

UBC REPORTS

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RETURN POSTAGE GUARANTEED

UBC STUDENTS

ARE REACHING OUT BEYOND THE CONFINES OF THE POINT GREY CAMPUS TO INVOLVE THEMSELVES IN A VARIETY OF PROJECTS THAT NOT ONLY PROVIDE A SERVICE TO THE COMMUNITY BUT ALSO MAKE USE OF THE SKILLS AND TRAINING GAINED IN THE CLASSROOM. ARTICLES ON SIX OF THESE COMMUNITY-ORIENTED PROJECTS, INVOLVING BOTH FACULTY MEMBERS AND STUDENTS, APPEAR ON PAGES SIX THROUGH NINE OF THIS ISSUE OF *UBC REPORTS*. ONE SUCH PROJECT, DESCRIBED MORE FULLY ON PAGE SIX, IS SIMULATED IN THE PICTURE BELOW BY SOCIAL WORK STUDENT ARTHUR TEMPLE, LEFT, AND ASSISTANT PROFESSOR BEN CHUD, WHO ARE INVOLVED IN ORGANIZING THE...



CRISIS

INTERVENTION

CENTRE

What Good Is a Board of Governors?

See pages two and three

How Hard Do UBC Professors Work?

See pages ten and eleven

HELP! I've Got A Bug In My Ear

See page nine

THE question, "What good is a Board of Governors?" is being asked with increasing frequency on the campuses of Canadian universities. For a growing minority the verdict is implied in the tone in which the question is asked. And the verdict is unfavourable.

Boards of Governors at Canadian universities have been criticized in terms of their functions, composition, and performance. I am writing solely with reference to the University of British Columbia, but the same sorts of comments pro and con are being made at other universities. It is convenient to consider these criticisms in succession, but it is clear that in the minds of many the criticisms are related. For example, the intensity of some of the comments would be quite different if the composition of the Board were altered drastically.

A few facts about the Board of Governors at the University of British Columbia provide a background for considering some of the criticisms.

Under the Universities Act of 1963, the Board of Governors is responsible for the "management, administration, and control of the property, revenue, business and affairs of the University." In elaboration it is made clear that the Board has authority to: 1. appoint all persons who work for the university; 2. establish and maintain faculties and departments; 3. construct and maintain buildings; 4. prepare and adopt the current and the capital budgets; 5. decide upon the amount of student fees; 6. restrict the number of students in each faculty, "having regard to the resources available."

The Act qualifies the power of the Board to make faculty appointments by requiring that each recommendation for appointment or dismissal must have the approval of the President. The Act also restricts the authority of the Board in establishing faculties and departments by requiring that the Board can act only with the approval of the Senate. I intend to write an article in this series on the University Senate. It is sufficient to say here that the Act assigns to Senate "the government, management, and the carrying out of curriculum, instruction and education offered by the University."

A perusal of university acts across Canada fails to indicate how in practice the scope for initiative by the Board of Governors at state universities in Canada has been curtailed progressively. The process continues. Why has this occurred?

One obvious factor has been that as the universities of the country each year have pressed their case for large increases in grants, the respective provincial governments have shown an increasing willingness to exercise their authority not only with respect to providing operating grants, but also in connection with capital expenditures. It is difficult to imagine any large state university in Canada now or in future embarking upon a new program involving the expenditure of millions of dollars without securing the support of either the Provincial or the Federal Government or both.

Even the scope of raising funds privately is restricted. This is partly because of the mounting levels of personal and corporation income taxes. It is also due to the need to relate money spent from private sources within the context of spending public funds. The one remaining source of significant net revenues, student fees, is one of such political sensitivity that the scope for discretion is limited. On the expenditure side the growing influence of faculty members in the universities has made it increasingly difficult for a Board of Governors, in their concern for the public good as they see it, to act contrary to majority faculty opinion.

The Board consists of eleven members, as follows: 1. the Chancellor, elected by the graduates of the university; 2. the President, who is appointed by the Board; 3. three members of Senate elected by the Senate; 4. six members of the public appointed by the Provincial Cabinet.

Faculty members other than the president, members of Parliament or of the Legislative Assembly, employees of the Department of Education, and school principals or teachers are not eligible to be on the Board.

The most frequently heard comments relate to the composition of the Board, but the criticisms of its functions, while more recent, are more far-reaching. I shall list the former first, and afterwards give my own reaction to these comments.

1. The public interest is over-represented on the Board. I do not know how many faculty members

would go as far as my friend, Professor Gideon Rosenbluth, who in principle would prefer that there be no public representatives on the Board. But many—probably a majority of the faculty, and many students who have considered the subject thoughtfully—do not believe that all the Board members except the President should be lay members. Matters to be decided frequently are so complicated and require such a background of knowledge that lay members of the Board cannot be expected to have either the knowledge or the time to make the wisest decisions. Moreover, their set of values and attitudes, their philosophy of life, may diverge considerably from that of many students and faculty. In short, the public, even if ideally represented on the Board, should not have so much influence.

2. The lay members of the Board are selected from too narrow a segment of the public interest, both in terms of their occupational backgrounds and their place of residence. In the last quarter of a century nearly all the lay members of the Board have come from a background of business or from law, medicine, engineering or journalism. They have been highly successful in their careers. With rare exceptions their homes have been in Vancouver or West Vancouver.

3. Under the Act the President has too much power and too much responsibility as the sole academic spokesman on the Board. There is the possible temptation on some controversial issues to present to the Board evidence that supports his recommendations, while passing unobtrusively over, or even omitting evidence that might point to different conclusions.

4. The faculty should have representatives on the Board, preferably by election, to provide support for the President on issues where he and the university may benefit substantially. Moreover their presence may serve as a check on presidential prerogatives and help ensure that divergent faculty viewpoints are considered by Board members in their decision making.

5. Students should have representation on the Board to ensure that their interests are kept in mind.

6. The number of Board members is too small to perform the functions assigned to it without taking up a great amount of time of conscientious Board members. I am informed that it takes at least 40 hours a month for the typical Board member, and more for members who are chairmen of important standing committees of the Board. This fact in itself restricts severely the number of public-spirited citizens who would be willing to serve.

In principle, all of the above criticisms could be met by substantial changes in composition of the Board and a limited increase in its size. I turn now to more far-reaching criticisms which carry no such implications.

7. The existence of a separate Board of Governors at each university is not only unnecessary but undesirable. As early as 1966 President Claude Bissell of the University of Toronto publicly advocated the creation of one governing body at each university which would combine the functions of present Boards of Governors and Senates. He believed that such a change would not only save time, but also would lead to more effective decision making.

The brief submitted last November to the Advisory Committee on Inter-University Relations by the Senate of Simon Fraser University goes further than President Bissell. The Senate recommends that there be established one overall British Columbia Commission on Universities. This body would exercise overall financial authority over the state universities in the Province. The public interest would be safeguarded by including laymen among the Commissioners. The Board of Governors on each campus would be abolished, and laymen would be removed from the Senate of each university. The Senate would be the supreme authority on policy questions on each campus.

WHEN the question of power is being considered, whether in the family, the church, a business, a trade union, government, or in the university, it is extraordinarily difficult for the participants to be sure of their own motives. It is easy to attribute a degree of benevolence to one's own intentions that in the name of realism one does not attribute to others with opposing points of view. It is not only the possession of power that corrupts: the envy of power is no less corrupting.

In view of the wide differences in forms of university government in the western world, it is an act of indefensible dogmatism to assert that only one form

REFLECTIONS ON

By ROBERT M. CLARK

WHAT GOOD IS BOARD

This is the second 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."

of university government is appropriate for mature, state universities. The differences in historical circumstances account in large measure for the great variations in forms of government that we observe. In this article I am concerned with what is best for the University of British Columbia in the next several years.

First let us consider the more fundamental question: why have a separate Board of Governors at all? Unless there is a basic justification for such a Board, it is a waste of time considering possible changes in its composition or functions.

MY own conviction is that the presence of two bodies—Senate and Board—at the University of British Columbia has been on balance highly beneficial to the university community and to society. I should be opposed to changes that were proposed with the objective of abolishing the local Board on each campus. This is not to say that there is no scope for significant reforms, and I shall make some positive suggestions later. But I do wish to emphasize as strongly as possible the practical advantages of having the two separate bodies.

1. It is a great advantage to have a large Senate, since the essential function of the Senate is to deliberate on academic policy questions. A large Senate, such as our Senate of 82, increases the chances that on almost any significant policy issue there will be at least a few Senators with direct experience of the subject at hand. A large Senate affords ample opportunity for elected faculty members and students to make their opinions known before decisions affecting their welfare are taken.

I believe that it would be desirable to have a somewhat larger Senate than now exists on each campus. Specifically, several more students should be added, since four clearly is not enough to represent adequately student interests in the work of Senate committees where students can be expected to have constructive ideas. I also believe that whatever the size of Senate, the principle should be followed that elected faculty members should constitute a slight majority of Senate.

