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4 The ten o'clock scholar

Since they teach only a few hours a week, can dabble in seemingly unimportant research, and are free to come and go as they please, do university professors really earn their salaries? A special report, prepared earlier this year by the Council of Ontario Universities, says yes, and three Guelph faculty agree.

8 Napoleon and Josephine: A clinical feline tale

Dave Webster

OVC's clinic is more than just an animal hospital, serving the city and surrounding rural area. Staff writer Dave Webster — with the help of a former clinic patient — describes some of the goings-on.

10 A hero's day at the clinic

A photostory on what it's like to be a king, and what happens when your kingdom becomes unglued.

12 After we apply the manure, what's next?/Mary Cocivera

Although the cities offer convenience, rural Ontario offers a lot more as many refugees from apartment balconies are discovering. What to do with their farms? The University is teaching them what farming is all about.

14 A man for the growing season/Mary Cocivera

Professor Chuck Kelly's mail consists of dead, dying, or diseased plants. Why? Because he's Guelph's plant doctor and he can cure anything. Well, almost.

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Cover illustration/Al Ross, BLA '69

A university professor works very hard to earn his salary. (See article, beginning on page 4). Considering the hours worked, professors may be underpaid.
The ten o'clock scholar

What a professor does for his pay

FACULTY members with professorial ranking at Guelph earn on the average $17,081 annually. Minimum salary levels for assistant, associate, and full professors are $11,900, $15,250, and $19,400, respectively. Are they worth it?

It is natural that public concern about the large expenditures required for universities focuses, in part, on the activities of faculty. Faculty salaries and fringe benefits are a significant percentage, sometimes the largest single component, of university expenditures. At Guelph, for example, 75 per cent of the $40 million operating budget pays salaries. Faculty members account for 50 per cent of the funds spent on salaries although they represent only 30 per cent of the salaried personnel. It is frequently suggested, therefore, that if faculty were more “productive,” if each did more “teaching,” fewer would be required and the costs of universities would be reduced. In the public mind, seven or nine or 12 hours a week in a classroom represents a “soft touch” and identifies university professors as a privileged, under-worked class.

Misunderstanding about how university professors earn their salaries is twofold. There is an impression that professors don’t work very hard during the academic year from September to May and then do nothing at all for a long spring and summer holiday. Secondly, there is the belief that in their “spare time” they conduct research which is seldom of little direct benefit either to their students or to society at large.

Going on these assumptions, the uninformed critic of post-secondary education concludes that if professors worked harder and spent a greater proportion of their total time on teaching and less on research, “productivity” per professor would rise and costs would fall. But those assumptions are false, for the following reasons:

- Responsible professors address themselves to a “set” of interrelated duties, of which periodic presentations in classrooms, seminar rooms and laboratories are only a few. Significant amounts of time and effort must also be devoted to study, administration, and research involving the discovery of new knowledge and new applications of knowledge, and “keeping up in the discipline.”
- The best available statistical studies suggest that, on average through the year, the typical professor, like other professionals in occupations where the individual has substantial autonomy, works appreciably longer hours than most members of the labour force;
- If professors are required to increase sharply the allocation of hours to classroom performances, they will, in most cases, have to cut back on something else. Because of the interrelated nature of their activities, cutting back elsewhere may significantly reduce teaching quality; and
- The probability that increased classroom hours would result not so much in a longer work-week but in fewer hours being devoted to research and study Is particularly to be feared.

Professorial research and study are essential to preparation for satisfactory learning experience in the classroom. They also generate other longer-range benefits for society.

Why is the package of professorial functions so complex? Why is there such a notably high ratio of hours spent outside the classroom to those spent within it? The answers to these questions relate to the nature of university teaching and to the type of learning experience that students come to university to obtain.

Because of the greater age and maturity of students, university learning has always been comparatively free and participatory. Contemporary thinking about these matters has pushed the universities even further in this direction, increasing the emphasis on active participation and involvement of students in the learning
process, and on learning how, rather than what, to think and learn.

Relatively free and participatory learning, when it works well, is undoubtedly more satisfying to all involved, and also more effective. But making it work well demands a great deal more of both students and teachers, especially preparation and follow-up on both sides. If there is to be fruitful dialogue and interchange in the classroom and seminar room, it must be informed dialogue and interchange. This means hours of study in libraries and elsewhere, and in ancillary training activities such as the writing of essays by students and their evaluation by faculty.

A good example is furnished by a typical second-year course in the principles of economics. The time taken by any individual professor in preparing a lecture will vary greatly depending on how many times he has given the course before, the academic background of the students, the size of the class, the difficulty of the material to be presented, and so on. As a very rough rule of thumb, there is a widespread notion that both students and professor in a principles course ought to spend a minimum of two hours of specific reading, study and preparation outside the classroom for every “contact” hour that they spend inside. From the professor's standpoint, however, this rule covers only immediately relevant preparation. It does not cover longer-range study and “back-up”, for example, keeping reasonably up-to-date — as a lecturer in a broad introductory course should — with at least the general nature of some of the rapid and often controversy-ridden developments that are currently occurring in several major branches of economics.

The fundamental point — that professors must prepare and that skimmed preparation rarely goes unnoticed — will perhaps be seized readily enough by anyone outside a university who has had to make a public speech or participate in a panel discussion before an informed and critical audience. Prudent persons normally devote ample time to preparing for such occasions if they hope to emerge from them with their self-respect and reputation reasonably intact. Professors do the same thing, preparing during the regular term for several such appearances every week. Each constitutes a deadline.

WITH THIS as background, the following summarizes the typical package of professorial duties:

- Scheduled classes such as lectures, seminars, labs, tutorials;
- Unscheduled tutorials, review sessions, etc.;
- Individual counselling related to specific courses;
- Graduate student supervision;
- Research;
- Administration in one’s own university, including services to students not related to specific courses or administrative duties;
- Inter-university administration; and
- Service to the discipline (professional societies, etc.).

