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## Appeal for Briefs Made by Senate Committee

The Senate Committee on Long-Range Objectives, charged with formulation of policies governing the growth and direction of UBC over the next ten years, has appealed to the entire University community for written briefs containing ideas for consideration.

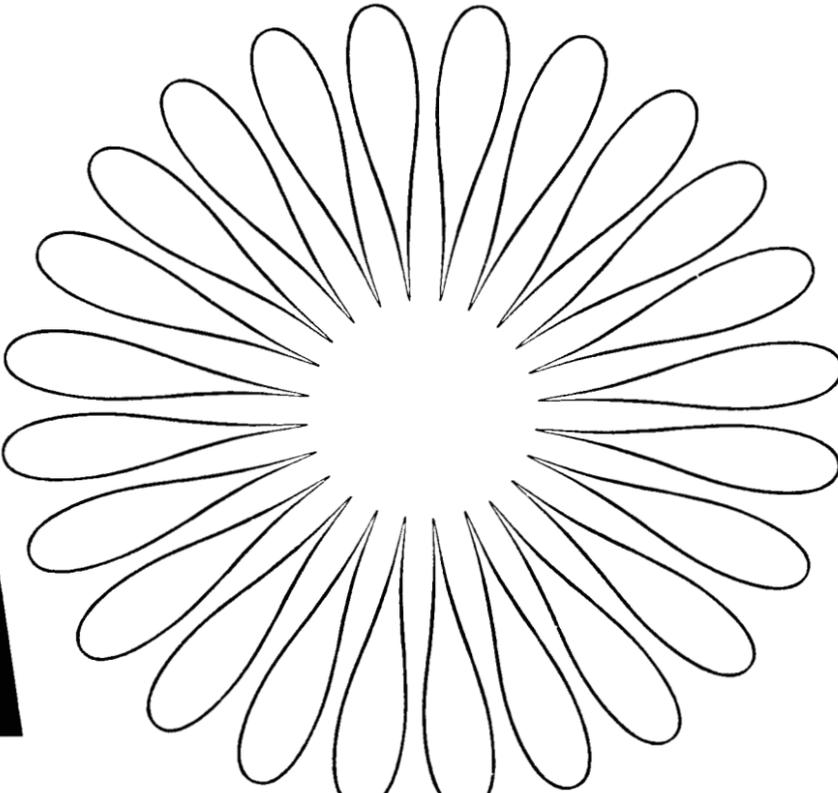
Committee chairman Dr. Cyril Belshaw, has asked for ideas on any topic which is important for the future, including goals for the university, enrolment and admissions policies and academic structure and organization.

"Written briefs, preferably short and providing such data as may be necessary, would be welcomed on these and other topics," Dr. Belshaw said in a letter. They should be sent to Dr. R.M. Clark, Office of Academic Planning. The letter adds: "Fifteen copies would be of considerable help to the committee, but this is not mandatory."

Dr. Belshaw emphasized that the necessity for clarity in material submitted to the committee is very great since it will not be possible to interview all those who submit briefs. "Briefs will have the maximum impact on the committee if they can be presented by January 1st," the letter adds.

A preliminary report, described in the article on these pages, has already been presented to Senate. The committee expects to draw up more precise drafts to form the basis of a report to Senate in the spring. This will be followed by a final report, possibly complete in the summer of 1969.

# THE IDEA EXPLOSION



By JIM BANHAM  
Editor, UBC Reports

The long dammed-up reservoir of ideas about the future of the University of B.C. has burst over the University community like a flood.

Idle speculation about the future size of the university, its physical development and the learning environment on the Point Grey campus has been replaced by a rising tide of ideas embodied in a series of reports to the University Senate.



On Oct. 30 Senate heard the rumblings of the approaching flood in the form of two reports: one from the academic planner, Dr. Robert Clark, which revealed that if the University continues its present admission standards, enrolment will reach 34,000 students in 1973, and a second report from a new Senate Committee on Academic Building Needs.