The Board of Governors devotes most of its time to making financial decisions to implement academic policies. For this purpose a small Board is most efficient, though there are good reasons for believing that a Board of eleven is somewhat too small.

How large should a Senate be if it were to act in lieu of a local Board, while continuing its existing functions? I suggest that it would need to be at least as large as the existing Senate—82—in order to handle its academic and financial responsibilities. For the sake of efficiency the financial decisions would be worked out largely by a small committee. This arrangement would not give faculty members or students as much influence as some might wish or expect. The scope for misunderstandings which give rise to conflicts between the finance committee and some senators inexperienced in financial matters would be wide indeed. I think that this type of ar-



A OF GOVERNORS

angement would be less efficient for financial decision making than a modified form of our existing system.

2. This conclusion at once raises the question: What can lay Board members be expected to contribute of value to universities?

This is not an easy question for most students and faculty members to answer, partly because they never see the Board of Governors in the act of making a decision. They know that the Board is supposed to be responsible for obtaining current revenues and capital for the university. They observe with the naked eye that the university chronically is short of money. Who is to blame for this state of affairs? There are three prime suspects—the Government of Canada, the Government of British Columbia, and the Board of Governors. When either government makes an announcement of policy directly and adversely affecting the university—and both have done so within recent months—active disapproval is focused for a few days in Victoria or Ottawa. At such a time the political performer, whether he bestrides the House of Commons stage at Ottawa or casts his shadow behind the Legislative Assembly footlights in Victoria, is regarded widely on campus as an anti-hero. But Ottawa is a long way off. And Victoria has a natural moat which sets a decorous distance between the demanding realities of campus life and the no less exacting realities of the political arena.

THE Board of Governors holds its meetings on campus. It is on the spot, the scapegoat for daily grievances. With many, the Board members get little credit no matter how assiduously they labour in privacy to raise money from public and private sources. Since the Board has the unenviable task of assigning inadequate funds among competing users, it is often regarded as grim and unsympathetic. To a professor whose chief interest is to extend the outposts of knowledge, it may seem intolerable to have his request for new research facilities rejected at the hands of men who cannot be expected to feel as he does. It is easy for him to come to feel that, if given the opportunity, he and like-minded faculty could handle the financial affairs of the university with the same sort of competence that he is accustomed to exercise in his research. To many students the time that the Board receives the most publicity is when an announcement is made that there is to be an increase in fees, room rents, meal prices, or parking permit charges. And in the face of salvos of sharp criticism, members of the Board rarely react publicly and personally with anything louder than silence.

I believe that lay Board members contribute to the university primarily in five important ways.

(i) Members of the Board at the University of British Columbia have brought a high level of competence in making financial decisions involving many millions of dollars annually. This, in my opinion, is a rare attribute. I believe that this function would not be as effectively handled by a Senate composed

largely of faculty and students. The existence of a separate Board with significant decision-making powers has made it possible to continue to attract outstanding public spirited persons to serve on the Board. These people do not originate academic proposals. They are in a position to exercise discerning judgment on recommendations made to the Board by the President, who has been open to the wide range of academic viewpoints.

(ii) On some highly controversial issues such as the establishment of building priorities, it is easier for lay Board members to be objective than it is for faculty members with a direct personal interest in the outcome.

(iii) Lay members of Boards of Governors, because of their diversity of backgrounds, occupations and interests, may on some issues have a keener awareness of the needs of society than many faculty members whose work is done largely within the confines of the campus.

(iv) Both the Government of British Columbia and any board authorized by the Government to distribute funds among universities are likely to be more impressed by a well-presented case for funds, or in defence of academic freedom if it is advanced by lay members of the Board than the same case presented by a group of faculty. The latter, however idealistic their presentation, are seen generally to be advancing their own interests at the same time they seek to promote the public interest.

(v) The fact that the Board of Governors at the University of British Columbia is composed of persons highly regarded in the community helps maintain public confidence in the University.

3. The existence of both a Senate and a Board of Governors on each campus probably makes it possible for a substantially larger number of persons to consider offering their services as members of Senate or Board than would be feasible if there were only one combined Senate and Board. If the Senate on each campus assumed a large part of the role now assigned under the Universities Act to the Board, the business of Senate could be expected to take a substantially longer time than at present. To serve on a body that combined Senate and Board functions at the University of British Columbia would, I expect, take a typical conscientious member about a day and a half a week. If he were involved actively in committee work, it would take much more.

UNDER a combined Board and Senate, which in honour of our Premier I shall refer to as the Bennett, most committee meetings would be held during ordinary office hours, for the obvious convenience of the great majority of the members. A result would be, I am convinced, a major reduction in the quality of contribution to committees by lay members without commensurate gains.

4. It is argued that whatever advantages have come from having lay members on present Boards of Governors can be obtained equally well by appropriate appointments of lay members to some government authorized board or council that has regulatory powers over the state universities in this province. For convenience I shall refer to such a body as the Universities Council, and deal with it in my next article. The argument is unconvincing to me.

At the level of the Universities Council the lay members may serve on a full-time or part-time basis, or a combination of these possibilities may be used. If the members serve full-time, as they do in California, they must be paid a salary. What level of salaries is the Provincial Government likely to be willing to pay? If the Government set salary limits for lay members of the Council on the same basis that it pays senior civil servants, it is unlikely that it will be possible to attract men now serving without salary on the Board at the University of British Columbia. Even if the Government were willing to offer handsome salaries, as have been set recently for the three members of the British Columbia Mediation Commission, it may be more than difficult to obtain the services of persons highly qualified for the position.

If, on the other hand, the lay members of the Universities Council are on a part-time basis, a different type of problem arises. Presumably they would derive most of their livelihood from their chief occupation. This would give them the great advantage of a measure of independence both in relation to the Government and to the Universities. But they could not possibly be as well-informed about the affairs of

each university as the typical member of our present Board of Governors. The most probable consequence would be, I believe, that lay members would have less competence than existing members of our Board to make financial decisions affecting each institution under the jurisdiction of the Council. And this would be true even with academic members on the Council.

Turn now to the charge that continuing the separation of Board of Governors and Senate is likely to lead to irresponsible decision-making in both bodies. That a strict division at each university between academic and financial affairs each handled exclusively by a separate authority can lead to inefficiency, time wasting, unimaginative and irresponsible decisions, is clear. But that this is the probable outcome at the universities of British Columbia is not evident.

The argument that university senates in this Province need more power than they now have in the Universities Act to encourage them to behave more responsibly reminds me of the concept of power in the mind of a small boy who was asked to explain to a friend the meaning of the word "power." "It's like this," said he. "Suppose you are part of a big family and there is just one apple pie to be divided among all of them. You have power if you can choose the biggest piece for yourself."

In the minds of many people, power is like that. If they get more of it someone has to get less. This is a simplistic approach which in the university context does more harm than good.

There is nothing in the Universities Act that prevents or even discourages the Senate from acting responsibly. It is possible for Senate committees to get the financial information they need in considering competing proposals. For example, the Senate at the University of British Columbia has a standing committee to recommend priorities on new academic buildings. The committee has been given approximate cost estimates for each of the buildings under consideration. The Senate also has a committee on enrolment policy, dealing with the questions of numbers of students to be accepted at this university. The Senate has a committee on long-term objectives of the university. These are all developments within the last year, welcomed alike by members of the Board and of the Senate. The scope for cooperation between Senate and Board continues to grow.

I favour the enlargement of the Board by adding a few, possibly three, faculty members to the Board. They should be elected from the Senate by the entire membership of Senate.

There is, indeed, a risk involved in such a proposal. At times there may be a conflict for a person between his capacity as a Board member and his responsibilities as a member of a faculty. My own opinion is that in such cases of conflict of interest the faculty members on the Board should participate in the discussions but refrain from voting. Such conflicts of interest would, I suggest, be rather infrequent.

The risks of having a few faculty members on the Board are well worth incurring in view of the advantages to be gained. What are these?

1. The presence of faculty members on the Board would provide support for the President on many issues, both within the Board and in general faculty discussions.

2. It would help to ensure—though it would not guarantee—that divergent faculty viewpoints were considered by Board members before decisions were made.

3. It would relieve the President of the onerous responsibility of being the sole Board member to speak as a faculty member on behalf of faculty and students. It would tend to strengthen the President's position with the faculty by making them more aware of his efforts on their behalf.

4. The addition of a few members to the Board should make it possible to divide some of the work, reducing the heavy load now carried by some Board members.

THUS the addition of faculty members to the Board would be a significant answer to four of the criticisms described earlier of the composition of the Board.

I do not favour having students elected to the Board of Governors in the foreseeable future, and

Students Not Favoured on Board

believe that the Universities Act should leave no ambiguity on this point. To take this position is to invite the comment that one is indeed a direct and recent descendant of a dinosaur. My conclusion does not rest on the premise that students in general or elected students in particular are untrustworthy or socially inferior to us peers of the realm of creative thought, the faculty. Nor is the conclusion based on the fear that while a majority of respectable students are slumbering peacefully at their studies, a small, subversive clique of highly organized radicals will gain access to the citadel of power.

