

UBC REPORTS

VOLUME FIFTEEN, NUMBER SIXTEEN
SEPTEMBER 25, 1969, VANCOUVER 8 B.C.

RETURN REQUESTED

UBC Reports,
Information Services,
University of British Columbia,
Vancouver 168, B.C.

BULK

| |
|------------------|
| CANADA |
| POSTAGE - POSTES |
| 4c CTS. |
| PERMIT No. 2027 |
| VANCOUVER, B.C. |



Detail from Kwakiutl housepost carving included in UBC's Montreal display

Potlatch People Captivate Montreal

See pages six and seven

First Results of Student Survey

See page five



HELP!

A GUIDE TO

"Help! I need somebody. Help!"

This line from the Beatles' song epitomizes the sometimes urgent cries for help expressed by UBC students, verbally or otherwise, during their university years.

A multitude of problems personal, academic, intellectual, emotional, physical, psychological, legal and financial—confront students trying to cope with the unique environment of the university.

To find out more about the problems students experience and how widespread they are, Dick Shirran, director of UBC's Student Services department and lecturer in psychology, conducted a survey among 1,102 students enrolled in various sections of psychology 100 during the 1966-67 session.

PROBLEMS LISTED

The study showed that male and female students agreed markedly on problem areas. Fifty per cent both sexes said problems of a financial, academic and vocational choice loomed largest, followed by problems of a social or interpersonal nature.

Emotional or psychological problems were next highest in frequency, being experienced by 23.7 per cent of the men students and 30.5 per cent of the women students.

When asked to indicate specific areas of concern to them, more than 60 per cent named the following: lack of well-defined career objectives, poor study habits, planning an academic program, despondency and depression and too much to study.

Many of these concerns are of a practical nature related to the student's purpose in attending university.

The report states, however, that "the incidence of problems concerning depression and despondency (63.4 per cent), relations with the opposite sex (55 per cent), confusion about real values (50.7 per cent), friction with parents (45.1 per cent), peculiar ideas or thoughts (28.3 per cent), conflict in morals at university with those at home (24.9 per cent) and consideration of suicide (12.8 per cent) suggest that these concerns should also be recognized as being of major concern to students."

No student need be alone with his problems. Many concerned and capable people on the faculty and staff are ready and able to help resolve difficulties. The professionals who staff various campus offices maintain close liaison and students who seek help are referred to the individual best able to respond in a sympathetic and constructive way.

Knowing where to go on campus can sometimes be half the answer. Here's a run-down on the various campus departments and offices where help is available.

STUDENT SERVICES. Dick Shirran likes to see his office, located on the West Mall adjacent to the Fraser River parking lot, as the "type of place where students bring the everyday type of problem which

Photos by Extension Graphic Arts



DORIS HOPPER, an assistant information officer at UBC, surveyed the various campus services which students can call on if they have problems of an academic or personal nature. No student, she found, need be alone with a problem, no matter how complex. Dozens of faculty and staff members stand ready to help students surmount the tensions and anxieties which can arise when young people are challenged by a new environment.

PROBLEM-SOLVERS AT UBC

young people in a challenging environment can expect to experience."

All students entering UBC for the first time are required to complete a battery of aptitude tests conducted by the Student Services staff, giving many students a first contact with counselling personnel.

To increase awareness of the service, counselling offices are situated in the same general area as Student Placement Services and many students coming in to inquire about employment possibilities can also discuss their general academic objectives.

Mr. Shirran says that counselling is largely oriented toward vocational and education guidance because these are major problems for most young people, but he stressed that emotional and social problems often are closely related factors.

Seven full-time counsellors, all with post-graduate degrees in psychology, are employed by Student Services. "Quick counselling over the counter" is avoided and each student is allowed one full hour of private consultation. Further appointments can be made if desired and strict confidentiality is always maintained.

Mr. Shirran stressed that counsellors do not tell students what to do. "Our purpose," he said "is discussion with the individual about all aspects of a problem to allow him to come to a knowledgeable decision that is best suited to his or her particular circumstances."

STUDENT HEALTH SERVICES. Student Health Services, located in the Wesbrook Building on the corner of University Boulevard and East Mall, attempts to provide students while they are on campus with the care they would normally receive from their regular family physician. Between June of 1967 and 1968, some 16,041 students visited the Health Services for a total of 33,950 visits.

There are no direct charges made to students for any of the services provided. The Health Service is open in the Wesbrook Building from 8:15 a.m.—4:45 p.m., Monday to Friday, and last year some 100—150 students a day received attention. A 26-bed hospital, which is covered by B.C. Hospital Insurance, is also operated by Health Services and is open 24 hours a day, seven days a week, so that emergency care is always available.

DISREGARD ILLNESS

"Students, if they are away from home, are apt to disregard illness and not get proper care. With these facilities we can get them back to health," said Dr. A.M. Johnson, director of the Health Services. Dr. Johnson is assisted by two full-time and five part-time physicians as well as the psychiatric physicians, nurses, and office staff.

Health Services also provides inoculations and immunizations for students and in cooperation with the Division of Tuberculosis Control, conducts a TB detection program on campus each year.

Laboratory and x-ray facilities are available and a physiotherapist works in the War Memorial

Gymnasium under the direction of Health Services. Also, by arrangements made in conjunction with the physical education department, a physician is in attendance at every athletic game played on campus.