There have been many statistical studies of academic workload. All have had to cope with the problem of obtaining reasonably true measurements of the hours put in by people who work mostly with their brains, who are not usually required to clock in and out on a strict nine-to-five basis, and who are given considerable freedom, conjoined with an implied ethic of individual responsibility and self-discipline, because their energies are thought to flow most productively under these conditions.

How do we measure the workloads of such people? By time spent at the “office?” But there are incontestable cases where some of the best work is done at home, in the privacy of the study

Continued on page 6.
or den. And what is, and what is not, "work?" When is the individual reading and thinking to some purpose, and when just relaxing or day-dreaming?

Professorial workload cannot be accurately measured by examining a university calendar. The calendar may show only six scheduled hours for a professor but his unscheduled instruction, thesis supervision, and counselling may add another eight hours to raise weekly student contact time to 14 hours. Preparation time for the six hours of scheduled classes comes on top of this, so that teaching, direct preparation, advising and counselling totals between 20 and 30 hours a week.

During the academic year, studies show the average professor devotes about 40 per cent of total work hours to student instruction, 33 per cent to research and scholarly activities, 22 per cent to administration, and five per cent to professional associations and other such activities. These figures do not hold true for every professor. For example, a professor with a deep dislike and pronounced lack of talent for administration may, with the full blessing of his colleagues, decide to concentrate his activities in other fields.

There is also considerable variation in the pattern of summer activities. Some professors, notably those whose September-May schedule is heavily weighted with graduate student supervision and major on-going research projects, may continue a very similar pattern through most of the summer. More commonly, however, teaching hours drop off sharply in the summer, and there is a greater relative concentration on scholarly research, new-course preparation and general study. It must also be said that some professors do virtually nothing of importance during this period, and that not all who "drop out" in this fashion have earned so prolonged a rest. Like other sectors of society, the universities have their laggards. They also have their large-scale producers. Overall, studies show that the average work-week (well over 40 hours year-round) of the average academic would compare favourably with that of self-employed professionals and managers in industry.

"Scholarly work" perhaps requires some amplification. No university teacher can maintain a reputation for competence by coasting on the work he or she did in graduate school. It is commonplace today to talk of the "knowledge explosion." This is not a figment of the academic imagination. It does not matter whether the store of human knowledge is doubling every decade or tripling. The proliferation of knowledge and the specialization which contributes to it face the contemporary scholar with massive problems of selection and assimilation. This phenomenon applies to all disciplines. There may be dead languages but there are no dead disciplines and new ones are constantly flowering. Modern linguistics is a case in point drawing as it does on mathematics, anthropology, psychology and philosophy in the study of language.

One indicator of the knowledge explosion with which the university teacher must cope is the volume of scholarly literature which he is required to sift. Precise figures are hard to come by. The Union List of Serials In Libraries of the United States and Canada (3rd edition 1966) contains more than 150,000 titles which began publication before 1950. The Library of Congress New Serial Titles in 1969 listed 230,000 titles which began publication in 1950 or later. The volume of Information varies greatly from title to title. Some are issued infrequently while others are monthly, weekly, or daily publications. But the number of titles indicates the growth in this area of publication where new information is

Continued on page 7, col. 2
student instruction a professor must be involved in research. In disciplines, there are continual changes, and a person must do research. What is a professor an insight into his teaching. In most academic many would abandon research altogether. Research helps what is a professor has graduate students? He must spend much more time with them than with undergraduates. And, of course, to be qualified for graduate student instruction a professor must be involved in research. Therefore, there has to be a balance between teaching and research.

In order to teach more, I would have to give something up, probably research. I see no reason why professors couldn't just teach, but I doubt many would abandon research altogether. Research helps give a professor an insight into his teaching. In most academic disciplines, there are continual changes, and a person must do a lot of reading in order to keep up. And most professors would want to carry out some research in order to satisfy themselves that what they were reading was valid and suitable for passing along to their students. Research is very important, especially in a country like Canada. If the universities weren't doing it, I doubt that it would get done. Certainly, some research may seem unimportant, but I think it's a matter of continually explaining to the public why research is necessary. Many wonders we have today were once thought to be impossibilities. As research developments are made available and can be used, the public should be informed, and then perhaps the public will begin to appreciate research more. I also feel that there should be a balance between basic and applied research. An individual who concentrates on basic research is sometimes open to criticism since his work appears to have little meaning for the public. Actually, basic research is often essential before applied research can be carried out.

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Napoleon and Josephine: A clinical feline tale

By JOSEPHINE as told to DAVE WEBSTER

MY NAME IS Josephine. I am a seven-year-old Tabby cat who, as misfortune would have it, is fully conversant with operations at the Ontario Veterinary College's Clinic.

The clinic is a teaching hospital where students prepare for veterinary practice, assisting with the day-to-day services which do not necessarily centre on needles, nail trims, and nasal problems. For example, clinicians have treated Ethiopian lions, a horse of the German equestrian team, an iguana, thoroughbred race horses, and championship livestock referred to the clinic by veterinarians in private practice.

I visited the clinic last year when I had a persistent viral infection in my upper respiratory tract, and more recently when Napoleon — a three-year-old German Shepherd who shares my household — was foolish enough to engage in a jousting match with a Volkswagen. While Napoleon was being examined, X-rayed, and treated for a broken leg, I met Dr. Avery Gillick, who graduated from the Veterinary College two years ago.

Dr. Gillick and I toured the clinic which is divided into two sections: The northern half which borders College Avenue is reserved for pets, for those of us who are maintained by humans because of the emotional dominance we exert over them; the southern half of the clinic is for livestock, for those animals such as cattle, horses and sheep, who provide economic sustenance for their humans.