My reasons are pragmatic. I favour having students on the Senate—more students than at present—because they have a positive contribution to make arising directly out of their experience as students. As enrollees in courses, as users of the libraries on campus, as—in many cases—teaching assistants, their experience often bears directly on decisions to be taken in Senate. I also think it is desirable for students to be added as members of some committees to advise the President. Again the chief criterion is the relevance of their experience before and during the time the committee is functioning. For example, it makes obvious sense to have students serve on a committee advising the President on the construction of new residences. The same criterion suggests to me that students do not have sufficient relevant experience to be really effective as members of a Board which devotes most of its time to making financial decisions.

Having said all this, let me add that it is imperative for students to feel that their elected representatives on the Students' Council have the opportunity to have their views considered by the Board before decisions are taken on issues affecting them significantly. This implies that more often than in the past the Students' Council should have the opportunity to discuss university topics with the Board.

The 1961 report, *University Government in Canada*, commissioned by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada, and written by Sir James Duff and Professor Robert Berdahl, contains the recommendation that university acts in Canada should be amended to allow the Board of Governors to co-opt "some" additional members. I believe this is desirable because it would enable the Board to add to its membership individuals with a particular competence in some areas of concern to the Board. My own preference would be to limit the number of co-opted members at any one time to two or at the most three.

I note that in its previous elections of Board members the Senate has invariably selected individuals similar in occupational background, outlook and place of residence to those appointed by successive provincial cabinets. This is not surprising. It is also significant that the Senate has served and will continue to serve as a valuable forum in which laymen can gain experience for service on the Board. Many of the past and present outstanding Board members were on the Senate before being elected to the Board.

It is no implied criticism of present Board members at the University of British Columbia to suggest that in selecting future laymen for the Board, the Provincial Cabinet and the Senate may wish to make greater efforts than in the past to choose persons from a wider range of occupational backgrounds and places of residence. This will not be as easy as some may think. How many people are willing to serve without pay in a position that demands at least 40 hours a month? How many have the time and the ability? Events of recent months on the campus of Canadian

universities have not added to the allure of being a Board member.

I conclude that it is possible to meet with constructive proposals the criticisms mentioned earlier.

These proposals will not satisfy those who earnestly believe that we faculty members, or ourselves and the students—the latter in a suitably modest role—should make all the significant university decisions. It is not difficult to create or to allow to develop an atmosphere on campus in which laymen on the Board feel that what they have to contribute in terms of ideas and judgment is really not valued by most members of the university community.

If the influence of the lay members on the Board—or the Board and Senate—is diminished sharply, will there be a corresponding increase of authority in the hands of faculty and students? No, indeed. The state, either directly through the Department of Education, or indirectly through a government-controlled

board or council will increase its degree of control over university affairs. And this control will be exerted in all probability by individuals less well informed about the needs of each institution than lay members of its own Board of Governors. Such control would be exercised by a group of persons who would be responsible not to the universities but to an authority outside them.

But the reasons for wanting to retain a Board of Governors more broadly based, as I have described, are not primarily negative. In a state university lay members no less than faculty members on the Board have their own distinctive contributions to make.

Governance at its highest level is only one of several factors in the ongoing creation of a successful university. But it is highly important. The prospects for success are greatest when a strong Board of Governors and a strong Senate are working co-operatively.

AN EDITORIAL

A Puzzling Question

By JIM BANHAM
Editor, UBC Reports

In many ways, this past year has been one of the most exciting in the history of the University of British Columbia.

Seldom have so many ideas and points of view been paraded before faculty, students, alumni and general public for consideration and decision. In some cases, the voices of the advocates have been strident, urging commitment by the University to the idea of social revolution. Others, more measured and calm, have argued for free discussion and debate on a wide range of University policies.

This latter view, in our opinion, has prevailed on the UBC campus.

At almost every level of University activity, from the Senate down through the administrative and academic framework of UBC, students have been admitted to decision-making bodies and faculty members have taken a renewed interest in the basic questions which affect the operations of the University.

Last summer, the editors of *UBC Reports* discussed, and decided on, a major change in the editorial policy and appearance of the newspaper. In anticipation that the coming year would be one of contending ideas, it was decided to turn the newspaper into a forum for comment on University affairs. We invited everyone—faculty members, students, alumni and the public—to suggest topics for articles or submit material for publication.

The response to this change in policy, with one notable exception, has been heartening. Indeed, our most energetic contributors—the faculty, graduates and the public—have made life difficult by submitting more material than we could possibly print.

It seems appropriate here to take the opportunity, on the one hand, to apologize to those whose articles had to be discarded, and, on the other, to thank those who met deadlines and agreed, in certain instances, to manuscript changes which the editors felt made the material more readable.

STUDENT RESPONSE POOR

The response to our invitation by the student body has been both disappointing and puzzling.

During the year, each member of the *UBC Reports* staff actively solicited articles from students who it was felt could state their viewpoint with clarity and force. Material was requested from individuals representing the widest possible range of political and social opinion.

Almost invariably, the editors' requests were met with enthusiasm. But, except in a few cases, this enthusiasm was not translated into manuscripts. The question we keep asking ourselves is: why?

Students are busy people, of course, but so are our faculty and alumni contributors. (For an ar-

ticle on how busy some faculty members are, turn to pages ten and eleven). And we cannot really credit the idea that students are reluctant to write for *UBC Reports* because it is published by "the administration."

In dealing with students in recent years and observing the conduct of their affairs, we've noted that the printed word seems to hold less attraction for them than the endless face-to-face dialogue which they favor. We suspect that the prospect of appearing in print is something most students seek to avoid, largely because the printed word has a permanence which is not a factor in oral dialogue. Many a public figure, of course, has lived to regret earlier positions which appeared in print and were later used by opponents in an attempt to deride or discredit him.

NEUTRAL PLATFORM

All we can counter with is the thought that no one should be ashamed or frightened of changing his mind, even if the act of changing involves support of the opposite viewpoint. And in the final analysis we believe students need a neutral platform, like *UBC Reports*, where their ideas are subject to examination, scrutiny and criticism.

There has been one additional and more recent disappointment lying in wait for us. This is the action of the postmaster general, who has changed the ground rules governing second class mailing privileges. The upshot is that from now on we shall have to mail *UBC Reports* at a substantially increased cost under third class privileges.

This will involve a major curtailment of our mailing lists to make our press run conform to next year's operating budget. At the same time, we are eager to continue sending the publication to all those who find it interesting and informative.

The only way we can know of your interest is to hear from you directly. If you wish to continue receiving *UBC Reports* in future months, please fill in the coupon below and return it to us. Thank you.

TO: Information Services,
University of B.C.,
Vancouver 8, B.C.

Yes, I want to continue receiving *UBC Reports*.

NAME
ADDRESS

ARE YOU A GRADUATE? (PLEASE GIVE DEGREES)

I'D LIKE TO SEE ARTICLES ON THE FOLLOWING TOPIC(S) IN THE COMING YEAR IN YOUR NEWSPAPER

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REPORTS



CRISIS CENTRE SOON A REALITY

Up until last summer, a lot of organizations in Vancouver talked about the need for a Crisis Intervention Centre, but none of them did very much about it.

The drive to band interested groups together to forward the project came from David Hembling, a Union College theological student, who last summer worked for the Inner-City Service Project. (For their story, see page six).

As a result of Hembling's efforts, a board of directors has been formed, and with a little luck a 24-hour-a-day Crisis Intervention Centre will begin operations in Vancouver soon.

The Vancouver centre will be patterned on a similar, highly-successful operation in Seattle, according to UBC assistant professor of social work Ben Chud and student Arthur Temple, whose involvement in organizing the Centre is part of his academic program in UBC's school of social work.

"The immediate purpose of a Crisis Intervention Centre is usually thought to be dealing with people contemplating suicide," Temple says. "But experience in similar centres elsewhere has shown that only 15 per cent of all calls come from potential suicides."

The central idea of the Vancouver Centre will be dealing with a situation where people really don't know what to do, and Temple cites the example of a parent whose child is involved with drugs and needs information on contacting an appropriate agency for help.

"A crisis can become a catastrophe if it is prolonged," Chud says. "People simply reach a point where they're unable to cope and the centre is designed to allay anxiety at a specific point in time. It will be more than just an information centre, although such requests won't be ignored."

Present plans call for the Centre to be staffed overnight by a single student, who may be paid, and during the day by volunteer housewives. All will be extensively briefed and before being allowed to deal with calls will probably serve an apprenticeship with an experienced crisis worker.

The Centre will not only provide a service, says Chud, it could also be an educational experience for students in many fields, such as psychology, medicine, education and social work.

IF YOU WANT TO HELP: Call Mrs. Betty Tarrant, at the B.C. division of the Canadian Mental Health Association, 3355 West Broadway, 736-0381, if you're interested in being a crisis worker. Funds are not being solicited by the organization at this time.