Upper respiratory infections, severe bronchitis, infectious mononucleosis and athletic injuries are the most frequent student health problems.

Health Service staff also conduct informal talks in residences, giving factual information on sex education to interested students. This year a handbook of birth control information is being

failure." Students come to university to attain their aspirations and some cannot face the possibility of failure.

Psychiatric help is readily available to UBC students and all consultations are completely confidential.

DEAN OF WOMEN'S OFFICE. Sympathetic listeners to the special problems of UBC's female students are the dean of women, Mrs. Helen McCrae, and her two assistants, Margaret Frederickson and Kathleen Jackson.



distributed through the Health Services in cooperation with the student Alma Mater Society.

PSYCHIATRIC SERVICE. Health Services also provides psychiatric care, which is considered to be among the best available on any Canadian campus. Psychiatrist Dr. Conrad Schwarz is assisted by two consultants and two full-time psychiatric residents-in-training.

Students suffer the whole range of psychiatric illness from anxiety and mild depression right through to schizophrenia. Last year 359 students visited Psychiatric Services a total of 2,239 times, with a mean figure of 6.2 visits per student.

A little over 60 per cent of this group required only five or fewer visits, which suggests that the majority of students seek psychiatric help while in the midst of an emotional crisis and respond well to short-term psychotherapy, Dr. Schwarz said.

Dr. Schwarz estimates that psychiatric care positively benefits about two-thirds of those students who seek it. He says one of the significant differences in problems among students and the general population is the suicide rate, which is two to three times higher among students than for the same age group in the general population.

Dr. Schwarz suggests the reason may be that "there is a more definite measurement here of success or

The Dean of Women's Office is located in room 456 on the fourth floor of the Buchanan Building and here a woman can expect to find support for the academic, financial, emotional, psychological or other problems on which she may have lost perspective.

Like other campus counsellors, the dean of women reports that students do not present black-and-white problems, but rather complex difficulties clouded by a number of factors—financial, emotional and psychological.

Girls making decisions about their personal lives often go to her for discussions, although Dean McCrae resents the question: "How many pregnant girls have you got?" She considers pregnancy and birth control are problems for Student Health Services and girls are referred there or to off-campus social agencies.

Special and specific needs of unique groups of students are noted and then acted upon, whether it be information on vocations for the undecided, orientation for new students or sponsorship and support for women's groups on campus. One such group recently sponsored by the Dean of Women's Office is the Continuing University Education group

*Continued on the next page
See HELP*

A QUICK GUIDE TO FAST RELIEF

Student Counselling Service—located on the West Mall adjacent to the Fraser River parking lot, provides hour-long counselling sessions on academic and career planning problems. For an appointment call 228-3811.

Student Health Services—located in the Wesbrook Building on the corner of University Boulevard and East Mall, provides the same care normally given by a regular family physician. The clinic is open from 8:15 a.m.—4:45 p.m., Monday to Friday and a 26-bed hospital is open 24 hours a day, seven days a week. For further information call 228-2151.

Psychiatric Service—also located in the Wesbrook Building, offers group or individual counselling. For an appointment call 228-2151.

Dean of Women's Office—located in room 456 on the fourth floor of the Buchanan Building, where women can expect to find assistance for their special problems. Drop in or call 228-2415.

International House—located at the corner of Marine Drive and West Mall, is a meeting place for UBC's foreign students and Canadian students alike where activities with an international flavor take place year-round. Drop in or call 228-3264.

Student Ombudsman—located on the main floor of SUB, is available to assist with student grievances from 8:30 a.m.—4:30 p.m. weekdays. Call 228-3706.

Residence dons and fellows—located in their individual suites in all residences and available almost any time for talks.

University chaplains—are available in their office on the main floor of SUB at noon hours. Some have private offices on campus and some do not. All will be glad to meet with students on campus by prior arrangement. Their telephone numbers are listed in the yellow pages of "Bird Calls."

STUDENT OMBUDSMAN. The office of the Student Ombudsman was established by the Student Council to safeguard the rights of students within their own student government hierarchy.

The Ombudsman's role quickly broadened to include going to bat for students who felt they were being unfairly treated by UBC's administration.

Last year's Ombudsman, Bob Gilchrist, said that the main student problem is getting caught up in red tape and being treated as a number rather than an individual. He also said, however, that students often fail to comprehend the administrative staff's difficulties. "Most administrative staff really try to give the student the benefit of the doubt," he said. "I haven't found any ogres in the administration."

The Ombudsman's role in opening up channels of communication between the student body and the administration so that student complaints can receive individual consideration is an important one, Bob said.

He also said that students with problems often don't know where to go to find the answers. He advocates the establishment of a central information office in the Student Union Building where students can be directed to where help is available.

Advice on such matters will continue to be one of the functions of the Ombudsman's office, open from 8:30 a.m.—4:30 p.m. weekdays on the main floor of SUB. This year's Ombudsman is Sean McHugh.

HELP *Continued from page three*

which provides mutual support to women students 21 and over, many of whom are married and have families, and are returning to university studies.

Women students also encounter greater financial difficulties than men because they are unable to obtain high-paying summer jobs. The Dean of Women's Office helps in every way possible and Dean McCrae's succinct advice is always: "Borrow and invest in your brains."

INTERNATIONAL HOUSE. Foreign students experience the same problems as any other new students on campus, with the added complications of adjusting to a new culture, gaining proficiency in English and overcoming feelings of isolation and loneliness.

