion of teaching of undergraduates.

- The statistics concerning teaching hours should be widely available for each department and each university.

- All candidates for a PhD should be offered training in teaching skills, and must demonstrate competence if

intending an academic career.

- Structured student evaluations and other mechanisms, such as peer reviews and the "teaching dossier" distributed by the Canadian Association of University Teachers, should be used to appraise teaching performance.

In its examination of the teaching function, the Commission looked at a number of other aspects including curricular design, the international dimension, continuing education and distance education.

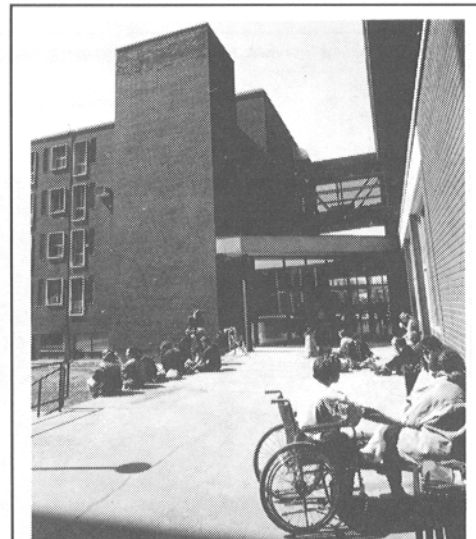
On the question of **curricular design**, the Commission heard criticism of insufficient specialization in the Arts and Science curriculum which fails to ensure students learn about one subject in depth in order to understand the nature of a discipline. On the other hand, the Commission heard criticism of over-specialization in many professional schools, whereby students do not receive sufficient exposure to areas outside their area of specialization. The Report recommends more emphasis on interdisciplinary programs as a way of dealing with some of the problems of under- or over-specialization.

The Report states there is no longer

any dispute that "a major purpose of university education is preparation for the world of work", but notes there is very little guidance for universities as to what constitutes proper preparation for the workplace of the 1990s. It goes on to say that "employers themselves seem muddled" with CEOs declaring a need for "good thinkers" while their managers "emphasize specialized knowledge above everything else". The Report suggests there is an increasing belief that programs which offer the broadest degree of personal development may well provide the best preparation for "a lifetime of change and adaptation" in the workplace.

To meet the challenge of **globalization**, the Report recommends that internationalization form part of the mission statement of every university, and calls for federal government agencies to help fund increasing opportunities for year abroad programs and educational exchanges. It urges universities to enter into collaborative programs with appropriate foreign institutions and to emphasize courses in international marketing and government.

Universities make an essential contribution to the economic competitiveness of Canada, according to the Report, by: training the country's leaders and managers; undertaking research; providing faculty consulting to industry; and maintaining the skills and knowledge base of the workforce through **continuing education** programs. This role of "knowl-



The Report recommends additional earmarked provincial funds for assistance to disabled students such as appropriate technology, retrofitting of facilities and additional counselling services.

edge maintenance" will become increasingly important as a function of the university, according to the Report, given the rapid obsolescence of knowledge and the increasing focus on "lifelong learning". The Report suggests that departments of continuing education, however, are often the poor relation of the university, kept in the back room rather than welcomed into the front parlor. Given the importance of serving the ongoing educational needs of the community, the Report recommends that every university have a continuing education department or office, headed by at least a dean, with sufficient staff to take an active role in identifying and meeting community needs. Moreover, the Report recommends that excellent work being done within the field of continuing education "be fully recognized for purposes of tenure and promotion".

The same recommendation is made with regard to teaching in **distance education**.

The Report notes that Canada is a world leader in distance learning, but there is need for more coordination of effort, especially in the areas of video and computer-aided instruction.

2. The Ability of Universities to Attract and Retain Students, particularly from groups in society currently under-represented in the student population

The Commission explored a number of policy issues related to quality in the university system, including accessibility, attrition, tenure and cooperation within higher education. On the issue of accessibility, the Report quotes statistics that show Canada close behind the United States in terms of participation rates in higher education. Over two million Canadians have at least one university degree, with the percentage of 18-21 year-olds in full-time university studies

rising from 11 percent in 1972-73 to 16 percent in 1988-89. The trend is likely to increase. It is predicted that 40 percent of all new jobs between 1989 and 2000 will require more than 16 years of training; whereas, in 1986, only 23 percent of jobs had this requirement.