TUUM EST,

UBC'S LATIN MOTTO, HAS BEEN TRADITIONALLY TRANSLATED, "IT'S UP TO YOU," BY STUDENTS. IT'S NOT A PHRASE YOU HEAR ON THE CAMPUS THESE DAYS, POSSIBLY BECAUSE CONTEMPORARY STUDENTS WOULD CONSIDER IT CORNY. BUT SOMETHING OF THE SPIRIT OF THE MOTTO IS INVOLVED IN THE PROJECTS DESCRIBED ON THIS PAGE AND THE THREE FOLLOWING PAGES. STUDENTS, WHOSE IMAGE HAS BEEN TARNISHED IN RECENT YEARS BY CAMPUS DISTURBANCES, ARE CHANNELLING THEIR TRADITIONAL IDEALISM INTO PROJECTS RANGING FROM IMPROVING THE LIFE OF CHILDREN AND ADULTS IN DEVELOPING COUNTRIES THROUGH CUSO TO MAKING VANCOUVER'S WATERFRONT INTO A RECREATIONAL AND EDUCATIONAL FACILITY. THESE ARE ONLY A FEW EXAMPLES OF WHAT IS OBVIOUSLY A WIDESPREAD MOVEMENT REACHING OUT BEYOND THE CAMPUS TO MAKE THE UNIVERSITY A CLOSER PARTNER IN COMMUNITY DEVELOPMENT.



UBC Extension Photo Services

These four university graduates gathered in International House recently to exchange experiences gained while serving with Canadian University Service Overseas. Left to right are UBC graduate Barbara Geddes, who spent two years in Sarawak as a teacher; Phil Bartle, who has returned to UBC after two years in Ghana as a high school teacher; Bruce Geddes (no relation to Barbara), a Manitoba graduate and now a student in librarianship at UBC, who went to Jamaica for two years, and Kathy Hembling, a UBC graduate who taught in Nigeria.

CUSO Was First in Field

If any single off-campus student project can be characterized as a success story it is Canadian University Service Overseas—CUSO—which began as a "do-it-yourself" organization at UBC in the early 1960's.

The groundswell of student interest in sending teachers and technical personnel overseas was stimulated at UBC by the presence on the campus of the United Nations Regional Training Centre, at that time headed by Prof. Cyril Belshaw, now head of UBC's department of anthropology and sociology.

Almost simultaneously, students at the University of Toronto and Laval University in Quebec also began to recruit students for overseas service and there was a good deal of letter-writing and cooperation between the three universities.

Prof. Belshaw, former Alumni director Art Sager and graduate Hugh Christie, then warden of Oakalla Prison Farm, stumped the Vancouver area raising funds for the UBC project, and in 1961 seven UBC students joined a contingent of 17 Canadian university graduates who began the CUSO adventure overseas.

Right from the beginning, CUSO organizers were determined that the venture would be free of political connotations. As a result, the organization struggled along for years without government support, raising its funds by public appeal.

Today, CUSO receives a subvention from the external aid branch of the federal government but still stages an annual fund drive. It remains independent of government and is linked to the Association of Universities and Colleges of Canada,

whose executive director, Dr. Geoffrey C. Andrew, was a CUSO booster when deputy president at UBC.

Last year, the UBC committee recruited 61 persons for overseas service. In 1969 the aim is to recruit at least 50 persons as part of a national program which will send 700 persons to 46 countries overseas.

Initially, CUSO restricted its overseas personnel to university graduates, but today it will accept applications from non-graduates who have a special skill or talent. Already this year the UBC committee has sent a B.C. fisherman to Madras, India, to assist local officials on a project.

The most pressing need in 1969 is for agriculturalists, medical and paramedical personnel, technicians and mathematics and science teachers. Generalists can still be placed, although the applicant supply this year slightly exceeds the demand.

Any organization which has grown as fast as CUSO inevitably develops critics, in this case its own volunteers who have returned from duty abroad. They complain that CUSO is becoming too bureaucratic and far removed from the on-the-spot problems in developing countries.

In the final analysis, however, CUSO can lay claim to being not only international in scope but first in the field of reaching out beyond the confines of the university to aid the less fortunate of the world.

IF YOU WANT TO HELP: contact the CUSO office in UBC's International House for information on volunteering for overseas service. CUSO also needs funds to send recruits abroad, and cheques made payable to Canadian University Service Overseas should be sent to International House.

SPEC Takes Aim at Dirty Air, Water

Geoff Paynter is a second year agricultural economics student at UBC and a charter member of SPEC—the Society for Pollution and Environmental Control—which was born early this year at Simon Fraser University.

Paynter, a native of Westbank in the Okanagan, where pollution of lakes and sources of drinking water has raised a public outcry in recent years, attended a meeting held at SFU in January to form an anti-pollution group.

Fired up by the organizational meeting, Paynter advertised a similar gathering on the UBC campus less than three weeks later and 40 UBC students turned out. SPEC now has more than 200 members, about 50 of them on the Point Grey campus.

SINGLE OBJECTIVE

SPEC's main objective is simple and straightforward: "To prevent and eliminate pollution of our water, soil and air."

Other Society objectives: to preserve and develop a quality environment for all forms of life; scientifically to investigate, study and correlate facts in respect of ecological problems and to make available such studies to the general public; to cooperate with and assist other persons, organizations and industries devoted to or affected by pollution and environmental control in Canada.

Paynter is a member of SPEC's action committee, which aims at direct community action to explain the dangers of pollution. "SPEC," he adds, "also hopes to organize branches in B.C. and elsewhere in Canada." Paynter plans to get a branch organized in Westbank this summer.

SPEC's research committee has already begun work on two research studies under the direction of Prof. A.L. Turnbull, of SFU's department of biological sciences.

The committee is investigating water pollution in Burrard Inlet and noise pollution in the Vancouver area. "The committee is gathering facts to determine how widespread pollution is in these areas," Paynter says.

If the committee's reports show that pollution is reaching dangerous levels, SPEC will present its evidence to governments and pressure them to eliminate the problem.

EQUIPMENT NEEDED

The only research equipment SPEC now possesses is designed to register noise levels. SFU is donating some additional research equipment, but the Society eventually hopes that it will be equipped to do the research job itself.

IF YOU WANT TO HELP: phone 926-1962 for details on how you can join SPEC. Financial contributions for the work of the Society should be sent to Vancouver lawyer William Ellis, the group's treasurer, at 640 West Broadway. Make your cheque payable to the Society for Pollution and Environmental Control.



UBC lecturer in social work, Max Beck (seated), operates the Inner-City Service project out of this old church student Dave Robertson, left, and law professor Jerome Atrens, who have organized a legal aid service which

TAKING THE PLU

If you want to join Max Beck's Inner-City Service Project this summer, you'll have to be prepared to take "The Plunge."

Taking The Plunge means pocketing \$2 and spending two days and two nights in downtown Vancouver, making do all by yourself.

You'll be expected to stand in bread lines, eat in cheap cafes and sleep in missions and flop houses.

You'll also be expected to test local social services—the venereal disease clinic and hospital out-patient departments, for instance—to see what it's like to receive services.

EXPERIENCE POVERTY

You may even wind up in jail for the night, as one Plunger did last year.

The Plunge, according to an Inner-City Service Project pamphlet, is the most popular and effective part of a two-week orientation program which precedes the start of the Project's summer activities.

The 30 Canadian university students—most of them from UBC—who will be chosen to take part in this year's program, will probably come from comfortable middle-class homes and will have had little experience with poverty, according to Beck, who has been director of the Project for the past year.

"In the future," he says, "these students will be delivering services to people and The Plunge is designed to show them what it's like to ask for and receive help and to see the attitudes of the givers."

The purpose of the Plunge is simple and direct: "We ask them to get down to the nitty-gritty of life," says Beck, an arts and social work graduate of UBC, who spends his winters lecturing part-time in UBC's school of social work.

Students taken on by the Inner-City Service Project will get free room and board, a living allowance of \$35 per month and a \$500 bursary when the Project closes down on Sept. 1.

During the five months beginning May 1, Project workers will either be assigned to an ongoing activity of the organization or encouraged to start their own

program if they have some special talent or come up with a good idea.

"We try to cut students loose and give them a tremendous amount of freedom and independence," Beck says. "We're trying to encourage the feeling that they can do things on their own without having to wait for guidance and direction from higher-ups."

The basic purposes of the Project, Beck says, are two-fold: "First, we involve students from Canadian university campuses in social action activities that provide a service to the community, and secondly, we provide learning experiences for tomorrow's service professionals so they will learn to cope with and perhaps control the complex problems of urban society."

Last summer, 25 project workers established, among other things, *La Scuola Italiana*, a school teaching English language and Canadian culture to immigrants and established residents; helped Mount Pleasant residents establish a community action group, worked with Skid Road alcoholics, operated a medical clinic for hippies through the Cool-Aid organization, helped church groups develop Meals-on-Wheels programs for elderly citizens, operated a summer camp program and started two coffee houses.