International House, at the corner of Marine Drive and the West Mall, makes a constant effort to ease the difficult transition for UBC's foreign students. Canadian student volunteers communicate by letter with foreign students prior to their arrival, explaining



Photo by Extension Graphic Arts

what life in Canada is like. Foreign students are met by student volunteers at the airport and are helped to find accommodations.

Upon arrival they are given information booklets and guided tours of the campus and a Canadian student will accompany them through registration if desired. Throughout September a reception and orientation program on everything from Canadian government to what to do on a date with a Canadian girl is conducted.

Student volunteers provide coaching in English and throughout the year the UBC German, Spanish, French and Italian language associations hold their weekly meetings at I.H.

Cultural evenings and other special activities are held throughout the year and attempt to attract both foreign and Canadian students. I.H. is not a ghetto for foreign students, but exists to ease the initial adjustment for foreign students as they become integrated into general campus activities.

I.H. director David Roxburgh, a program assistant, and three part-time student staff assistants, together with some 25 student volunteers, integrate these and many other activities for some 350 new foreign students each year. UBC's total foreign student population is about 1,000, making I.H. one of the busiest and most interesting spots on campus.

LEGAL AID. Senior UBC law students provide free legal counselling for students with legal problems. A panel of law students is available in the legal aid office on the main floor of SUB from 12:20—1:30 p.m. on Mondays, Wednesdays and Fridays. Law students cannot take cases to court but can advise students as to what legal recourse is available to them.

RESIDENT DONS. Some 62 resident dons and resident fellows are employed by the University for both the men's and women's residences, averaging approximately one don and resident fellow for every 100 students.

The dons and resident fellows, whose living quarters are located in campus dormitories, are there as advisors, not as disciplinarians.

They act as liaison between student committees planning group activities within the residences and the housing administration, but their main involvement is with students on an individual basis, acting as advisors on the wide range of problems that perplex students.

They give advice on study programs, where to go with an academic problem, refer students with more



Photo by Extension Graphic Arts

serious emotional problems to the Health Services and although they are careful not to act as a crutch, are "there" to listen to students who simply need someone to talk to.

UNIVERSITY CHAPLAINS. Representatives of eight of the major religious denominations maintain university chaplains at UBC, all of whose telephone numbers are listed in the yellow pages of the student telephone directory, "Bird Calls".

The Student Counselling Services survey showed that an insignificant number of students seek counselling through church resources and contact with chaplains confirmed this. As one put it: "There is not much traffic."

Students are disaffected with institutionalized religion, believing that they know the answers they are going to be given before they hear them, one clergyman suggested. Students often don't seek help through established channels, simply because they ARE the established channels, he added.

When students do turn to chaplains they want to discuss questions of identity: Who am I? Where am I going? As one chaplain joked: "Students want somebody to listen while they talk about themselves."

For a student who needs a listener, UBC's chaplains have more time to devote than most.

WHAT STUDENTS THINK

Two members of the University of B.C.'s faculty of commerce have begun a detailed analysis of a survey which promises to remove much of the guesswork on the subject of student attitudes toward the university and society. Nearly a thousand students from a cross-section of UBC's faculties and departments answered an eight-page questionnaire compiled by associate professors Dr. Vance F. Mitchell and Dr. Larry F. Moore of the commerce faculty. The first results have now been analysed and are revealed in the following tape-recording.

UBC REPORTS: Dr. Mitchell, can you tell us something about the background of the survey and your involvement in it?

DR. MITCHELL: The survey grew out of the rather widespread concern that prevailed around the campus last fall following the publication of the student brief "Education at the University: Fair Weather or Foul?" There was a very real concern on the part of a number of students that in the absence of solid information about student feelings on various things the administration or the student body might take unwise and precipitate action.

A small group of students headed by Fred Grauer, an honors student in economics, who is now at the University of Chicago starting his Ph.D. as a Woodrow Wilson fellow, approached us to see if we would act as resource people in a student-generated survey. We agreed to this. Unfortunately, they were unable to find a student who could prepare and mount a survey. So Fred then asked me if I would undertake to do the survey for them.

SCHOLARLY PURPOSES

I agreed to attempt to put together a team of faculty people who would run a survey in cooperation with the AMS, but with the understanding that we were in search of information for the university community as a whole, and for general scholarly purposes. Larry Moore and Jim Maxwell, who is now at Queen's, agreed to collaborate. Alf Prentiss, who is one of our statisticians in the faculty of commerce agreed to help in the preparation of the sample, and in the analysis of the results. With this understanding, we then started to work with Fred Grauer in putting together a survey that would tap a number of different student attitudes.

UBC REPORTS: Can you briefly describe the specific areas that you chose to investigate?

DR. MITCHELL: Fundamentally we were concerned with the question: "What are students' aspirations?" both with respect to UBC and to their later life. Growing out of these came questions on the specific areas of discontent or satisfaction in the university and in our broader society. We included such things as university housing. On a different level, we asked questions about the role of the university, what should an ideal university consist of, what do students think professors should do, and to what degree do the students feel they should participate in the government of the university, both academic and administrative.

DR. MOORE: I might add one thing here. When Fred Grauer's group of students came to us to seek advice on the development of the questionnaire, they suggested a number of areas of concern. So the questionnaire wasn't something that grew totally out of the minds of a couple of professors. It evolved from the concerns of this student group, which represented several UBC faculties and departments.



