

# UBC REPORTS

Vol. 14, No. 4/Sept., 1968/Vancouver 8, B.C.

RETURN POSTAGE GUARANTEED

01 -9259800-  
ICES MARY WOODWARD BA  
W 45TH AVE  
COUVER 15 B C



In an interview,  
Dr. F. Kenneth Hare,  
UBC's new president  
comments on  
student requests  
and speaks of

## CLOSING THE GAPS

**UBC REPORTS:** Dr. Hare, the students of UBC have presented to the University eight minimum commitments (see page three) requested as a basis to begin negotiations. I wonder if you could outline for us what action you have specifically taken since receipt of the brief.

DR. HARE: Well, it was the council of the Alma Mater Society and not the students of the University that made this request. I'm not making a distinction, but at the moment the council have been saying that they propose to go to the students about these matters in September.

These are proposals at the moment from the council of AMS. What I've done is to begin discussion. I've met the council itself several times and we've discussed every aspect of the brief in depth. I've met various groups of the faculty, because most of the proposals have academic implications.

And I've set up a presidential advisory committee, chaired by Dean Walter Gage, to think about what specific action the Senate and faculties of the University are going to have to take to discuss the AMS brief when September comes.

**UBC REPORTS:** All of the commitments requested of the University include specific dates for their implementation. Is it your intention, so far as possible, to meet those dates, or are they negotiable between the students and the University?

DR. HARE: I don't think it makes sense to operate within dates, because the dates imply deadlines, the deadlines imply ultimata and that, I think, is not what the AMS council intends. They appear to have had in mind the dates of certain specific Senate meetings.

I have already made it clear that we can't be bound by this kind of firm dating because the complications of how to carry out consultation are such that one can't fix a timetable like that.

But in several instances we have already beaten the dates. They wanted us to start dis-

cussions by a certain date, and we started them, as far as I know, the day after the brief was submitted. So some of the dates have been beaten. The students themselves say that the dates are mainly a sort of reminder to themselves and not intended as an ultimatum from the University's point of view.

**UBC REPORTS:** Commitment number three raises some difficult questions. It asks that it be established as a principle by the University that the choice of exams or other methods of evaluation be left to the decision of the students and the professors in each course. Do you see here a conflict between the general regulations of the University as set by the Senate and the requests of the students?

DR. HARE: Well, it's obvious that the Senate's rules imply more rigidity than the student proposal. But, of course, many of the smaller courses in this and other universities come close to doing this now. This is obviously something that the Senate and the faculties will have to discuss.

It's one thing to make such a suggestion for a class of three, it's another to make the suggestion for a class of 300, or even 3,000. I think you would agree that you can't easily make flexible rules for an enormously large body. You can make flexible rules for a small body because you can always arrive at a consensus within a small body.

**UBC REPORTS:** Another of the commitments requested was the immediate admission of students to the deliberations concerning the selection of a dean of arts. Have students been admitted to this committee, and what is the status of the committee's work at the moment?

DR. HARE: The committee is hard at work under the chairmanship of Dr. M. W. Steinberg of the department of English. It's a committee that was set up by the acting President before I arrived, Dean Gage, and he did in fact appoint

*Continued on the next page*



a student to that committee, Don Munton, who at first accepted and then withdrew because he said he felt that the students themselves should name their representatives.

Since that time the Alma Mater Society council and the Arts Undergraduate Society have presented me with what might be said to be a supplementary demand, that they have parity on this committee, that the existing committee be discharged and replaced with a committee consisting of equal members of the faculty and students. And they say that the present committee is undemocratic and unrepresentative of the academic community.

Well, Dean Gage, in setting this committee up, was acting fully within the established conventions for such committees and I find myself bound by these conventions. They are not in any way holy, and they could be varied, and I think they will be discussed in the autumn.

But I'm not prepared, as I've made clear to the AMS, to vary the conventions unilaterally. A lot of people's rights and privileges and the whole structure, in fact, of the University are involved in these conventions. You won't find them in the Universities Act. They simply come into being as a result of a good many years of experience. That's why I can't change them without consultation with my colleagues.

**UBC REPORTS: The eighth commitment requested of the University by the Students' Council is the granting of academic recognition appropriate to the work done by students involved in University committees, including those of student government. In the past, this kind of involvement by students has always been a voluntary affair, with them giving of their time freely for various committees. Do you feel that student involvement in University committees is a valid subject for discussion for academic recognition?**

DR. HARE: Well, of course it could be discussed. I should be very surprised if it has many friends in the faculty. Most of us feel that academic credit should go only to genuinely scholarly work. And a member of the faculty doesn't get academic credit, as it were, for serving on a committee, and I don't think that he would be very happy about a student claiming such credit.

On the other hand, I have every sympathy with the student who finds himself involved in University government. It's a very time-consuming and exasperating business. I have just come from an institution where sabbatical leave was generally given to the student who became presidents of the union and I think that this is worth looking at. In any case, the whole proposal will have to be discussed by the Senate, because its purport, like all the others, is academic.

**UBC REPORTS: Dr. Hare, in what you have said so far you imply that there is something of a crisis of confidence within the University. Would you agree with that?**

DR. HARE: I think this is probably true, though I'd not want to exaggerate it. Most students and professors are still happy at their jobs or at their studies, I suspect — or at least not frustrated unduly because UBC has got very big.

But increasingly one sees gaps opening up between the various sectors — between professors and administrators, between the students and both. A free institution also has responsibilities, as Thomas Paine made clear. If there is a crisis in confidence, it is because we haven't all realized that. It's up to all of us, in fact — not least the president! — to close up the gaps.

**UBC REPORTS: Dr. Hare, in addition to being a very busy man administering the University and dealing with the many problems that have been raised by the students in this coming year, you said when you arrived that you hoped to do some teaching and maintain contact with students in an academic way. In the light of your first months here and the job that lies ahead of you, do you still hold to that commitment?**

DR. HARE: Oh good heavens, yes. If I can't maintain contact with the students in the academic program of the University and feel myself to be a member of the University, I shouldn't personally feel that I had any right to sit at this desk, because I think that the president of the University is a member of the academic community and as such he ought to be there teaching with the rest.

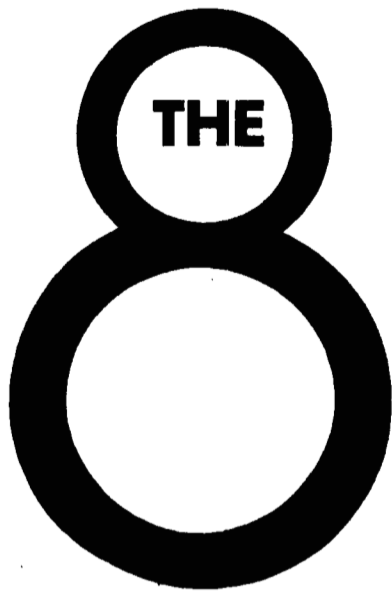
Now it's quite apparent that he can only do a very limited amount of this. So what I decided to do is to give a few lectures in Physics 441 (Introductory Meteorology) and in Geography 101 (Introduction to Physical Geography) in my own professional field and I'm very much indebted to these departments for the invitation to do this.

I intend also to respond to an invitation from the faculty of education to give a few seminars on University financing, a subject that I am rather painfully familiar with. And although this is really a token venture, I shall put my weight into it and hope that the students will profit as much from it as I shall, because to teach is good for the soul.



**UBC**  
REPORTS

Volume 14, No. 4 — September, 1968.  
Authorized as second class mail by Post Office Department, Ottawa, and for payment of postage in cash. Postage paid at Vancouver, B.C. Published by the University of British Columbia and distributed free of charge. Letters are welcome and should be addressed to the Information Office, UBC, Vancouver 8, B.C.



# Commitments Requested of UBC

In June, the UBC Alma Mater Society issued a document entitled "The Future of Education at the University — Fair Weather or Foul." It was adopted as policy by the Students' Council. AMS President David Zirnhelt, when he released the document, stated that it had been brought forth out of concern "for the preservation of the University as an institution." He added that it was the purpose of the AMS to prevent the kind of confrontation that has occurred at Simon Fraser University and to encourage rational and informed public debate. What follows are major portions of the text of the document and the eight minimum commitments requested of the University as a basis to begin negotiations.

- We seek a form of education in our University which gives the student freedom of choice in what he should study.