To these and other 1969 Project activities will be added the services of the Legal Aid Committee of the UBC law school. About 200 UBC law students have already indicated that they are prepared to give legal advice to anyone who asks for it through the Inner-City Service Project.

SYSTEM INADEQUATE

Second-year law student Dave Robertson, who chairs the Legal Aid Committee, says their project resulted from the conviction that the existing legal aid system in B.C. is totally inadequate.

An approach by the students to the professional legal association proved fruitless—"They're always looking into it and never do anything about it,"

ATTAC Attacks Apathy in Vancouver's East End

"I guess you'd have to say we're pretty conservative," says 19-year-old Joe Ferrara, a founder and first president of an organization whose name suggests aggressiveness.

Ferrara, a first year education student at UBC, heads ATTAC—Association to Tackle Adverse Conditions—which is attempting to overcome decades of apathy and neglect in Vancouver's East End.

"We're definitely not a pressure group," says Ferrara, vigorously shaking his head at the suggestion of picketing, sit-ins and demonstrations. "We're solely interested in the social, recreational and cultural development of our community and rectifying the neglect of the past."

Ferrara and his teen-age associates have a big job ahead of them. Vancouver's East End, characterized by blocs of ethnic minorities that seldom interact with one another because of language barriers, is lacking many of the basic amenities—parks, playing fields, community centres, libraries and health centres—that the western half of the city takes for granted.

ATTAC's first objective is to have implemented a report of the City of Vancouver's social development committee which proposes a \$5.1 million Community Services Centre adjacent to Britannia secondary school to serve 25,000–30,000 East End citizens.

RANGE OF SERVICES

The Centre, which would include a library, playing fields, ice rink, swimming pool and gymnasium, would go far towards meeting the needs of the community by providing a range of services for all age groups.

To stir up interest in community improvement, ATTAC has turned to young people. "We're trying to cut through the apathy which is largely the result of a lack of communication among the various ethnic groups in the area," says Ferrara.

To bridge the ethnic gap, ATTAC has formed an interpreting committee which translates all its

literature into the languages of the minority groups living in the area, including Chinese, Japanese and Italian.

The goal of ATTAC is to generate a spirit of community among the diverse nationalities by getting at parents through their teen-age sons and daughters, who can make the needs known to adults by using their mother tongue.

STUDY LAWS

Another ATTAC committee is studying existing B.C. laws on expropriation and comparing them to recent Ontario legislation. ATTAC's interest in this area stems from the possibility of expropriation to provide land for low-rental housing projects and the proposed Community Services Centre.

Problems which arise in existing housing projects are also being studied—but by the residents living in the units. "We felt a study by the people who lived in these projects would have more impact than one prepared by an outside group," Ferrara says.

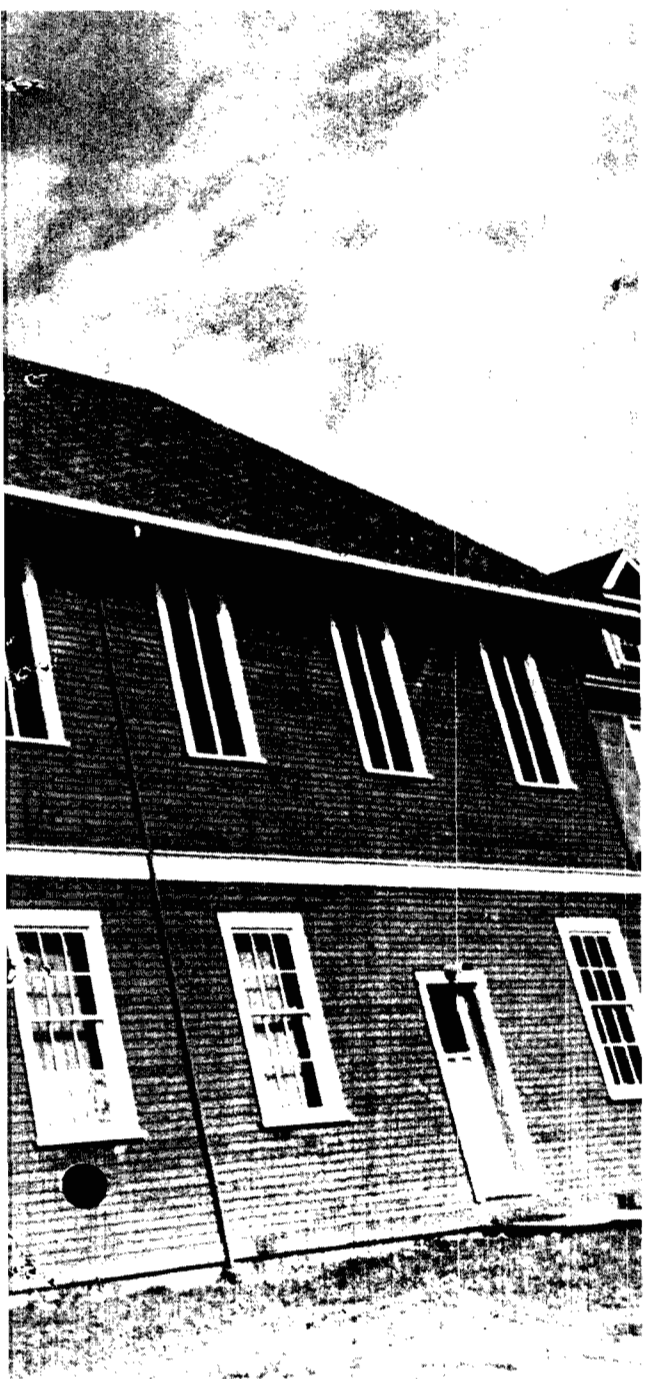
Another ATTAC committee is involved in arranging fuller use of existing community recreational facilities, including community use of schools, and the planning of social activities.

"We're hoping to stage an international carnival this June," Ferrara says, "with each ethnic group in the area participating."

Finally, ATTAC is maintaining continuous contact with civic and provincial government officials in an effort to press home the needs of the East End.

ATTAC also seems to hold some sort of record for fast action. It was formed less than three months ago on a snowy night in the middle of Vancouver's winter cold snap.

IF YOU WANT TO HELP: Call Joe Ferrara—253-9395—to get information on joining ATTAC and assisting in its work. If you want to make a financial contribution, make your cheque payable to the Association to Tackle Adverse Conditions and send it to 1636 Adanac St., Vancouver.



hall on Columbia street in Vancouver. With him are h will operate as part of the project this summer.

UBC Extension Photo Services

NGE

Robertson says—and the student group decided to the initiative themselves.

Throughout the 1968-69 UBC winter session, law students have been offering free legal advice to anyone—students, faculty members and the general public—who can't afford the services of a lawyer. Already student lawyers have appeared in magistrates' and small debts courts and at an immigration hearing.

"The Inner-City Project is a perfect vehicle for us," Robertson says, "because we're interested in extending legal aid to the community-at-large. We'll have a downtown centre where the public can go and it will mean legal aid can be made an integral part of the community."

The Inner-City Service Project, like many similar programs, was the brainchild of a dissatisfied individual, in this case a Union Theological College student named Gordon How, who now lives in Tahsis, B.C.

Disgruntled with the prospect of spending the summer on the prairies in pastoral training, How conceived the idea of setting up a summer training program for theological students in 1967.

Students in other disciplines became interested and financial support from various foundations, church groups, UBC departments, the City of Vancouver and the federal government last year resulted in a budget of nearly \$36,000.

