

# UBC REPORTS

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RETURN POSTAGE GUARANTEED

## THE ANATOMY OF A SIT-IN

Violence on the UBC campus became a frightening possibility on October 24 and 25 when hundreds of students invaded the Faculty Club and staged a sit-in for 22 hours. As it turned out the demonstration was relatively peaceful and broke up at noon on October 25 when students voted to vacate the Club to attend a rally organized by the Alma Mater Society on the Main Mall. The sign below, which made its appearance in the Faculty Club shortly after the demonstration began, summed up the feelings of many students and of Faculty Club officials and faculty members who rallied to contain the sit-in. For a description of the sit-in and its aftermath, and comment on its causes, turn to pages four, five and six.



LET'S NOT HAVE  
ANOTHER BERKELEY

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11-10-68

ANTI-CALENDARS, OR EVALUATIONS OF THE TEACHING ABILITIES OF UBC PROFESSORS, HAVE BEEN APPEARING ON THE CAMPUS FOR A NUMBER OF YEARS. REACTION TO THESE STUDENT-PREPARED DOCUMENTS HAS RANGED FROM STATEMENTS OF TOTAL APPROVAL TO CRIES OF OUTRAGE. THIS ISSUE OF 'UBC REPORTS' LOOKS AT ANTI-CALENDARS FROM SEVERAL POINTS OF VIEW. BEGINNING BELOW IS A COUNTER-STATEMENT TO THE 'ARTSCALENDAR' OF THE ARTS UNDERGRADUATE SOCIETY. ON THE PAGE OPPOSITE, UBC'S ENGINEERING DEAN DESCRIBES A PRIVATE ANTI-CALENDAR, AND ON PAGE SEVEN THE EDITOR OF THE SCIENCE ANTI-CALENDAR TALKS WITH 'UBC REPORTS' AND THE FACULTY'S TOP ADMINISTRATORS

# ANTI-CALENDARS

## Artscalendar A Counterstatement

By William E. Fredeman,  
Professor of English, UBC.

Because my personal strictures on the *Artscalendar* are so severe, I should like to make clear at the outset that my opposition is not to student criticism of instructors and courses, nor even to the *idea* of student evaluations *per se*. Objectively compiled and responsibly edited, student reactions might easily provide constructive information useful to departments and faculties in their continuing review of curriculum and staffing.

In institutions where student surveys have flourished successfully, the reports have been characterized by integrity, objectivity, and nonpartisanship. The rationale of such surveys is the elementary right of students to protest "Mickey-Mouse" courses and bad or irresponsible teaching or unfair assessment; but they should be more than just consumer reports.

Whether such reports should be published is a controversy made academic by their publication. My own view is that formal anti-calendars probably do more harm than good and that students should voice their grievances directly to instructors and heads of departments far more frequently than they do, rather than suffer in silence and seek anonymous retribution via an anti-calendar. If they are to exist, every attempt should be made by the sponsoring organization to make the evaluations accurate, objective, and complete. Reliability rather than petulance, vindictiveness, or axe-grinding should be the standard against which the total performance is weighed—and the evaluations should themselves be evaluated.

Free expression is not license, and if the sponsors either offend the taste or violate the rights of individuals, or of the academic community, they should be held culpable, even criminally so if warranted.

Anti-calendars do not have a long history at UBC. *The Black and Blue Review* was inaugurated in 1965, and (missing one year) has appeared three times. The *Artscalendar* began last year and has recently made its second appearance. Even a cursory comparison of the two documents reveals significant differences—in methodology, statistical control, concern with accuracy, and format of reporting—and perhaps it also dramatizes the intellectual and emotional polarity between Arts and Science students.

The disparity goes well beyond any simplistic distinction between the subjective verbal types who gravitate to Arts and the more objective, dispassionate minds attracted to the Sciences. It is, initially, a disparity involving the integrity of the sponsors and editors. There is much to criticize in *The Black and Blue Review* but little actually to disparage. Its objectivity, for example, is more apparent than real, owing to the statistical nature of its evaluations (summary ratings run between -3 and +3, with 0 representing the average), and the seeming impersonality of the statistical graphs is frequently negated in the verbal precis on a given instructor. The statistics themselves tend to seduce one into forgetting that, like its Arts counterpart, *The Black*

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and *Blue Review* reports student opinion, not necessarily fact.

However, taken all in all, this Science anti-calendar evinces a maturity absent from the Arts review. Over three issues, *The Black and Blue Review* has evolved into a publication that provides the basis on which to build a useful and responsible annual survey, and it should be encouraged by the faculty to devise more accurate, less cumbersome procedures in future issues, if it is to continue. Clearly, a substantial shift in the composition of the editorial board could alter appreciably the nature of *The Black and Blue Review*, but in this year's number at least, there is strong evidence of an honest attempt to provide an impartial appraisal of Science courses and instructors, and the emphasis is primarily academic.

By contrast, the *Artscalendar* is candidly and unapologetically political. Priding itself on being "subjective and hence not 'scientific'" (an explanation, not an excuse), the untitled 1968 *Artscalendar*, which

## Editors Values

### Anti-intellectual,

### Anti-social, and

### Anti-educational

last year was metaphorically underplayed as *Songs of Innocence and Experience*, is so biased in its assumptions that even those who are singled out for special praise may well be skeptical of their attainments.

The grand target of the *Artscalendar* is THE SYSTEM, and the tactic of the editors is to challenge both its philosophical assumptions and the mechanics of its operation. The imperatives of the editorial position are dogmatic and categorical, without resort to either documentation or verification. Beginning with the totally unsupportable generalization that education in the Arts Faculty at UBC is "dismally mediocre," the editors establish corollaries that are sweeping: no learning takes place in overcrowded classrooms; the content of survey courses is "superficial and meaningless"; competition (based on the grading and examination system) is "idiotic"; examinations are "pointless harrassments [sic] and merely "regurgitation sessions"; the prerequisite system is "stupid"; and course requirements are (very tame!) "arbitrary." Opponents of this editorial position are castigated as "rhetoric spouting conservatives" who "sell out" their students by conspiring to insure that they are "faked out of their intelligence."

It is against such impressionistic dogmatism, passing for academic criteria, that courses and instructors are weighed in the evaluation section of the *Artscalendar*. Violently opposed to conventional forms of instruction and evaluation of performance, the editors make it clear, to this reviewer anyway, that their values are essentially anti-intellectual, anti-social, and anti-academic, totally incompatible with that elementary diversity on which a true university thrives.

Professors who reap meritorious distinction must satisfy at least four predetermined qualifications: first, they must employ a seminar rather than a lecture technique in the classroom; second, they must neither believe in nor give examinations; third, they must be lax on deadlines; and, fourth, they must be "receptive to student criticism"—the most reiterated phrase in the *Artscalendar*.

If at the same time, they are "good guys", oriented to student reforms rather than to their discipline; if they are properly complexioned politically; and if they establish themselves on a first-name basis with their students—they may become candidates for the new Master Teacher Award. Professors who manifestly differ from these activist premises are apt to be criticized if even minority evidence can be gleaned from student reports. Should student reports endorse such a professor, he is likely to be dismissed peremptorily by the compiler, and the classes of certain instructors are not even canvassed.

It is difficult to escape the conclusion that some of the reports are tailored by the compilers, and several pieces of evidence tend to strengthen this suspicion. Most convincing is the ubiquity of the anonymous perpendicular pronoun that punctuates the *Artscalendar*. (As an aside, the persistent anonymity of this document may itself be indicted. Whereas *The Black and Blue Review* provides at least a listing of its editorial board, the *Artscalendar* refrains from identifying even the signatories of three wholly impressionistic sections—the "Reflections on Anti-Calendars & Goodbye to All That," and the two (student and faculty) testimonials on Arts I, which, with characteristic blanket assertion, is editorially described as "the best thing that has happened for students at this institution for many a year." Perhaps it was the close "colleaguial [sic]-relationship" (as the Arts I instructor called it), coupled with the absence of pressures, liberal deadlines, and no examinations, that generated all this ecstasy.)

We are told that "all reviews are one person's selections of a number of opinions," but similarities in diction and style and in the prevailing tone and biases, between the "I's" of several sections are too striking to be accidental. How subjective the reviewing can become is clearly indicated in the report on Sociology 315, which begins, "Students reported favorably on this social stratification course, but I sensed an air of disinterest [sic] in the evaluations . . ." (italics mine).

Other major indications of non-objectivity are the extreme selectivity of courses and instructors surveyed and the large number of evaluations based on a statistically unreliable number of returns, surprising in view of the editorial assurance that "most evaluations are based on more than 50 percent response." The reservation which follows, that "we did write-ups on less data when we thought a trend was clear," is only disingenuous in the face of several reports based on a single response, hardly sufficient to establish a "trend" in any but the most prejudiced mind.

Finally, one wonders whether the frequent recurrence in the individual evaluations of the "criteria" advanced in the preamble (and already delineated) really indicates unanimity of student opinion or so much drum-beating by the *Artscalendar* "establishment"?

In fairness, it should be observed that not all the evaluations in the *Artscalendar* are based on the subjective criteria that lead one compiler into the logical perplexities of saying of one instructor that "he speaks well but says little, being totally unreceptive to student criticism." The instructors in Psychology 100, for example, are given a voice in defining that course, which many students felt lacked clarification, and their comments are set against the student responses. And the Economics survey, while not quite a model of statistical objectivity, is based on a computerized questionnaire and a 95 percent response. In fact, generally, the social sciences are more objectively reported than the humanities departments in the faculty.

Turning from the larger document, it may be constructive to focus on a single department to illustrate

## Saving Grace of Anti-calendar is Integrity of Mass Of UBC Students

the techniques of the *Artscalendar*. I choose English because it is the department I know most intimately, because, as the largest and most exposed department in the faculty, it should serve as a kind of microcosm, and because it has been, owing to the most singular instance of irresponsible reporting in the entire document, the subject of considerable discussion in the campus press.

The *Artscalendar* surveys 22 of the 33 undergraduate courses offered by the department in 1967-68. Of the 11 courses excluded (without explanation), eight were not reported on last year. One quarter of the English section is given over to English 100 and 200; for the first, there is no distinction made between teaching assistants and full-time staff, and both course reports are swelled by superfluous reiterated comments on the examinations, which are standardized for all sections.

Both courses are criticized for not being "contemporary enough," despite the fact that English 100 treats not just modern but contemporary literature, and English 200 is by definition concerned with earlier writing. In the case of English 200, a "survey course covering almost everything (italics mine) from Chaucer [sic] to Dickens," the material, which is classed as "relatively old English literature," is condemned, by some mysterious transfer of logic, because it "did not encourage critical or analytical thinking"—this of Shakespeare, Swift, Jane Austen, and Dickens; and last year's course didn't even require "Chaucer"!