- We seek the political rights of free human beings to have a say in those decisions that affect them.

- We seek the right to question whether we should be educated in the traditional manner or educated at all.

We declare that except in theory and in a few courses in the University that teach about freedom, these ordinary rights have all but disappeared in our universities. Our freedom in these matters is jeopardized by both reactionaries and extremists on the left. That is, by—

Those who claim that we now have a democratic society and that each person should have the right in so far as he can participate in those decisions which affect him, and yet deny him that right in practice.

Those who say that the pursuit of knowledge should be free and that this is the glory of our universities, yet in practice give only the opportunity to learn certain things.

Those who say in our universities and society that the pursuit of knowledge in the arts, philosophy and the end of man is better than pursuit of material things for their own sake, yet insist in practice that our educational requirement be determined in most instances by the demands of our economy along the lines of efficiency and almost exclusively designed to fill the expectations of jobs in our industrial society.

Those in the university who seek to legislate our morality, and continue to ignore the problem of the immoral use of knowledge in our society.

Those others who in opposition to the "establishment" preach freedom and love, and in practice would impose another form of control and conformity in ideas and in their turn deny others their basic rights.

Those who in the name of democracy seek a democratic use of power, but in the end only seek power for themselves.

Those who decry the secrecy and depersonalization of structure in society, yet themselves meet in secret and use organizations to obtain power.

There is no doubt a tendency on our part to overgeneralize about the inadequacies of the universities. In the same fashion, the older generation overcompensates in its criticism of the student demands by saying that they are impractical and in this way attempts to avoid the real issues. It is said that we do not take into account the obstacles to reform, that is, the need for trained people in society, the problems of overcrowding, budget problems, the presence

in some cases of inadequate and uninterested faculty, the human problems of jealousy and power seeking within the University and—given these problems—the need for some systematic way of ordering activity in the University. We do recognize these difficulties and admit we lack experience in dealing with some of them.

However, we will not allow these difficulties to be used against us as excuses for so-called "moderate" reform or as a technique of absorbing and blunting our criticism or not doing anything at all. It is also argued that we are neither Columbia University nor the Sorbonne and that we do not have the same problems. We are not so naive as to think there is no difference between France, the United States and Canada. We know also that the University of British Columbia, when compared with other universities, has had an enlightened administration and that there are many good and generous people and teachers in the University. Nonetheless, what we reasonably ask for now does not exist in our University. We ask for the freeing of the University now; the creation of alternate streams by which a student can pursue his studies at his own pace and at his own choice; and the granting of political rights.

Professional schools and training must exist, and they must have some means of regulating their standards. This is obvious enough. We do not however think that the criteria of professionalism and the specious scholarship that often accompanies it should be the basis of all education in the University. When this is the case, teaching is reduced to training to meet the standards of professionalism and research becomes in many cases a means of maintaining professional standing and advancement within the University. The students (to say nothing of the faculty) suffer under such a regime. Such a system induces passivity on the part of the student and an unthinking obedience to his teacher.

We have become dissatisfied with the quality of university education and the slowness and apparent lack of interest of the University to bring these changes about. Most of the changes we insist upon have little to do with budgeting. We are becoming increasingly discontented with the criteria, range and meaning of course marks. We question the educational value of competition for marks, written examinations as a basis for grades and ultimately the utility of any grading system. There is increasing unrest over courses which are often restrictive, often biased and usually irrelevant. We recognize the need for scholarship and discipline in studies. This is not incompatible with freedom of choice. We wish more freedom to study what we want to study and how we want to study it, without being forced to accept certain models or biases in order to obtain satisfactory grades.

We are becoming increasingly impatient with dry, uninteresting lectures and with lectures which emerge almost completely from a text book. If this type of instruction continues, we will not continue to attend classes. We still protest the impersonality of the University to a point where the statement appears trite. Yet with some exceptions we have not seen any improvement in this direction. While budgetary limitations are recognized, we believe that imagination and a demonstrated willingness on the part of most—not just some—faculty to

overcome this problem would do much to improve the learning situation.

For these reasons and others too numerous to mention here the students put to the University the following reforms, which will enable us with the faculty and administration to preserve freedom in the University and ensure the political rights of the students in the University.

#### Areas where negotiations must be initiated

We ask to share in making decisions concerning:

1. Academic and administrative appointments.
2. Faculty Council and student discipline.
3. Financing of student education.
4. Housing for graduate and undergraduate students.
5. Physical planning and building for the University.
6. The presence of students in all governing bodies in the University.
7. The relationship between teaching and research in the University.

#### Minimum commitments requested of the University as a basis to begin negotiations

1. Negotiations in the matters named above will commence at times mutually agreed upon by the Alma Mater Society and University officials, but not later than November 25.

2. A faculty-student committee will be formed by September 30 to reconsider the method and even need of evaluating and assessing students. This committee will report by January 13, 1969.

3. It will be established as a principle by the University that the choice of exams or other methods of evaluation be left to the decision of the students and professors in each course. This will be done by October 7. A special committee of the student government will be established to act as an appeal board for students where these demands are not met.

4. The curriculum committees at department and faculty levels, including the graduate faculty, will be opened for students. In those departments where there are no formal committees, students will be invited to participate in making decisions upon curriculum matters. This will be done by October 21.

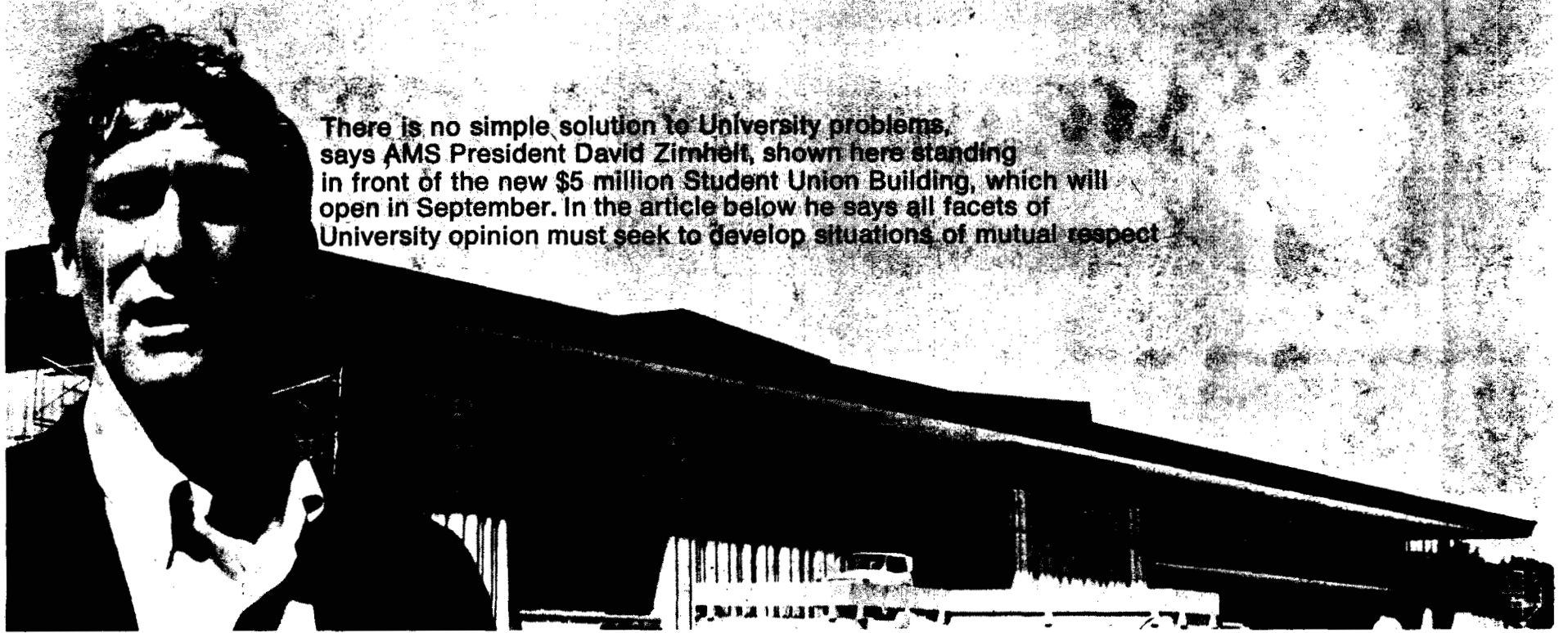
5. Special student-faculty committees will be formed at both graduate and undergraduate levels to reassess the requirements of graduate and undergraduate degrees. This will be done by October 28. The committees will make initial reports on their progress by March 10, 1969.