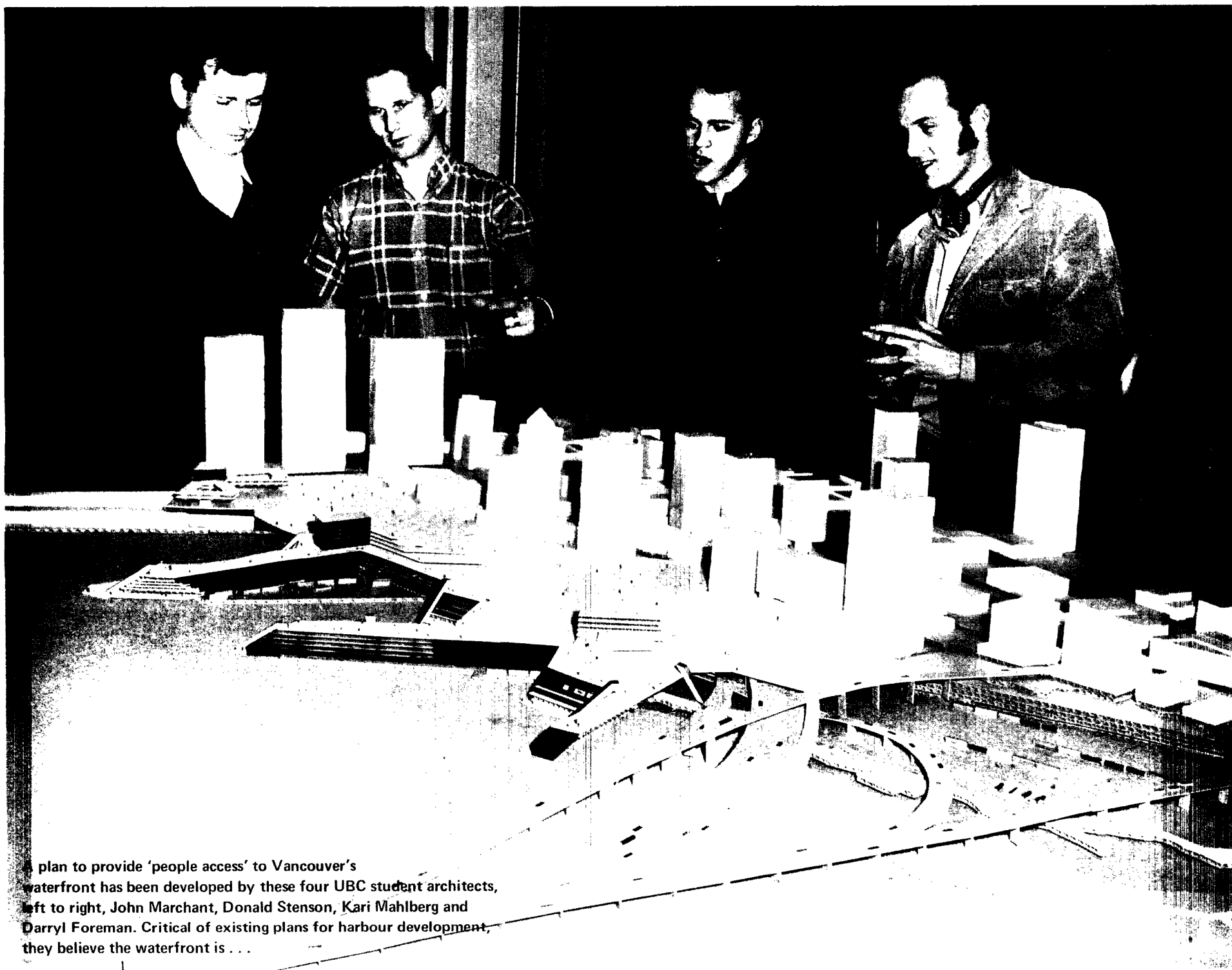
UBC's 1969 graduating class has allocated \$6,000 to the Project and UBC law students will contribute \$1,000 to this summer's program.

Like most beginning community programs, the Inner-City Service Project is only as big as its budget will allow. Says Beck: "We can put only as many students into the field this summer as we have funds for their support."

IF YOU WANT TO HELP: contact Max Beck at Project headquarters, 2196 Columbia St., for information on working for the Project this summer. Financial contributions (make your cheque payable to the "Vancouver Inner-City Service Project") should be sent to the above address.



ATTAC President Joe Ferrara, left, and friends aim at improving recreation and community service facilities in Vancouver's East End. Picture by UBC Extension Photo Services.



A plan to provide 'people access' to Vancouver's waterfront has been developed by these four UBC student architects, left to right, John Marchant, Donald Stenson, Kari Mahlberg and Darryl Foreman. Critical of existing plans for harbour development, they believe the waterfront is . . .

A Theatre That Has No Audience

"The waterfront is a theatre without an audience."

This is the theory of four UBC student architects who have prepared a report which challenges existing plans for development of more than two miles of Vancouver's waterfront from Stanley Park to the vicinity of Centennial Pier at the foot of Dunlevy street.

The idea for an integrated development of this huge strip of waterfront began germinating in the mind of Darryl Foreman when he was employed by the Grosvenor-Laing Development Co., which is involved in plans for Project 200, a \$300 million commercial-residential-office complex proposed for the space between Howe and Abbot streets over the Canadian Pacific Railway tracks.

At UBC Foreman discussed the project with fellow students Kari Mahlberg, John Marchant and Donald Stenson. The students initiated their study of the area in September of last year and issued a report in mid-December.

A huge model (see picture above) to graphically depict the appearance of the integrated development was built in a period of two to three weeks. The project has now become the graduating thesis of both Foreman and Stenson, who will get their architecture degrees this year.

Central to the student study is the idea of providing "people access" to the Vancouver Harbour so that it becomes a vast recreational facility where people can observe activities which differ in nature from those of everyday life.

"The city," Foreman enthuses, "offers an opportunity for a great variety of activity. The waterfront, in particular, makes it possible for people to become involved in the urban experience and interact with the works of man."

It should be possible, he adds, for citizens young and old to have access to a unique resource where it is possible to see ships coming and going and being loaded and unloaded, or where the watcher can simply observe other human beings at work.

The student report calls for an evaluation of activities on the basis of contribution to the waterfront, the city and the waterfront-city link. For instance, they favour small-scale, public-oriented activity in the Coal Harbour area (a public fish market, a houseboat and pleasure boat marina and a small-scale residential development), public walkways skirting the water and public roof-top viewing space where people can see waterfront activities.

"The grain elevators," the report says, "are classic sculpture which could form a delightful part of the skyline if the dust and grime were cleaned away."

In the final analysis, the students see the waterfront as only one part of a larger picture. This leads them to recommend that Vancouver implement a comprehensive program of core revitalization for the waterfront, the old Vancouver Townsite, Chinatown, the commercial and financial districts, the West End and other associated areas.

The student planners are critical of the existing plans for the area because they fail to take account of the waterfront as a recreational and educational resource.

As Foreman puts it: "The present plans place formidable barriers between people and the harbour. Those who object to our proposals say it's impossible to allow people to have immediate access to the waterfront because of the dangers of large-scale machinery and the possibility of pilfering. We say these problems can be overcome with the use of a little imagination."

The student proposals have already had some impact on the many organizations planning developments in the area. In February, with the assistance of the UBC Resources Office located in Cecil Green Park, the students unveiled their model and staged a film and slide show for more than 60 interested persons, including representatives of the major waterfront development companies and civic and professional personnel.

When Foreman and his associates had completed their presentation they were roundly applauded by the gathering. They are following up the event by sending out a questionnaire to those who were present to get reactions to the plan.

IF YOU WANT TO HELP: Foreman and his associates don't represent any formal organization and therefore have no need for funds to support the project. They suggest that interested persons should write to the various parties involved in waterfront projects—the CPR, Grosvenor-Laing and the National Harbours Board—to urge cooperation in preparing an integrated development.

HELP! I've Got A Bug In My Ear

He was only one of several thousand delegates who attend the scores of seminars and conventions held each summer in the student residence facilities at the University of B.C.

But he had a problem—and one which demanded immediate attention.

He literally had a bug in his ear, a small insect which was driving him to distraction with its constant buzzing and fluttering in attempting to escape.

TAKEN TO HOSPITAL

The solution was provided by a call to the UBC extension department's conference office, which delivered the distraught delegate post haste to the University hospital for extractive therapy.

It was hardly a typical demand on the services of the conference office, but then neither are the frantic requests for immediate duplication of 50 copies of a paper, to provide an electric shaver or press a man's suit.

They are the kind of minor problems which conference office supervisor Jindra Kulich and his staff take in their stride in the process of providing a wide range of conference management functions.

The ability to handle such spur-of-the-moment requests is a minor part of the conference office function, but as Mr. Kulich points out, service above and beyond the call of duty is gratefully remembered by delegates and helps build the reputation of UBC as a good conference center.

WORK IN COOPERATION

The conference office and the office of UBC convention manager Dal Richards work in close cooperation to meet the needs of a growing number of organizations which use student residences and other University facilities in the summer months.

The smooth functioning of both the conference and convention offices to the benefit of visiting delegates is ensured by the services offered by such University departments as physical plant, food services and traffic and security.

Organizations which will use UBC residence facilities this summer range from the National Committee

for Astronomy of Canada to Boy Scout groups from San Francisco and Los Angeles and the International Union of Biological Sciences.

The function of the convention manager's office is to operate student residences in the summer months, in effect, as hotels. This includes the functions of promotion, booking of accommodation and providing such in-residence facilities as food services, bar service and residence parking arrangements.

The primary function of the extension conference office is provision of professional educational counselling and management services to conference and seminar groups.

Conference office staff make available their expertise in this field and work with conference officials to ensure that the conference is professionally organized and delegates receive the maximum educational benefit from their sessions.

CITY NEAR TO CAMPUS

One of the major attractions which brings conferences to UBC is the fact that the University is located within minutes of a major metropolitan area which offers many cultural and entertainment "fringe benefits" to delegates.

The conference office works with conference officials to ensure that these attractions are available to delegates in a way which will fit in smoothly with their conference program.

Luncheon at a downtown hotel, a trip to Grouse Mountain, a bus tour of the campus or an evening in Chinatown can all be arranged with a minimum of trouble by the University conference office.