Should any of my canine, equine, or bovine friends find themselves at the small animal clinic, let me instruct them on what to expect and what procedure to follow. First, book in with your human attendant at the waiting room. The secretary there will inform the veterinarian who is on duty of your presence, and will make available to him your medical record. This saves you the need of explaining the tiresome details of your past history, and assures that your practitioner will be well-informed on your case. You will be examined in one of the clinic's two examination rooms, then given treatment and released. Or if your case is serious enough, you will be hospitalized for further medication or for surgery. The clinic has wards for medicinal cases, as well as wards for surgery, and intensive care units, where temperature and humidity can be controlled, and oxygen and medication fed at a controlled rate.

Being hospitalized means confinement to a cage, but you will find the cages in the clinic cleaner than anything your human provides at home. Every cage is scrubbed daily, steamed once a month, and recaulked every year. The ward floors are mopped twice a day. To the rear of the wards are the runs, a series of kennels where hospitalized animals are taken twice a day for exercise, and to perform those physical functions that all animals have in common.

Should you require surgery it will be performed in an operating room located down the hall from the wards. Operations are performed with the same precautions as humans use for their own surgery. Surgical gowns and masks are worn, and the operating room is kept sterile at all times. Beside the operating room is the prep (preparations) room, an X-ray lab, and a large room for student surgery.

Down the hall is the large animal clinic. Napoleon was still convalescing in his kennel and our human attendant was off on one of his interminable coffee breaks when Dr. Gillick and I strolled into the large animal clinic where we met Dr. Dan Butler, OVC '63, who was, in company with several of his colleagues, discussing cases that were of particular interest. For instance, in one stall there were two calves lying on their straw bed.

"These calves are suffering from a condition we've never seen before, a peculiar stiffness of the muscles that prevents them from standing," said Dr. Laura Smith, OVC '66. "The animals are bright and alert and will feed regularly, but because they must lie down all the time, they fall prey to secondary infections and usually die within a week.

"The disease seems to be neuro-muscular," she said. "It may be related to a nutritional problem, so that personnel from the Crop Science Department, as well as the clinic, have inspected these animals.

"The cases that are referred here are generally unusual ones," said Dr. Butler. "This particular disease may not appear again, and we may never get to the root of it. On the other hand, it may become a common problem, so that whatever tests we have made at this stage may prove useful for future investigations."

In another stall were two 15-month-old Arabian Palamino: "These horses are suffering from a cerebellar disorder, which is found only in Arabian horses and is perhaps related to the high incidence of inbreeding there, is progressive and terminates only with the animal's death. A breeder might notice that the head of an animal bobs when feeding; later the animal will lose coordination and balance, so that it will constantly be falling or bumping into things.

"We plan to circulate the information we have gathered to Canadian breeders of Arabians," she said. "So far we have received excellent co-operation from several breeders. But others may not yet

Dave Webster is a staff writer with the Department of Information, University of Guelph.
be aware of the problem, and we hope to reach them through the breeders' association."

Another branch of the clinic is the farm service division. In this division veterinarians accompanied by OVC students answer calls from livestock owners in the Guelph area. Feeling the yen for a trip to the country I followed Dr. Jim Smart, OVC '57, out to a farm service vehicle, hopped onto the front seat, tucked my tail around my hind legs, and waited for the drive to begin. On this occasion we were accompanied by Jim Robertson, an exchange student from the University of Saskatchewan, and Steve Hall-Patch, a veterinary student from Cambridge, England.

"The rest of the large animal clinic tends to receive the unusual cases," said Dr. Smart. "What farm service does is to acquaint students with the routine sort of cases they will encounter as practicing veterinarians. For instance, an animal may flip the needle out during vaccination, or it may give the practitioner a painful kick during an examination. Students should be aware of these problems before they enter veterinary practice."

Our call was to the home of a part-time farmer who kept four beef cattle, one of which had gained only 150 pounds in the previous four months. For this problem there was no clear-cut solution: the farmer related that the animal had suffered from some form of diarrhea since purchase; Dr. Smart suggested that a damaged intestine may have impaired its ability to absorb fluids. Meanwhile fecal and urine samples were taken, to be tested at OVC's clinical pathology laboratory. The visit was concluded with the ceremonial scrubbing of the boots for traces of manure.

In the large animal clinic there are two operating rooms, each of which handles about four cases a day. Therefore, I decided to conclude my tour of the clinic with a visit to one of these. In the larger room, which has rubber-mat flooring on which operations are performed, an 1100-pound thoroughbred mare was under operation.

"This animal injured herself when foaling," said Dr. Bruce Duncan, OVC '63. "And now that the colt has been weaned we are performing surgery to repair the damage."

Around the horse stood members of the surgical team, each carrying on his own specialized function. Dr. Duncan was performing surgery while an assistant helped with instruments. Another individual was nearby to administer anesthetic.

When the operation was completed the animal was pulled, through the combined efforts of six individuals, into an adjacent recovery room where she could regain consciousness without thrashing and hurting herself.

By this time Napoleon had sufficiently convalesced and we returned to our home, where I was exposed to the usual tiresome display of feigned affection between the canine and the human creatures. But my day had not been wasted. I had seen human beings — whom I had previously believed to be designed only for duties connected with refrigerator, television and bed — carrying on highly-developed and specialized functions at the OVC clinic.
A hero's day at the clinic

1 Fanciers of the breed will tell you that German Shepherds are the stuff heroes are made of: loyal, courageous, intelligent, and noble. If shepherds starred in cowboy pictures, they'd probably wear white collars. Take Fritz, for example. He does his owner, Ron Muller, proud. An excellent specimen of shepherd superiority, he takes his visit to OVC's Small Animal Clinic in his stride, admiring the scenery while other breeds cower nervously in corners and cats cling to their owner's necks.

... Unless it's a needle, but, of course, every hero has a vulnerable spot.

4 Now shepherds are also known for their co-operative nature, but this time Fritz demurs, hoping, no doubt, that a flash of fang will deter Dr. Holley from his rounds with Fritz's throat.
And when Dr. William Holley, OVC '71, begins Fritz's examination, clinicians across campus pocket their stethoscopes and marvel at Fritz's "a little lower and to the right please, doctor," calm. Nothing can shatter Fritz's hold on the present . . .