The latter report, signed by a committee chaired by psychology department head Dr. Douglas Kenny, said it is clear UBC needs \$108 million for new buildings in the next five years and warned that "It may be inevitable that the academic excellence of the university as a whole will be gradually lowered because of the demands for a rapid increase in space, number of faculty, research equipment and library collections."

These reports have now been supplemented by a preliminary study prepared by the Senate Committee on Long-Range Objectives and a progress report from the Senate Liaison Committee with the Board of Governors on planning permanent buildings. The reports were presented to Senate at its meeting on Wednesday (Dec. 4).

At the core of both reports are statements which embody the central issue for the future of the university as each committee sees it. It is not odd that each statement says much the same thing in different words.

Here is the way the Long-Range Objectives Committee, chaired by Dr. Cyril Belshaw, puts it: "... what concerns us most is to provide a more stimulating academic environment while at the same time attempting to minimize the disadvantages of that impersonalization which is widespread now on the campus, and which normally increases as numbers expand."

The Senate Liaison Committee with the Board of Governors on planning permanent buildings, which is chaired by Dr. Peter Oberlander, head of UBC's planning school, puts the question a little more succinctly: "The Senate members of the Liaison

Committee consider that there is nothing inevitable about student enrolment and suggests that Senate ought to address itself soon to the question of what is our image of an *optimum environment for learning?*"

These two central statements provide the framework, as it were, on which each committee hangs its ideas for examination.

The preliminary report of the Long-Range Objectives Committee opens with a preamble pointing out that there are urgent decisions to be made on enrolment policies and priorities for capital expenditure. The purpose in bringing forward a preliminary report, the committee writes, is "to give members of Senate an opportunity to comment on the approach we as a committee are taking in our efforts to prepare integrated general proposals for the future of the University of British Columbia."

(The committee has also invited any member of the University community to present ideas which should be considered. See box on this page.)

In considering the prospect of an increase in student enrolment from the present 20,232 to 34,371 by 1973, Dr. Belshaw's committee is looking at the problem from two perspectives: the possibilities for developing higher education facilities elsewhere, and the possibilities for altering the existing situation at UBC to create a more stimulating academic environment.

Before surveying the possibilities for altering UBC's existing structure, the Belshaw Committee points out that the University "cannot look at the problems solely in terms of the needs to be met on this campus."

Significant restrictions on enrolment growth at UBC will create greater need for expanding facilities elsewhere and the committee suggests two courses of action—additional regional colleges covering the first two years of arts and science and expansion of other existing universities.



As for UBC, the report continues, "some limitation of the expansion of enrolment will probably be required in the immediate future, irrespective of the long-term policies we shall adopt." Hopefully, the report adds, other institutions can expand enough to absorb this difference.

The report then lists specific ideas for accommodating a growing student body, either by creating off-campus facilities or altering UBC's existing

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See EXPLOSION

# 'SPREAD THE NEWS'



*Dr. F. Kenneth Hare, president of UBC, held a news conference on Nov. 27 to make a public statement "about where we stand and where we hope to go in the future." What follows are excerpts from Dr. Hare's statement and the question-and-answer period which followed.*

DR. KENNETH HARE: The first thing I'd like to say, before I start presenting this statement, is that yesterday's meeting that I had with the law students on the campus was intended to be a private meeting. I can't complain that it got reported in the Press because, fairly, universities are squarely in the middle of things. But I'm not aiming at a confrontation with the provincial government. I am aiming at their collaboration, and I've no reason to suppose that it won't be forthcoming.

The statement that I am about to present to you is not aimed at embarrassing the government, but aimed at making the people in British Columbia aware of the situation in which this University finds itself, and all the universities and particularly the students of the province find themselves. The students are getting a bad Press at the present time and there's another side of the story beside the one that is being told.

Well, now, in view of the many reports circulating about the University's enrolment policy, some of which are highly inaccurate, I want to make a public statement about where we stand and where we hope to go in the future.