Photo by Extension Graphic Arts

Commerce professors Moore (left) and Mitchell discuss student survey

DR. MITCHELL: I think it's appropriate at this point to give credit to the tremendous number of people and offices and agencies at UBC that have been involved in this study. The Alma Mater Society undertook, at Fred Grauer's request and by vote of their executive, to underwrite the cost of printing the questionnaire and mailing it. Fred Grauer's group provided many man-hours of work in the tedious job of stuffing and mailing, and participated in the coding of returned questionnaires.

The Registrar and his office generously provided free computer time to poll our systematic, stratified, sample of students from within the whole population, and provided us with the mailing labels at no charge. The research committee of the Faculty of Graduate Studies has underwritten the many hours that my research assistant, Henry Pold, has put in this summer in reducing the data and getting it into manageable form and helping with the preliminary analyses. Nineteen hundred questionnaires went out, and 41 per cent were returned.

UBC REPORTS: You regard that as a good return?

DR. MITCHELL: I certainly do. I think the fact that we got such a high return is a direct reflection of the interest of the student body in the matters that were contained within the questionnaire.

UBC REPORTS: I understand that one section of the questionnaire has been analyzed over the summer on the computer. What aspects of students attitudes have you chosen to analyze initially?

FIRST ANALYSIS

DR. MOORE: The first analysis attempts to provide, in a general way, some insights into the way UBC students feel about a number of important questions: 1. What sorts of things do students expect to be important in their lives? 2. What aspects of university administrative activity are of most and least concern to students? 3. Is an adequate amount of governmental financing provided for universities in British Columbia? 4. What is the role of a university?,

including its objectives, the curriculum and programs provided, influence in students' private lives, and so on. 5. What would an ideal university be like? And 6. What is the proper role of the university professor?

Now when you view this block of questions collectively, they reveal a number of rather interesting things about the maturity level and the seriousness of UBC students.

UBC REPORTS: Can we take the questions in order? Your first was "What sorts of things do students expect to be important in their lives?"

18 AREAS LISTED

DR. MOORE: The questionnaire listed eighteen areas which the students were asked to rate as important, somewhat important, or not at all important. The list included such things as politics, religion, socializing with friends, bringing about change, community activities and so on. Detailed definitions of the various areas were not given, rather the areas were specified by one- to three-word phrases, such as a career, an occupation or bringing about change. It was left entirely to the respondents to interpret the various stimulus words and phrases.

These eighteen items we might call life value variables. By far the most important life value seemed to be self-realization. Over 82 per cent of the students checking this item said it was important, almost 15 per cent considered it as somewhat important, and less than 3 per cent considered it not important.

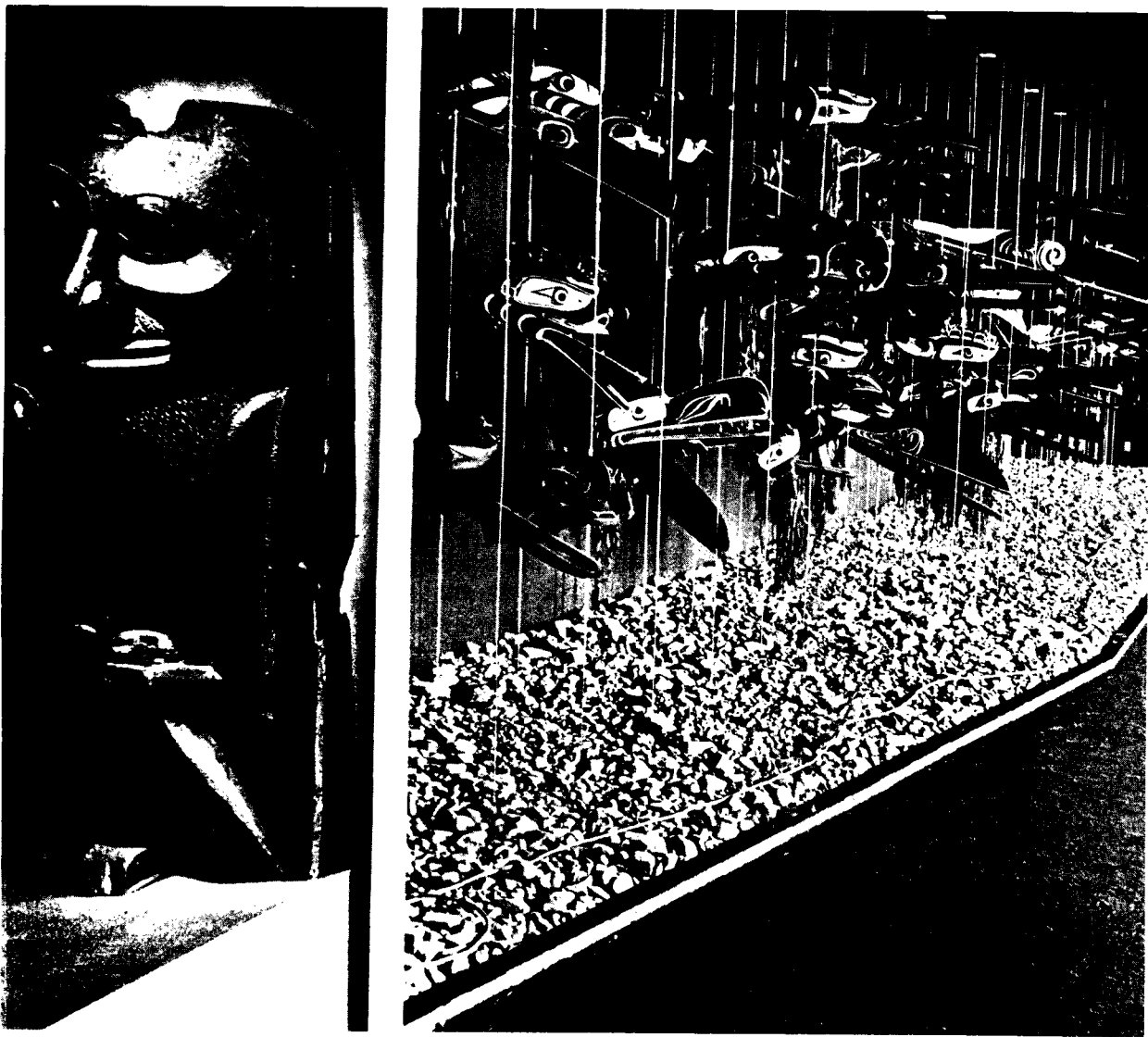
Second in overall importance was a career or occupation. About 68 per cent of the students checked this. A fairly close third area of importance was intellectual interests. These are variables which the students feel are important values to be achieved in their lives.