The examination wasn't nearly as harrowing as the look on Fritz's face would have you believe, but Fritz, mindful that there isn't a postman alive who could get away with the things Dr. Holley has performed, is anxious to get back to the real world where shepherds are king and forget his momentary lapse into common dogdom. And since we all believe in heroes, who'd dare to gossip about such a noble beast with such beautiful teeth?
By MARY COCIVERA

FOR FILM EDITOR Betty Ferguson moving to the country meant leaving an apartment on New York City’s west side and restoring a 100-plus-year-old stone house in Puslinch Township. Her feelings after two years of rural life? “I love it. I’d never go back.” The mere mention of moving to Toronto draws howls of protest from Munro, 11, and Allison, 10, her two children.

Little did Phillip and Trudy Rockel know that their search for a rural home would lead them from Toronto through suburbs past satellite commuter towns to Arthur, about 90 miles north-west of Toronto. They bought a 100-acre farm, complete with a 150-year-old log house, apple trees, three ponds, 12 acres of woodland, and the proverbial red barn.

Disenchanted with noise, bustle, and anonymity, a growing number of city folk are seeking respite by purchasing a piece of rural Ontario. Whether the city emigrant buys 10 or 200 acres, he eventually develops a profound respect for his land and starts to investigate ways of putting it to good use.

A series of evening courses offered through the University of Guelph is designed to help these part-time farmers. The first course, “An Introduction to Agricultural Science,” has begun in three locations: Guelph, and the Glendon and Keele-Steeles campuses of York University.

All three classes were filled to their quota of 50 by the end of July and, according to Professor Gary Hutchinson, OAC ’58, coordinator of the program, inquiries still flow in at the rate of 10 a day. In January, the introductory course will be repeated at two locations and a second, more specialized course in Beef Management will be offered in Toronto and Guelph.

Part-time farming involves problems all its own, as Professor Hutchinson, himself a part-time farmer, well knows. For this reason, he has lined up a slate of lecturers who are authorities in specific areas and in some cases, part-time farmers as well. The introductory course covers such technical subjects as soils, crops, beef, horses, machinery, buildings, woodland management, financing, legal problems and income tax angles.

The “expert” lecturers hail from the University of Guelph faculty, Ontario Ministries of Agriculture and Food, and Natural Resources, and a real estate agency.

The first lecture, “Facts and Fantasies of Farming,” covers everything from farm technology to country living to being neighbours with farmers. “Most people don’t realize the complexity of farming today,” says Prof. Hutchinson. “Even living in the country can be quite an adjustment after the dog-eat-dog environment of a city. In the country it’s more give and take, more friendly.”

One of the highlights of the course will be a visit to a 60-acre cow-calf beef operation, run by part-time farmer Cliff Stanton. He invited the participants to his farm because “I believe in the program. I have seen too many people become disenchanted with farming, either because they’re in over their heads financially or because they’re exhausted from the physical labor.”

After 4½ years on the farm, Mr. Stanton feels he has licked the major problems. “If I weren’t trying to expand, I’d have a profitable operation.” His biggest initial mistake, he says, was trying to do too many things at one time. He hopes that the course will help the prospective part-time farmers avoid that pitfall.

As part-time farmers, Prof. Hutchinson and Mr. Stanton are concerned that people don’t know what they’re getting into when they move to a farm. “You can lock a cottage and turn off a snowmobile,” says Prof. Hutchinson, “but farming could occupy you 365 days a year. You’ve got to like it; it’s hard work.”

Professor Hutchinson admits that, after three years of part-time farming, he still doesn’t have a profitable operation. “I’m working with 100 acres of good land. Someone with poor land could become totally frustrated with a farming venture.”

He is particularly concerned with the financial setbacks that the new farmers could encounter. “Farming involves such a large investment that you can make a $1,000 or $2,000 mistake without batting an eye. I hope the course will prevent some of these costly errors.”

Participants in this first course include teachers, doctors, engineers, lawyers, dentists, architects, investors and salesmen. It’s not just the very rich nor the very young who yearn for the rural life; it’s middle class people from all walks of life.

Prerequisites for the course are simply interest and desire. Registration fee for the course is $45 for individuals, $65 for couples or $75 for an entire family. Professor Hutchinson feels strongly that taking the course, moving to the country, and pursuing farming as an avocation should be a family decision. Too often, he says, the man in the family harbours secret dreams of farming, while his wife dreads living in the country, being a
apply the manure, what's next?

*Guelph is teaching city folk how to farm*

farmer's wife and working as his right hand man.

Phillip and Trudy Rockel, fledgling farm owners, are taking advantage of the special couples rate for the course. Until May, they were typical apartment dwellers in Toronto, driving the four miles to work in 25 minutes and calling a two by two balcony a back yard. Their purchase of a farm started innocently enough with a decision to buy a house with a big yard for Snoopy, their Saint Bernard/Irish setter puppy (all 80 pounds of her).

The move also brought new teaching jobs for both of them. Mrs. Rockel will drive 30 minutes north-east to Shelburne where she teaches Grade one, while her husband will drive 15 minutes in the opposite direction to Elora to teach Grades 7 and 8 science.

After three months in the country, they still feel rather smug about their decision to move. They love to tell their Toronto friends that heavy traffic means five cars passing their farm in an afternoon.

The old-timers in their area are aghast anyone, even that "young couple from Toronto" would want to live in a log house. The house, which is now in a state of disrepair, is their top priority project for the next five years.

Until they're ready to devote time to the farm land, the Rockels have rented their fields to a neighboring farmer. Mr. Rockel talks tentatively of a beef operation, but says he's taking the part-time farming course so he'll know where to start asking questions.

They hope the course will provide them not only with basic information, but with valuable contacts with resource people. They also look forward to meeting other refugees from the city who have the enthusiasm and motivation, but not the technical knowledge, to start a part-time farming venture.

A typical summer afternoon finds Betty Ferguson, her children, neighbour children and an occasional Manhattan visitor swimming in a dammed-up stream and identifying the hundreds of birds which live in the Ferguson's pine forest.