This University has taken no general position concerning restriction of enrolment. There are certain faculties (Law), schools (Architecture), that have already decided to limit future admissions because they must, but the large undergraduate faculties and the Faculty of Graduate Studies are uncommitted. Any general limitation of enrolment will have to be recommended by the University's Senate and adopted by the Board of Governors. Reports circulating that this decision has been taken are untrue.

In considering this matter the University has to be guided by the following considerations:

The first is, that since we are by far the largest institution of higher education in the province, any decision to restrict enrolment here affects every potential student, and that's a matter that we have to consider in the general provincial interest; we have to take into account the needs of all the young people in British Columbia who can profit from university education.

On the other hand, we do have to guarantee to the students who are admitted to U.B.C. that they'll have space to study, read, eat, attend lectures—we could add to this list, like park their cars. This means that we've got to be assured of enough capital to build the space needed and at present we have no capital resources at all for new building starts.

And thirdly, we've got to guarantee that our faculty and our facilities are competitive with the highest standards maintained elsewhere; that neither the faculty nor the students have to work in congested conditions or with inadequate tools.

Those, then, are the three things that bear on our enrolment policy, and our present position is desperate on all three counts. The best estimates we have are that our enrolment if unchecked will rise from 20,232, at the present time, to 34,371 in five years' time. That's an increase of 70 per cent in five years, equal to the increase between 1953 and 1967, fourteen years.

Now, this assumes continued growth of our sister universities and of the regional colleges. The rate of increase is about 2,500 students per annum now. It's not in the statement, but let me point out that means that we add half Simon Fraser to our enrolment every year at the present time. And we have, let me repeat, no capital at all to start building to accommodate them. We shall do everything we can to increase the efficient use of resources, but we think it's already high.

There is a Senate Committee on Long-range Objectives, under Professor Cyril Belshaw, which is looking at the longer-term problems raised by these figures; just for the record, let me say that at the moment Senate Committees are very much for real, they're working on problems that we shall have to solve; they aren't places where you send things to be stalled.

Well, put in bald terms, we shall have nowhere to put these students and not enough people to teach them. Yet we suspect that the other universities and colleges can't absorb them. The Minister recently visited us and he listened with obvious sympathy to our recital of these facts. I'm sure that he recognizes that this is a province-wide issue, that no one campus can settle alone. The University is ready to play its part, and at present that's inevitably the biggest part, but it can't do so without help.

Merely to catch up with our present lack of space, we need to start at once buildings that will cost us \$25,000,000. We've got a committee, another one of these hard-working committees, working on the order in which these buildings will go up. And I promised the Minister of Education to give him this list soon. But beyond the need for \$25 million, we need for the five years 1969-74 over \$60 million in new building starts. If an immediate restriction of enrolment was adopted, this last figure would, of course, be reduced but it wouldn't be eliminated, because much of it represents backlog and updating.

Well, that's the background to the problem of restricted enrolment at UBC; why Senate committees and the Alma Mater Society alike are debating the need to slow down or stop further growth. There are two factors involved: no one wants to see the present congestion and the uncomfortable conditions under which many of us work continued. And some people, to quote from a recent AMS Committee Report feel "that a student population of over 25,000 would be a serious obstacle to our aspiration of developing a community where greater student and faculty participation and scholarship will be fundamental objectives." To put it in a nutshell, there are some people in all sectors of the University that think that a university of 25,000 is too big anyway, quite apart

from the general question of how to accommodate students.

Well, that figure of 25,000 will be reached in 1970, if we keep our doors open as at present, but I still repeat that no decision has yet been taken by the Governors to restrict enrolment.