As in the surveys of other departments, professors are praised for being "receptive" to student criticism and/or opinions and ideas, (in one instance for accepting both "sensible and non-sensible statements"); for "freeing" students from examinations (it was observed of a course in another department that "not a single respondent in this section complained about the fact that there were no exams"); for not being "dogmatic" (of one professor it is remarked that "his reception to criticism was poor because of his adamant adherence to his own ideas"—presumably an attack on the specialist role of the professor); for being "liberal in thought" and for being "available at all times to students."

Condemned are "pedantry" (manifested in one instance by close textual analysis); professors who lecture ("more learning than thinking was required of this course" complains one review); professors who begin with the not outrageous assumption that they, not the students, are the specialists in the classroom; and professors who are conventional in their approach and traditional in their insistence that students should master a body of material.

The results of such opinionated polling can be totally misleading to student ingénues unfamiliar with departmental types and personalities; to anyone sufficiently aware of who's who in the department, the evaluations can be ludicrously generous or grotesquely damning distortions of the reality which is supposedly being tabulated—depending always, and of course, on one's particular point of view.

The saving grace of the *Artscalendar* is the inherent integrity of the broad mass of students who complete the questionnaires. Many students are over-generous in their evaluations of their instructors and more tolerant than they perhaps should be of bad or irresponsible teaching. They are prepared to make wide allowances for

diversity of approach in teaching and patient of personal idiosyncrasies in instructors.

As responsible members of the academic community, they are sensitive to the potential dangers of broadcasting teacher evaluations and skeptical of their own ability to criticize fairly, and it is their honesty that accounts for the generally favorable nature of such a high proportion of the reports on individual instructors, even when there is widespread dissatisfaction with the content and organization of a particular course.

The most notorious instance in the *Artscalendar* of misrepresentation and slanted appraisal is the report on English 355, the course in Chaucer. Without recapitulating the scandalous examples of bad taste of which this report is concocted, it should be noted that the instructor has been twice maligned in Arts anti-calendars. In both instances, he has been supported by his students in letters to the editor of the *Ubyyssey*, and in both instances the editors of the anti-calendars have been pressured into issuing public apologies: last year to the wrong professor, this year without a retraction.

By failing to exercise an appropriate restraint in editing the student questionnaires, which this year were not even marginally representative of a combined enrolment in two sections of between 90 and 100 students, the editors reveal themselves as either callously unconcerned with, or incredibly oblivious to, the damage that may be done to any instructor so unfairly violated. The survey of English 355 exposes in miniature the way in which editorial distortion can operate in an anti-calendar.

Incidentally, it illuminates a paradox in the activist mentality, which demands recognition of its humanistic worth while at the same time it is careless of the rights of others. Like other contradictions in the present student movement—militant pacificism, intolerant liberalism, exclusive freedom of expression, which precludes dialogue by silencing the opposition—this one is a potentially dangerous weapon in the hands of

## Protest Offers Opportunity for Re-examining Present Procedures

messianic, self-righteous "progressives" for whom any means justifies an idealistic end.

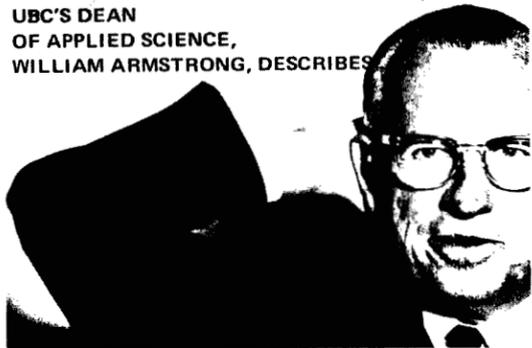
Student protest is at the moment challenging most of the accepted forms of academic practice, and the community should not shirk the responsibility nor miss the opportunity that their protest offers, of re-examining even its most cherished procedures. The university may indeed be entering a radical era of redefinition, and student participation in that redefining process must not cavalierly be dismissed by proprietary academic or administrative interests, anymore than it should be over-emphasized by radicals who view the university as a corporate power structure.

Student *opinion* must always be weighed against faculty and administrative *experience* if constructive changes are to occur, and a perspective for learning must always be kept in the forefront. However redefined, it is the educative aspect of the university that must be maintained; to destroy that, in the heat of political

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See COUNTERSTATEMENT

UBC'S DEAN  
OF APPLIED SCIENCE,  
WILLIAM ARMSTRONG, DESCRIBES



## The Anti- Calendar You'll Never Read

UBC REPORTS: Dean Armstrong, will you describe briefly the anti-calendar, or course critique, which the students in the faculty of applied science compile for you annually?

DEAN ARMSTRONG: The system is fairly simple. The students themselves have prepared a questionnaire, which is distributed by the students to each section of each class, collected and held by the students in the Engineering Undergraduate Society office until all the results of final examinations are in. At that time, the forms are placed in large manilla envelopes with the course number, section and instructor's name on them and put in the dean's office. Then, during the summer months, the dean's staff evaluates the results and summarizes them and I interview staff members who get poor notices.

UBC REPORTS: So the anticalendar is primarily a source of information for you as dean and is not used by the students themselves as a guide in their choice of instructors.

DEAN ARMSTRONG: I think that's correct, because our students don't have too much of a choice of instructors. Our timetable is rather rigid in engineering, and if you're in a certain section you have little choice of instructor.

UBC REPORTS: Do you find that the critiques are of use to you in evaluating a teacher?

DEAN ARMSTRONG: Very much so. Our main problem, frankly, is getting a high enough return from the students. Unless I get more than a 50 per cent return, I'm always in some doubt as to whether I should interpret the results as being very strong student opinion. I like to obtain something like an 80 per cent return from the students and if the majority have a strong opinion and it seems to appear on most of the questionnaires, then I take it very seriously. Many times, the opinions are quite random, and indicate that the instructor is doing at least an adequate job. And they are objective comments. I'm quite pleased by the way they're completing the forms.

UBC REPORTS: Have you evidence that the course critiques are responsible for up-grading teaching quality?

DEAN ARMSTRONG: Yes, I think they are. This is certainly true for instructors within the faculty. The ones that are the most concern are the ones who teach the courses and who may not come back to us the following year for the same course. A new instructor turns up and we have to go through the whole procedure again. But I think we are having the service courses taught by instructors who can teach the engineering students most competently.

UBC REPORTS: The *Black and Blue Review* questionnaires have a rating system which ranges from -3 to +3, with 0 being the average. Do your students operate in this kind of a statistical manner?

DEAN ARMSTRONG: Well, one side of the form that our students use is designed for computer coding so that it can be put on punch cards and the ratings are the usual 'very good', 'good', 'average', 'poor', sort of thing rather than a numerical rating. It's quite easy on the computer, of course, to simply attach numbers to such ratings and come up with a numerical rating, and then the questions themselves are coded so they can be punch-card rated.

On the reverse side of the form is a place for subjective comments which wouldn't really fit into

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See DEAN ARMSTRONG

# President Returns to End Speculation

Dr. F. Kenneth Hare, president of the University of British Columbia, returned to Vancouver October 26 from London, where he had been undergoing medical treatment.

He said he had broken off his treatment because he wanted to put an end to recurrent speculation about his position at the University. (A number of recent items in the student newspaper, *The Ubysey*, have suggested that Dr. Hare was not ill but had resigned or been fired.)

## PRESIDENT GLAD TO BE BACK

"I am very glad to be back," Dr. Hare said on his arrival, "and I am happy to learn that the student occupation of the Faculty Club last week was resolved without violence.

"I am extremely grateful to members of the faculty and particularly David Huberman, president of the Faculty Club, for having coped so effectively with a most difficult situation.

"We must all now try harder than ever to solve the

problems that lead to such dangerous demonstrations."

Dr. Hare said that suggestions that there are policy differences between him and Dean Gage, or between him and the Board of Governors of the University are "completely ludicrous."

"Nobody could have given me more wholehearted support than Walter Gage," he said, "and I regret that my absence has allowed such speculation to flourish.

"As for the Board of Governors," he said, "it is true that I have been advocating to them a very liberal line of policy and so far they have accepted all my suggestions. Indeed at my last meeting with the Board, all my budget proposals for 1969-70 were accepted without a single change being made."

Dr. Hare said that his illness, which began with an attack of influenza in September and was complicated by exhaustion through overwork, had been diagnosed in London as a condition requiring further treatment.

"I took leave from my post on the advice of my own physician and on the instructions of the Board

of Governors," Dr. Hare said, "and I was told not to return until I was completely recovered.

"I began a course of treatment under specialists at the London University clinic and Guy's Hospital, to whom I was referred by my own doctors. I interrupted these treatments because I felt it important that I return to the campus at this time. I will, of course, have to return to London sometime during the winter to complete the treatment.

## COMMITMENTS LIMITED UNTIL CHRISTMAS

"In the meantime, I have been told by my medical advisers that I must limit my commitments to a bare minimum, at least until Christmas. This means that I must break a number of speaking engagements I had made, and I apologize to the organizations concerned.

"I will make one exception to the limitation imposed on me by my doctors. I will not refuse any student group that wants me to speak to them."

Dr. Hare expressed his gratitude to the hundreds of students, faculty members and others who had sent messages wishing him a speedy recovery.

# This Little Piggy

By T.A. MYERS

Director, Information Services, UBC

It was an incredible sight.

A horde of students, estimated at anything from 1,000 to 3,000, storming across campus from Student Union Building to Faculty Club in the wake of a Yippie pig.

That's the way it was about 2:15 p.m. Thursday, Oct. 24, in the Great Liberation Trek.

It began when a noontime assembly of students was turned on by the fantastic rhetoric of Jerry Rubin, much-publicized head of the Youth International Party (YIP) and transformed into a blind herd ready to follow Rubin's bellwether pig.

"Is there any place on campus you're not allowed to go?" Rubin shouted to the crowd, which included Simon Fraser University and high school students and off-campus hippies.

And half-a-dozen voices shouted back, "The Faculty Club!"

And away went Rubin, pig, Yippies, hippies and all.

When word reached the club that the mob was on its way, a major decision had to be made instantly: either open the doors and risk major damage to the premises, or lock the doors and possibly provoke a riot. The decision, right or wrong, was to open the doors and let them in.

And in they came, by their hundreds. The best estimate is that about 1,200 people crammed into the club in that first massive wave. Technically, perhaps, they

were trespassing, but that situation was changed a few minutes later when Faculty Club president David Huberman arrived and forced his way into the raucous crowd in the main bar.

From an unsteady perch atop a table, Huberman appealed to the invaders: "Please do not damage or destroy anything. If you do we will have to seriously consider prosecuting you. If you don't, you're welcome to stay in the club. Consider it's Open House."