The Report lists a number of groups which are unequally represented in higher education: the less affluent, native peoples, disabled persons, women (in certain fields), and French-speaking Canadians outside Quebec. A number of recommendations are made in the Report to increase **accessibility** and participation rates for these groups, including:

- implementing by the Federal government of an Income-Contingent Repayment Student Assistance Plan;
- continued Federal government support for initiatives with regard to higher education for native people;
- more outreach activities on the part of universities;
- additional earmarked

provincial funds for assistance to disabled students such as appropriate technology, retrofitting of facilities and additional counselling services;

- continued implementation on campus of general measures to improve the attitude toward women; special efforts to promote women into positions of authority as rapidly as possible; continued encouragement both for women's studies as a separate program and for making the subject matter of all courses more balanced regarding the issue of gender; and, special arrangements with respect to working conditions with allowances for family responsibilities in order to make academic careers and PhD studies more attractive to women; and,

- continued Federal recognition of responsibilities to francophone university education outside Quebec, working with the provinces to make sure students and institutions receive the necessary support.

The Commission believes the lack of detailed statistics on **attrition** rates indicates a general absence of interest in the subject on the part of universities and governments. The Commission's own study on attrition rates was able to come up with only crude data. With that proviso, the Report suggests that 42 percent of full-time students who entered a university in 1985 failed to get a degree from that university within five years. About half of those are neither failures nor direct transfers to other universities. At the graduate level the average attrition is about one third.

In the Commission's view, degree programs should be completed by those who un-



The Report notes that Canada is a world leader in distance education, but there is need for more coordination of effort, especially in the areas of video and computer-aided instruction.

dertake them unless there is good reason for that not to happen. The Report states that "high attrition rates are a symptom of inadequate quality in the organization and delivery of education" and that steps taken to improve teaching and learning, and support services for students, "will result in a lower attrition rate". Among the recommendations made to deal with the problem is for programs to improve the first-year experience. For graduate programs, the Report recommends detailed reporting by supervisors in each department as to the status of their students, with implicit responsibility on the part of the supervisor for ensuring timely outcomes as predicted. Recommended time frames to completion are two years for a master's and four years for a PhD.

On the issue of **tenure**, the Report notes that there is a public perception shared by those who fund universities that tenure may be used as a blanket device to protect employees whose fields or skills may be obsolete. Nevertheless, the Report dismisses the notion that departments should be abolished whenever they are temporarily unpopular, stating that universities exist "not only to create and disseminate knowledge, but to husband it, keeping available a range of expertise for use in relatively unpredictable situations". The Report reinforces the importance of protection of academic freedom and supports the maintenance of the tenure system, but recommends that changes be made to it to enable universities to manage their human resources more effectively and productively.

The report identifies co-

operation within higher education as a major concern and notes that credit transfer problems were among the issues most frequently mentioned to the Commission. It recommends the establishment of a National Council on Credit Transfer, along the lines of the organization in Alberta. In addition, it recommends removal of provincial barriers to professional mobility, including teaching. The Report also recommends that provincial governments fund the development and coordinating costs of joint university-community college programs, leading to degrees which incorporate a combination of skills development and liberal education.

3. The Need to Demonstrate the Quality of University Education

Part of the mandate for the Commission was to seek ways

to measure the performance of Canadian universities against those of other countries. Although there are some international indicators with regard to research, in the crucial area of teaching and learning the Commission concluded that "the ongoing hunt for international performance indicators is futile". The university system in each country is unique, says the Report, and the role it plays in Germany or the U.K. is entirely different from that of the university system in Canada.

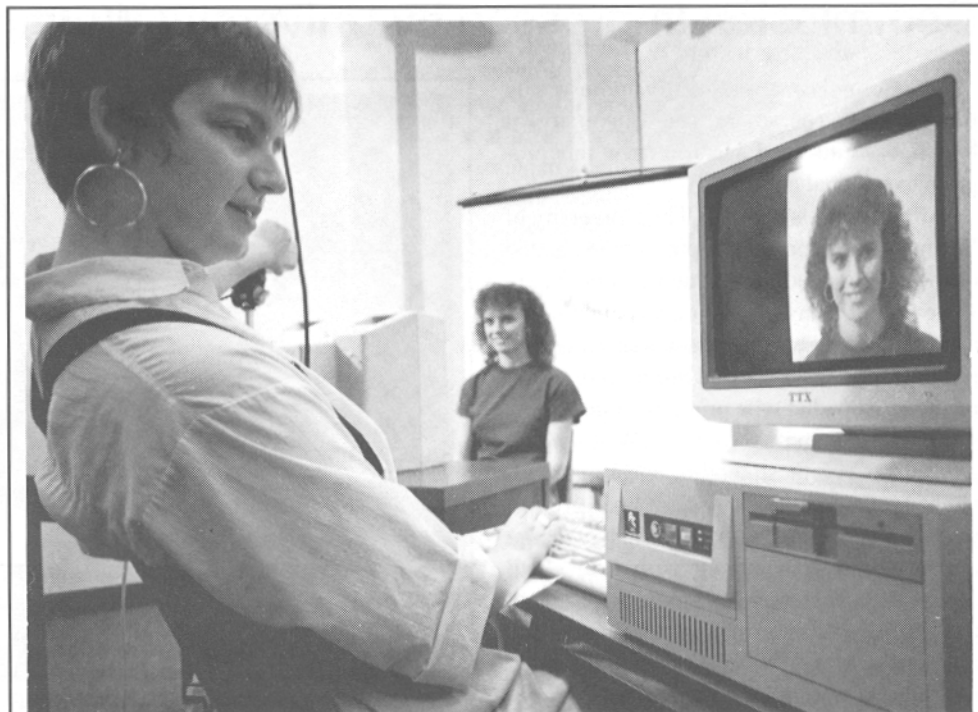
That said, the Report calls for measures which indicate how well the university system is meeting the needs of Canadian society, and how well each university is fulfilling its own mission. The Report states that Canadian universities must demonstrate that they are:

- genuinely accessible to those with the appropriate abilities;

- equitable in their admission practices; and,
- producing an appropriate number of graduates who are satisfied with the education they have received and whose work is satisfactory to their employers.

The Report recommends that the Association of Universities and Colleges of Canada create an **Academic Auditing Committee** to help each university gather statistics consisting of both output and input measures, and publish the findings on an annual basis. It says there are forces which work against teaching in the research-teaching equilibrium at each institution. The Report states that an informed public is the best means to counter those forces and alter the reward system which perpetuates it. The AUCC committee would help disseminate the following sets of statistics:

1. an annual survey of gradu-



Among the recommendations made to deal with the problem [of high attrition rates] is for programs to improve the first-year experience.

ate satisfaction with the education received at intervals of both four, and then eight, years after graduation;

2. a survey of employers once every five years;
3. in conjunction with the Council of Ministers of Education, a system-wide tracking of university entrants, including overall retention rates;
4. the aggregated results of an exit test of writing ability as compared with results on a similar test at entry, and not forming part of the student's academic record (the estimated cost of the program would be about \$4 million per year);
5. information on undergraduate education, by faculty or department, related to such things as average class size, use of teaching assistance versus full-time staff for teaching and marking, use of student ratings of courses, and entry rate to graduate school.
6. the percentage of the university budget used to assist in improving teaching skills or to fund curricular development;
7. the median expected, and actual, time to completion of master's and doctorate degrees;
8. the number of candidates for promotion and/or tenure who elected to be judged on teaching, and the number who elected to be judged on research, with success rates.

The Report acknowledges that universities differ from one another and might reasonably be expected to show different results statistically. They should be able, however, to "defend these intelligently within their own community and in front of those responsible for funding". The net result of publishing this information, the Report says, will be "a better educational experience for

students and a greater sense of partnership between the universities and the communities they serve".

Conclusion

While paying tribute to many aspects and activities of the Canadian system, the Commission maintains that the relative undervaluation of the teaching mandate is a major problem confronting the Canadian university system. It identifies the reward system for faculty as the chief obstacle to redressing the imbalance between teaching and research. The Report suggests there is a pervasive resistance to innovation in general and a failure to maximize the potential of distance and continuing education as vehicles for teaching and learning. It says the imbalance between teaching and research results in a lack of incentives for faculty to build on teaching successes and innovations at their own and other institutions.

Addressing quality control issues, says the Report, will help improve the status of teaching and add an essential measure of accountability to the university system. The Report challenges universities to take the initiative by setting up an academic audit committee to assist universities in ensuring they are fulfilling their mission and balancing priorities. The Report suggests that any increase in public support of universities will need to be justified in terms of its impact on the universities' performance. The end result will be a university system better equipped to prepare its graduates to meet the social and economic demands of the next century.

Commission Impressed by University Writing Program

The Commission was greatly impressed by the Writing Program at The University of Winnipeg...and would like to draw this program to national attention.

All first year students at The University of Winnipeg, after being accepted, are evaluated on their high school record, and are required to write a short essay in class on a general topic. The student then enters either the usual writing program, a more advanced program or a preparatory, remedial type program. Only a few students are exempted from the Writing Program, but even these tend to enrol in an advanced course. Students work in small groups, with the assistance of instructors, half of whom are master's-level and half doctoral-level, all with teaching experience. Students are taught to write in a rhetorical manner, that is to say, in a way which explains and defends the point they wish to communicate. It is the communicative effect of the piece of writing that is evaluated. The students learn to prepare drafts and to revise them, rather than to expect to



The Report notes that students in the University's Writing Program work in small groups, with the assistance of instructors, half of whom are master's-level and half doctoral-level, all with teaching experience.