Now, anxiety has also been raised by allegations that students from the regional colleges, such as Vancouver City College, Selkirk College and so on, are having difficulties getting transfers of credits, on admission, to the provincial universities. Now, it's my understanding, and you must remember that I'm new here, that UBC has an open door to such transfers. The Admissions Committee under Deputy President Walter Gage, who is present, has a student representative on it, and I propose to suggest to the Senate that student representation be increased. If any remaining hindrances to free transfer between provincially-supported institutions and UBC exist, I wish to see them removed; remember that it isn't me that removes them, it's the Senate, and the Admissions Committee reports to the Senate.

We give priority to candidates from British Columbia, but it goes without saying that otherwise we consider only the candidate's academic record. If we are offered comments on a candidate's political views we disregard them.

But I believe that higher education in British Columbia has reached crisis point, and that we must all act at once if present and future generations of students are not to suffer irreparable loss of opportunity. So I ask the people of the province to wake up to the situation we're in. It's easy to condemn students who stage sit-ins and deliver ultimatums, but I urge taxpayers to look beyond the minority, the tiny minority, to the plight of the huge majority. I suggest that they think of their own sons and daughters who on a wet November day can't, between lectures, find anywhere on the campus to sit down and study. That's the reality of the enrolment situation here.

Well, that's the formal statement, ladies and gentlemen. I'm at your disposal if you'd like to raise questions.

Q. Doctor, do you have some comment on government priorities? I think that's probably where the issue is, that the students have claimed that government priorities have moved more towards dam construction, things like that, and have argued that education should have a higher priority. Are you arguing that?

DR. HARE: I believe that government priorities reflect public opinion. And I do not think that public opinion in this province is alert to the acute congestion and the under-provision that is made in the universities and colleges for higher education. I believe that if public opinion was awake to this, that government attitudes would change. The government is made up of political people who are in touch with their electorate, and I do not believe that the public realizes the situation that we're in. That's the reason why I'm here today.

Q. Do you hope to enlist the aid of the students, themselves, Doctor?

DR. HARE: The thing that I would most of all hope from the students is that they would recognize that I have a problem on my shoulders where I do need their co-operation. It doesn't help me when they, in fact, get into conflict with the university authorities, the police. It helps me a great deal when they are aware of this and spread the news. The best thing that the students can do in all the universities is just to spread the news, because I'm convinced that in a democracy, once the situation is clear to everybody, it will solve itself.

Q. Dr. Hare, you said you weren't aiming at a confrontation with the provincial government, rather a collaboration. Do you really expect collaboration from them after the statement made by Education Minister Brothers yesterday in Victoria, that the provincial government had done its bit as far as UBC is concerned, and that there was no crisis here on the Point Grey campus?

DR. HARE: The Minister of Education was quoted in the Province as saying that the provincial government had honoured its pledges. What I'm suggesting is that we need new pledges, on a much larger scale.

Q. What exactly did Mr. Brothers say? You said he gave you a sympathetic hearing, but obviously you had no commitments or you wouldn't have needed to have called this conference today?

DR. HARE: I called this conference today because my hand was forced.

Q. By whom?

DR. HARE: By the University community. There are so many people in this University at the present moment, among the student body and among the faculty, who are alarmed and concerned about this, that if I had not chosen to speak up I would have been concealing from the people of British Columbia the state of tension that exists here. My hand was forced by events. If I had been President of a less turbulent community I might have kept my mouth shut for another month or two. The Minister has only had two weeks to consider the picture that we gave to him and I am not critical of Mr. Brothers. He hasn't had time to react.

Q. Dr. Hare, do I understand you to say that the question of limiting enrolment is only an economic question, that you're not concerned as the AMS is with an optimum number?

DR. HARE: No, I think it's two things. Certainly a university can get too big. There is no absolute figure attached to this. There is an art to university government, university affairs, at which we're pretty primitive. There is a Senate committee under Cyril Belshaw which is looking at this particular question now. It may be that there is an upper limit to size. I personally don't believe there is. This is a personal opinion, not committing anybody in the University. A university is too big when it has ceased to function properly, but there is no absolute number attached to this as far as I'm concerned.