6. The University will make a public commitment by September 23 that it will seek changes in the Universities Act enabling the implementation of recommendations of a Presidential Advisory Committee. Such a committee will be established at the earliest convenience of the President with a view to amending the Act in those matters that require changes resulting from negotiations between the administration, faculty and students.

7. Students will be admitted immediately into the current deliberations concerning the selection of a Dean of Arts.

8. The University will grant academic recognition appropriate to the amount of work done by students involved in University committees, including those of student government. This is to be done by September 12.

# OUR DOCUMENT IS NOT AN ULTIMATUM



There is no simple solution to University problems, says AMS President David Zimhelt, shown here standing in front of the new \$5 million Student Union Building, which will open in September. In the article below he says all facets of University opinion must seek to develop situations of mutual respect.

We must seek to develop situations and feelings of mutual respect within the University community. Faculty, students and administrators must be able to work together for a better University with an overall view to building a better society. For many reasons there is unrest in the University. It is not only students who are unrestful. Many people in the University and members of the public are unsure as to what is going on at the University. It is for this reason that we must be honest, have courage and be willing to devote time and energy to reform where it is necessary and to general education of all concerned. All this is not easy.

It is not right that people should not care, be apathetic, and withdraw from a struggle to reform. There is a call on the University community to thoroughly question its purpose and its relationship to the problems confronting humanity. This is not to say that this questioning has not taken place before but whatever questioning has occurred has not resulted in significant change. For example, how many of the recommendations of President Macdonald's advisory committee report, **Guideposts to Innovation** (1964), have been implemented? Only some. A committee on student life in the Faculty of Arts was set up only this year to go about seeking (successfully so far) small changes to improve the quality of student life. These sorts of changes must be accelerated. With changes the University will and must be preserved as an institution. The form of the University is subject to change as the University community wishes.

Many will find change hard to accept. I am sympathetic to that, as I would call everyone to be. Effective and good change will not occur overnight. Many people must work very

hard to bring these changes about. I can only emphasize how students, faculty and administrators must endeavor to work together for both their interests and the interests of the University.

The changes we speak of are occurring in other universities; for example, the pass-fail system of assessment, freer choice in curriculum, more inter-disciplinary study (e.g., general education courses).

Some of the initiative for change is coming from students and student government, some from faculty, some from administration. However, there is a question of responsiveness to signals for change. Reisman and Jencks, in **The Academic Revolution**, make the point that as far as they are able to tell, "administrators are far more responsive to students and more concerned with the inadequacies and tragedies of student life than the majority of faculty." If that is so, then students must convince the faculty. But I will not put all the blame on faculty — all are equally at fault. When given freedom, students do not always accept it. They are often caught up in the system as it is and do not even have time to work for their own interests.

Students have a real contribution to make to the operation of the University. They have the ability but they do not have adequate opportunity to make that contribution. If students' ability to help govern is respected and they are invited to participate, there will probably be instances where they are content to leave the operation up to administration and faculty. If students are given responsibility by sharing in policy-making then they are prepared to accept responsibility for those decisions. Students, the largest group of individuals vitally affected

personally by the University, have a point of view of a different generation — the generation of young adults who are accepting responsibility for running the world.

It is vitally important that duly-elected representatives in student government be in the forefront of constructive change and that they accept responsibility for the student body in effecting changes that affect the whole University. There must be no discrediting of the student government to a point where it is rendered ineffective by any particular minority group, regardless of its political orientation. On the other hand, individual students must begin talking to their teachers about the form and content of their education. Particularism and impotency must not be key words in the reconciliation of interests.

There is no simple solution to University problems. The document presented to the President of the University, **The Future of Education at the University**, was clearly not an ultimatum. Certain commitments from the University were requested. The requests were to be the basis of negotiation and consultation. The timetable for discussions is necessarily flexible. On most of the points, discussions have been initiated and will continue throughout next year. If negotiations are held in good faith, there is hope for constructive change.

Thorough studies must be made of those contentious areas of University education and government. There must be a general willingness for change coupled with the consolidation of the expertise held by people at the University on existing reform experimentation. When there is a clear program in each faculty, then work must be done to implement the changes.

# THE SETTING AND THE PARTICIPANTS

University reform and the aims of the student activist movement were the theme of a three-day symposium held on campus this summer under the sponsorship of the Academic Activities Committee of the Summer Session Association.

Because these are matters of concern to the public and to all members of the University community this edition of UBC Reports contains a four-page insert with selections from the main symposium sessions. The material has been edited to reflect the main issues debated within the limitations of space available.

The main session on university reform opened with a talk by Martin Loney, president of Simon Fraser University Student Council and was followed by a panel discussion and questions from the audience.

Panel participants included Dr. F. K. Hare, president of UBC; Rev. G. F. McGuigan, co-chairman, Arts I program; Carey Linde, vice-president, Alma Mater Society; William Galt, managing editor of *The Sun*, and F. N. A. Rowell, past-president of the B.C. School Trustees Association.

The panel was moderated by Dr. Cyril Belshaw, head of the department of anthropology and sociology.

In his talk Mr. Loney said that problems at SFU, culminating in censure by the Canadian Association of University Teachers of the Board of Governors, stemmed from actions by the Board and not the student body.

He said student activists are seeking a number of reforms including a Board on which students and faculty have majority control and groups such as organized labor are represented, a Senate composed exclusively of academics and a student voice in selection of course content.

He said SFU suffers from overcrowding and inadequate facilities due to poor planning and the university system is undemocratic, because the children of the wealthy have easy access while the poor are barred because of lack of money.

Mr. Loney concluded that if reforms at SFU were not carried out students are prepared to fight for their demands and the choice lies between reform or revolution.

REV. G. F. MCGUIGAN: I dare say there is very little disagreement about the need for some kind of reform in the University. I think everyone is willing to consider the possibility of changes in the Board of Governors, methods of selecting different people within the administration or faculty, the participation of students in the drawing up of the curriculum, etc.

Yet when you come down to it, there is a great deal of disagreement as to how this program should be implemented. In the implementing of it you run into some very human problems: the problems of practical power structures that exist within the University, the pride of certain individuals in the qualities of their past administration.

I think we have a problem of education in this matter. We're not just speaking here of education in

to read. At the end of it I thought that he just conceivably might have a point.

Well, now, of course, it is quite obvious that there is a student revolt. There is more than a student revolt, there is a revolt of young people. (There have been three small mutinies in junior Grenadier Guards at Pirbright Barracks in Surrey within the last six months).

You've all seen the official explanations of this, but I will give my own simple account of my reaction to it. I did not see it coming. I still do not fully understand it and I admit to having been taken by surprise by every single major development in university affairs that has taken place since I was born (laughter) which presumably qualifies me for the job which I now hold (laughter).

The view that Martin put is opposed to another

# SYMPOSIUM

an academic way. The University itself, involving students and the faculty and the administration, should be in the process of total education. That is, to bring students to educate themselves and others, and faculty, in how to participate in the educational or the academic process.

There are various theories as to how this education should take place. It's suggested that things have reached such a pass that confrontation as an educational procedure is the only method of making people aware of their unconscious assumptions—to make them aware of the intellectual and moral and emotional framework under which they operate—and it is only by confrontation, violent in some cases, that people can be made aware and to reassess what they are doing to human beings because of their unconscious assumptions.

So confrontation, whether violent or intellectual, seems part of the educational process. That's one possibility at least.

I'm posing a question here as to how we should educate ourselves in the University community and the public at large into accepting and implementing this reform.

I don't know the answer, but I suspect that it would not be a good answer to presume that reformers themselves can suggest an alternate blueprint. What the University is going to become depends very much upon a mutual education between students and faculty themselves.

What the end product is we cannot say, because I think that something new must be created. It cannot be merely a continuation of the old structures, with continual adaptation, a change here and a change there in order to confront what is, I think, evidently a new world.