Historically, the farm is fascinating. The house, built in 1864, borders the Killean cemetery, and until about 1910 served as the post office and general store for the village of Killean, approximately 14 miles south-west of Guelph. The store wing of the house now contains a film editing laboratory, where Ms. Ferguson assisted with the editing of "North of Superior," which is shown at Cinesphere in Ontario Place.

Unoccupied for 35 years, the house was only a shell when the Fergusons moved in. After two years and hours of work, it now exudes that solidarity typical of Ontario stone homes. Indicative of the labor that goes into such a project, a well-worn copy of "The New York Times Book of Home Repair" was prominently displayed in the livingroom, near a box of Brillo soap pads, which are "the only way to clean these ancient wood floors."

In striking contrast to the massive stone house is a small domed raccoon pen, built by Ms. Ferguson from a Buckmister Fuller design. The raccoons have long since abandoned the enclosure to prey on the neighbor's chickens.

Except for three fields surrounding the house, the 98 acres are covered in young pine forest. Ms. Ferguson has sought the advice of the Ministry of Natural Resources, but hopes that taking the part-time farming course will give her a more complete understanding of the land in general. She has aspirations to utilize the three unforestetd fields, but will know more about the possibilities and limitations after completing the course.

She is keenly aware of the contempt farmers feel for rural land owners who simply sit on good soil, without making any effort to use it. At present, she's looking into raising animals for wool, so that she can spin and weave.

Ms. Ferguson has hit upon the basic thread that ties all part-time farmers together. "I'm not afraid of hard work."

With a little technical knowledge under their belts, the prospective part-time farmers face an exciting, though physically demanding, future on their farms.
A man for the growing season

By MARY COCIVERA

PUT IT mildly, the office was a mess. Twigs, branches, leaves, bark, and cross sections from tree trunks littered every square inch of floor space, covered the desk and almost concealed the chairs.

"Merely the morning mail," explains a voice from behind a jungle of denuded spruce branches. The voice belongs to Professor C. B. Kelly, OAC '36, an extension specialist in the Department of Environmental Biology and well known to local gardeners as the "plant doctor."

The several dozen samples of problematic plant material in boxes, plastic bags and envelopes had come from all over Ontario. Addressed confidently to OAC, University of Guelph, Horticulture, or Botany, the packages somehow found their circuitous way to the "doctor's" office.

Notes attached to the samples (sometimes apparently as afterthoughts) said simply, "What's wrong? What's the solution?" The problem could be insects, mold, mildew, viruses, soil, nematodes, salt, drainage, or gardeners. Prof. Kelly either handles the query himself or refers it to a soil expert, entomologist, nematologist or microbiologist.

While most requests come directly from private citizens, many are referrals from extension personnel who feel the particular problem requires specialized consideration. Such referral work is carried out under an extension contract between the Ontario Ministry of Agriculture and Food and the University.

Spring and summer are busy times of year for the extension specialists. Home gardeners have emerged from their winter's hibernation to notice all kinds of irregularities in their gardens—winter kill, salt damage, poor drainage, frost damage, fungus, molds, mildews and insects which suddenly appear from nowhere and chomp on every leaf in sight.

Questions come not only from home gardeners, but from market gardeners and farmers who consult these specialists about vegetables, grains, fruit, or tobacco. Recently, for example, a fruit shipper sent a sample of spoiled bananas with a plea for help in discovering the cause.

Parks boards and municipalities frequently consult the experts about city plantings, especially trees. The most common problem, says Prof. Kelly, is city smoke, careless contractors and reckless snowplow operators.

Some puzzled gardeners come to discuss their plant problems in person, invariably bringing with them the sad remains of a favorite plant. A Bramalea resident recently brought in a wilted Russian Olive branch. Immediately Prof. Kelly diagnosed the problem. "Do you have clay? How deep is your top soil? Is your yard damp?" He identified a drainage problem and recommended installation of a tile drain.

When asked about problems common or unusual to Guelph, Prof. Kelly says a bit facetiously: "The garden's worst enemy is the gardener. When directions call for a teaspoon of fertilizer, he uses two tablespoons. He applies weedkiller to the lawn on a windy day, destroying every bit of surrounding foliage. He simply doesn't follow directions."

Even house plants suffer from the gardener syndrome. "Ten to one," says Prof. Kelly, "the problem with a houseplant is over-watering." People tend to administer a lion's share of water before leaving on a long weekend, usually enough water for the entire summer. When the owner returns home and finds the leaves wilted, he adds more water and completely eliminates what little chance the plant had of survival.

Graduate students and other faculty members also tap this rich fund of plant knowledge. A perplexed graduate student appears at the door with a sad-looking soybean plant. "I think it's a virus," he ventures tentatively, "and that's 100 days of research down the drain." Prof. Kelly nods knowingly, as if this has happened more than once or twice, and suggests alternatives—over-watering, over-feeding, or salt imbalance.

What can one plant that is guaranteed to be pest-free, gardener-proof, and requires little maintenance? Prof. Kelly has a foolproof solution—stainless steel Christmas trees.
Preparation of a long-range development plan for one of Southern Ontario's most unique wildlife sanctuaries received a severe setback this summer when an application for an Opportunities For Youth grant of $12,000 was refused three University of Guelph students.

The project was partially salvaged by an unexpected $500 grant — the first ever awarded Canadians — from an American conservation organization, the America the Beautiful Foundation.

The OFY grant would have paid the salaries of Jim Sackville, Larry Stewart, and Gord Forsyth — third-year students in the School of Landscape Architecture — and nine high school students as they developed and implemented a master plan for the Kortright Waterfowl Park and Niska Waterfowl Research Centre.

The 116-acre sanctuary, home for approximately 1,000 birds — most of which live unconfined — is located in the south-west section of Guelph.

Instead, by working evenings and weekends and using the American grant, the three university students have managed only a brochure which describes development potential.