Conference and seminars utilizing UBC facilities are a growing part of the summer scene on the University campus—but only one part of an increasing activity in various fields which keeps the campus bustling through the summer after conclusion of the UBC academic term.

The Summer Session academic program and extension department programs offering credit and non-credit courses in a wide range of subjects attracted an enrolment of more than 8,000 students in 1968. Firm

enrolment figures are not yet available for 1969, but University officials feel an increased summer registration is a distinct likelihood on the basis of steep increases in winter session enrolment.

Other major academic activities during the summer months involve professors in a wide variety of research projects in locations across Canada and overseas and in the teaching of more than 2,000 graduate students who study for advanced degrees on a year-round basis.

YEAR-ROUND OPERATION

A 1968 survey by the University revealed that more than 1,000 faculty members were actively engaged during the summer in teaching and research projects on campus, across Canada and in foreign countries.

UBC's year-round operation is reflected in the non-stop activity of such varied facilities as the library, the University computing centre, and in a continuous program of education for medical internes and hospital residents.

In addition to a broad variety of academic activities in the summer months, service departments of the University such as physical plant, food services, traffic and housing administration are in full operation.

Committee Considers Two Proposals

Proposals for an increase in campus parking fees and construction of a new parking structure are under consideration by the University of B.C.'s Student-Faculty Advisory Committee on Traffic and Parking.

Mr. J.F. McLean, chairman of the committee and UBC's director of ancillary services, said the proposals were made at the committee's Feb. 27 meeting and will be given further study at the March meeting.

COVER EXPENSES

The first proposal calls for an increase in the preferred student rate from \$10 a year to \$15 and in faculty and staff rates from the current \$15 to \$22.50 per annum. There would be no increase in the student rate of \$5 a year for regular lots or in the annual rate of \$100 for covered parking under the Music Building.

Mr. McLean said parking fees are used to cover operating expenses of parking and to provide funds for the improvement and extension of existing facilities.

He said that in the past year there had been a \$74,000 deficit for these two purposes and the fee increases were designed to erase the deficit.

UBC is currently providing between 8,000 and 9,000 parking spaces on campus and is planning to add an additional 1,000 spaces in time for the 1969-70 winter session which begins in September.

Mr. McLean stressed that the committee had reached no decision on parking fee increases and any recommendations would have to be referred to the Board of Governors for final approval.

EXAMINE PROPOSALS

The second proposal before the committee is for construction of a multiple-level parking facility in the northeast corner of the campus behind Brock Hall and close to the new Student Union Building. Mr. McLean said the construction costs would be repaid out of parking fees charged to users.

The proposal for a new facility of this kind is in line with the campus master plan and was requested by students when the SUB was in the planning stage.

University bursar William White emphasized that would be necessary to examine financing proposals in detail.

Where there's a will...

The major portion of university financing in an era of rising costs and increased public demand for higher education must come from government sources.

Despite this trend, many opportunities remain for the interested private citizen to contribute in a significant and personally satisfying way to the life and development of the university in his community.

One such area is in the field of wills and bequests, a medium which has been used extensively in the past by interested individuals to offer generous support to the University of British Columbia.

Gifts of this type bequeathed to UBC have been invaluable in providing financial support both to individuals and to research programs in areas where public funds are not applicable.

LARGE BEQUESTS RECEIVED

The university has received several large bequests in excess of \$1 million and numerous gifts for lesser amounts. Bequests as low as \$50 and many sums in the amount of a few hundred dollars have played an important role in providing grants or scholarships to individual students.

For example, a capital sum of \$2,000 will normally provide an annual bursary of \$100 in perpetuity or, if the terms of the bequest permit, for a larger annual award for a definite period of time.

Although \$100 nowadays does not seem to be a large sum, it is generally adequate to recognize outstanding merit, will pay transportation costs for an out-of-town student, or help to buy books or equipment.

MAJOR CONTRIBUTION

Gifts in the form of bequests, both small and large, have over the years made a major contribution toward the development of UBC and its students.

Funds received from this area between 1928 and 1968 totalled \$12,781,344. Gifts in the form of property and further revenues anticipated from bequests to UBC increase this total to \$19,408,407.

In addition, the University has received many valuable contributions in the form of books, paintings and artifacts as a result of wills.

The University Wills and Bequests Committee, a group of distinguished citizens under the chairmanship of the Hon. Howard Green, Q.C., has been established to advise and assist individuals who may wish to consider this form of contribution to the University.

Individuals or their legal advisors who wish to obtain further information may do so by contacting Mr. A.T. Adams, Executive Secretary, University Resources Council, 6251 N.W. Marine Drive, Vancouver 8.

HOW HARD

DO

UBC

PROFESSORS

WORK?

SOME WORK MORE THAN
60 HOURS A WEEK PERFORMING
THEIR TEACHING, RESEARCH
AND ADMINISTRATIVE DUTIES
ACCORDING TO 'UBC REPORTS' EDITOR
JIM BANHAM, WHO CONDUCTED AN
INFORMAL SURVEY ON THE SUBJECT

"If all I had to do at UBC was teach my students, life would be a whole lot easier than it is now. But I'm damn sure that that sort of situation would result in two things—poorer teachers and weaker students."

The speaker is an extraordinarily busy humanities professor at UBC who somehow manages to combine teaching, research and administrative duties in a career that keeps him on the go between 60 and 70 hours a week.

The remark, which came at the end of a lunch-hour discussion of work-weeks by UBC faculty members, seemed to sum up a number of points made by the professor and several colleagues.

In summary these were:

—classroom teaching, for most professors, makes up a relatively small part of the time in a UBC professor's week;

—effective teaching requires preparation (sometimes as much as two hours for every classroom hour) and constant research and reading to keep abreast of new knowledge, particularly in the sciences and,

—the teacher who fails to read and carry out research apart from his classroom duties is almost certain to be ineffective, with the result that his students will be inadequately instructed.

The impression given by the lunch-hour conversation was that the life of many university professors was rather like an iceberg—about 20 per cent of it showed above the surface while the remainder was hidden and unnoticed below the water line.

One result of this situation has been that the professorial staff of universities has been vulnerable to critics who are understandably puzzled when a professor reports that his teaching load is ten hours a week.

The tendency of the critic is to divide by five (the number of days in the university week) and then write off the university teacher as a lazy slacker whose periodic pleas for more money are to be regarded with cynical skepticism.

Universities, UBC included, have left themselves open to criticism by failing until recently to develop internal research groups who can gather and analyse statistics on this and other questions.

As a result, hard-pressed university presidents have had to defend their colleagues by conducting hit-and-

miss surveys and running the risk that the replies may not be typical of the work weeks of most professors.

This situation is likely to improve in the next year. UBC is now gathering statistics on faculty work loads for a Canada-wide study being conducted jointly by the Association of Universities and Colleges of Canada and the Canadian Association of University Teachers.

Still, the smattering of information that has been gathered in the past often expresses subjective opinions about life at a university which can never be embodied in columns of statistics.

Again and again, professors point out that life at a university involves a "total personal commitment," in an atmosphere "where ideas of all kinds can be openly discussed without fear of oppression or derision."

One scientist, who is probably not typical, estimates that for every formal lecture hour, ten hours of hard background effort is required in preparation. On top of this he spends many hours per week in intense personal contact with seven graduate students, conducts his own personal research, attends numerous weekly committee meetings and gives innumerable public addresses in the belief that "informing the general public on recent scientific advances and university affairs is a moral obligation that each person who becomes a part of the university must accept."

As a result, this scientist, after a 9 a.m. to 5:30 p.m. day, works until after midnight each weekday and generally spends Saturday afternoon and all day Sunday in his campus laboratory. He comments: "To speak of dedication, sacrifice or overwork is irrelevant—this is my choice and my commitment."

The above schedule could never be used to describe the norm as far as professorial work weeks are concerned. Many professors work a basic 8:30 a.m. to 5 p.m. day with an occasional evening spent in academic reading or study.

But what does emerge from conversations and other material on faculty work loads is simply this: it is not possible to describe the work of a professor in terms of hours of teaching per week. And it would be safe to say that not a single UBC professor is involved exclusively in teaching.

Most university professors, if asked, would insist that their basic duties at UBC were teaching and research. In fact, however, many of them spend as much or more time in administration. The reason behind this, of course, is that much administrative work is inextricably linked with academic decision-making.

Departmental committees on curriculum, for instance, are vital because almost every discipline is constantly advancing and courses cannot remain static from year to year. As one scientist puts it: "Con-

trary to popular opinion, most courses, and particularly senior ones, are modified little by little each year to reflect current research findings with the result that the course being given today is scarcely recognizable as its counterpart of five years ago."

Some university departments, notably the large scientific ones, have hired administrative assistants in recent years to process applications for research grants and control research funds. But there are some administrative tasks—curriculum, selection of scholarship candidates and appointment of new staff members are examples—which are jealously guarded by academics anxious to ensure high standards of scholarship.