Now, what the Belshaw Committee will report to the University Senate I can't say, but I expect them to weigh this attitude pretty carefully.

Q. Would you urge the Provincial Government to re-examine its policies of having local school boards develop regional college programs?

DR. HARE: This is a matter for the Provincial Government. I will only say that the good health and the wide dissemination of the regional colleges are essential to the health of the universities; they are just as much part of the provincial system of post-secondary education as the universities and they're entitled to the full support of the universities, which we are very glad to offer. I have, in fact, been to several of the centres where such colleges are being organized at the present time. I was very struck by the enthusiasm, but also by their acute problems in the same field, capital problems, that we have. But I think that the question of how this is done is a matter for the Provincial Government, and one I know very well they must be considering.

Q. Dr. Hare, have you got any specific proposals that you're going to put to the students for involving themselves in a money-raising campaign?

DR. HARE: In due course, I think, yes. I would look for the support of the AMS Council in this. I think their objectives are the same as mine, the same as the Senate's. I see the student body as the ideal body to carry the message.

I, of course, being of an older generation, am opposed to the technique of confrontation, of making oneself beastly. I believe in persuasion. I think the majority of the students on the campus feel the same way. I hope that the students will refrain—not only here, I'm not talking about UBC students, I'm talking about the whole younger generation—from making my job more difficult, but I'm not attempting to censor their activities.

One thing I do hope to do later in the winter, is to get down to discussing with the AMS Council, which is the proper body to discuss things with on this campus, ways and means of getting this kind of support from the students. But I haven't done it yet; there's just so many hours to a day.

Q. This wouldn't be a red herring, Dr. Hare, to sidetrack student energies away from sit-ins etcetera, to save the University?

DR. HARE: Well, there is a school among the students who believe that you cannot save the University, in society as it's presently constituted, and that the University that we're running is the wrong kind of University anyway. If they feel this I can't do anything about it because I'm committed to the opposite point of view that the University is a positive and valuable force in the society, and that if society needs changing, it can change itself. This is the liberal position, and I wouldn't be holding this job if I weren't in this position. So, it isn't a question of sidetracking energies. I do feel, however, that the student image in the province, indeed across the whole continent, is a bad one at the moment because it has been over-simplified. The one thing that strikes me about the modern student, and I shall be accused of being patronizing about this, and I couldn't feel less patronizing, is how deadly serious he is. It doesn't make any difference whether we're talking about the people sitting-in on top of SFU or the great mass of the students who walk up and down our Mall, going to lectures, and then go home at night.

Q. Dr. Hare, do you think that the University would be in this situation right now if we had some form of province-wide commission to co-ordinate the financing and planning of all post-secondary education?

DR. HARE: That's structure, and I'm in favour of proper structure. But no structure will work unless the electorate is awake. If the people of the province understand the needs of the universities and of their own children, because we're talking about their own children, then almost any structure will work. If the people of the province don't want a proper university system, then no amount of good structure will do a damn thing.

Because this is a question of personal obligation—it always is, at every level. The so-called teaching problem in the university is entirely a question of how the professor sees his student, the student sees his professor. You cannot change that by altering structures. And in the same way you can't change the basic financial situation by changing structures.

But there are enabling ones, and what this Province seems to me to need urgently is a proper way—a proper and effective way—of planning the future. I know from conversations with the Deputy Minister, who is running an inquiry into this at the present moment, that he feels the same way. I shouldn't take his words away from him, but I believe that he and the Government generally is searching for a better way of doing this. All jurisdictions have to come to it because universities are just about the biggest business there is.

Q. Dr. Hare, in 1963 we had a "Back Mac" campaign something similar to, perhaps, what you're considering now, to also educate the public on the importance of higher education. There are some people who might argue that the most effective way of educating them in this line would be to restrict enrolment so that their sons and daughters would be unable to attend university and then they would realize the impact of the things.