UBC REPORTS: What did they regard as being of least importance in their lives?

DR. MOORE: We seem to hear a lot these days about students being radically oriented, or given over

Continued on page eight
See SURVEY

UBC Reports/ September 25, 1969/5



DISPLAY DRAWS

Canadian and American art critics dragged out just about every superlative they could muster this past summer to describe the collection of west coast Indian art sent to Montreal by the UBC Museum of Anthropology.

The 5,000-piece exhibit, trundled across Canada at the request of Montreal's Mayor Jean Drapeau in three freight cars, was designed and displayed by Vancouver artist Rudy Kovachs in the former United Nations building on the site of Expo '67, which has continued to operate annually under the title *Terre des Hommes*, or Man and His World.

Depending on which way you look at it, the display is both a source of pride and shame for British Columbians.

Pride that UBC had managed, on very slim resources, to accumulate a \$3,000,000 collection of unique and irreplaceable west coast Indian artifacts, and shame the bulk of it normally gathers dust in dingy storage rooms in the UBC Library because there are no adequate facilities for displaying it.

A trifle wistfully, Mrs. Audrey Hawthorn, curator of UBC's Museum of Anthropology, said one of the main reasons for sending the collection to Montreal was "to see how it all looked together."

The intricate beauty of UBC's collection of the arts of west coast Indians drew thousands of persons this past summer to the Terre des Hommes display on the former site of Expo '67 in Montreal. Below is an example - one of four possessed by the UBC museum of anthropology of a Kwakiutl painted dance curtain - their winter dance houses. Indian actors changed costume behind the curtain. It serves much the same purpose as the curtain in a modern theatre. At top left a Kwakiutl housepost carving guards the entrance to a room.



RAVE REVIEWS

Piecing together the UBC collection has been a labour of love of more than 20 years for Mrs. Hawthorn and her husband, Professor Harry Hawthorn, of UBC's anthropology and sociology department.

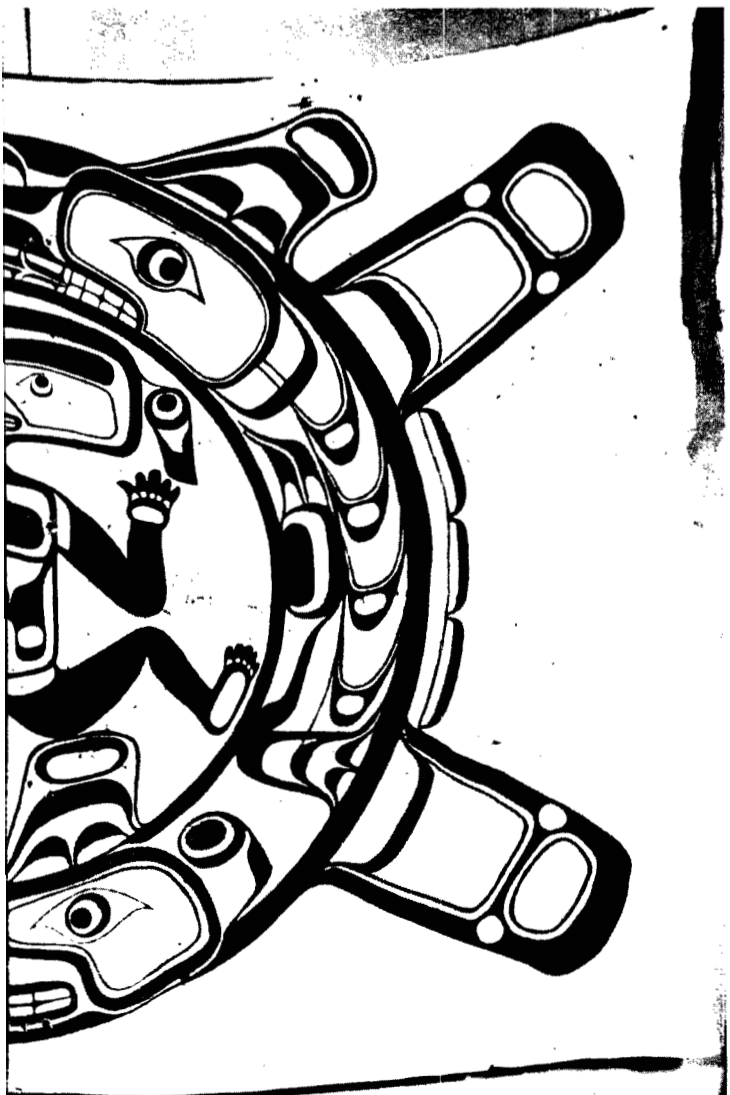
The Hawthorns, encouraged by UBC's then president, Dr. Norman MacKenzie, began organizing the museum in 1947. Over the years, with the help of generous grants from Dr. Walter Koerner, chairman of UBC's Board of Governors; Dr. H.R. MacMillan, the Leon and Thea Koerner Foundation and others, the Indian collection began to take shape through purchases and donations.