For the conscientious faculty member, administrative duties are usually sandwiched in between teaching, contact with fellow faculty members and research. One faculty member describes how he sat down at 8:45 a.m. one day to complete a 12-page grant questionnaire and was interrupted by a graduate student who wanted to discuss his program, a colleague who wanted to discuss an exchange program with an Asian university, the morning mail, a publisher's representative, a student seeking references for an essay, lunch (sausage-in-a-bun and a donut in the Auditorium cafeteria), and preparation for a graduate seminar which lasted from 2:30 to 5:30 p.m.

The result was that after going home for supper, the faculty member returned to his UBC office at 7 p.m. to complete the questionnaire which had to be mailed to Ottawa the next day. He was home by 10 p.m.

Some professors, in an effort to organize their days, set fixed office hours which they post on their doors, but the majority seem to adhere to the idea that "my office door is never closed to students." As one professor in the student teaching office in the faculty of education puts it: "All day, every day, a steady stream of professors, students, principals, teachers and superintendents seek us out in person, by letter, note and telephone to get information and present problems for which we must find solutions."

COMPLEX DEMOCRACY

Another clear trend for UBC's professorial staff is that experience and seniority in university affairs almost inevitably lead to heavier duties. The professor who becomes a department head or a dean knows that he will have to sacrifice some of the things that give him the most satisfaction. Instinctively, however, he clings to some academic duties which allow him to maintain contact with his discipline and with students.

One dean, whose first responsibility is to 2,400 students and the hundreds of faculty members who

teach them, begins his day at 6:30 a.m. by dictating answers to the previous day's mail and initiating new correspondence. At his office, consultation with students, whose problems run the gamut from personal despair to the need for academic counselling, is virtually continuous.

The university, he points out, is an extremely complex democracy that operates by consensus achieved in countless meetings of committees, large and small. This particular dean either sits on or chairs some 30 committees, which take up some four hours a day throughout the year.

RESEARCH LAPSES

Despite this schedule, which involves frequent travel to participate in the work of provincial and national organizations, the dean manages to teach 300 students in the first year, 30 in the fourth year and 10 in a graduate course. He has eight graduate students working with him on doctorates and he is constantly on the lookout for funds to support work in his special field of research.

A similar schedule is followed by a department head who sits on a number of national committees responsible for distributing millions of dollars in research funds to Canadian universities. He still teaches four to six hours per week and supervises the work of six graduate students as well as spending time on the inevitable department and university committees.

He adds, a little wistfully, "My personal research has lapsed completely . . . , although I have maintained some stimulating scholarly activity through undergraduate textbook writing and editorial work on several scientific journals. These activities, however, are of necessity almost entirely confined to evenings and weekends."

Almost inevitably, the demands on university professors during the winter session from September through May often mean that a favoured piece of research must wait for the end of term. As a result, the period May through August finds faculty members, if they are not teaching at summer session or involved with graduate students (who are 12-month inhabitants of the campus), undertaking new projects on the campus or in the field and preparing themselves for the next wave of undergraduates.

Despite a work week which seldom falls below 60 hours per week and often runs as high as 70 hours a week, many university professors wouldn't have it any other way and the academic profession probably has one of the highest retention rates of any group in our society. As one professor puts it: "Teaching and research are a way of life rather than a job, and it can involve an almost unhealthy degree of total participation."

UBC ALUMNI Contact

Alumni Fund Helps Library

The University of B.C. Library has received record grants totalling almost \$20,000 from the UBC Alumni Fund.

Assistance to the Library was raised to this total by a recent special allocation of \$10,500 from the Fund. The aid comes at a time of great need for the library. A recent study sponsored by the Association of Universities and Colleges of Canada revealed that the UBC library is desperately short of books and space to adequately serve the university. The grants to the library will be used to buy extra copies of much-used books, paperbacks for the Sedgewick Library, orientation display materials and book-drops to be located around the campus.

The library was one of many beneficiaries of the success of the UBC Alumni Fund in its 1968-69 campaign. Graduates and Friends of the University donated a record \$250,289—which is \$25,000 above the target. Donations to the fund in 1967-68 totalled \$210,000. The money is used mainly to provide extras for students, the major disbursements being for scholarships, athletics, library, President's Fund, student social, cultural and intellectual activities.

Officers Elected

The Young Alumni Club is still packing them in—upwards of 200 each Friday afternoon in Cecil Green Park. This suds and socializing program is fast becoming a campus tradition. The Young Alumni Club recently elected a new executive to carry on this tradition. They are: President, Robert Johnson, BA'63, LLB'67; Vice-President, Dennis Stewart, BSP'64; Secretary, Carol Ann Baker, BA'65; Program Chairman, Bill Landstrom, BED'65; Membership Chairman, Derry Nelson, BCom'68; and Members-at-large, Robert Johnston, BA'65, LLB'68; and Peter Uitenbosch, BCom'68.

New Interest In UBC Seen

British Columbia education institutions are crisis-ridden today because of a lack of provincial planning in education, says Byron Hender, Director of Branches for the UBC Alumni Association.

"One of the main roots of our educational problems lies in the fact that there has been a lack of overall planning of education in the province," Hender told a meeting of 150 alumni in Ottawa on March 5. "No goals have been defined and no program established for meeting the educational needs of B.C." Another major factor in B.C.'s educational problems, he said, has been the tremendous growth of the student population at all levels. Hender said there is a vital need for a co-ordinating agency to guide the development of all post-secondary education in B.C., and he noted that the UBC Alumni Association had recommended such an agency to the Perry Committee. Hender later showed the Ottawa grads the Alumni Association color slide presentation, *Whatever's Happening at U.B.C.* Two Great Trekkers, Lyle Atkinson, BSA'25, MSA'35, and Minister of Public Works Arthur Laing, BSA'25, were among those present.

The Ottawa meeting was one of several successful recent meetings which revealed a growing interest in UBC affairs on the part of far-flung grads. In London on March 6 about 40 alumni congregated at the home of Mrs. Alice Hemming, BA'28, for an informal dinner at which Dr. W.C. Gibson, BA'33, Professor of the History of Medicine and Science, spoke. The same day, 80 alumni in Montreal turned out to hear Byron Hender review the state of the university. The following day, 90 grads attended a wine and cheese party in Edmonton at which out-going UBC Student President Dave Zirnhelt spoke on student involvement.

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John Green measures a plaster cast of a footprint, believed to be from a Sasquatch. Hal Rhodes photo.

Book Says Sasquatch No Myth

On July 3, 1882, the *Victoria Daily Colonist* carried a fascinating dispatch from the mainland under the headline, *A Strange Creature Captured Above Yale*. The story told of how crew members on the train from Lytton encountered "a creature which may truly be called half man and half beast" lying beside the tracks and, stopping the train, clambered after it up a cliff face and captured it. "'Jacko', as the creature has been called by his capturers," the *Colonist* said, "is something of the gorilla type standing about four feet seven inches in height and weighing 127 pounds. He has long, black, strong hair and resembles a human being with one exception, his entire body, excepting his hands (or paws) and feet are covered with glossy hair about one inch long."

UNKNOWN FATE

This is the first known written description (and capture) of a Sasquatch in B.C. according to John Green, BA'46, MSc'48 (Columbia School of Journalism). Green, who is publisher-editor of the *Agassiz-Harrison Advance*, recounts the tale of Jacko in his new book, *On the Track of the Sasquatch*, (Cheam Publishing, Agassiz, \$1.90). Unfortunately, the fate of this young Sasquatch (adults are apparently larger) is unknown and Green assumes it escaped. But he is confident it was not a hoax as there is a man still living in Yale who remembers the incident well.

John Green is convinced that the Sasquatch exists and that it is a bipedal primate closely related to man. While he has not personally seen a Sasquatch, over

the past 14 years he has spoken to about 200 persons in B.C., Washington, Oregon and California who claim to have seen one. The book is a discussion of some of the key evidence.

One striking thing about these sightings is that the descriptions tend to coincide. Sasquatches are generally described as hairy creatures about eight feet tall, with flat noses and almost no neck, thick arms and legs, with feet about 14 to 17 inches long and who walk upright on two feet taking gigantic strides.

Green argues that it is absurd to dismiss the phenomenon as mere Indian legend. Numerous huge footprints have been discovered (and preserved in casts) in Oregon and California, often after a sighting. And Green rejects any suggestion they might be made by bears: they are too deep, too large and more clearly resemble those of a man. He also suggests that the fact that Yakima rancher Roger Patterson captured a Sasquatch on movie film in 1967 is something to conjure with—particularly as a local film company has stated the film has not been doctored.

MAN KIDNAPPED

There is little in Green's book that stretches credulity, with perhaps the exception of one man's tale of having been kidnapped by Sasquatches near Toba Inlet in 1924. Green says he wrote the book not to prove that Sasquatches exist, but to encourage scientific investigation. Interestingly, the only scientists to enter the field so far are two University of Washington anthropologists.