DR. HARE: Well, that's a matter for the people to decide also, but at the moment we are in a situation where we want it both ways. We want open access, but we haven't made provision for it. Now I personally want open access. My view is that the world of the future is one where open access to higher education is going not so much to be a right, as a social necessity. Now it's a right too, in my personal estimation, but that's a political question and it doesn't enter into my judgment on this. My judgment is that it's a social necessity. For one thing the logic of our particular society is to destroy jobs, particularly at the lower end of the age scale. It is to increase leisure. Now, if you do this, and you don't fill the vacuum, you have created a situation where, who could blame the age group concerned for feeling pretty bloody-minded.

Now what is happening in the world today is much more complicated than that. It's true that we simply must look at the alternatives. If you don't let the students into university what are you going to do with them? Are they going to take jobs? If so, what jobs? The point is that this is an inescapable conclusion, there's nothing else for them to do. Not in the mass. Especially if the society gets to the position where the talented members of that generation can find nothing good to do, they'll find something else to do, and it won't be good.

Q. Dr. Hare, would you like to see a University Board of Regents setting admission and financing policies?

DR. HARE: As I said, this is structure. I'm on record in a recent book as saying that my own view is that there should be legislatively backed—that is to say, statutory—mechanisms for looking after university systems. There are any number of different ways of doing this. If there is a determination to make the structures work they will work. So I'm not committed to a regent system firmly. On balance, I like it, but not if it's coupled with the wrong kind of regent structure, as it is in California.

Q. In view of the bad Press that you say students are getting these days, what reaction do you expect from the public when this story is given?

DR. HARE: I don't know, but what's the alternative? Probably a hostile reaction because in fact it's an extremely difficult story, but I am compelled to tell it because it's the truth, and there seems to me to be no point in hiding behind the—it may be that this is a moment where tactically and politically the University should remain silent. I don't agree. I think that the other side of the story has to be told: that there is a reality behind the smokescreen of noise. And a grim reality.

Q. Dr. Hare, do you feel that there's any area in the community, perhaps in the private sector, that should be contributing a higher percentage of the funds that a university needs to function? Or is the \$60 million all public funds?

DR. HARE: Most university people think that the more diverse their sources the better.

That is to say, to get all one's money from one basket is a mistake. It puts you too much in the debt of a single source. My own view is that if the public, if society is willing to contribute to a fund-raising campaign, all well and good. But we only recently ran such a campaign and I don't believe that it would be proper for us to run one again so quickly on the heels of the other. Furthermore, universities aren't the only people who have a claim on the public purse like this—on the private purse like this—other people do, and one has to be public-spirited about it.

I really don't much care where the money comes from, I'm only concerned to indicate the scale of the provision that will have to be made by one source or another if we are to accommodate students who are not just imaginary, who are on their way now. I'm simply trying to put objective facts before the people of this Province.

Q. Dr. Hare, one point, I haven't been able to find it, you mention the possibilities of better utilizing the facilities you now have although you said that you thought you were doing it pretty well.

DR. HARE: Bottom of the first page of my statement, but it's in there somewhere.

Q. Right. I'm wondering, are such considerations as a full evening program or a full or even

*Continued at top of next page*

half-Saturday being considered, or have they been ruled out for ever?

DR. HARE: Most certainly they've not been ruled out for ever. This committee to which I refer here has all such measures before it. Only recently the Senate, for example, heard a proposal that the present summer session, which is a short one, be lengthened to thirteen weeks and put on the same basis as the others. There is a reason why universities don't always gain, and nobody gains, from going full-time in that sort of fashion, filling in the summer for the undergraduate program, and that is that the student body is allergic to it. The summer session, or the summer quarter, in universities that run this system is under-populated. Notably in the University of California, where President Hitch told me recently that his biggest economic problem was the fall-off in enrolment in the summer quarter. Of course, there have been considerable differences between quarters at SFU too.

In any case, if you increase the amount of teaching time at a university you increase the operating cost. It's not simple. You may save a little capital, but you run up the operating cost, and if you think of this in terms of the interest on investment it isn't obvious that you're saving any money.