In 1950, Kwakiutl chief Mungo Martin, at UBC to carve some poles for the campus outdoor display at Totem Park, became interested in the Hawthorns' efforts and began urging other Indians to send material to the museum. The gift and purchase program came at just the right time. Since 1950 Indian art has been discovered by collectors and the prices on the international market have soared.

The UBC artifact collection has drawn graduate students and scholars to UBC from all over the world and also serves as a rich resource for undergraduate teaching.

Montreal Mayor Drapeau also knows a good thing when he sees it. He has requested that the exhibit be held over for the winter in Montreal for display again next summer.

containing a wall of masks used during winter dances. Detail from the face of the housepost carving appears on the front page of this issue of UBC Reports. At left are a group of items used for measuring the wealth of Haida, Kwakiutl and Tlingit Indians of the west coast. The Chil blanket in the background was worn like a shawl by tribal chieftans and symbolized great wealth. The Haida carvings in the right foreground represent family lineages and the Kwakiutl figure at left is an effigy figure of a chief.



This massive carving is one of four houseposts used by northwest coast Indians to support the roof beams of family dwellings which might house 20 to 30 related people. Several of these huge carvings from UBC's collection

stand in the rotunda of the former United Nations Building on the former Expo '67 site in Montreal. Those in the display were carved by artists of the Haida and Kwakiutl tribes, known as the people of the potlatch.

SURVEY *Continued from page five*

to violent change and eager to completely restructure society. Only 39 per cent of the students answering considered bringing about change as being "important." Over-all, bringing about change ranked 13th in importance out of the 18 items. It came behind such areas as vocational pursuits, cultural and artistic interests and humanitarian ideals, but it came ahead of financial interests, sports and athletics, politics, community activities and religion.

It is important to note, however, that another 47 per cent of the students rated bringing about change as "somewhat important," while less than 15 per cent attached no importance to this concept.

It's rather interesting, looking back at these 18 life value variables as a whole, that students are quite interested in the kinds of things that provide them with a means of becoming or realizing something that is important to them in life. Career and occupational interest was quite strong as well as intellectual interests. These are central life values and seem to be much more important than such things as financial interests, sports and athletics, and religion.

DR. MITCHELL: There are a few very interesting exceptions to this pattern, however. Commerce students, perhaps predictably, ranked financial interest as their second most important area. Most students in the other faculties attached far less importance to financial interests, ranking it 10th or lower out of the 18 areas.

Education students considered helping others as their second most important life interest. Medical students ranked humanitarian ideals as their most important area with family affairs and helping others coming a close second and third respectively.

The inference is that most students are at UBC to prepare themselves for a better life and useful careers, and this impression is enhanced further when we examine the responses concerning areas of the university with which students are most concerned.

SELECTING TEACHERS

The area of greatest concern to the students was the set of factors that are considered by a department or a faculty in selecting new professors. Of almost equal importance, and I think this is noteworthy in view of the recent decision of Senate, was their concern about the admissions policy of the university. Over 65 per cent of the students ranked these two items as five or greater on a one to seven scale of importance.

The two next most important areas were the step-by-step procedures followed by the department or faculty in securing administrative approval for new courses or course changes, general curriculum modifications, and the factors considered by the department or faculty in the evaluation of professors, especially for promotion.

DR. MOORE: Students want to learn, they're obviously here to learn, they're concerned with the curriculum, they're concerned about the quality of instruction and they view the university as being a method of learning something about life in general. But certainly they expect high quality instruction and a curriculum tailored to their needs. And as we said earlier, their life interest pattern seems to indicate that they're quite high on occupational and career needs.

UBC REPORTS: Did this first analysis include student response on whether or not the existing curriculum or the existing way of doing things at the university met their needs?

DR. MITCHELL: That aspect we will report on in more detail later but I would like to say one thing. Students are a long way from satisfied with the way things are being done in the university today. They have some very serious and very intense gripes over the calibre of the instruction they're receiving and what seems to them, in many instances, to be a too rigid and anachronistic curriculum.

DR. MOORE: I don't know whether we mentioned areas of least concern and perhaps I could do that quickly at this point. The least important aspects of university administrative activity as far as the students are concerned, in decreasing order of importance, were the policies of the university food services, the role and functions of the Canadian Union of Students, the Faculty Association, the financial condition of the university food services, and the relationship between the Alma Mater Society and the Canadian Union of Students.

In all of these areas more than 60 per cent of the students rated the importance as 4 or less on our 7

point scale, which would indicate that some university ancillary service activities, and even student organizations, are not of central concern.