Huberman's hospitality was a matter of necessity rather than choice. It would have taken an army to remove the invaders at that moment, flushed as they were by their first intoxicating taste of "student power" (and some other intoxicants liberated from the bar).

The main store of liquor in the bar, however, was safeguarded by two courageous students until the club management could get it under lock and key. But every open bottle and a considerable stock of beer vanished in the first half hour.

Food, drinks, even flowers vanished also from the tables of late-lunching faculty members and their guests, most of whom made a hasty and affronted exit from the dining-room.

Upstairs, a small group of intruders found their way into the suite occupied by Lee Kuan Yew, prime minister of Singapore, and his entourage, all fortunately absent at the time.

(Later, Prime Minister Lee returned to the club, watched the chaotic goings-on

# Club President Looks

BY DAVID HUBERMAN

As one who was intimately involved with the so-called "liberation" of the UBC Faculty Club on October 24 and 25, I would like to make a few observations and express a few comments.

The events which occurred Oct. 24 and 25 at this University now seem, on reflection, almost unreal. I realize all too well, however, that they were very real—to the hard-core radicals who planned the affair, to the large number of students who found themselves playing the role of sheep, to we few who found ourselves faced with the responsibility of

*David Huberman is chairman of the Board of Directors of the UBC Faculty Club and professor of law.*

having to deal with the situation at hand, and indeed to all those outside the immediate situation—responsible students, concerned faculty and the outraged public.

## SITUATION HANDLED PROPERLY

I can now state (undoubtedly with the benefit of hind-sight) that I feel the situation was handled in the proper manner. To have done otherwise would have invited the severe dislocation, if not in fact the destruction, of this great institution.

It is virtually impossible to personally thank everyone who helped resolve this crisis without violence or serious property damage. I would like, however, to thank the many faculty members who so valiantly contributed wise counsel during





## Went to the Club

with true Oriental cool, and calmly declined a student's invitation to "join the revolution" because, he said, it was only make-believe. Then the PM went off to dinner, and to quieter lodgings off-campus.)

After the first frenzy of "liberation," students began to ask themselves: "Now that we're here, what are we going to do?"

The consensual response, it seemed, was to have a party, or several of them. One group gathered around the club's usually silent grand piano. Another clustered around a banjoist for a recital of folk and protest songs. Then a rock group arrived and drowned out all musical competition until well after midnight. Town Fool Joachim Foikis in his familiar motley led a long line of celebrants in a disarmingly childish chain-dance, while a circle of meditationists sounded their Ommmmms.

There were sporadic attempts to give the invasion some kind of symbolic significance. Several symbolists burned dollar bills, presumably to demonstrate their distaste for the whole money economy. And someone tried to set fire to an American flag—it wouldn't burn.

Eventually, the party atmosphere began to sour, and many students faced—seriously, for the first time—the question, "Why am I here?" And many of them found no reason that could justify their invasion of the faculty's sanctum.

Actually, many students seemed to harbor the wildest delusions about the

Faculty Club. Some honestly believed that the club was University property, that it was built with taxpayer's money, and that therefore it ought to be open to any member of the University community. One or two even professed to believe that the meals and drinks served by the club were supplied free by a generous administration as a kind of fringe benefit to the faculty.

In fact, of course, the original club was a gift to the faculty from Dr. and Mrs. Leon Koerner; the recent addition to the premises was financed out of the club's savings, revenues and borrowings; all members pay dues (up to \$90 a year) and fair prices for all their food and beverages.

While the students continued their soul-searching, club president Dave Huberman, members of the club executive, Faculty Association president Bill Webber, administration officials, members of the faculty and the club management kept a nervously watchful eye on developments, hoping that the celebrants would soon be ready to call it a night.

Midnight came and the crowd had thinned to a few hundred. An hour or two later there were only a few score.

Throughout the afternoon and evening Huberman and his colleagues were under unrelenting pressure from other faculty members and downtown friends of the University to "clear those troublemakers out" for the sake of the UBC image.

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## Back on Sit-in

the night-long vigil. Without any intention of slighting those whom I do not mention specifically, Dr. Robert Rowan is deserving of special mention and thanks. Without his efforts the Faculty Club might still be "occupied".

I should also like to thank the hundreds (if not thousands) of responsible students who volunteered to pitch in and clean up the mess at the Faculty Club and who volunteered to pitch in and clean out the insurgents. We accepted the former offer but rejected the latter in order to avoid further violence. Thanks also must go to those brave students who dispensed soft drinks and generally kept the liquor supplies out of the reach of the "invaders."

A special vote of thanks must also go

to the responsible student leaders on campus who helped keep the lid at all times on potential violence. They deserve the overwhelming support of the student body.

### FACULTY CLUB STAFF THANKED

I would be remiss in not thanking the staff at the Faculty Club for their never-ending patience and good sense in dealing with the mob which invaded the Club.

Last but not least, I wish to thank you for this opportunity of conveying my thanks to all those who played a role, large and small, in maintaining calm in the face of crisis.

May we all prove a little wiser for this experience!

## 'Day of Inquiry' Will Assess UBC's Troubles

All members of the University have been invited to participate in a "day of inquiry" into the problems now facing UBC.

The inquiry, which will be conducted by students and faculty members during their regular classes Wednesday, Oct. 30, was the result of a mass meeting of students which followed the Faculty Club sit-in.

### PRESIDENT MEETS STUDENT LEADERS

Approximately 5,000 students voted for a one-day teach-in to assess the University's troubles, their causes and possible remedies.

President Kenneth Hare met student leaders Monday, Oct. 28 to discuss the teach-in proposal.

After the meeting Dr. Hare and Alma Mater Society president David Zirnhelt addressed a communique to all members of the University community. In it they said:

"We propose that this (teach-in) take the form of a day of inquiry during which we would maintain the existing structure of classes. The purpose of this occasion is to contribute to the University's understanding of itself, its nature and its relationship to society.

### UNIVERSITY CO-OPERATION SOUGHT

"We would welcome the co-operation of all members of the University in this attempt to crystallize the problems that are plaguing us and ways of dealing with them."



## THIS LITTLE PIGGY . . .

Continued from page five

But Huberman was in continuous contact with top members of the administration, and he had their support for his play-it-cool line. Stubbornly, he and his advisers clung to the view that the sit-in could be ended without violence, without arrests, without the aid of the police or the various groups of students who had volunteered to clear the premises.

They knew that a comparatively tiny group of students—only 75 of them—had seized Moses Hall on the Berkeley campus only the day before. It took a force of 500 police officers to break up that "occupation."

About 3:30 a.m., three hours after the Students Council passed a motion condemning the sit-in, Huberman decided to revoke his open-house invitation. He and his colleagues officially informed the remaining 60 visitors that the club's hospitality was withdrawn, and asked them to leave.

Predictably, they refused.

By this time a group of the late-stayers—Students for a Democratic Society—had managed to work out a rationalization for their invasion of the club, and had articulated a series of three demands.

According to the SDS manifesto: "The basic fact about this University is this: it is an authoritarian institution. The Faculty Club symbolizes this authoritarianism. This building is like a hacienda on a plantation. Only managers and owners are welcome—to the majority of people it is forbidden ground. By occupying the building the students have shattered this taboo . . ."

Having established, to its own satisfaction, a justification for its invasion and continuing occupation of the club, the SDS group went on to call for support of all students and faculty members for three demands:

1. Opening of the club to "every individual in our society."
2. A statement clarifying the position of UBC President Kenneth Hare.



3. Pressure by faculty, administration and Board of Governors to have all charges against the *Georgia Straight* dropped.

"If you intend to stay until these demands are met," Prof. Huberman told the SDS, "you'll be here forever."

"There is nothing we can do about the charges against the *Georgia Straight*; that's a matter for the courts.

"As for opening the club to everyone, I could promise you that I'd put a motion to that effect to our next general meeting. But I'm not going to delude you. You know as well as I that nothing would come of it."

As for the demand for a clarification of Dr. Hare's position, that was settled by Dr. Hare's return to the campus on the weekend.

The SDS group decided to get some sleep, at long last, and to await the developments of the morning. If significant student support for their position materialized, they would continue the sit-in. If it didn't, they would consider leaving.

Came the dawn, and a bleary-eyed group of faculty and administrators—

some of whom had had no sleep for 24 nerve-racking hours—set to work once again to discourage the eager engineers, foresters and agriculture students, and several groups of resident students, from clearing out the sitters-in.

A few more students joined the SDS group, swelling the total in the club to about 100, for two long and shapeless debates on whether to end or to continue the sit-in.

As noon neared, a mass of engineers and other students began to form near the entrance to the club. A mass rally was planned for the Student Union Building Plaza, then switched to the Main Mall near the club. Would the sitters-in join the rally and take part in a larger debate?

It seemed unlikely until philosophy professor Robert Rowan, a man respected by students and faculty alike, faced the holdout hundred inside the club.

Here you sit preening yourselves, he

told them, indulging in exactly the kind of interminable, narcissistic verbalizations that you condemn in your professors, while there are serious issues to be dealt with in serious debate. There are thousands of students outside waiting to engage us in that debate, he said, and that's where we should be. "It's time to go, and I'm going." And with that, he turned and left.

Slowly, hesitantly, and a little abashed, the sitters-in rose to follow him.

All but two young men, who insisted they would continue the occupation all by themselves. Until an impatient Prof. Huberman and a muscular psychiatrist, Dr. Conrad Schwarz, persuaded them to walk out rather than be carried out.

By now it was 12:30 p.m. The longest 22 hours in the Faculty Club's history had ended. No one claimed a victory, but at least violence had been avoided, the University was still functioning and the dialogue could continue.

**UBC  
REPORTS**

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# Creating Opportunities for Reform

BY JACK STATHERS

Young people today, particularly those in our universities and colleges, even our high schools, are growing more and more concerned over the many inequalities of their world. From the time they were youngsters starting school, television has shown them the second world war over again, sometimes in colour, the starving millions of India, John F. Kennedy's assassination, racial discrimination, and violence of all types as it has been happening. As if this were not enough, for casual viewing we offer them shooting westerns, who-done-it shows, and various other absurdities. All of this has been liberally interlaced with TV specials like the great U.S.—Russian space race. Just imagine a special on the Nigerian civil war complete with dying children and the next minute the blast-off of the latest U.S. space spectacular.

They have had a steady diet of this all their lives and it is no wonder that we have in to-day's youth an anger and frustration with the world and the system we have created for them. As UBC's professor David Suzuki has said, there is the great disparity between the potential and the reality.