I was rather disappointed in Mr. Loney's split that he created, I think, in the academic community. This assumption of opposition as between students and faculty—that they should find it necessary to put themselves in positions of bargaining, even though ill-expressed, at least they do have the common desire to forward the academic community. I think that to start from this assumption of a split between the two can only lead to even more grievous results.

So I point simply to the need to do practical things, not so much to persuade people of your ideas before you do the practical thing. There are obvious practical things that we can do without capturing somebody in our own ideological camp as a pre-condition.

DR. HARE: The student activists have at least done one thing for the universities of the whole western world—they have woken them up and set them on fire.

Less than two years ago, the president of the Alma Mater Society, Shawn Sullivan, read a remark I made in a newspaper account in which I said I didn't believe in the student revolt. I thought it was being much exaggerated.

He tried to prove that I was wrong by bringing me one year's files of "The Ubysey," which I promised

view, and he was pretty hard on that other view because he was hard on the professors and I claim to be a professor, and the view that the academic staffs of the universities take is that their first obligation is probably to their discipline.

Their theory behind this is that they cannot be good teachers unless they are first good mathematicians, good sociologists, good what have you. This view I put forward last year and again I was challenged in "The Ubysey." But it is the prevailing religion of the academic staffs of the universities and I share it myself, although I happen to love teaching and have got nothing but contempt for the fellow who says he has no obligation to his students as a teacher. This is treason and it is intolerable. Nevertheless, I would say first of all, as a teacher of geography and meteorology, I have to be prepared to guarantee to my students that I am a scholar in those fields and that I'm not second-class. I may not be able to succeed, but at any rate that's what I try to do.

Now, you contrast that with the view that Martin Loney put which is fundamentally different, I think, because he looks at education as essentially part and parcel of the adaptation of the individual to society, the amendment of that society in the direction of greater social justice.

I agree with Father McGuigan when he says that there isn't any real opposition between these views—no real opposition—and if we allow it to get out of hand, and we allow the two halves of the academic community to take pot shots at one another, we shall have lost an invaluable opportunity to make progress.

Mr. Chairman, I laid bets at the beginning of this brief talk as to which group I would allow to throw me out: the students, for ducking the questions; the governors, for not denying that they're the way Martin Loney described them—incidentally, they aren't, not the UBC governors; or the general public, for not taking a stern line with this insurrection; because don't make any mistake about it, the views that are now being expressed in this room are highly unpopular with the public at large still.

MR. CAREY LINDE: We put out a brief which was sort of cooked on the fire out at Simon Fraser and it was a good thing, I think, we did it to all the presidents, the deans, the registrars and everybody.

As someone said, they are all well-meaning men, and you come to wonder, then, what's the problem? If all the people in the system are in favour of so many things that the students are in favour of, why isn't it happening?

I submit it's the structure itself, the institution itself, and my major complaint against these well-meaning men is that they fail to see that this is the problem. They still think in terms of the given structure.

Where we have a populace that is uneducated, and we as students are asking for the University to be changed, and we ask for support from society, who

Continued on the next page



# Allocating resources within the University

we support the National Liberation Front in Vietnam because they represent the people and because they too are striving for control in Vietnam. That means that we're not content, as the Columbia students weren't content, to sit back and see the university become an agency of imperialism. We're not content merely to sit back and receive our education and our discussions in abstractions.

If it means anything to be educated, it means to see the connections between what one learns and what one knows, what is happening in the world. It means, if you like, that we want to look at the larger society, we want to know where our Board of Governors comes from, we want to know when we leave that university what exactly it is we're going to do in society, because if you produce the sort of university that a lot of student radicals are talking about, the people coming out of that university are not going to be content to be the organization men of tomorrow, they're not going to climb Vance Packard's pyramid until they reach the age of forty, and then suddenly turn around and wonder what happened. They're not going to go the same route that people have gone in the past. And these things in society too must be changed.

In other words the consequences of democratization of the university demand a democratized society. What do the people who are talking abstractions about university reform think about the students' role and the university's role in trying to do something about the overwhelming problem of the world, which is United States imperialism? Isn't that right?

We are talking about people confronting real issues. How are we going to build a real community? I would just ask you to consider how you can expect young people today to try and build a real community in the world, in society, when you have a situation when the United States is engaged in Vietnam on an unparalleled scale in history.

These too are issues which directly relate to the university. The university is as it is because it is a corporate society. It trains corporation people because a

## 'The university crisis is merely a symptom of the crisis within society at large'

corporation is a dominant institution in the society. The university itself is a corporation because a corporation is a major institution in society. And if you challenge the corporate control of the university you are also challenging the corporate control of society, and these are issues which have to be considered.

I can relate this to the point that John Young made concerning economics. It is very fine that John Maynard Keynes went away and developed a general theory of unemployment and interest. What does it mean? It may mean among other things that John Maynard Keynes kept the world safe for capitalism and then perpetuated a situation which resulted in the arrival of the Vietnam war.

In other words, the importance of an academic is not how bright he is or how brilliant he is, but what he does about the crucial problems of the twentieth century and what his theories mean to those problems.

PROF. F. E. STOCKHOLDER: There seems to be a number of red herrings here. The serious issues are imbedded in Martin Loney's statement. They are somewhat obscurely presented because they are five levels beyond the present facts.

In fact the University is one of the few socialist institutions in this society; that is, it operates on a non-profit basis, it provides a lot of financial support for a great many students, admittedly not on an equitable basis, but it is the closest thing that society has to a socialist institution.

Now, the point is that this socialist institution, like most socialist institutions of the world, is corrupted by the fact that they exist imbedded in a capitalist society.



—Photo courtesy The Sun

It's not an abstract fact that the mathematics department of this University receives a great deal of funds from the United States Defence Department, as well as the chemistry department.\* And in turn, the humanities departments have much less in terms of research funds.

So the serious question has to be directed to President Hare and he has to answer, perhaps not at this moment, on the reallocation of University priorities. The society at large is undergoing a crisis, the University crisis is merely a symptom of the world crisis. And the question is, what is it within this civilized order—and I suggest that this University in spite of its corrupt aspect is still relatively civilized—that we can provide by way of leadership of the community in order to preserve the notion of civilization that we do have? I think that's the issue. What is it that you (Dr. Hare) are going to do now, in your heyday, the first year when everybody still trusts you, in order to change the institution on the allocation of resources?

FATHER McGUIGAN: I regret that the symposium discussions ended precisely at the critical point, the one raised by Mr. Stockholder. A critical issue which might have arisen was the relationship between moral responsibility and the use of knowledge. The problem seems to be that much of our education, perhaps only in the social sciences in this respect, is very closely associated with the continuance of corporate society in the larger Western sense, and many of the radical students believe that the use of education should be able to extend beyond that.

As I say, this involves a very deep-seated problem in the relationship between moral responsibility and the

\*Neither the UBC chemistry department nor the mathematics department receive funds from the U.S. Defence Department. The U.S. Air Force supports basic research in these departments. The math department will this year receive \$19,300 for a study entitled "Theory of elliptical boundary problems," which bears on the solution of differential equations, while the chemistry department will get \$8,000 for basic chemical research.

use of knowledge, and perhaps if we could only have started there we might have come across the very deep-seated problem facing the two different sets of moral expectation: one that belongs to our corporate Western society, which seems to be to a large extent supported and perpetuated in the University, and another larger view of society which has a different sense of moral responsibility to people.

I don't intend to answer this question. I merely raise it.

DR. HARE: Professor Stockholder did touch on a very central question of academic policy, which is how you allocate resources between conflicting fields.

I think a university does have to pick and choose as to where it gets its funds for research, and we do, and we publish annually where those funds come from. Anyone can see where they come from.

But in many ways a more central issue than that, from the point of view of academic policy, is the allocation between faculties of a university, between science and arts, between the professional faculties and the non-professional, and so on. And there is no doubt that in a big university like UBC this gets to be a question of placating vested interests.

And it is exceedingly difficult to change it. In the past the tradition of this kind of decision-making in the North American universities, not just the Canadian ones, has been to keep it in the hands of a tiny group of people, principally the president and his closest advisers. I personally haven't a doubt that the number of people involved in that decision has to be broadened, and at the moment—as the deans present know—I am engaged in broadening it.

How far one can go and how fast, I don't know. But I am absolutely convinced that a university must ask itself at least annually the fundamental question, am I sharing what I've got correctly between the different uses? And it must be the academic community and not a small section of it that is satisfied with the answer.