They hope to continue working on the project throughout the 1972-73 school year, incorporating their plan into classroom assignments.

"There is tremendous potential for creating a sanctuary which provides both privacy and freedom for the birds and also public access to see them," Mr. Sackville told the Guelph Alumni.

"In a few years it may be too late to save the park," he said.

Mr. Sackville was referring to the uncertainty surrounding future development of land adjacent to the sanctuary.

The area was annexed by the city in 1969 and development has already encroached on the park: Only a steep ravine separates the sanctuary's northern boundary from a densely-populated residential subdivision; about one mile to the east, a four-lane expressway which eventually will link with the 401 is under construction; and the land to the west and south is held by developers.

The students hope also that their plan would minimize the "zoo-like" atmosphere, necessary if present by keeping some birds in captivity. Young birds confined to cages become nonmigratory; the following year they tend to stay at the sanctuary and become breeding stock for waterfowl research.

The students envision a nature trail around the periphery of the park, using vegetation and land features to separate the public from the waterfowl. Caged birds would still be on display in some area, but free-living birds would be afforded some privacy yet be within easy viewing range for the public.

Some months after learning that their OFY grant application had been rejected, the students are still shaking their heads in disbelief.

"It was a real shock," says Mr. Sackville. "We thought our application had everything in its favour. And when you look at some projects that did receive OFY funds, well, it makes you wonder!"

The American grant was another surprise.

The brief sent to the America the Beautiful Foundation wasn't nearly as detailed as the OFY application, says Mr. Sackville, and yet the students received $500 with no strings attached. ATBT grants are usually matching awards, and recipients must have some capital before applying for additional funds.

This condition was apparently waived even though ATBT officials did not know the students' OFY grant had been denied.

British science advisor leads off lecture series

Sir Alan Cotterell, science adviser to the British Government, will be the lead-off speaker in the University of Guelph Distinguished Lecturer Series that will get under way in mid-October.

The special lecture series, announced in Senate during the winter by President W. C. Winegard, will bring a group of world-renowned authorities in a variety of fields to the campus.

Others who have agreed to take part are: Professor Asa Briggs, vice-chancellor of the University of Sussex; Malcolm Muggeridge, probably best known as the former editor of Punch, but who since has become a controversial television personality and writer; Dr. and Mrs. Joseph Needham. Dr. Needham is Master of Gonville and Galus College, Cambridge and is an expert on China and a noted historian. Mrs. Needham, a biochemist, will accompany her husband and lead separate seminars for those interested in biochemistry.

Preliminary arrangements have also been made for lecturers in 1973. Peter Scott, well known ornithologist and conservationist, will be coming in May. He is particularly well known for founding the famous wild fowl sanctuary at Slimbridge in Gloucestershire. In the fall, Lord Zuckerman — better known as Sir Solly Zuckerman — former science adviser to the British Government, will be on campus, as well as Lord C. P. Snow, the scientist/novelist.

As the dates have yet to be confirmed, alumni wishing to attend should contact Alumni House for further information.

Enrolment reaches 8,500, freshmen class nears 2,400

A total of 8,498 students have enrolled for the fall semester.

To Sept. 18, 7,500 full-time and 372 part-time undergraduates, and 626 graduate students had registered for classes.

The University realized its projected freshmen class as 2,380 enroled in semester one.

Transfers into later semesters contributed to the overall enrolment increase.

A total of 331 freshmen enrolled in the B.Sc. (Agr.) program, the largest first-year class ever, and OVC accepted 120 freshmen, another record high.

Although a few academic programs were slightly below projected numbers of students, the only significant drop in registration occurred in the BA program where 150 students failed to show.

Guelph officials explain that this trend in Arts programs appears to be Canada-wide.

Enrolment last year was 6,952 full-time and 356 part-time undergraduates, and 586 graduate students.

Ontario Increases aid 3.4 per cent for 1973-74

Ontario's colleges and universities have received a 3.4 per cent increase in the Basic Income Unit for the 1973-74 academic year, George Kerr, minister of colleges and universities, has announced. The Basic Income Unit, or BIU, which is used in calculating support levels for colleges and universities, has been set at $1,825, up $60 from this year.

Canadian artist/archivist receives honorary degree

A distinguished Canadian artist and archivist received Oct. 6 an honorary Doctor of Laws degree at the University's fall convocation.

John Russell Harper, presently visiting professor at Sir George Williams University, Montreal, received the honour for his achievements in documenting the history of Canadian art.

A graduate of McMaster University (1935) and the Ontario College of Art (1940),
Dr. Harper was curator of Canadian art at the National Gallery of Canada and chief curator of the McCord Museum at McGill University. He has held similar positions at Hart House, University of Toronto, the Royal Ontario Museum, and the New Brunswick Museum.

In 1980, he acted as an advisor to the Canadian government on the restoration of the Louisbourg Fortress. The University conferred a total of 215 undergraduate and 88 post-graduate degrees.

Guelph receives federal grant for food industry research

The Office of Science and Technology has provided the University of Guelph with a grant, valued at $150,000, to establish a Food Industry Research Institute, the Honourable Jean-Luc Pepin, Minister of Industry, Trade and Commerce has announced.

"The overall objectives of the Institute," says University President, W. C. Winegard, "will be to make available to the food industry the University's facilities and expertise in matters relating to food processing, production and handling.

The Institute will provide Guelph faculty with the opportunity to develop and advance the educational programs of the University and at the same time promote the growth and development of the Canadian food industry through increased research.

The Institute's staff will consist of a director and stenographer, with an Advisory Board comprised of nine faculty members, eight industrial representatives and a representative of the Department of Industry, Trade and Commerce.

Research within the Institute will be concerned with any technical or economic studies in which the University of Guelph has the necessary expertise.

The Institute will be the seventh established with assistance from the Department of Industry, Research Institute Program.

Psychological effects of semester system to be studied at Guelph

Dr. D. H. Upton, director of psychological services, has received a $15,000 grant from the Canada Council to study the effects of the semester system on students.