What has this got to do with the UBC Faculty Club "liberation" or the demonstration of high school students in Campbell River or the now much-reduced unrest at Simon Fraser University? It's got plenty to do with it. Students are sick and tired of being sold a bill of goods. We have taught them to question the system, conditioned them to fight bigotry and prejudice, have shown them in great detail the accomplishments of our and preceding generations and have challenged them to build a better world. I believe that this is what they intend to do.

When a rebel like Jerry Rubin comes along, he has

*Mr. Jack Stathers is executive director of the UBC Alumni Association. The opinions which he expresses in the article are his own.*

a preconditioned audience. He is the catalyst for action. Certainly, the action at the Faculty Club was misdirected, but it was just what the 1,000 or so students thought they needed to give them that little bit of courage to stand up and be counted.

As to the Faculty Club "liberation," we all know now that it was, in itself, an unfortunate and regrettable event. I was there most of the time and found many occupants merely curious on-lookers. When the band arrived the whole affair turned into a party. For the rank and file concerned student, the cause was lost. He was disappointed. The liberation, he thought, was going to be significant. From the Faculty Club they were going to take a stand for a better university—smaller classes, more library books, more communication with faculty, academic programs more related to their goals in life.

No sir, not a chance. It wasn't going to work. The pot-smoking crowd had a ball and the "new left", or Students for a Democratic Society, was in seventh heaven. They finally had a real live demonstration. They were to be disappointed later when the whole affair broke up with no violence.

What we must not lose sight of is the fact that although the public don't think demonstrations of this type are necessary, hundreds of students do. And, of those hundreds, most of them have a concern for the social change which our generation has built into them. As a friend of mine says, they have to learn how to revolt without being revolting.

The UBC Students Council, although in itself containing many radical-thinking students, acted wisely in not condoning the Faculty Club "liberation." Good sense was demonstrated by the Council in organizing the large student rally the next day. Many students who were involved and cared showed restraint and concern over the shameful conduct of the few far-out radicals.

We may have more student demonstrations at UBC. It wouldn't surprise me. I wish, though, that

students would not fall into the trap of finding it necessary to parade like mice behind some piper like Rubin. Such an action creates a horrible back-lash from the community and works against the student's aim of building a better University and a better society.

I think, too, that students should know of the tremendous support available to them from the older generation. I'm part of that generation and I know we will devote ourselves to constructive social change. This idea that people beyond age 30 don't care is a bunch of bunk. We care plenty. Every year we pour more money into education and we will keep on doing it. We have children of our own and we want the best for them—not just cushy jobs, but a life that is both worthwhile and satisfying.

There is a whole new wave of students coming out of our high schools now who have a fervor for change perhaps greater than that of today's university student. We must create an environment and opportunity for academic and social change that will capture the concern of these people and turn it quickly to constructive action. The responsibility for this lies with students, faculty and administrators. Improvements in the quality of university education must take place quickly enough to encourage young people to build from within and not so slowly as to cause them to believe that they must become anarchists to bring about any change.

The students of UBC elect a government to manage their affairs. I think they should call on that government to apologize for the Faculty Club affair, make restitution for loss and damage, and thereby demonstrate to themselves and the community that at UBC we are big enough and mature enough to resolve our problems and bring about change in a responsible manner. Let's get on with the job of academic reform and not wait for another Jerry Rubin to come along and cause further abortive action on the UBC campus.

# Black and Blue Is 'Student Power'

In the following interview, UBC Reports talks to Miss Frances McGrath, a fourth year physics student and editor of the 1968 edition of the *Black and Blue Review*, the faculty of science anti-calendar; Dr. Vladimir Okulitch, dean of the faculty of science, and Dr. Robert Scagel, assistant dean of science.

**UBC REPORTS:** Miss McGrath, the current *Black and Blue Review*, unlike the other anti-calendar which appears on campus, contains no statement of philosophy and objectives. Could you briefly tell us what you and your editorial board had in mind when you were putting the *Review* together.

**MISS McGRATH:** Well, it's now a continuing project by science students and automatically has to be taken care of every two years. Basically, it's to provide guidance to students about courses they haven't taken. Put simply, we want to provide students, particularly freshmen, with some idea of what they're getting into.

What surprised me as time went by was the seriousness with which the project was taken by students and faculty. And I also came to realize that the *Review* was actually student power. Students are always clamouring for a say in this and that, and an anti-calendar is the voice of the students. It doesn't have to be asked for. It just is.

We have tried to keep it as objective as possible and we made every attempt to get as large a sample as possible. I found that students took it very seriously, and surprisingly we got very few replies that could be considered smart alec or not valid. Either the students didn't bother to fill in the questionnaires or they did it conscientiously.

**UBC REPORTS:** Dean Okulitch, are you in favor of an anti-calendar such as the *Review* that deals with the teaching abilities of members of the science faculty?

**DEAN OKULITCH:** Yes, I am, and this is why I supported the first issue, which was obviously experimental, and I am supporting this one. I can quite clearly see that the thing is two-edged and serves two purposes. It informs the students of the courses available and how courses are given, which may or may not help the student select the program he wants. Secondly, it provides an evaluation of the quality of teaching, and thirdly, describes the manner of presentation to the individual instructor, and possibly also to the heads of departments and the deans.

Now the second and third part of it does create some problems because quite obviously we may not be getting a very clear cut or fair appraisal of some of the courses, and there is some concern among the faculty about this possible misuse of the calendar. We also have to keep in mind that people more often talk and record things in their dislike rather than things they like. Therefore, I'm very pleased with this issue of the anti-calendar, because the vast majority of professors in science got better than average ratings.

**UBC REPORTS:** Miss McGrath, can you tell us what you did to ensure fair appraisal. Were there instances where you felt there were too few replies on which to base a judgement?

**MISS McGRATH:** Initially, we decided not to cover any course with less than 50 per cent returns. But I began to realize that 50 per cent was not necessary. I would say a good random sample of, say, 100 persons would be about 20 replies and in the case of small classes we cut this down to five replies. But we always stated the number of replies we received, and where there were many replies we expanded our coverage and in cases where there were only a few replies the coverage was cut back.

**UBC REPORTS:** Dr. Scagel, was there any cooperation between the student editorial board of the *Black and Blue Review* and the faculty in an attempt to obtain guidance in the preparation of the current issue?



Miss Frances McGrath, centre, editor of the 'Black and Blue Review,' talks to science dean Okulitch, right, and assistant dean Robert Scagel. Photo by David Margerison, UBC Extension Department.

**DR. SCAGEL:** Well, prior to the time when questionnaires were sent out, we did have students from the Science Undergraduate Society come and ask for our opinions concerning the questionnaire, whether certain things should be added or whether some questions might be modified to arrive at a more objective assessment. But apart from that there was no initiative taken by individual members of faculty to divert the way in which the plan was proceeding. It was a matter of advice and counsel to the students in trying to set the thing out.

**UBC REPORTS:** Miss McGrath, you said earlier the *Black and Blue Review* was an attempt to guide students in their choice of instructors. But the *Review* this year did not appear until well after registration, when no student could possibly use it as a guide in his choice of instructor. Now, was this deliberate, or did you run into production problems?

**MISS McGRATH:** Yes, we had production problems but we managed to get it out in late September in advance of the deadline for switching courses. In many instances, however, students can't switch instructors anyway, so the next best thing is to have a course and instructor evaluation so that if the instructor isn't very good the student can compensate. The main advantage for students is that they at least know what they're getting into.

**DEAN OKULITCH:** If I may interject—because of summer pre-registration it would be ideal for the *Review* to appear in April or May. But for practical reasons this is almost impossible.

**DR. SCAGEL:** There are other problems as well. Many courses are required and in most cases the instructors are not identified during registration. Often it isn't until after registration that instructors are identifiable and once a student's schedule is set out there are too many complications to changing it.

If any real problems arise the standard procedure, in the first instance, is for the student to go to the instructor. If he is dissatisfied with the results of this, we recommend the student go to the department concerned, and it's only in the final case of a personality conflict that the dean's office has to enter into the picture at all.

**DEAN OKULITCH:** I think, too, the *Review* serves as a guide to instructors. Most of us have some unfortunate mannerisms which can easily be corrected. In my student days, for instance, I had an instructor who always addressed the blackboard. The criticisms that appear in the *Review* can be very helpful and are welcomed by the instructors if they believe they are seriously and honestly appraised.

**UBC REPORTS:** Have you had any faculty members say to you that the *Review* has been a factor in altering some annoying mannerism?

**DEAN OKULITCH:** Not in so many words. The replies I've had vary all the way from questioning the validity of the whole thing to opinions which say the *Review* is helpful to the instructor as much as it is to the students. It's also been suggested we might get

more and better information if we had the same questionnaires sent to recent graduates who are able to appraise the courses from a better perspective.

**UBC REPORTS:** Would you say that within the faculty of science there is more positive reaction to the *Review* than negative?

**DEAN OKULITCH:** I think, on the whole, people in the faculty of science regard this as a worthwhile and useful effort.

**UBC REPORTS:** Dean Okulitch, do you use the *Review* when considering a faculty of science member for promotion?

**DEAN OKULITCH:** Not directly. For one thing, you must remember that evaluation of a faculty member is not done by me alone. Nobody in the University, singly, judges his colleagues. Promotion, salary increases and so on are always decided in consultation with a rather large committee gathered for this purpose. When such a committee discusses the promotion of professor x, they take into account everything that's known to them.

When it comes to evaluating teaching it is always, to some extent, a matter of hearsay. We can be present at seminars, we can hear him in public lectures—but it is not in the tradition of any university to go and sit critically listening to a colleague teaching.

The *Review* adds still another element. It's a little bit of additional information that ordinarily you get from conversations with individual students. But it's certainly not used as the one and only criterion.

**UBC REPORTS:** Dr. Scagel, can you honestly say that the *Review* told you anything new about the teaching capabilities of the members of the faculty of science?

**DR. SCAGEL:** No, I think not. I don't think there's a single member of faculty who was rated excellent who wasn't widely known throughout the university as an outstanding teacher, and similarly, at the other end of the spectrum, there are those who are not known as the strongest teachers. It's a typical segment, perhaps, of a community, in which we have outstanding, average and less than average persons.

**UBC REPORTS:** Miss McGrath, would you agree with that?

**MISS McGRATH:** Well, not entirely, because the lower year students are not really a part of the university community. They need a point of contact with people who have a feel for what's going on. They need the information in the *Review* concerning who's good and who isn't, since there is no other way for them to have access to it.

I feel too the *Review* has importance as a survey of the courses available within the faculty. The choice is very wide and unless you have a wide circle of contacts I don't think course information can be obtained from students. The *Review* can give students an idea of the difficulty, the variety and the challenge of different programs.

## COUNTERSTATEMENT

Continued from page three

rivalries, will be to destroy the institution itself.