# UBC Graduate James Carter believes Student involvement in University Decision-making should grow out of the Existing student government structure

The prospect of our University collapsing under the pressure of student revolt is incredible. Some say it's impossible. I don't know, perhaps it is. So far at UBC the student power elements have been vocal, but peaceful. Negotiation has not been supplanted by confrontation. But the heat is now on. David Zirnhelt, president of the Alma Mater Society, has presented Dr. Kenneth Hare with a list of seven areas on which negotiations between student council and University officials must begin by November 25. The list boils down to a demand by students for a share in decision-making in many aspects of University life. The negotiations are now underway and although there has been no indication of what the consequences will be if the University fails to meet student requests, one hopes that a mutual desire for preservation of the University will prevail.

The problem facing most of us is to sort out the reasonable from the unreasonable, the needed reform from the destructive demand. This is not easy. The whole question has become so highly charged with emotion that a rational consideration of it is difficult. Nor is it a trivial matter. The issue is basic to our whole society. Some students, finding little meaning in institutions and structures created in another era, are bent on social revolution. For many others it is not so much a question of revolution, but of provoking needed reform in our society. They feel we have become unthinking rule followers. They want an opportunity to drag the rules and structures of our institutions out of the closet, examine them, and if they do not stand up to examination in the light of today's knowledge to reject them and create new ones.

The word is that those of us over thirty are not to be trusted. I don't agree, but that is another question. The 'word' persists. Let's stop for a moment using our past as the reference point and examine the world of today from the student point of view. Today's student is very different from the student of previous eras largely because of a set of unique experiences — experiences many of us have never felt. These experiences have created a new set of ground rules that we must understand if we are to appreciate the potency of student power.

To stand near an electronically amplified rock group with a full psychedelic light show playing for a mass of jerking, undulating figures makes the Charleston and Jitterbug look like very sober dances indeed. Involvement they have, not with their dates so much as with the sound and the lights and themselves. The experience is the supreme goal — not an event — not a moment — but the total effect of all the senses being stimulated in a way we'll never know.

The drug scene is here. Like it or not, it persists in spite of our protests and warnings. The effect upon some has been profound. Those who have indulged advertise both the positive and negative effects. But the desire for the experience seems to be compelling for many. It is as easy today for a student to pick up marijuana or LSD as it was for the under-21 student to pick up a bottle 20 years ago. The difference is that today they maintain they use drugs for inner exploration and a new awareness while the bottle was used for relaxation and escape.

Out of this search for experience has grown a significant group of students who are exploring methods of turning on without drugs. A new interest in the eastern religions, the search for peace through meditation, and participation in sensitivity groups and marathons are now accepted facets of present-day university life. Twenty years ago the current desire to find one-

self was less a question. Our paths were more clearly laid out by tradition and a picture of what constituted success.

A generation has passed and there has not been a major war to cause us to unify under a common purpose and plunge unthinking into a war for national survival. There has been time to think, time to look, and time to wonder about the very structure of our society. For us, looking is often too uncomfortable to consider. For the student not to look is worse. The goals which we accepted out of tradition and need are being examined more closely today than at any other time in history. Students are not ready to accept them uncritically.

The student today is not the naive creature he was a generation ago. He is bombarded from his earliest memory with the sights and sounds of television and the pocket radio. They provide him with knowledge beyond his capacity to absorb and a sensation of participating in McLuhan's global village. Everywhere is near, every event is now. Yet, though he feels filled with an awareness of the world, he lacks wisdom.

The dilemma is real. In our electronic age wisdom and competence, so highly valued in the past, are being forced to take a back seat to the feelings of awareness and involvement created by the media. This generates a false confidence, which by all our prevailing standards should be rejected. However, behavioral psychologists tell us that the way people feel about an issue is often more important than the facts, or wisdom, or competence. The student views himself as capable of participating in the running of the University. He doesn't accept the proposition that he lacks wisdom and competence. Experience and awareness are the keynotes of his life. Here rests the conflict. Should we accept the wishes of the students and open the door to a different concept of the University or should we deny this right on the basis of our wisdom and competence and maintain our control?

We have looked at the student. Turn for a moment to administrative leadership. If leadership is to be effective today it must involve all those affected by its decisions. The modern corporation has recognized long ago that the most effective way of producing high levels of work and motivation is to involve the employees in the decision-making process. This is not tokenism, but rather essential involvement, where the employee sees the reason for a procedure and carries out his task more effectively through having been involved in drafting the procedure.

It would appear to me that the most soundly-based research on people and change has accepted the fact that involving all members of an organization in the process is the most effective method. The student council is asking exactly that — to be allowed to share in the decision-making processes of the University. They are not asking to run the University. At this stage they hope to improve it and preserve it, just as we do.

Once we have accepted the fact that the students want in we must then examine what they hope to accomplish once they get in. The heart of their seven areas for negotiation rests with a desire to make the procedures relevant for them. They want improved teaching and the removal of petty rules. If University policies and procedures will not stand the scrutiny of examination by students then we must seriously question the administrators' competence to establish and maintain them.

Our society contains a fundamental contradiction I have never been able to understand. On the one hand, we pride ourselves on our democratic form of government and on the other we operate such public institutions as universities on authoritarian lines — and many people argue this is the way they should be run. But in view of the trend to more personal involvement

in many other areas of life, it seems to me that to maintain an autocratic system in our schools and universities will be to prepare students for a world which increasingly doesn't exist. One of the basic concepts of learning is that teachers and administrators should demonstrate by all their actions the style they wish students to adopt. To do anything else is the most damning form of negative teaching. It is absurd to require students to follow a model of autocracy for sixteen years and then expect that they will later become mature, participating citizens in a democracy.

At this point it should be understood that if participation in decision-making is granted it must not be limited to the few radicals on campus. The most noise and by far the most newspaper space is given to a limited number of students whose views do not necessarily reflect those of the majority of the student body. In my view, the crucial step to take now is to grant participation before the situation deteriorates to the point where the rhetoric of the radicals has obscured any hope of a rational solution. I reject the argument that says students should not be involved in decision-making because they lack wisdom or experience. Such an argument immediately raises the question of where these qualities are to be gained. Certainly if experience with real decision-making cannot be gained at the university, then we are lost.

Changing the governing structure to grant students more participation in decision-making may well create some difficulties, but this is no reason for hesitation. To use anticipated trouble as a reason for rejecting innovation would be a most unprofessional action in a university. Problem-solving, after all, is the forte of the university. It should be possible to grant students a bigger say in the governing process without creating a structure as resistant to change as the present one. The way should be left clear for any reforms in the present structure to be later evaluated with a view to further improvement.

I am purposely vague here as I certainly do not know in specific detail what changes should be made to give students a greater part in the government of UBC. The student council, however, is one area which any reformer should closely scrutinize. It seems to me that student government should be the first experience of the student with democratic government, with all its weaknesses and its demand for an informed electorate. As long as the bulk of the students feel that student council is not making decisions that truly affect them they will leave the fight for participation in decision-making to a minority. I am sure that if the students knew that their elected representatives would have a real voice in the University's government the sense of urgency for participation would be strong enough to reject destructive radicalism as a mean of achieving their goal. I believe any new arrangements to give students a bigger part in decision-making should grow out of the existing structure of student government.

Whatever path is followed will involve dangers. The taste of power may be too much for the student leaders. Demands may go beyond reason. Reforms may not come fast enough for the liking of the students. These dangers must not be minimized. Experiences on campuses all over the world have shown that conflict does occur. We must expect in the next few years University reform which a decade ago would have been unthinkable. The reforms will be interpreted by many as signs of weakness on the part of the administration. They will not be. Rather, the steps which must be taken to bring about more student involvement and participation will be in keeping with fundamental democratic principles and the desire of all of us to create a University that has meaning and relevance.

*Mr. Carter, who is vice-principal of Point Grey Secondary School, graduated from UBC in 1954 with a bachelor of arts degree. He is a member of the B.C. Teachers' Federation commission on education which is analyzing the need for change in B.C.'s elementary and secondary school system.*



Student militancy and student revolt have become the commonplaces of the 1960's. In the west and the east, among countries dedicated to free enterprise and countries dedicated to communism, and in the nations of the Third World as well, students have risen in revolt so frequently over the past five years that those who see life in terms of conspiracies find little difficulty in perceiving a sinister combination against their way of life, a new International rising as a spectre to haunt their tranquillity. But, though the methods of the student rebels throughout the contemporary world are often similar, ranging through various forms of direct action, sit-ins, and strikes, to riots and barricades in the classic revolutionary tradition, their unity is of spirit rather than organization, and their aims have shown considerable variations.