DR. MITCHELL: The picture we keep getting over and over is that students are much more concerned with the factors that affect the availability and quality of their university training than with those areas that relate only indirectly, if at all, to the educational process. Perhaps here is a good point to introduce the results of question three, student opinion of the level of financial support provided for B.C. universities.

UBC students have very definite opinions on this question. Only nine out of 917 respondents who checked this question, or just under 1 per cent, felt that the government's contribution was "more than adequate." And only 9½ per cent thought the contribution to be "barely adequate." Nearly 90 per



MOORE: Students expect high quality instruction and a curriculum tailored to their needs, and their life interest pattern indicates that they are high on occupational and career needs.

cent of students responding to the survey said that governmental support of the university is inadequate.

UBC REPORTS: The fourth question deals with the student view of the role of the university, including its objectives and the curriculum and programs provided, and the influence that these matters have on students' private lives.

DR. MOORE: The results here are rather interesting and relate back to the preoccupation that students have about getting an education. Their reactions to the questionnaire items concerning the role of the university reveal a very strong interest in getting a good education. More than 73 per cent strongly agreed, and over 23 per cent agreed to some extent, with the idea that a major role of a university should be to teach students to think for themselves.

Less than 4 per cent of the respondents disagreed with this idea. Although the role of professional schools and programs such as engineering, education, commerce and forestry on university campuses has been severely questioned and criticised by various radical groups, approximately two-thirds of the respondents felt strongly that such professional

schools and programs should be a part of a university curriculum.

This response pattern did not arise because of the large number of respondents from the various professional programs. Our sample was stratified so that we gathered data from students in all of the major departments and faculties across the campus. When responses from students in separate faculties were examined, the same general pattern emerged.

In line with the relatively high importance attached to one's career or occupation, more than 89 per cent of the students felt (56 per cent strongly) that a major role of a university should be to impart knowledge to students.

Another major goal of UBC students seems to be the achievement of independence as functioning, adult members of society. This search for independence was shown by the fact that over 82 per

cent of the students agreed that a university has no responsibility for, and hence should stay out of, students' private lives.

On the other hand, students were quite egalitarian in their outlook. Almost 86 per cent agreed, and 45 per cent agreed strongly, that a university should be a place where equal opportunity is afforded to all students, regardless of level. I think it's also interesting to note here that graduate students were not judged to deserve any special consideration or advantages.

Students also display a certain amount of interest in the broader role of the university. Over 83 per cent (40 per cent strongly) felt that a major role of the university should be to advance the state of knowledge through study and research, and over 75 per cent (36 per cent strongly) thought that the university should attempt to change the attitudes of society. That pretty well summarizes the findings on the role of the university.

UBC REPORTS: And finally the sixth question—that of the role of the university professor within the higher education system. What have students to say on this score?

DR. MITCHELL: Well, as we look at students' conception of the function of a university professor, we find a pattern emerging that is almost identical to the one that we've been describing thus far. More than 86 per cent of the students felt that it was important, more than 11 per cent somewhat important, for professors to concentrate on creating highly-motivating classroom learning situations.

The next three elements of the professorial role which the students perceived as most important were, respectively: concentrating on the development of all students in an equal manner, helping students with their academic and career goals, and advancing knowledge through research and publication.

Rather interestingly, aiding students in contacting prospective employers was seen as one of the least important aspects of the professor's job. Over 45 per cent of the students considered this to be not at all important, whereas only 15 per cent attached importance to this idea.

UBC REPORTS: Was there anything in the question or the study to indicate that students regarded it as important that the university create conditions where employers would be able to contact students?

DR. MOORE: No, but I think that's a rather interesting analysis of this particular question. I imagine that students generally would feel that the placement function is one that deserves a recognized place on the college campus. This certainly seems to be borne out by the fact that students are certainly using the facilities of the placement office.

DR. MITCHELL: There's another aspect of the students' concept of the professor's role that I think is of some interest here because there's a great deal of discussion around campus concerning the unavailability of faculty members to students. We gained the impression from the data that students, while they very much want us to do a good job of teaching, don't seem to be very willing to develop close contacts with faculty members.

TAKE INITIATIVE

When we asked them how often they see any professor about such things as their performance in his course or the subject matter of his course or academic advice, well over 50 per cent replied that they rarely or never saw the professor. Less than 15 per cent said that they often did, and the remaining students said they sometimes saw professors. Practically none answered "frequently," and yet when asked if they wanted closer contact with their professors, over 76 per cent replied "yes." We would interpret these responses, rightly or wrongly, to mean that students expect the professors to take much of the initiative in building contacts between the two.

UBC REPORTS: We've got a bit ahead of ourselves here and skipped question five—the ideal university from the students' point of view.

DR. MITCHELL: Here we asked the students to choose between 22 pairs of items in describing what they considered an ideal university. Most of the items are not directly comparable with the specific, UBC-oriented things we've been discussing so far. The choices made by the students, however, are quite compatible with the picture that has emerged thus far. They were almost unanimous in their preference for a co-educational university. Only four of our respondents, which is well under one-half of one per cent, preferred a university where all the students are of the same sex. Over 94 per cent preferred a university with little "snob" appeal, as opposed to one with a high snob appeal, and almost 92 per cent wanted a university with a scholarly, academic reputation, rather than one that they would characterize as a "party" school.