For this reason, I do not believe that the academic community should be willing simply, or in a hurry, to substitute one establishment for another. I believe we should be skeptical of student demands to eliminate evaluation of performance from course offerings or degree programs. We have, after all, a responsibility not only to our students, but to our disciplines and subjects and to the society which makes our continued existence possible.

Universities, for better or worse, are in the business of making critical distinctions, and only individuals who are themselves willing to be judged are capable of exercising critical judgment in those areas of special competence which a university exists to prepare its students to

occupy. However, both generalist and specialist claims are made on the university, and in redefining its function, it may well be that we will tomorrow call redundant certain values and procedures that today we regard as sacrosanct. But existing values should be abandoned only after long and critical perusal and never before a palpable substitute has been found. We must not allow ourselves to be forced into undesirable changes that are precipitated by revolutionary demands, or even threats.

The bias of student power activists who control the *ArtsCalendar* is clear evidence of the contempt in which the militants hold traditional academics. But name-calling, rhetorical bombast, loaded language, faulty logic, dogmatic assertion, blatant distortion, bad taste, shock tactics, diatribe, flabby generalizations, and the whole panoply of devices employed by campus

dissidents will not necessarily prevail, partially because they expose so effectively those who employ them.

Working on an ethic that nothing succeeds like excess, the activists, in their enthusiasm to convert numerical student support, impute to a large segment of the faculty a conspiracy of aloofness, indifference, and disdain, which is simply not there.

It has been my experience that almost every faculty member in Arts takes *serious* students seriously. Confronted with politics masquerading as students, who are less concerned with righting wrongs and reshaping the institution than with violating sensibilities and reducing the institution to chaos, is it any wonder that even the hypersympathetic are apt to see the so-called "new left" among the study body as merely orts in an indifferent void of their own making?

REFLECTIONS ON CAMPUS TOPICS: I

BY PROFESSOR ROBERT M. CLARK

## A NEW ERA

is being ushered in at universities throughout the world, according to UBC professor of economics, Dr. Robert Clark. The most significant criticism contained in student manifestos deals with the moral values practiced by a majority of faculty members. And, he writes, the intensity of the criticisms by students now in high school will increase in the near future



**B**ELIEVE a new era is being ushered in at universities throughout the world. The harbingers of this new era are documents such as "The Future of Education at the University: Fair Weather or Foul?" presented to the University by our own Alma Mater Society, and other manifestos drawn up by students elsewhere.

Students always have been critical of society and of the universities. This is not to be construed as a biting of the hand that feeds, though in moments of exasperation it has looked that way to some of us. What makes the AMS manifesto different from previous verbal onslaughts? Some of the implications of the manifesto are basic criticisms of us, the faculty. It is not just that bad teaching or what-facts-can-you-remember? type examinations are condemned. We too condemn them. There is nothing new in that. The most significant criticism is in philosophical terms, and it is of some of the moral values held in practice by a majority of us.

In general, we faculty members have encouraged students to exercise their judgment freely in criticising society. Moreover, we ourselves have felt much freer than members of other professions to be critical of our society, or segments of it, for moral failings, excessive materialism, cultural poverty, injustices in our political and economic system. It is often implied, usually unintentionally, in such faculty comments that if only the rest of our society would behave the way we do, the quality of life would improve to a gratifying degree.

It therefore comes as an unpleasant and unexpected experience to be summonsed imperiously to a court room in which we no longer are the judges. It is we who are the accused, and our students are claiming to be both prosecutor and jury. Worst of all, the most serious charge against us is laid in the name of morality!

What follows from all this? First, I draw your attention to the fact that the criticisms in the manifesto are expressed in philosophical terms. I believe that nothing less than a candid discussion on a philosophical plane is required. Any fundamental reforms should have their origins in a philosophical commitment. It simply is not enough to say that we all are reasonable, tolerant, practical, flexible people—so we shall work out our problems with the students just by the exercise of these admirable qualities, without having to enunciate any positive philosophy. Nor will it suffice to resolve that it is time to stand and be counted: if we are firm in the face of criticism, the attacks in due course will abate and a more reasonable atmosphere prevail once again. In the words of T.S. Eliot,

*We cannot revive old factions,  
We cannot restore old policies  
Or follow an antique drum.*

*This is the first of a series of articles on topics of wide concern on the UBC campus by Dr. Robert M. Clark, who is professor of economics as well as academic planner at UBC. He emphasizes that his views are "those of a faculty member who writes only for himself and are in no sense to be regarded as representing any official university viewpoint." He adds: "I do not claim to view these controversial topics from the summit of a mountain of passionless objectivity. Like others, I care deeply about the outcome of these controversies."*

For if I am correct in believing we are entering swiftly a new era, then the intensity of the criticisms in the next few years will increase. The high school leaders coming to this university in the next few years will include a rising proportion of individuals who are extremely critical both of society and the educational system.

The Students' Council has challenged those concerned with education at this university in presenting its manifesto on the future of education. The far reaching criticisms in the brief may be summarized as follows.

1. The university stands under a strong moral indictment: Why? Those primarily responsible for its policies will not subject themselves to a moral scrutiny of their purposes for the university and its structures. They will not face their moral responsibilities to raise the moral awareness of society. The university is servile to industry and government in deciding what is to be taught and how it is to be taught.

2. The prevailing philosophy of education at this university unduly restricts the freedom of students. Excessive concern for narrowly professional requirements on the part of faculty distorts the curriculum. It forces students to attempt to learn much of dubious value to them. Moreover, by pre-empting too much of their time it reduces their opportunities to try to understand society and themselves.

3. Partly because the curriculum is not planned primarily with the students' interests and needs in mind, the university is led to make many administrative rules to buttress the system, and then provide sanctions to enforce them. Students are expected to obey these rules without question. A false and unnecessary emphasis on marks is a natural consequence of such a system.

4. This philosophy of education places undue reliance on the lecture system. This is a natural consequence of regarding the teacher as the educator who attempts to pour successive draughts of knowledge into passive but hopefully receptive containers. Since the premise is faulty, it is not surprising that the results frequently are disappointing to students and faculty alike, even when the lectures are conscientiously prepared. When, as all too often happens, the preparation is poor or unimaginative, there are widespread feelings of futility and exasperation among students.

**T**HE demands on the part of the Students' Council that students be given rights to be represented on appointment and promotion committees arise not only from a different philosophy of education, but also from the belief that without such rights students will have little success in bringing about essential reforms.

What is the image of the typical faculty member—let me call him Professor Narrowhead—to students who would subscribe to the Students' Council manifesto? I suggest the following would be the view of many such students. Professor Narrowhead is a scholar whose prime interest is in scholarship. Armed with reason's cogent power he seeks to extend in some small outpost the frontier of knowledge. Truth to such a scholar is contained in ideas, theorems, hypotheses and facts.

When such a scholar takes time out from his research frontier to return to the classroom, his lectures tend to be content-oriented and not student-oriented.

The students are expected to take on faith that the techniques and tools of his discipline are of overwhelming importance, even if they cannot see their relevance to society or to themselves. Professor Narrowhead tends to believe that some form of examinations are essential, to ascertain who has mastered the contents of his courses, and how well they have done so. Examinations, then, no less than lectures, tend to be content-oriented.

But what if we look at university education with a considerably different set of values, as do growing numbers of students? Suppose that we regard truth more as a set of valid experiences in which the emotions are aroused no less than the intellect. Suppose we attach more importance to feelings of awareness and involvement than to reliance on reasoning. Then we shall be very impatient with much of what is designated as research and valued as such by faculty. We shall in fact be convinced that much of it lacks relevance to us. Needless suffering is endured in every community. And most of us, the faculty, for seemingly incomprehensible reasons turn our backs on it in favour of intellectual pursuits that all too often appear to add nothing to the welfare of society.

The Council manifesto reflects a basic idealism which comes as no surprise to anyone familiar with the tremendous power of idealism as a factor motivating most demands for university reform.

**E**SPECIALLY in our modern society most men are better known by the philosophic questions they ask than by their answers to them. This is probably true not only for the students who wrote the brief, but also for most of us who reply to it. The manifesto raises numerous questions in a pointed way. The concepts of education being attacked are not described in terms acceptable to most faculty members. The alternatives espoused are not delineated with clarity. Presumably this will emerge from the discussions.

I comment on some of the broad issues raised in the manifesto, leaving the other topics for a later article.

At the outset it needs to be emphasized that there is no one philosophy of education on this campus that is officially accepted by the university authorities and to which each faculty member is expected to give his assent. Anyone who is familiar with the procedures by which in a university scarce resources are allocated among competing ends will recognize that there are a number of different philosophies.

It was the recognition of the need to attempt to reconcile them that was partly responsible for the creation of the Senate Committee on Long Range Objectives. Since this committee commenced its work in July, it is too early to expect it to present even a preliminary report.

However, it is worth describing briefly here the main types of outlook being considered. The belief in any one of them is in itself an act of faith. Without anticipating the findings of the committee, it may be said that nearly all of these philosophies involve the recognition of the fact that the university has several objectives, each good

in some sense in itself. The continuing problem in any university is to decide how much weight to give to each objective.

Many of us who are faculty members, especially those who are primarily interested in research, believe that the main objective of a university which aspires to greatness should be to extend the frontiers of knowledge. Because knowledge has become so vast and so specialized we do not expect in most cases that either the generally educated public or the majority of students will understand the relevance of faculty research for society. Yet we are convinced that the deepening and the extension of knowledge is ultimately if not immediately beneficial to society.

**A** DIFFERENT philosophy starts with the conviction that our first concern in the university must be for the students who come here. Those of us who share it usually have a greater interest in teaching than most advocates of the first philosophy. Faculty members who have chosen to counsel first-year students over a period of years know that a large majority of them come from high school without having clearly defined vocational or other goals. We seek to arouse in them enthusiasm for some discipline in the university. This we are unlikely to do unless we have such enthusiasm ourselves, for in this as in other spheres a person cannot give to others what he himself does not possess.

But our philosophy goes much beyond this. We try to stimulate self-awareness among students, hoping in the process to achieve more of this ourselves. We try to arouse in them a love of truth for its own sake, and a love of wisdom. In these matters trying to set a good example is not enough. Students in their studies must have ample scope for initiative, especially in their upper undergraduate years and in their years of graduate studies. Thus far the description of this philosophy has emphasized the development of the individual student. Part of our responsibility is to help him prepare himself for life in society. And at this point there is an obvious transition to the next type of philosophy.

The focus here is on the needs of society. But since there is an enormous variation in viewpoints concerning the needs of society, this category can be divided into several distinct branches.