Assisted by faculty members from Guelph and other universities, the project will seek to assess and compare on a long-term basis, two comparable groups of students, one of which follows the accelerated three semesters per year program, and one which follows an interrupted pattern.

"Students must meet two quite separate types of demands on their time and energy," says Dr. Upton. "They must meet the external demands placed on them by society, which at this stage of life are judged mainly by academic performance. At the same time, they must meet their internal needs of developing their identity, their maturity and their self-confidence."

Dr. Upton points out that while a number of universities on this continent have introduced three-semester programs or other special programs altering the amount of time within the year which the student spends in class, there is inadequate documentation of the human effects and academic results of such innovations.

All participating students will volunteer to submit to standard psychological test procedures at the beginning of their first semester, and at certain intervals during their university studies. The objective will be to establish what differences, if any, there may be between the members of the two groups in their personal development and in their academic progress.

Universities and hospital attempt to find cause of fatal anesthesia reaction

The Universities of Guelph and Toronto, and the Toronto General Hospital, have established a co-operative research project to discover the cause of malignant hyperthermia, an often fatal reaction in humans to anesthesia.

Susceptibility, which is inheritable, occurs in one out of 11,000 to 14,000 people; a susceptible (reactor) person has a 50/50 chance of survival.

During the reaction, oxygen builds up in the muscle tissue while decreasing in other parts of the body, leading to severe blood acidity. The body temperature of reactor individuals can soar up to 111 degrees and muscles become as hard as concrete.

The research team is attempting to develop a blood test to identify reactor individuals and to discover the physical and chemical body changes which initiate a reaction.

Since the research involves experimentation which would be impossible on humans, a colony of reactor pigs has been bred and is now housed at OVC. Swine also possess hereditary susceptibility to the reaction.

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"The delicate balance in humans of chemical reactions, pre-operation nervous upset, and MT susceptibility necessitate extra caution when surgeons operate. Anesthetists can substitute barbiturates, or some other procedure that offer some protection against a reaction, for anesthetics."

Fundied by the Medical Research Council, the team includes Dr. John Cummings, a physiologist in OVC's Department of Clinical Studies; Dr. Beverley Britt, an anesthetist at Toronto General; and Dr. W. Kalow, chairman of U of T's Department of Pharmacology.

OVC founder's cup presented to college

Andrew Smith, grandson of Professor Andrew Smith, the founder and first principal of the Ontario Veterinary College, recently visited the campus and presented a silver cup to the College as an addition to the material previously donated by the founder's family.

The cup was presented to the late Professor Smith at Cornell University, January 11, 1910 — the 50th year of Professor Smith's professional life in Canada — a short time before his death. Engraved on the cup is "A tribute of affection and respect to their preceptor, Professor Andrew Smith, F.R.C.V.S., from the alumni of the Ontario Veterinary College residing in New York State."

Professor Smith arrived in Canada from Scotland in 1861 and, in 1862, established the veterinary school in Toronto. Many students preceptored with him while he conducted a private practice in addition to teaching in the College.

Appointments

Dr. W. G. Barker has been appointed chairman of the Department of Botany and Genetics.

Dr. Barker was director of the Biology Teaching Unit at the University of Manitoba, as well as being very involved in secondary school education for the province of Manitoba, prior to his appointment. Dr. Barker is well known for his work on the physiology of bananas which he studied while working with the United Fruit Company in Costa Rica and Honduras. He later spent a year at Cornell, after
which he joined the Canada Department of Agriculture and spent four years working on the physiology of low-bush blueberries in Fredericton.

Dr. Barker's research interests also include the physiology of potato tuberization and tissue culturing, a subject on which he has published a number of papers.

Dr. Barker received his B.Sc. and M.Sc. degrees from the University of Western Ontario and PhD from the University of Michigan.

Dr. George A. B. Moore has been appointed director of Audio-Visual Services, a campus department responsible for producing and maintaining audio and video teaching aids.

His appointment was effective July 1. He was director of the Centre of Instructional Technology at Sir George Williams University in Montreal prior to his appointment at Guelph.

Dr. Moore spent nine years in the ordained ministry of the United Church of Canada before joining the faculty at Sir George Williams where he was instructional media officer and assistant professor of religion.

He has acted as a media consultant to several universities and colleges and is the author of seven publications.

A graduate of the University of Western Ontario, Dr. Moore holds a BD from Emmanuel College, a Master's degree in audio-visual education and a PhD degree in instructional technology, both from Syracuse University.

Mr. Couse is a past-president of both the University of Guelph Alumni Association and the O.A.C. Alumni Association as well as a former chairman of the O.A.C. Alumni Foundation. He has just completed a term as an alumni member on the University of Guelph Senate.

Mr. Couse has played a prominent role in professional agricultural circles being a founding director and later president of the Ontario Institute of Agrologists. He is currently president of the Agricultural Institute of Canada.

Kenneth Frey, OAC '69, who played an active role in student affairs and government is now with the Personnel Branch of the Ontario Ministry of Agriculture and Food.

While a student, Mr. Frey was a member of the Senate, president of the Guelph Campus Co-operative, and involved in student government on course and professor evaluation, in freshman orientation, high school visitation and as a member of the social action group HELP. He was also a member of the University concert and marching band and choral club as a student.

Prof. Milliken, since coming to the University in 1965, has been active on several University and City of Guelph committees, including By-Laws committee of the Senate and the Board of Undergraduate Studies. Active in the community, he is currently chairman of the Guelph Planning Board, and previously he coordinated the Hanlon Watershed Ecological Study and was involved in other planning studies.

Mrs. Margaret Moon of Guelph, Paul Couse of Oakville, Ken Frey of Toronto, and Professor Jack Milliken have been appointed to the Board of Governors of the University of Guelph, E. I. Birnbaum, chairman, has announced. All appointments are for three-year terms commencing July 1.