Q. But surely you are going to increase your operating cost after you spend the capital to accommodate more students?

DR. HARE: Oh yes. Certainly you are. Certainly these are things that ought to be considered. I personally have a strong feeling for the evening college because I've recently been head of a very successful evening college, which was a standard university college in every respect, except that it started up at 5 o'clock in the evening.

Q. Would you suggest that here, then?

DR. HARE: Oh I have, I've already suggested it. I would love to see it in Vancouver. I'd love to have a hand in organizing it.

Q. Do you think it's going to happen on campus here?

DR. HARE: Well, I don't know whether it would happen on campus. Other people, notably Vancouver City College, have a stake in this and so does the local authority. I'm only saying that personally I think this should happen in a place like Vancouver, and it would take a lot of the heat off the other regular full-time universities were it to happen.

Q. Could it not happen on campus where you have—just continue from 5:30 right through 'till 9:30 and then on Saturday as well. It would increase operating costs, but you wouldn't need to—

DR. HARE: Yes, but there's an excellent reason why you should put such a college downtown. It is the time wasted in commuting. If a person is working until 5 p.m. and he then has to take a half-hour trip and a half-hour back in the evening, he's lost an hour out of an extremely precious

investment in time, whereas, if you're right on the spot, and all the successful colleges of this kind are right in the downtown area, if you can do this, then the fellow can walk straight from his office to his college and be immersed in academic affairs in no time. So, I would sooner see this happen anywhere in a downtown area.

Q. You don't think it would be beneficial for the full-time students at UBC to be faced with an extra four hours where lectures could be scheduled in the evening?

DR. HARE: Well, it might be, if this is one of the things that I'm sure the Belshaw Committee has looked at, and is looking at still. I don't know what the students would think about it. As a matter of fact this place absolutely hums in the evening. Any idea that people go home at 6 o'clock in the evening, well, it just isn't true.

Q. How about Saturday?

DR. HARE: Well, Saturday's a different matter. There's still a considerable population here, but I would agree that the population goes down very heavily after 12 o'clock.

Q. Dr. Hare, five years ago the regional colleges were proposed in a report that was produced at this University, that was supposed to plan our higher education system at least 'till 1971. Well it's now 1968 and we appear to be in a state of considerable chaos, in the whole system. What has gone wrong?

DR. HARE: Under-investment.

—Three semesters vs. two semesters as an aspect of style of learning.

—Staggering lecture-seminar and laboratory periods to avoid peak loads on supporting facilities such as food services.

—A shift from departmental education to inter-departmental and multidisciplinary teaching and learning.

The third point raised by the committee concerns the manner in which planning and policy decisions are made and implemented. It discovered a wide range of different channels and techniques for decision-making about buildings, but was not able to find "a clearly-perceived framework or system of decision-making which would implement an established planning and building policy for UBC."

It seems essential, the report continues, that Senate, together with the Board of Governors and the administration, agree on a clearly articulated structure of decision-making so that individual decisions for campus projects can be made within the context of established policies and agreed-upon priorities.

The fourth issue raised in the Oberlander report is that of improved staff services and research to undertake an in-depth study of the concept of creating an optimum environment for learning on the UBC campus.

The report recommends establishment of two task forces, one to investigate the style-and-environment-for-learning idea, the other to clarify how planning and building policy decisions are actually made and implemented.



The first task force, the report suggests, could be made up of a small, select group of UBC scholars and senior students, who would carry out their study in the summer of 1969.

The report asks that both task forces have appropriate staff support and both should report back to Senate in the fall of 1969.

And finally, the report suggests that a system of decision-making on behalf of campus planning ought to involve three ideas:

1. Campus planning must be continuous and continuing and should not be subject to once-and-for-all rigid master plans.

2. Academic priorities and concepts of optimum learning environments ought to shape the decision-making process.

3. Senate ought to be deeply involved on a continuing basis with the campus planning process. "It is essential," the report says, "that we move from campus plan to 'campus planning' and make that a well-understood, continuing and responsive process of the University administration."