One of these emphasizes the role of the university as an institution which develops the skills and the research training demanded for various occupations in society. That the basic purpose of a faculty of dentistry is to train future dentists would seem a self evident proposition to the typical member of the legislative assembly, regardless of his party affiliation. In those fields in which the University of British Columbia has a monopoly on the provision of university courses in this province, our faculty colleagues often state their conviction that we have a particular responsibility to meet the demands of society. These fields include agriculture, architecture, dentistry, engineering, forestry, home economics, law, librarianship, medicine, pharmacy and social work.

This utilitarian view of the university, like the first philosophy described above, comes under sharp attack in the Students' Council manifesto. But it is an outlook that has widespread support among the public. That it also has broad support among students on campus is suggested by the answers to a questionnaire administered last fall to all students taking English 100 or the new experimental Arts I course in the faculty of arts.

In one of the questions students were asked to give their chief reasons for going to university. The 968 students who replied were 65 per cent of all first-year students in the faculty. "Preparation for a career" was given as the most important reason by 45 percent of the students. "Interest in learning", the reply of 35 percent

of the respondents, was the second most frequently given first reason. We believe that in other faculties there would be an even higher proportion of undergraduates whose chief reason for coming to university is to prepare for a career.

A very different emphasis on the needs of society is expressed by our faculty colleagues who stress the importance of preparing students for participation in the organizations of a democratic society. Professor Robert Rowan of the Philosophy Department, an eloquent exponent of this philosophy, states that the primary objective of universities should be to equip their students with the habits of mind, attitudes, dispositions, and discipline necessary to the members of a democratic society. While his emphasis on discipline is irksome to those whose concept of freedom is essentially freedom from restrictions not imposed by oneself, the other aspects of this philosophy have a widespread appeal.

The idea of conducting the affairs of most institutions on as democratic a basis as possible is clearly one of rising popularity. It is a natural response to concern over the growing impersonalization of all large institutions in our society.

One more philosophy should be mentioned here. It combines an emphasis on the needs of the individual for personal fulfilment with a concern for the well-being of society itself. We who emphasize this philosophy have strong convictions concerning the benefits to society and to individuals who will devote themselves to a serious interest in the creative and performing arts. With the increasing importance of leisure for the great majority of adults in our society, there is a growing hunger for ways of using part of this leisure in ways that make life more meaningful. Universities, of course, do not bear the full responsibility for meeting this rising demand. But they are in a unique position to help because of the range of talents and knowledge among their faculty and students.

I have described briefly philosophies of education held by our faculty colleagues. These philosophies may be characterized as knowledge-oriented, student-oriented or society-oriented. The day-to-day operations of the University are based on a combination of them, with differing degrees of emphasis for each. The chief factors determining the relative importance attached to them in practice are the opinions and feelings of our faculty colleagues. This does not imply that society outside the university does not exert a significant influence on our opinions, for we are part of society.

**T**HE chief criticism in the manifesto under the heading of morality is the expression of the passionate conviction that our degree of emphasis on the various philosophies is so far at variance with the interests of students and the real needs of society as to deserve condemnation on moral grounds. We look forward to forthright discussion of these and other philosophies with students.

The criticisms of our curriculum in the name of freedom are expressed in part as follows

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

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

3. 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.

These statements are open to a wide variety of interpretations. Discussions should clarify what they mean. They appear to me to be implying one or more of the following.

1. Each student knows best what he wants to study and therefore should be free to choose the courses that interest him. In its extreme form this can be taken as an opposition to all requirements for compulsory courses or even to prerequisites.

2. A more moderate viewpoint does not condemn all compulsory requirements as a matter of principle. It recognizes in particular that any program whose graduates wish to be regarded as in some sense professionally qualified has by its nature a core of material. Anyone who wishes to be considered a

professional has to achieve a mastery of this core. Supporters of this viewpoint are concerned to minimize the number of compulsory course requirements that students must fulfil in any program.

3. Freedom's fair name is invoked not only with regard to the number of compulsory courses in any faculty, but even more strongly in connection with the content of courses, whether they be required or optional. In any courses students will to be free to explore topics of interest to them.

The criticism that freedom's light burns with a paler flame than in the past cannot be accepted without challenge. Students have always been free to choose the departments in which they will study. Department or faculty restrictions on enrolment have been few, and imposed primarily because of limitations of space or facilities. Moreover the range of optional courses available to most students has steadily increased in the past two decades.

The number of faculty-wide requirements has been reduced in recent years in the faculties of arts and science. For example, the second language requirement has been truncated in the faculty of arts. Arts I is now allowed as an alternative to English 100. In lieu of English 200 an arts student may take this year one of about 40 literature courses. The science requirement for the B.A. degree can be met by taking one of a long list of courses at any time in the undergraduate's program.

What has been increased is the number of courses required or virtually required by most departments in arts and science. This is true for students taking a major as well as for honours students. These increased departmental requirements have been inserted in the calendar because a majority of our faculty colleagues believe that well qualified undergraduates should benefit substantially from them, even if they do not go on to graduate studies.

**I**T needs to be said that most of us on the faculty do not accept the proposition that each student knows what is best for him, and therefore should have unrestricted freedom to choose his courses. What is clear to anyone with substantial experience in counselling students is that a large majority of students coming out of high school do not know what they want. To state this is not to imply any criticism of them. In successive years on campus most of them come to have a clearer insight into their own goals. But even when they do, it does not follow that their choice of courses should be unrestricted. Without sufficient experience they cannot foresee the extent to which they may need certain courses which departments may prescribe.

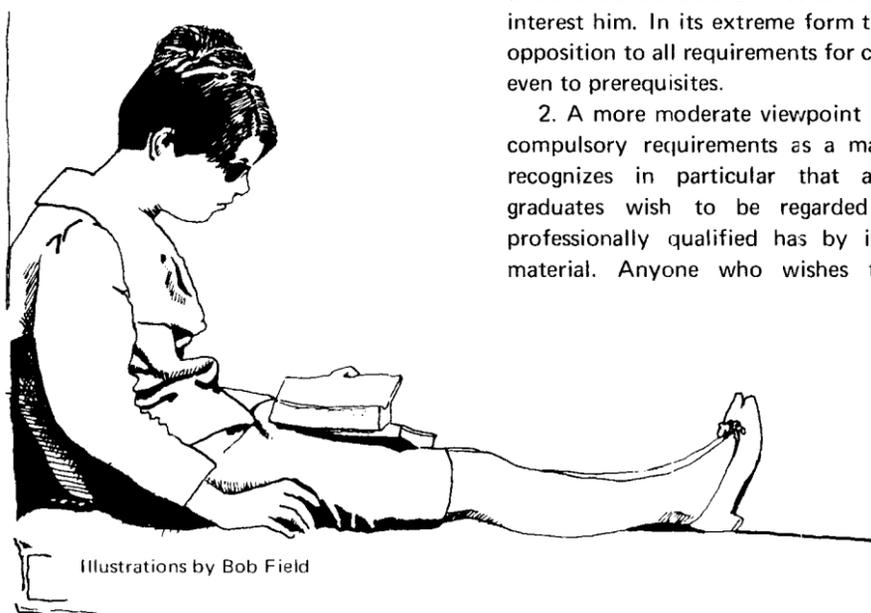
Here again we are led back to the need to explore in discussions with students the divergence of philosophies that give prime emphasis to knowledge-oriented courses as compared with student-oriented courses. Those who favour the former are more likely to support a greater insistence on departmental requirements.

Since freedom is generally to be regarded as one, but by no means the only, ultimate value, restrictions on choices of courses should only be made where, in the opinion of those responsible for decision-making, the case for the restrictions is substantial.

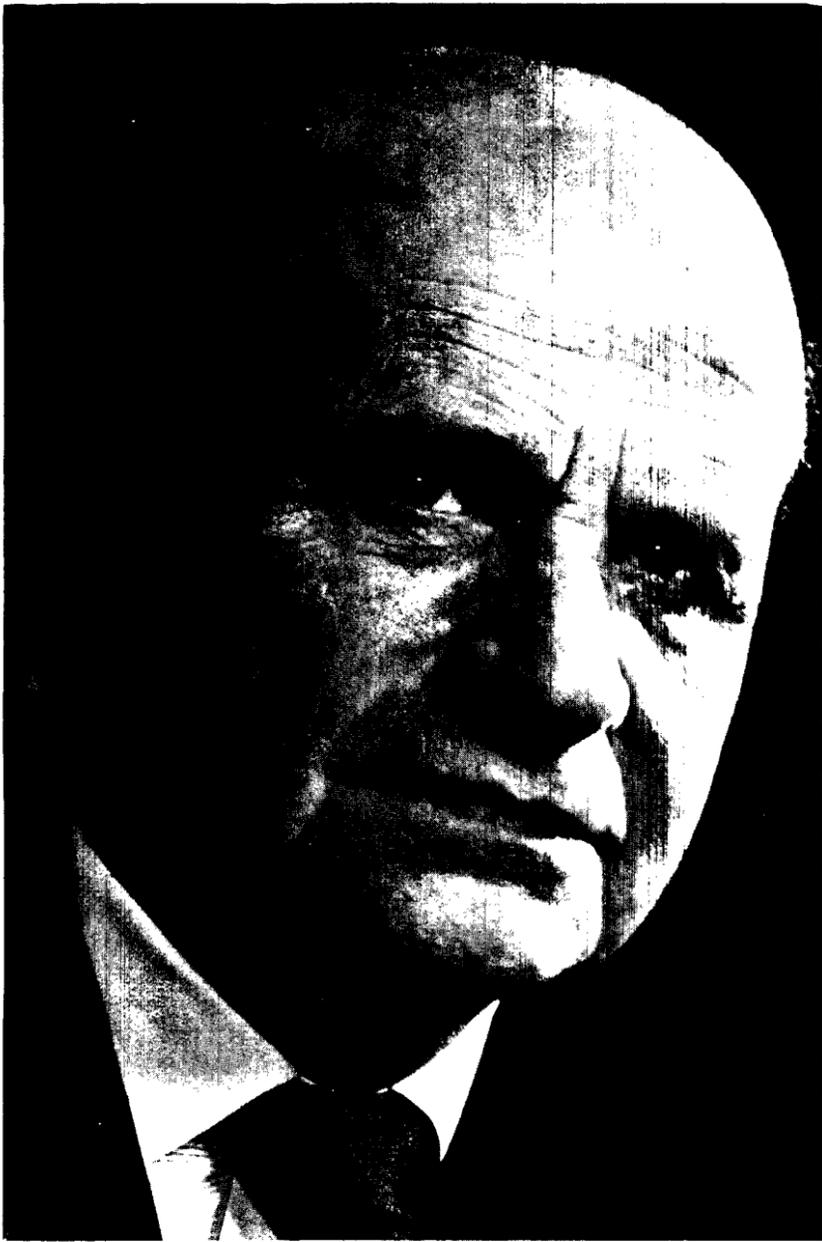
It will be essential to consider in our discussions with students the relevance of the concept of democracy as a model on which our university should operate. There are various concepts of democracy that might be discussed. We use the term here to suggest a university with a highly decentralized form of government in which decisions are taken in so far as possible on the basis of one person, one vote. The electorate for voting purposes would consist of those affected significantly by the decisions to be taken. On some issues it would consist of students alone: on others, of students, faculty and alumni.