Student revolt, like the conflict of the generations, is nothing new, though the scale on which we are experiencing it is unprecedented, for the very good reason that there are so many more students than ever before. In the middle ages, the Sorbonne was noted for the fury with which its members would defend — if necessary with sword in hand — what they regarded as their special rights and privileges.

In Tsarist Russia the universities were often closed down because of student unrest, and young men and women who could not get the education they desired, frequently migrated to Switzerland or Germany, where they studied in freedom, often lived in communal poverty, and conspired against the Romanov tyranny at home. The universities manned the Populist movement, and it was as students that both Lenin and Kropotkin developed into active revolutionaries.

In the post-war years student revolt has often developed along fairly traditional political lines. The action of the Indonesian students who played a key role in the overthrow of Sukarno's regime is a good example. And there is a sharp and evident difference between the aims of student rebels in totalitarian countries and those in the free enterprise countries of the West.

In Warsaw and Prague, in Moscow and Madrid, the students have fought on simple libertarian issues. They are demanding a freedom of speech and of thought which have long been denied them, and in this they are carrying on the tradition for which many Hungarian students gave their lives in 1956. Their aims are clear, their fight is straightforward—a fight of freedom against tyranny, and they arouse our immediate and unqualified admiration.

Elsewhere the issues are more complicated, and it is with a great deal of bewilderment that the adult westerner, whether of conservative or liberal inclination, witnesses a generation that enjoys more wealth and more apparent freedom of action than its predecessors, rebelling against the values of its age, and in its apparent confusion of motives, often raising up as heroes such figures as Ché and Mao, the very types of the rigid dogmatists against whom the students of Warsaw and Moscow are today fighting for their intellectual lives.

In its mass form the present student revolt in the west can be dated from 1964, when the students of Berkeley protested against the administration's infringement of free speech rights on the campus of that massive and phenomenally wealthy university.

### **Bureaucracy is one of the great enemies of freedom and fertility of thought**

Since Berkeley, the student protests have varied in their immediate academic objectives. In France the students have been fighting against an antiquated, authoritarian system dating from Napoleonic days, under which the universities have been subordinated to a strict, centralized and inflexible governmental control. In the United States—and increasingly in Canada—the main target has been the kind of university which has developed since the last war under a dual impulse: the demand of the state and of industry for an ever-increasing trained personnel, and the democratic conception of equal opportunity which demands that every young person should be given as much education as he is capable of absorbing. In current jargon, this new type of university is called the multiversity, and during the past decade the University of British Columbia, among others in Canada, has been developing rapidly in that direction. In the multiversity, there is a fatal tendency for the multiplication of specialisms to create the necessity for ever greater bureaucratic co-ordination, and bureaucracy is one of the great enemies of freedom and fertility of thought. As a pair of younger educators has stated:

"The result of these tendencies is the series of paradoxes which frustrate everyone at the multiversity. There are more top scholars available to the student, yet he is lucky if he meets a single one personally during his undergraduate years. There are far more courses and resources than at a university, yet most classes are so large and impersonal that the students have trouble taking advantage of what is being offered. The teacher is courted and paid on all sides, yet cannot get a say in running the university, or cannot get time to do his own work, or cannot do it without being forced to publish in season and out. Education is lauded on all sides,

*George Woodcock, in addition to being professor of English at UBC, is editor of the journal "Canadian Literature," and a noted author and literary critic. He has written a highly-praised study of British novelist and essayist George Orwell entitled "The Crystal Spirit," and a book on anarchism.*

## **STUDENT REVOLT**



By **GEORGE WOODCOCK**

and huge sums of money are pumped into its development. Yet a great many people report a basic disillusionment with the quality of the education in which they are engaged."—The University Game, edited by Howard Adelman and Dennis Lee, Toronto, 1968.

Few of those engaged in one of the major North American academic communities would deny the justice of these strictures, or that the conditions they describe do result in at least some sense of alienation among both faculty and students. By now even administrators are beginning to seek ways by which the worst effects of the multiversity can be neutralized, and among both faculty and students there have been growing demands for a democratisation of university government, though these two sections of the academic community have not often seen eye to eye on the way in which such power as is wrung from the administrators and the governors or regents should be divided.

This brings us to the wider dimensions of student protest. By 1968 there are links between the leaders of student resistance in America, Canada, France, Britain, Holland, Italy—but all the movements they represent arose autonomously out of the special circumstances within their own countries, and if there is anything that has up to the present characterized the world movement in general, it is its reluctance to become centralized. Revolts at particular universities are still organizationally local affairs, though they are undoubtedly affected by example and even, to an extent, by the interchange of evangelists who spread the doctrine that what is wrong with the universities is a reflection of the sickness within society as a whole. It is true that only a minority, even of the students who struggle for greater power within the universities, are social revolutionaries, but the great majority have a receptiveness to new ideas and an easily aroused solidarity which distinguish them from the buttoned-up classes of the 1950's.

In a rough way, one can divide the present generation of students into four categories. The professionals are there for training rather than education, and are mainly concerned to master the body of knowledge necessary to get their degrees and start work; they remain generally aloof from—though not necessarily unsympathetic to—the movements of protest. Next come the many students taking arts and sciences courses, either because they have nothing better to do, or because a BA has become the minimum ticket to most worthwhile white-collar jobs; these are the silent ones who may feel a vague sympathy for the rebels, but are generally inactive, even in student elections, unless the administration goes out of its way to create martyrs, when—as happened at Berkeley and later at McGill—the student masses join in the demonstrations of protest.

The main inspiration and activity of student revolt comes everywhere from a relatively small minority. It is estimated that a core of little more than 500 students out of 17,000 was mainly responsible for

the recent conflict at Columbia. This nucleus can again be divided into two groups. There are the disillusioned idealists, those who came to the multiversity seeking, out of love of learning, a genuine education. Most student disaffection of this kind comes from the arts and the social sciences, the neglected areas in larger universities, the faculties whose ordinary graduates have the least prospect of profitable employment, the heart of darkness where the teaching assistants perform with least encouragement the apprentice drudgery of their profession.

Too often students find the very disciplines that should reveal the wonder of the world and the creativity and dignity of man reduced to niggling analysis and uninspired pedantry, for even here the dead hand of specialization has reached in. Some accept and carry on to professorship. Some drop out into one of the lesser conformisms which are the badges of non-conformity in our age. Some enter the struggle for student power, in the hope of winning a say in their academic destiny. And a minority within that minority, drawn especially from the social sciences, become militant radicals, wielding an influence disproportionate to their numbers.

It is these radicals who provide what ideology exists in a movement that has been lacking in the theoretical fervors which characterized the Old Left of the Thirties. Most student radicals would regard themselves as part of the New Left, though they eschew orthodoxy and deprecate the sectarian witch-hunting that characterized the Communists and Trotskyites of the past. Yet they have their own conformity, and their basic viewpoints are easily defined. They believe that contemporary western society is sick, infected by the materialism of its way of life, and that, so far as North America is concerned, the Vietnam war and the race-war are the great manifestations of that sickness. (Student radicalism in its present form actually emerged from the American civil rights campaigns and many pioneer activists learned their militancy in the struggle in the deep South.) The structures of the university and of society as a whole are authoritarian, based on illegitimate power, to be replaced by a participatory democracy, in which the people actually involved in any process (teachers and students in the case of learning) shall control it.

Since most student activists are neither eloquent in speech or writing, or even very well-read—and indeed often cultivate an affection of contempt for such qualities—it is not always easy to decide where they derive their ideas, particularly as another of the affectations which is part of their special pattern of conformity is a contempt for history. But they do derive a great deal from the less authoritarian aspects of Marx, some of them acknowledge that their ideas of direct action are derived from the syndicalists, and their theory of participatory democracy is a direct though usually unacknowledged

### **The ideology of the student revolt rejects history in favour of the instant solution**

borrowing from the anarchists. Overlaid on all this, a lurid decoration, is the inconsistent cult of romantic totalitarians like Ché Guevara and Ho Chi Minh.