Interdisciplinarity in Canadian Universities

The following quotes from Dr. Marsha Hanen, President of The University of Winnipeg, were included in the "Interdisciplinarity" section of the Smith Commission Report (p.69-70):

"The real value of interdisciplinarity lies in its potential for taking us away from rigid categorization, from dichotomous thinking, from rejection of unfamiliar approaches and thus toward a more comprehensive understanding of whatever we are studying."

"The pressure to departmentalize is almost irresistible for academics - it's all they know and it's all the students know - but I think it must be resisted, at least in a situation like ours, for the sake of a genuine rethinking of educational goals and curriculum."

write a final piece the first time. While the student may begin with a narrative in order to have a high comfort level, the program quickly moves away from that and at no time tries to encourage creative writing. The instructors have nothing against creative writing but it is not the focus of the program. Each student is expected to complete the initial program within two years, at which time he or she has developed a portfolio of different types of writing and is evaluated on that portfolio. Specifically, students must complete the first year writing requirement before they can register for their eleventh course - to ensure they can write tolerably before they take upper division courses. This September, an upper division component began and all students take a number of writing-intensive courses. These courses are offered in all departments and are designed to exercise and further develop expressive competence and to provide students the opportunity to acquire the genre of the disciplines.

The University of Winnipeg was especially concerned about "linguistically

needy" students. With help from the Charles R. Bronfman Foundation, it established a peer tutorial program for the highest risk students and 96.6% of the tutored students completed their first year. Several native students have taken this program and have reported that it played an important role in their personal academic progress.

While the university does not, upon exit, repeat the original in-class, short essay task in order to compare the results, it is only because it has an entire portfolio upon which to base the final evaluation. There should be no objection in principle to such a test upon exit.

Universities which serve large immigrant populations have expressed concern that testing the writing abilities of students on entry and exit might create a barrier for those populations. It should be noted that the program at The University of Winnipeg does not use the test upon entry as a means of excluding students. By the time of exit, however, it does not seem unreasonable that a minimum acceptable level of communication ability in English or French should

be expected, even from relatively recent immigrants. The École Polytechnique, for example, has such a requirement. Objections to such testing are also raised by representatives of the disabled but it goes without saying that alternative measures of evaluating intellectual and communication skills exist for people who cannot express themselves in writing. In any event, it is possible to use entry and exit tests strictly for purposes of measuring the value added at the university and without imposing reward or penalty of any kind on the individual. Whether students would agree to write and to take seriously a test which did not "count" on their records is an open question, but most students would wish to see for themselves what improvement has occurred and would wish to cooperate in a program which was for the good of the university and future students. Entry and exit tests, of course, would be useful whether or not there were specific courses in writing, since all universities believe that their general teaching is designed to improve communication skills.

New Virtuosi Concert Series is Launched

The University of Winnipeg Music Committee and the Canadian Broadcasting Corporation have announced a new concert series which

they are co-presenting. The series begins Thurs., Oct. 24 with the internationally acclaimed NEXUS, Canada's foremost percussion ensemble.

The concert will be held at Holy Trinity Church (Donald at Graham) beginning at 8 p.m. The series will be recorded by CBC for broadcast on Arts National.

NEXUS is a quintet of highly talented percussionists

whose repertoire ranges from symphonic percussion, traditional drum and fife, Indian classical music, African drumming, novelty xylophone solos to the avant-garde percussion ensemble music of today. For 20 years NEXUS has lived up to its claim of "Global Music Master Percussionists."

Further concerts in the Virtuosi Series will be held at Holy Trinity Church or at Eva

Clare Hall, University of Manitoba School of Music. They include piano and violin concerts, and the Winnipeg Chamber Music Society.

The Virtuosi Series is assisted by The Manitoba Arts Gaming Fund Commission.

For more information, contact Christine Bollenbach at 786-9327.

COMING EVENTS

"Coming Events" is compiled by University Relations. If you are planning a campus event, please let us know. Send the information (in writing) to Lois Cherney, University Relations, Room 4W17. Basic details about your event are required: what, when, where, sponsor, and the name of a contact person. Deadline for submissions is Oct. 21.