**S**UCH a model will seem to be very relevant to our situation if we accept a student-oriented philosophy in which freedom of choice for students is the paramount criterion. It will seem impractical to those who emphasize a knowledge-oriented philosophy, and to those advocates of a philosophy which is more concerned to meet the demands of society for fully qualified persons in occupations requiring a high degree of skills. With these philosophies, successful experience is esteemed greatly, and a one-man-one-vote philosophy is usually rejected.

The challenge is ours to be as open as possible to understanding the implications of the criticisms and the proposals that students believe flow from them. Nothing is more important for the outcome of our discussions than the willingness on the part of all concerned to act in good faith. Our task is far from easy, for the range of divergent opinions is great. In the face of these differences we can achieve much.



Illustrations by Bob Field



—Photo by Karsh, Ottawa

DR. WALTER KOERNER

## 'Reject Coercion' Board Chairman Asks in Statement

Dr. Walter Koerner, newly elected chairman of the Board of Governors of the University of British Columbia, has issued the following statement in response to requests from students and faculty members:

"My statement to you is made under special circumstances, having in mind the absence through illness of our new President, and the international student scene.

"I believe that the academic and institutional position of UBC is basically sound. However, I am very disturbed at the over-crowding on our campus, and at the frustration which this creates for everyone.

"The function of the University is not merely to turn out trained people for the professions, business and industry, but to enable every student to acquire the best possible education in the truest sense of that word.

"To do this in the face of mounting costs and ever larger numbers of new students, we must have adequate capital and operating funds.

"Under my chairmanship, the Board of Governors, as always, will leave the academic program of the University to those whose proper business it is. But we will do everything we can to provide the highest possible level of moral and material support in order to develop the University in accordance with the

needs of the students and faculty.

"To this end I will press our cause vigorously with industry, taxpayers, and government, and do all I can to rally the support of the alumni, business and the public generally.

"I ask for the help of students, faculty, staff and alumni in achieving our common goals.

"Faculty views and student views make most sense to me when they are directed primarily to improving the quality and integrity of this institution. Let us reject coercion as a tactic; it is no substitute for reason and for ideas, or for democratic persuasion. Peace and mutual respect come with the combination of freedom and responsibility. I am convinced that the vast majority of our students want this spirit of peace and mutual respect in which to continue and finish successfully their studies.

"A great university needs the help of its faculty in promoting positive action on a sustained basis. It also needs the help and understanding of its students in arriving at decisions, even though they are on campus only briefly. When they become alumni we expect them to continue this genuine and constructive interest.

"I want to assure you that as a member of the Board of Governors my sole aim is to build a better University of British Columbia."

# TRIUMF Appoints Prime Consultants

Two Vancouver firms of consulting engineers have been named prime engineering consultants for the \$19 million TRIUMF nuclear research facility to be constructed at the University of B.C.

TRIUMF is the cyclotron, or particle accelerator, to be operated jointly by the University of Alberta, the University of Victoria, Simon Fraser University and UBC.

Appointed by the TRIUMF board of management to design and supervise construction of the 500-million-electron-volt cyclotron and ancillary equipment are Dilworth, Secord, Meagher and Associates Ltd., which has offices in Vancouver and Toronto.

The Vancouver branch has been

designated as the company's headquarters for the project. Initially, the Canadian firm will receive assistance from William M. Brobeck and Associates of Berkeley, California, which has had previous extensive experience in this field.

The TRIUMF cyclotron, which consists of six large magnets weighing more than 3,500 tons, will accelerate atomic particles (protons) to a speed equal to two-thirds the speed of light.

The magnets cause the particles to turn around in circles while they are accelerated between two radio-frequency-powered electrodes which increase the speed of the particles and move them outward. The power requirements for the magnets and radio frequency system are several million watts.

The North Vancouver firm of G.E. Crippen and Associates Ltd. will design and supervise construction of the buildings, services and radiation shielding for the TRIUMF facility, which will be located on a seven-acre site provided by UBC in the undeveloped south campus area.

The first construction stage, a laboratory, workshop and office building, is expected to start in January, 1969.

The TRIUMF accelerator is expected to be operative in 1973-74. It will be the only accelerator in Canada capable of producing the short-lived sub-atomic particles called mesons, whose interaction with nuclei has received little study. It will yield 1,000 times more mesons than any existing machine anywhere.

TRIUMF's capability as a meson generator, along with its ability to produce powerful beams of protons or neutrons, will make it a uniquely flexible research tool.

It will enable Canadian scientists to pioneer the new and relatively unexplored field of intermediate-energy physics and to make significant contributions to man's understanding of the construction of the atomic nucleus.

The four universities which will operate the facility are equally represented on a board of management and operating committee. Project director is UBC professor of physics Dr. John B. Warren and Mr. J.J. Burgerjon is chief engineer.

## Enrolment Up 10%

Student enrolment has increased 10 per cent at the University of B.C. over fall term registration last year.

Preliminary figures released today by Registrar J.E.A. Parnall show an enrolment in all faculties of 20,111 compared to 18,310 for the 1967-68 term.

Significant increases in enrolment are reported in the faculties of law, arts, education and graduate studies.

Registration in law increased from 397 to 498 students. Arts enrolment jumped from 5,569 to 6,194. The number of students in education increased from 3,214 to 3,782 and enrolment in graduate studies rose from 1,949 to 2,155.

Following are enrolments by faculty to Sept. 20, 1968, with enrolments as of Dec. 1, 1967 in brackets.

Faculty of arts, 6,194 (5,569); faculty of science, 3,543 (3,368); faculty of applied science, 1,561 (1,477); faculty of agriculture, 217 (220); faculty of law, 498 (397); faculty of pharmacy, 145 (130); faculty of medicine, 355 (334); faculty of dentistry, 92 (38); faculty of education, 3,782 (3,214); faculty of commerce and business administration, 1,076 (1,124); faculty of graduate studies, 2,155 (1,949); faculty of forestry, 224 (222).

The increase in the faculty of dentistry includes enrolment of 20 students in a new course in dental hygiene.

## DEAN ARMSTRONG *Continued from page three*

a numerical rating. The important thing is that any questionnaire of this kind be treated statistically. You must know what percentage of the students reply, and if you arrive at a conclusion from the questionnaire, you must state whether this was the opinion of the majority of the students.

We also ask for the student's average mark in his previous year's final exams, so that if we get criticism of the course as being too difficult and it comes from a student with a 50-55 per cent average, we probably don't take that criticism too seriously.

UBC REPORTS: Has this student project received some assistance from you?

DEAN ARMSTRONG: Well, I've encouraged it. I've helped design the form to make it as effective and objective as possible and to give me the answers I need and the ones that I think the students should have. Now

the students themselves look over many of the questionnaires and may well be doing some advising of students that I'm not aware of. Certainly the students are pretty well aware of what the answers are, I'm sure of that.

UBC REPORTS: But on the whole, you regard it as a valuable document.

DEAN ARMSTRONG: I think it's an essential document and I would like to see all faculties doing this on a standardized basis, and the results made available to the senior appointments committee on the campus. I think the students are the only ones who can evaluate the effectiveness of the teaching of staff members, and this is one of the factors that we consider on senior appointments, so I feel this is an essential part of the university operation.

# WHAT THIS CAMPUS NEEDS

## IS A PUB

BY DR. DAVID SUZUKI

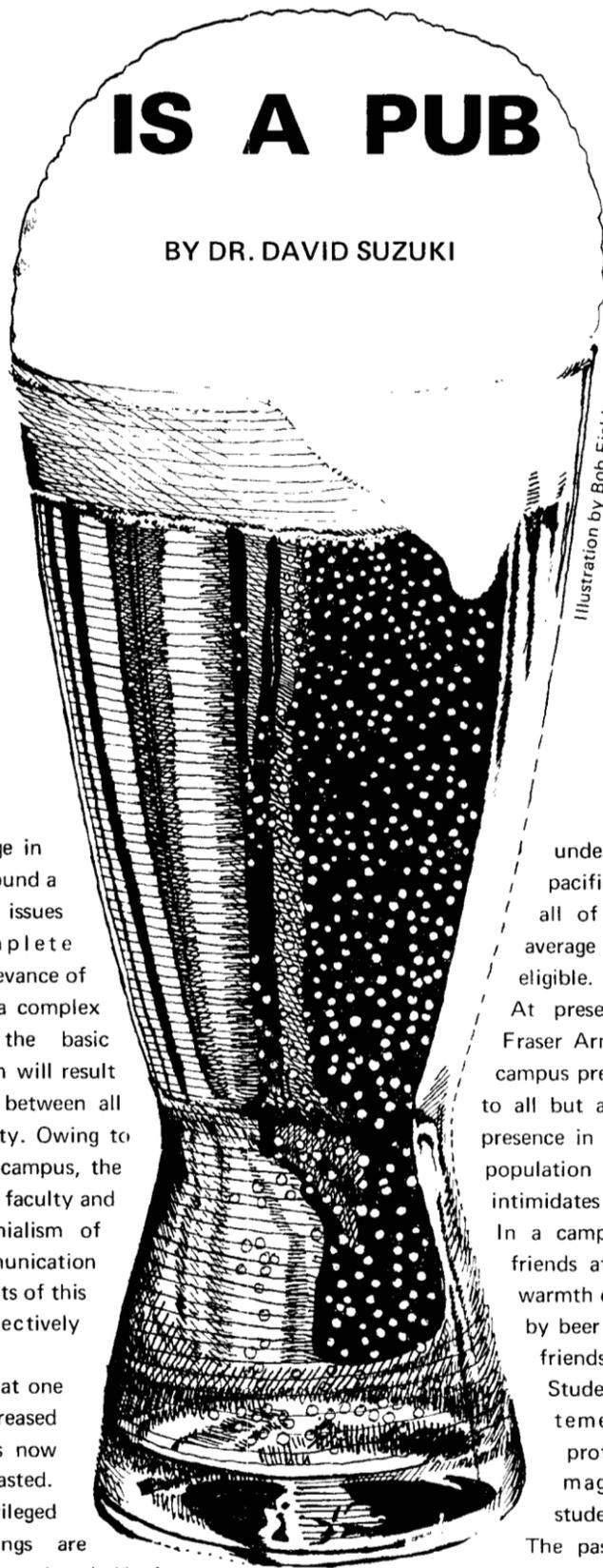


Illustration by Bob Field

Student needs for change in the university revolve around a number of complex issues requiring a complete re-examination of the relevance of university education in a complex society. Ultimately, the basic solutions to this problem will result from effective dialogue between all segments of the university. Owing to the physical size of the campus, the numbers of students and faculty and the self-imposed parochialism of specialists, inter-communication between different segments of this community are effectively inhibited.