Thus the ideology of the student revolt, though in theory it rejects history in favor of the snapshot view, the instant solution, in fact draws its ideas from the long tradition of the Old Left, just as the Diggers delve back to a seventeenth-century proto-anarchist for their name and some of their philosophy. But one lesson of radical history the newer radicals may be in need of learning: the ease with which a class of revolutionary militants can harden into a potentially reactionary elite. It is disturbing that the near-Nazi NPD has cordially welcomed the student revolts in Germany. And even in North America there have been disquietingly totalitarian implications in the strategic plans for using the mass of the students as shock troops published in some New Left periodicals, and in the kind of manipulation of situations and people that has taken place on some campuses.

As a libertarian, I sympathize with the desire of students for a freer and less materialistic society, as a member of an academic community I think their grievances against the multiversity are in the main justified; I believe university government must be radically changed. But I think it is time the Chéist and Maoist and Hoist myth-making and sloganising of the activist wing were abandoned to consider some of the practicalities of the situation. For there are genuine problems involved in democratising a university, even with the best will and the most libertarian intent.

How, assuming power is to be vested in active members of the academy, is it to be divided between those who represent continuity (the faculty) and those who are temporary and constantly replaced (the students)? How can a freshman be regarded as competent to decide how or what he should be taught in a field of which he is ignorant? How are those who now fight for power to avoid the corruption they now see in those who at present wield it?

Given the sad history of trade unions, what guarantee do we have that student committees will be any less authoritarian than faculty or administration committees? Is not less power, based on a change in the direction of the university towards less complexity, a better aim than the multiplication of powers? These are random questions, and many others like them might be asked, but the way they are answered lies at the heart of the problem of liberty and authority in this as in any other other situation within human society.

# UNIVERSITIES

are now bearing the brunt of an attack against society as a whole, but they will accomplish needed reforms to improve educational quality

By JACK STATHERS

"A free university in a free society." This, according to Martin Loney of Simon Fraser University, is the slogan of S.D.S., the radical Students for a Democratic Society movement which is 30,000 strong in the United States today. This movement and others similar in motive are shaping the program for university reform throughout the world. The parallel Canadian organization, Students for a Democratic University (S.D.U.) is meeting regularly on the UBC campus now.

These people seek a great deal more than mere academic reform in the universities. Their objective is social revolution. They would change our universities to become the training ground for radicals who would work towards sweeping international social revolution. Their ideological tone is unmistakably Marxist and the attack is against our entire social order. These students wish to control the universities financially and academically to the extent that their philosophy and ideals will shape the entire educational programs of the institutions.

As Martin Loney put it recently, "if we produce the sort of university we want we are going to run head-on into the corporate elite of B.C. because the sort of people who come out of that university will not go and work in the corporate firms of B.C."

The revolutionary tactics and philosophy of the student power movement are clearly set out in an article by Carl Davidson, Inter-organizational Secretary of the Students for a Democratic Society, entitled "The New Radicals and the Multiversity," which, I believe, appeared in *Our Generation*, a student radical magazine. This is a reading must for anyone wanting to understand student activism. It can be obtained by writing to 3837 St. Laurent Blvd., Montreal, P.Q.

The intellectual roots of the student movement for university reform are planted firmly in the new Marxist writings on social revolution. Even the more moderate liberal students draw their strength and support from the radical socialists. The two groups differ not so much in their ideals or even their political philosophy as

in their methods. The more militant radicals believe that confrontation politics, that is, sit-ins, strikes, demonstrations and the like will bring action on their demands. The liberal student does not go this far, but prefers to work towards acceptance of his ideas by discussion and negotiation. An example of the latter is the brief recently presented to the University by UBC's Alma Mater Society. It is a demand for negotiation on academic reform phrased in terms of accomplishing ultimate social reform.

There are two rather simple reasons as to why the confrontation is taking place in the universities. The people who are thinking deeply about social injustice tend to be concentrated in our universities. This is where we find a large number of young people not committed to defending the status quo and free to think and act in an unorthodox manner. In other words, it is largely an intellectual movement. The second reason is that universities are vulnerable to this kind of attack. They profess to be highly democratic institutions whose traditional concern is to foster freedom of thought and expression, whether radical or orthodox. This means that the arguments of the radical student movement — which have some intellectual appeal — must have a hearing.

The problems of dealing with academic reform have always been and should always be with us. The University can cope with this. But to deal with an attack against society as a whole is really quite beyond the responsibility of the university administrators. At present — and the public should bear this in mind — university administrators are carrying the load of discussion and negotiation on behalf of the entire community. I believe the radical students should carry their campaign for wider social reform into the area where this belongs — the political arena.

As to the university or academic reform itself, I believe there is undeniably work to be done. The students ask for a greater say in the academic and financial management of the University. In many areas they have a good case. The "Mickey Mouse" courses and the dry text book lectures must be eliminated. For decades students have complained of these things and yet they persist. If the students can cause the University to achieve higher standards of academic excellence by greater participation in planning and management then we will all benefit from their action.

We must recognize, however, that many of the other student complaints can only be eliminated if the universities receive adequate financial support. At present our universities can barely keep pace with the demand. UBC's enrolment will be over 20,000 this year, more than double what it was only 10 years ago. There is not much possibility of a slackening in the demand. Our universities are not being given the chance to adjust. There is no breathing spell. It's simply a constant battle to keep the doors open to all the young people in B.C. who qualify for entrance. To expect academic excellence and widespread university reform in the midst of the confusion and tension of meeting such ever-increasing needs every year is to expect nearly the impossible.

We must bear in mind too, that the faculty is not completely satisfied with the current state of affairs. The system of rewards for academics recognizes far more readily proficiency in research than in teaching. A young academic is under great pressure to direct his attention accordingly. A further complaint in some academic circles is that the sciences, in training young people for jobs in business and government, receive a disproportionate share of financial support. The humanities, traditionally at the heart of our universities, have to get by with a great deal less and the quality of education suffers. This complaint is voiced strongly by the student activists as well.

In summary, it is obvious that our universities are bearing the brunt of an attack against society as a whole and that the student activists at the forefront are strongly inclined towards Marxist socialism or, as they might say, Marxist humanism. University reform to bring about academic excellence within the context of our present social and economic structure is completely overshadowed by the intent of the radical activists. Our universities must and will accomplish reform to achieve a higher quality of education. But it is hoped that they alone will not be expected to deal with the demands for sweeping social reform. This is the task of society as a whole. Alumni and all friends of our universities should call for and support proposals to achieve higher quality and greater opportunity in education while at the same time shouldering some of the responsibility of understanding and responding to the attitudes of radical student activists.

*Mr. Stathers, who is the director of the UBC Alumni Association, obtained a bachelor of arts degree from UBC in 1955 and a master of arts degree in 1958. He emphasizes that the views expressed here are entirely his own and do not necessarily represent the position of the Alumni Association.*

# Improving Student Life Aim of Arts Group

By PROF. JOHN H. YOUNG  
Acting Dean of Arts

This spring a decision was taken to establish a committee to advise the acting dean of arts on ways and means of improving the quality of student life within the faculty. The objectives for a committee of this kind were suggested in *Guideposts to Innovation*, the report of a President's committee on academic goals issued in 1964. In chapter IV on the "Quality of Student Life," the authors of *Guideposts* discussed the importance of adequate counselling and went on to say:

"Even more pervasive than faculty counselling in determining the intellectual quality of student life are such factors as: the inevitable pressures of bureaucratic procedures involved in administering the large community of young people; the student's adjustment to the cosmopolitanism of the student body; the absence of the guiding influences of the smaller, local milieu; the relative dearth of common rooms for informal discussion; and the non-residential housing of the majority of students. If the intellectual benefits of the University are to be fully enjoyed, the advantages to be drawn from these conditions must be exploited, the disadvantages minimized."

The proposal for a committee to deal with these matters was discussed with a number of heads of departments and members of faculty and the first meeting of the committee was held on May 9th, 1968. At this meeting it was agreed that students should be included in the group.

It was decided that since the presidents of both the Alma Mater Society and the Graduate Students Association were both from the Faculty of Arts they should be included in addition to the acting president of the Arts Undergraduate Society.