Mrs. Moon, a Guelph resident for 20 years has been active in many public service groups in the City of Guelph. She is past-president of the University Women's Club of Guelph, secretary of the Guelph Spring Festival and a member of the Guelph Concert Singers and the choir of St. Andrew's Presbyterian Church.

Mrs. Moon, a graduate of Queen's University, and the Ontario College of Education, taught at the Port Credit High School, prior to moving to Guelph.

Paul Couse, OAC '46, is general manager, Ontario, of the Agricultural Division of Maple Leaf Mills Ltd., Toronto.

Ian W. Murray, OAC '56, has been appointed president of S and W Fine Foods Inc., a subsidiary of Imasco Ltd, in San Francisco. Prior to his appointment, Mr. Murray was vice-president, marketing, and a director of Imperial Tobacco Products Ltd., another Imasco subsidiary.

Dr. John F. Brown, OAC '48, has been appointed vice-president, warehousing and transportation of the Oshawa Group Limited, Toronto.

Dr. Brown was previously director of warehousing and transportation for the Ontario division for the company which operates Food City markets and supplies IGA markets in south-central Ontario.

Chanting capitalist slogans and carrying a banner which proclaimed, "Chicken Pluckers of the World Unite," 13 Guelph graduates temporarily created last month the Peking Chapter of the University of Guelph Alumni Association.

The graduates — all representatives at the Canada Trade Show which was held recently in China — announced their peoples' chapter in a special communiqué to University President, Dr. W. C. Winegard, which read:

"Humble greeting to Honourable President, U. of G., Honourable Dean, OAC, and Honourable Dean, OVC, from first session of first committee of Peoples' Party."

The charter members are: Ross Cavers, OAC '29, D. L. Buchanan, OAC '35, Bill McEschen, OAC '42, Len McQuay, OAC '44, Alf Kennedy, OAC '50 and OVC '56, Ken Pretty, OAC '51, Alex Heny, OAC '51, Ken Hammill, OAC '51, Jack Elliott, OAC '52, Bill Stevens, OAC '58, Ron Claridge, OAC '59, Dick Corner, OAC '59A, and Perry Wilkes, OAC '59A.

Alumni News

Dr. Stanley J. Slinger, OAC '37, has been named a Fellow of the Agricultural Institute of Canada.

Dr. Slinger, chairman of the University's Nutrition Department, received his award for his contributions to Canadian agriculture which include research dealing with antibiotics, poultry diets, and feed evaluation.

Dr. Slinger joined the University's Poultry Department a few years after graduation and was named head of nutrition in 1965.

Mr. Couse is a past-president of both the University of Guelph Alumni Association and the O.A.C. Alumni Association as well as a former chairman of the O.A.C. Alumni Foundation. He has just completed a term as an alumni member on the University of Guelph Senate.

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Paul Couse, OAC '46, is general manager, Ontario, of the Agricultural Division of Maple Leaf Mills Ltd., Toronto.

Dr. Slinger is a Fellow of the Agricultural Institute of Canada.

Letters

Imagine my pleased surprise when I read the inside back cover of the current issue of the Guelph Alumnius (Homecoming, Vol. 5, No. 4) and found my contribution to one of the Autumn, 1937, issues of the O.A.C. Review staring me in the face.

It didn't take long to recall the details of the "Big Parade" which I wrote for the College Life Department of the Review. It makes me chuckle again to recall that sheet slipping off, exposing him in his birthday suit. He got a big hand from the crowd.

The two subtitles, "Maiden's Raiment Reveals All," and "Mac Girls Sleep with Strangers," are guaranteed to capture the reader's interest.

Thank you for bringing back some pleasant memories of long ago.

Doug Martin, OAC '39
Anton Kuerti, internationally-famed pianist and currently on the music faculty at the University of Toronto, will be the first featured musician in concert at the University, playing the University's new concert grand piano, gift of the 1971 Alma Mater Fund. The piano will be officially presented to the University prior to Mr. Kuerti's performance. Alumni wishing to attend can order tickets ($3.00) by sending the coupon (right) to Alumni House.

Return to:
Anton Kuerti Concert, Alumni House,
University of Guelph, Guelph, Ont.

Please send me tickets for
Anton Kuerti Concert. My cheque (payable to the University of Guelph) for $................... is enclosed.

Name .........................................................

Address ....................................................

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October 26, 1972

A talented, thinking artist

Anton Kuerti is a most extraordinarily talented pianist, a thinking artist, original and absolutely personal. When he plays, there is no idling, no dead moments, for everything he plays is filled with pulsating life. Anton Kuerti is a romantic with a poetic nature, a person of great sensibility.

Vienna-born but American-trained, Anton Kuerti now resides in Canada and is presently on the faculty of music at the University of Toronto.

When only 12 years old, he performed with the Boston Pops Orchestra, conducted by Arthur Fiedler. As soloist, he has performed with many American and European orchestras.

Mr. Kuerti will perform on the University's new Steinway Concert Grand Piano, gift of the Alma Mater Fund. The piano will be officially presented to the University prior to Mr. Kuerti's performance.

Tickets ($3.00 ea.) are available from the Central Box Office, Arts Building, or from Alumni House. When ordering tickets by mail, please use the form below.
Coming Events

Oct. 13, 14  Homecoming  Waterloo Lutheran vs Guelph Gryphons
Oct. 16  Distinguished Lecturer Series  Sir Alan Cotterell, science advisor to the British Government, 7:30 p.m.  Room 113, Physical Science Building
Oct. 19  Distinguished Lecturer Series  Sir Alan Cotterell, 7:30 p.m.  Room 130, Biology Building
Oct. 21  Football  McMaster at Guelph
Oct. 26  Anton Kuerti Concert  (See page 19, this issue)
Dec. 8  OVC's 50th anniversary on Campus Celebration Ceremony
Jan. 20, 21  January Jaunt (See page 2, this issue)
Feb. 25-Mar. 6  Ski Week in Switzerland*
Mar. 29-April 9  Alumni Tour to Spain*

*Flights via regularly scheduled airlines.