It is tragic, therefore, that one large resource for increased communication which is now available and free, lies wasted. Except for a few privileged students UBC buildings are virtually deserted for more than half of each school day and every weekend. The opening up of such space would not only help to reduce the serious shortage of study room but would also create a campus where activities are not dictated by a commitment to a seven-hour day. I believe however, that the release of classroom space in the evenings will result in the rapid establishment of sects within each region owing to familiarity, habit and convenience, unless considerable effort is made to prevent such regionalism.

I submit that the communication crisis may be greatly overcome by building a pub on campus. Such a structure is uniquely suited to ameliorate existing frustrations. Although such a building would create a privileged class on campus, faculty would not be offended since all of them would be allowed in, and

underage students could be pacified by the knowledge that all of them, regardless of sex, average or faculty, would become eligible.

At present, the distance of the Fraser Arms and Cecil Hotels from campus presents a formidable barrier to all but a hardcore. Moreover, the presence in these bars of a large alien population and a stifling atmosphere intimidates most from tablehopping.

In a campus pub, the presence of friends at different tables and the warmth of camaraderie engendered by beer would soon result in new friendships and active discussion. Students might even have the temerity to speak to a professor, and a professor, the magnanimity of inviting students to have one on him.

The passions of commitment to reactionary or radical ideals would be tempered by the effects of alcohol. When one ponders the implications of a campus pub, its importance becomes obvious and paramount—management, waitressing and bouncing could be learned by students running the establishment; the tremendous profits could be used to finance academic activities on campus; fraternities would lose their roles as social and booze centers, etc.

It is my firm belief that a campus pub could be a critical vehicle for resolving numerous university problems. I would strongly urge that all students and faculty who are firmly committed to bettering education place this need at the top of their priority list. Until such time as Victoria grants a licence, I suggest the facilities of the Faculty Club and Graduate Students Center could be used for such a purpose in the evenings.

### WHAT THIS CAMPUS NEEDS . . .

is a new *UBC Reports* feature designed to provide a forum for the discussion of ideas or things which are now missing from the UBC campus. Contributions are invited from faculty members, students, alumni or other interested readers. All you have to do is complete the sentence "What this campus needs is . . .," and then make a case for it in an essay not

exceeding 1,000 words. Dr. David Suzuki, associate professor of zoology at UBC, is the first contributor. A specialist in the study of genetics, Dr. Suzuki was born in Vancouver and educated at Amherst College, where he received his bachelor of arts degree, and the University of Chicago, where he was awarded his doctor of philosophy degree. Dr. Suzuki, widely-known at UBC for his unorthodox teaching methods, has been a member of the faculty since 1963.

# CONTACT

## A UBC ALUMNI ASSOCIATION REPORT



Genial, mustachioed Dr. Cyril Belshaw (centre) helped the alumni commission on student unrest to examine the much-criticized Universities Act at a recent meeting. Seated, left to right, are Miss Barbara Schrodt, Dr. Lawrence Bongie, Duane Zilm, Clive Cocking (a non-member taping pro-

ceedings), Dr. Belshaw, James Tweedie, Peter Braund, Jim McKibbon, co-chairman, Nick Omelusik (the non-member co-ordinator), and Mrs. Helen Belkin. Co-chairman Ben Trevino arrived later and Leslie Rohringer was absent. Photo by David Margerison.

## POT-POURRI

On the campaign trail. UBC Alumni Fund types report the annual campaign is now more than halfway to hitting the goal of \$225,000. Alumni and friends of the University have kicked in \$176,460 since April compared to \$130,760 for the same period last year. The \$210,496 collected last year was used to support scholarships, the President's Fund, the library and student cultural, intellectual and athletic activities. For example . . . Two UBC rowers, John Ullinden and Lyle Gattley, recently received a \$400 boost from the Alumni Fund—a special contingency reserve paid their Olympic entry fees (\$200 each). Unfortunately, they missed qualifying in the pairs down in Mexico by a mere seven-tenths of a second.

Headlining the "cast" of thousands who attended Homecoming 68 on Oct. 24-26 was Dr. George Davidson, president of the Canadian Broadcasting Corporation. Davidson, who graduated from UBC in 1928 with an honors BA, attended the 1928 class reunion and offered a toast to the University at the reunion dinner Oct. 26. Local CBC types said the visit was purely personal and they held only informal meetings with their chief . . .

## Unrest Probe Continues

The U.B.C. Alumni Association-sponsored study of student participation in university affairs is now moving into high gear. After holding a series of closed meetings with key individuals on the issue, the commission lately has begun to move around the campus, meeting students in open meetings.

### STIMULATE DIALOGUE

The aim is to stimulate dialogue and obtain views representative of the general student body. "We've obtained a good deal of background information about the campus situation and we now want to move out and broaden our contact with the students," said commission co-chairman Ben Trevino.

"We have no intention of conducting some kind of secret inquiry into the university situation. We want the meetings to be as open and informal as possible because we feel the dialogue

with students is as important as anything else the commission might do."

One of the first steps, after the commission's formation in mid-August, was for co-chairmen Ben Trevino and Jim McKibbon and co-ordinator Nick Omelusik to have an exploratory talk with President Kenneth Hare over lunch. (The commission, as a body, hopes to have more in-depth meetings with the President later).

### COUNCIL BRIEF DISCUSSED

In another preliminary session, the commission met with Alma Mater Society President Dave Zirnhelt and executive members Ruth Dworkin and Tobin Robbins to discuss the implications of the student council brief presented to President Hare in June which requested major reforms in the University. It has also held discussions with MS vice-president Carey Linde and

UBC housing director Leslie Rohringer.

First open meeting was held Oct. 1, with students from engineering, education, nursing, commerce, agriculture, forestry and rehabilitation medicine. The commission heard student views—both favorable and unfavorable—on courses, teaching and university government.

### ACT DISCUSSED

As a result of the discussion, the commission felt a need for more knowledge of university government and held a meeting the following week to examine the Universities Act. UBC head of anthropology and sociology Dr. Cyril Belshaw, a man knowledgeable on University affairs, outlined the implications of the Act and Ben Trevino, a lawyer, covered the legal aspects.

## VIEWPOINT BY DR. JOHN DENNISON

Sooner or later the University will come to full realization of the existence of two-year community colleges in British Columbia. Four of these colleges are now fully operative and the impact upon the University has become more than incidental.

### ENROLMENT UPSURGE SEEN

Consider the case of Vancouver City College. By far the largest in terms of enrolment and longest in operation, City College is sending a considerable proportion of new registrants to UBC each year, and the number is growing rapidly. In September, 1966, approximately 150 VCC transfers enrolled at the Point Grey campus. In the following September this group had increased to nearly 500. At the present time, approximately 2,000 students attending the College have designs upon a university program. The colleges now in operation at Castlegar, West Vancouver and in the Okanagan promise a considerable upsurge in this category of transfer student.

What are the implications of this trend? Surely one fact is apparent; students at these colleges are entitled to an unequivocal guarantee that their academic efforts will not be in vain. They need and deserve the assurance that the courses and programs which they complete successfully while at the colleges will have clear transferability to the university of their choice. Furthermore, they are entitled to the assurance before they begin their programs and hence can plan their future accordingly.

At the present time there seems to be considerable confusion in the minds of these students as to just what credit they will receive for their college courses when they apply for admission to the various universities.

UBC assistant professor of education Dr. John Dennison obtained his doctorate in higher education from Washington State University and has a particular interest in community colleges. He graduated from UBC in 1959 with a bachelor of physical education degree and received his master of physical education from UBC a year later.

### Viewpoint . . .

aims to provide "feedback" to the University from its graduates. The columns are open to any UBC graduate to express his or her views on vital issues affecting the university and, indeed, on any important issue of the day. Viewpoints should be 750 words long and sent to Director of Communications, UBC Alumni Association, 6251 N.W. Marine Dr., Vancouver 8, B.C.

Official pronouncements have not served to clarify the situation. In May 1967, an administrative circular from the Department of Education was released. The substance of the circular was a statement from the provincial Academic Board for higher education which noted, among other things, that: "principals and counsellors should be aware that such transfers are not necessarily automatic and that full credit for courses taken may not always be given by the institution to which the student is transferring."

### STATEMENT SETS OUT DIFFICULTIES

The statement further refers to some of the difficulties involved and advises students of their "personal responsibility for verifying the adequacy of their full intended program against the relevant section of the calendars of both institutions concerned." The use of the words "not necessarily", "not always" and "may not" certainly makes for little confidence on the part of the students concerned.

Reference to the problems of transferability and standards of various post-secondary institutions was made in some detail in the Macdonald Report on higher education published in 1963. Referring to academic courses, Dr. Macdonald stated: "When I say that courses should be parallel but not identical I am envisaging some flexibility in the university entrance and prerequisite requirements". In other words, the

university should be more flexible in admitting students who have taken courses which are similar but not identically equal with university courses in terms of content.

Further, in reference to the need for autonomous control of the two-year colleges, Dr. Macdonald drew attention to the difficulty of ensuring standards even when courses are, on paper at least, identical. In effect, he throws responsibility for the protection of standards of two-year colleges upon the Academic Board.

What is needed today? Initially, in this writer's opinion, an avenue of communication between all two-year colleges and all provincial universities must be established immediately. The initiative for opening such dialogue probably lies with the Academic Board. Communication is essential both at the administrative level and between the various academic departments in all post-secondary institutions involved. Some steps, largely of an informal nature, have been taken but overall official sanction is lacking.

### ACT OF FAITH REQUIRED

Certainly, there are difficulties! The differences in the full-year and semester modes of calendar operation cause some confusion but clear answers must be found and found quickly. Perhaps the simplest solution lies in an "act of faith" which the universities must be prepared to consider. This "act of faith" would involve a decision similar to that taken by the universities in the State of Washington. These universities will accept, without further question, qualified transfer students from the various community colleges and will admit such students into the junior year.

Do the universities in B.C. have the same confidence in the community colleges? The alternatives are complex and lengthy. Surely the performances of these transfer students at the university, given the opportunity, will tell the story. The colleges are providing a new and exciting educational experience for many young people in this province. They need and deserve the confidence of the universities.