All three presidents were asked to nominate another member of their executives with the result that six students were added to the committee. The composition was therefore as follows:

J. H. Young, acting dean of arts and economics, chairman; Geoffrey Durrant, English; C. W. Miller, English; Miss R. L. White, French; W. E. Willmott, anthropology and sociology; D. L. Sampson, psychology; Jacob Zilber, creative writing; C. W. Humphries, history; Rev. G. F. McGuigan, economics; Robert Harlow, creative writing; Miss M. C. Frederickson—assistant to dean of

women, honorary secretary; Ralph Stanton, President, A.U.S.; Miss Gyda Chud, member, A.U.S.; John Tilley, president, G.S.A.; James Tweedie, member, G.S.A.; David Zirnelt, president, A.M.S., and Carey Linde, vice-president, A.M.S.

In successive meetings a number of issues have been raised and several have been resolved. The committee has avoided general debate on principles and has instead concentrated on recommending a series of practical steps for improving the quality of student life.

One of the first items to be dealt with was the provision of snack bar facilities in the Brock Hall and the Buchanan building. With the opening of the Student Union Building it appeared that the Brock facilities would be closed down completely and students in the Buchanan or Brock would be faced with a long walk if they wanted a cup of coffee.

Members of faculty, moreover, complained of a lack of facilities

which would make possible informal contact between teachers and their students and argued that the establishment of new facilities in the Student Union Building would not be of much help to those lecturing in the Buchanan.

The Committee looked into this question and recommended the establishment of a snack bar in the Buchanan lounge. The Alumni Association contributed to this venture and this facility will be in operation in the fall.

A proposal was put forward for a new temporary facility in the Brock but it now appears that enough of the present services will be retained in the Brock to deal with the likely demand. Plans for dealing with the needs of students and faculty in the Henry Angus building are still under consideration.

A second problem considered by the committee was the crush of students likely to result at registration.

Some thinking had already been done on ways and means of assisting first year students, and the Committee suggested, and assisted in implementing, a plan for an early registration for first year students.

The Alumni Association made available a grant to provide free coffee and soft drinks for students taking advantage of this more informal and leisurely introduction to the University.

A third question concerned the provision of information to first and second year students on the programs of study available within the faculty of arts. It was decided that one way in which this could be done was by an invitation to the heads of departments in arts to provide noon hour lectures on the work of their departments and the recent developments in their disciplines. This suggestion was accepted by the heads and arrangements have been made for a series of lectures on Wednesday noons in the auditorium of the Student Union Building. Eight have been scheduled for a start and if these prove to be successful the series will be continued throughout the winter.

Other problems and questions have come up for discussion. Members of the Committee have looked into the preparations made by the Bookstore and Library to deal with the demand for textbooks and reserve material. As always, some members of faculty have been slow in making known their requirements and steps have been taken to goad the laggards.

A question has been raised about the procedures for registration and a sub-committee will report on this problem at the next meeting. More generally the committee is attempting to investigate all complaints raised about administrative procedures which are unnecessarily complex and time-consuming.

Another question which has been under continuing study in preparation for presentation to the faculty and Senate is a proposal for a special week in the spring term when an effort will be made to offer a rather different program than that available throughout the rest of the year.

## UBC Named Founding Member of Institute

The University of B.C. has been named one of four founding members of an international institute to promote research on India by Canadian scholars and students.

An announcement of the establishment of "The Shastri Indo-Canadian Institute," honouring the late Indian prime minister Lal Bahadur Shastri, was made in Ottawa August 20 by the Canadian and Indian governments.

Three million Indian rupees (about \$425,000 Canadian) will be made available by the Indian government over the next three years to support field work by Canadian scholars in India and to purchase periodicals and books on India for the libraries of the founding members of the Institute.

Founding institutions, in addition to UBC, are McGill University, where the Canadian head office of the Institute will be located, the University of Toronto, and the National Library of Canada.

The rupee fund used by India to enable establishment of the Institute is one which has accumulated as a result of Canadian foreign aid.

It will be divided equally to support faculty and student fellowships in India and to acquire library materials. It will provide an estimated \$75,000 per year for support of studies in India by scholars associated with Canadian universities and will deliver approximately 10,000 books and periodicals annually to

the libraries of each of the founding institutions.

Dr. Barrie Morrison, of UBC's Asian studies department, said establishment of the Institute meant a major advance for Indian studies in Canada.

"It should encourage the building of scholarly interest in a country of great importance to the long-term development of Asia and make it feasible for UBC to develop its resources for the study of Southern Asia."

UBC's offerings in south Asia are already among the most extensive in Canada. It offers some 25 undergraduate and graduate courses in history, language, literature, geography and politics which are staffed by 15 faculty members.

Under the terms of establishment of the new Institute, one copy of each research study undertaken in India by Canadian scholars will be presented to the government of India.

Membership will be open to all Canadian universities and colleges in accordance with the constitution of the Institute and the affairs of the organization will be managed by a board of three to nine directors.

There will also be two advisory councils to the Institute, one in India and the other in Canada. The Councils will advise the Board on all matters affecting the administration of the Institute and the Indian Council will advise on suitable areas of research in Indian studies.

## Alumni Form 'Mini Royal Commission'

The Student Power movement has unceremoniously opened up a Pandora's Box of philosophical questions, many of which are overdue for serious consideration. One of the most urgent, of course, is the question of the proper nature of the university today. Is its true role that of a knowledge factory producing highly skilled professional people all finished and ready to "plug into" the present economic and social system? Or should it be a launching pad for social reform movements? Or something else again?

In the public discussion so far — on the UBC campus at least — these questions have only been touched on in general terms. Equally general has been the discussion on such concomitant questions as what should be the structure of university government, the nature of the curriculum and of student-faculty relations.

It is to remedy this defect and to attempt to arrive at some practical proposals in areas needing reform that the UBC Alumni Association is sponsoring a "mini royal commission" into the entire question of student unrest at UBC. Coordinator of the Alumni Commission on Student Unrest is Nick Omelusik, BLS'66, head of acquisitions for the UBC library. Jim McKibbon, a CBC public affairs radio and television broadcaster, is serving as chairman of the commission's proceedings.

Omelusik said the problems facing universities today are too important for the debate to continue much longer in general terms. "I'm hoping we can be as specific as possible," he said. "The time for generalities is over." Out of the inquiry, which will be free-

ranging, Omelusik said he hoped the commission will come up with some specific findings and recommendations.

Jim McKibbon said he views the commission's role as being, in a large degree, that of a sounding board on problem areas in the University. "We should be prepared to receive briefs from the entire spectrum of the University, ranging all the way from Dr. Hare's office to the janitorial staff," he said. "There's no reason why this shouldn't even be extended to the public — they pay the taxes." He said the commission should begin receiving briefs in mid-September and, hopefully, have the study completed by early in the new year.

The commission will attempt not only to discover the sources of discontent in the University, but also the extent of it. "We want to find out whether campus unrest involves just a hard core of anarchists or whether it is something that is genuinely representative of the campus," McKibbon said. "So, in a sense, this is a challenge for both the so-called radicals and moderates to come out and state their case."

Omelusik said the commission, now planning its fall sessions, had been under discussion in the alumni association since early spring. "What happened is that the Columbia situation, combined with the European convulsions, made us realize the extent of social change now underway, particularly in the universities," he said. "We felt we had to take some constructive action." He added that conditions at UBC are far from

resembling those at Columbia University or many European universities.

"We've had a tradition of student participation here," he said, "but, of course, that doesn't mean we shouldn't sit down and discover what specific changes need to be made." McKibbon commented that a university community should be able to analyze its problems and arrive at rational solutions. "I would say that we're trying to open up areas of communication in order to prevent an eruption into irrationality," he said.

The alumni association, Omelusik continued, is sponsoring the study as a service to the university. "We're a neutral body — we're not directly involved — so perhaps we can provide a more objective investigation of this than if the president's office or some other University body had undertaken it," he said. He said the report with recommendations will be referred to the alumni association's board of management, to the president of the University and to the University Board of Governors for consideration.

The commission membership is drawn from the general public (McKibbon), students, faculty, university administration and alumni. The other members named so far are Dr. David Suzuki, associate professor of zoology; Les Rohringer, director of UBC housing administration; Ben Trevino, Vancouver lawyer, and three students, Peter Braund, a third-year law student who is a former Alma Mater Society president, James Tweedie, a graduate student in anthropology, and Duane Zilm, a third-year engineering student.