## EXPLOSION



*Continued from page one*

structure to create a diversified system of academic units.

The report poses these questions about facilities located apart from the present 1000-acre campus:

1. Should we create a self-contained satellite campus, organized into college units of about 1,000 students, which might in time enrol 10,000 students? Two possible locations are the University Endowment Lands or a site in the Fraser Valley.

2. Should an off-campus institute or organization for individual studies be established by UBC, or in co-operation with other universities? It would provide the equivalent of first and second year work in arts and some of the work in other faculties. Such a facility would maintain a file of tutors available in most parts of the province and provide correspondence, television and radio courses.

3. Should an evening college be established which would enable working people to obtain degrees in arts, commerce and education?

4. Should UBC develop a four-year experimental college by further elaborating the existing Arts I and II programs? The report suggests there is no need for this development to take place on the campus, but points out that it would need its own faculty and library.

Turning to the possibilities for the existing campus, the report says UBC's size offers the advantage that large numbers tend to make it easier to provide a variety of academic opportunities to meet a diversity of learning needs.

Here are some of the possibilities being considered by the Belshaw committee:

—Reduction in the number of lecture hours per week for most courses to make time available for individual study and small discussion groups.

—Development of an undergraduate residential college system evolving by stages from present and future residences.

—Development of a learning resources centre, staffed by skilled personnel, to produce films, tapes, models and program units of instruction.

—Redesigning of existing buildings to provide new methods of instruction and for individual and group study.

All these suggestions, the committee report says, are being looked at "within the framework of a philosophy of university education which recognizes that there is a primary obligation to students as persons, a responsibility to the various disciplines and one to society."

The progress report received by Senate on Wednesday from its representatives on the Liaison Committee with the Board of Governors on planning

permanent buildings stems directly from the Oct. 30 report by the Kenny committee on academic building needs. It also complements the preliminary report from Dr. Belshaw's Committee on Long-Range Objectives.

The Senate Liaison Committee, chaired by planning head Dr. Peter Oberlander, raises four issues for consideration by the Kenny committee, which is now deliberating priorities for future buildings, and a new committee considering future enrolment.

Dr. Oberlander's report also reopens the issue of the contentious Campus Master Plan, prepared for the University by a firm of American planners, and which met with a mixed reception when it was unveiled in mid-1967.

The responsibility for assigning priorities for new academic buildings ought to be seen within the context of the Campus Master Plan, which the report says "has been neither accepted nor approved by Senate."

The Committee quotes two Board of Governors' minutes and then gives as its opinion that since the plan "apparently has never formally or technically been adopted, it has no firm administrative or legal status."

Despite this, the report continues, it is clear the document itself acts as a guide to individual site selection and decisions regarding building placement.

From this first point follows the second point in the Oberlander report, namely, that plans for expansion of the campus and new buildings should consider creation of optimum learning environments. This is an issue, the report says, which deserves considerable discussion and thorough examination of the choices which the university could make regarding its size, scope and resulting quality of environment.

Within this context, the report adds, there are at least three broad policy alternatives which could create quite different environments for learning:

—An open door policy leading to the predicted 34,000 students by 1973.

—A selective policy under which UBC would concentrate on graduate and professional education. This role could limit enrolment to from 15,000 to 20,000 in five years.

—A revolving door policy under which UBC would be highly selective on academic grounds to attract an academic elite across the broad spectrum of academic disciplines. This might lead to a half-way enrolment policy involving 25,000 students by 1975.

The Oberlander report then echoes some of the points raised by the Belshaw report by describing the different environments for learning which might arise from various combinations of the following choices and elements:

—A single, compact campus vs. a central campus with satellite colleges.

—Centralized vs. decentralized support and research services such as the Library and computer facilities.

—A walking campus vs. rapid transit or the present car campus.