CONTINUING 'TIL OCT. 27
- **Synergos 2**, a Ukrainian centennial project of the Manitoba Ukrainian Arts Council featuring Manitoba-Ukrainian artists, will be held in Gallery 1C03. The hours are Monday through Friday from 10 a.m. - 6 p.m. and Sundays from 1 - 4 p.m. Closed Saturdays.

OCT. 21, 23, and 25
- A video series by **Latvian dissident director Juris Podnieks** examines the Soviet Search for national identity, peace and prosperity. It will be held from 12:30 - 1:30 p.m. in Room 3C01.

MON., OCT. 21
- The Department of Economics will hold a public lecture by Professor Jack Mintz, Faculty of Management, University of Toronto and Department of Economics, Queen's University, entitled "**The Allocation of Taxing Powers in a Federation.**" The lecture will be held at 12:30 p.m. in Room 2M70.

WED., OCT. 23
- **Skywalk Series** guest speaker will be Claudine Majzels, University of Winnipeg Department of History. Her topic will be "Women in Painting: Naked or Nude".

- **Music at Noon** presents solo violin virtuoso **Jack Glatzer** from Portugal at 12:30 - 1:20 p.m. in Room 3C00.

THURS., OCT. 24
- **Skywalk Series** presents "Two Flutes and a Piccolo" with Laurel Ridd, 12:15 - 12:45 p.m., 2nd Floor Auditorium, The Winnipeg Centennial Library.

- **The University of Winnipeg Women's Association** will hold their first event of the year from 12 - 1:30 p.m. in Room 2M70. **Maureen Taggart**, Library Acquisitions, will read and sing poems about Irish women. For more information, or to join the association, please call Uma Parameswaran, at 786-9344.

- **Alexander Zaichenko**, leading Soviet economist and Head of the Department of Business and Marketing at the International Higher Institute of Business in Moscow, will deliver a lecture on **The Soviet Economy and the Role of Private Business in its Reform.** Sponsored by Menno Simons College from 1 - 2 pm in Room 4M31.

SUN., OCT. 27
- The University of Winnipeg **Autumn Convocation** ceremonies for the conferring of degrees will be held at 2 p.m. in the Athletic Centre.

MON., OCT. 28 AND TUES., 29

- The **Red Cross Blood Donor Clinic** will be held in the Centennial Hall Buffetaria from 9:30 a.m. - 3 p.m. each day.

MON., OCT. 28
- **Music at Noon** features pianist **Lubomyr Melnyk** playing his own "continuous music" compositions at 12:30 - 1:20 p.m. in Room 3C00.

- The Department of Biology presents a lecture entitled **From East Africa to Winnipeg--The AIDS Epidemic--A World-Wide Perspective** by Dr. P.J. Plourde, Department of Internal Medicine, the Health Sciences Centre. The lecture will be held from 12:30 - 1:30 p.m. in Room 1L11.

WED., OCT. 30
- **Skywalk Series** guest speaker will be John Ryan, University of Winnipeg Department of Geography. His topic will be "The Effect of the Canada-U.S. Free Trade Agreement on Canada's Crown Corporations".

- A video program presenting **David Suzuki in the Soviet Union--The Nature of Things** will be held at 12:30 - 1:30 p.m. in 3C01.

THURS., OCT. 31
- **Skywalk Series** presents "Lunch with Bass Clarinet and a Little Sax on the Side" with Shane Nestruck.

NOV. 1, 4, 6, AND 8
- A video entitled **Inside Gorbachev's U.S.S.R.** will be held at 12:30 - 1:30 p.m. in Room 3C01.

MON., NOV. 4
- **Music at Noon** presents **Connie Gitlin**, principal clarinet with the Winnipeg Symphony Orchestra, and **Dolores Keahey** from The University of Manitoba on piano at 12:30 - 1:20 p.m. in Room 3C00.

WED., NOV. 6
- **Skywalk Series** guest speaker will be Gary Granzberg, University of Winnipeg Department of Anthropology. His topic will be "A Cree View of the Human Condition: Three Myths About the Mother Goddess and her Children".

THURS., NOV. 7
- **Skywalk Series** presents "Folk, Bluegrass and Jazz with Acoustic Guitar" with Slavek Hanzlik.

- **Diana Brebner**, poet, will be reading from her book, *Radiant Life Forms* at 12:30 p.m. in Room 1L04. The reading is sponsored by the Department of English.

MON., NOV. 11
- **Remembrance Day**-The University is closed.

SKYWALK SERIES CONTINUES

The Skywalk Concert and Lecture Series continues every Wednesday and Thursday at the Winnipeg Centennial Library. Each program is held from 12:15 to 12:45 p.m. in the 2nd floor Auditorium, off the Skywalk. Check "Coming Events" for details.