Almost 90 per cent preferred a publicly supported university, with graduate and professional schools (you see this theme recurring again), and where emphasis is placed on independent study, as opposed to a private university with no graduate or professional schools and little emphasis on independent study. They overwhelmingly preferred a closely-knit university community, rather than a relatively impersonal one. They preferred a campus located in or near a city, as opposed to one located in a small town or in the country.

DR. MOORE: Along with this preference for an urban university there is also a preference for a predominantly residential campus, as opposed to a campus where most students commute from home.

I might throw in an interesting little sidelight here. One of the questions had to do with the ways

students got to and from school, and over 15 per cent indicated that they come to university by hitch-hiking, while about 10 per cent ride the bus. The largest number, around 47 per cent, drive their own private cars. It's rather interesting that such a large number hitch-hike to and from university.

There is also a preference for an opportunity to live away from home. It would seem that students want to establish their independence from the home environment, to get involved with university life and enjoy the facilities and opportunities provided by a nearby city.

The students, therefore, are looking for the university to provide them with a total educational environment which would include the opportunity to live away from home, to take advantage of the university facilities and the facilities of a large city nearby.

DR. MITCHELL: To go on with that picture, the emphasis that's emerged is on independent study. The students and their ideal university would have mostly group discussion classes, as opposed to large lectures.



I think this is a universal preference among faculty as well. In addition, they wanted a university composed of students with a wide range of intelligences, as opposed to one made up of only an intellectual elite.

Approximately two-thirds preferred a semester system and emphasis on a broad, general program of learning, relatively little competitiveness for grades and recognition, selection of students on a basis of marks and admission scores and a de-emphasis of inter-collegiate athletics. Only two-thirds would prefer a quarter system, emphasis on a specialized area of learning, a high level of competition for grades and recognition, and the selection of students on the basis of personal qualities. There was little preference indicated for big-time inter-collegiate athletics.

By a very small majority, students preferred not to have fraternities or sororities in the ideal university. They expressed only a slight preference for not having letter grades as opposed to the pass-fail system, for an experimental rather than a traditional approach, for campus activities rather than off-campus politics, and for a small student body—about 1,000, as opposed to a large present 20,000 plus type of activity quite a bit ambivalent, or divided, in this last group of points and we get rather parochial attitude toward the areas that are not directly related to getting an education.

DR. MOORE: This came out very clearly on certain items dealing with the relationship of the university to the broader community and society.

Two-thirds of the students thought that this university should try to satisfy society's needs and demands, rather than building an international reputation, yet only a slight majority (58 to 42 per cent) thought that the business community had the right to expect the university to train a significant number of persons for jobs in industry.

This latter attitude would seem to follow naturally from the students preference for a publicly-supported university, relatively free from outside pressures.

Although the students want to prepare themselves for careers, they also want to be free to pick and choose their field, and to pick and choose what they learn in that field. Here we are back to the theme of desire for independence on the part of the students.

Ambivalence is also brought out by the responses to items dealing with the role of the professor in the community. More than 54 per cent of the students disagreed that university professors should be encouraged to seek public office in order that they may directly influence the course of societal development, and less than 53 per cent agreed that professors should be encouraged to seek opportunities for public service in order to influence the course of development. That professors should participate broadly in community activities was considered somewhat important by only 51 per cent, while 41 per cent considered this to be of very little importance.

It's rather interesting that the students attach more importance to the role of the professor at the university. They're perhaps less concerned with what the university does downtown or in regard to political

MITCHELL: Our data tells us quite clearly that most students are here with a high sense of purpose. They want a great deal of freedom to make a better society and they want the freedom to be able to criticize.

or community activities. Probably the students feel that the first place of the professor is teaching at the university, as opposed to other kinds of activities. We also noted, however, that the role of the professor in research was recognised as important.

DR. MITCHELL: This lack of concern for the professor as a person who seeks to influence the outside world seems to us to illustrate that perhaps as much of the town versus gown rivalry rests between students and town as it does on a lack of communication between town and faculty, although I think there's a very real communications gap between the campus and the broader community on a number of these areas that we've been looking into in the survey.

UBC REPORTS: Is it possible to summarize the analysis you've done so far?

DR. MITCHELL: There are two things I'd like to offer. First, despite the picture of the university as a hot bed of incipient revolt against society, our data tell us quite clearly that most students are here with a high sense of purpose, and we feel they deserve support in their efforts. The second thing which emerges is that while these young people are preparing themselves to make a better society, and want a great deal of freedom in their efforts to do this, they want the freedom to be able to criticize. In the final analysis they see themselves as agents of gradual change, and they are not interested in rapid, or a revolutionary overthrowing of the present system.

DR. MOORE: I think that's true, And we have to remember that we're looking at a sample which purports to represent the total university population rather than any given splinter group or any smaller group. This sample hopes to represent the broad population of students at UBC.

DR. MITCHELL: There's one thing I'd like to emphasize especially here, and that is that the sample was a stratified proportion of people in various faculties of the university and in various years of attendance. Our response, while it is only 41 per cent of the total number of questionnaires, has an amazing resemblance to the characteristics of the total sample that we sought to obtain in the first place. Now, as in every survey, we do not have an index of the attitudes of those who did not respond to the questionnaire, so that our inferences are based on the responses that were received, and we must always exercise caution.

But I would regard the 938 replies as being representative of a good majority of the students at UBC.



DR. VIKTOR FRANKL



DR. GEORGE BACH

Scholarly Community Tapped For UBC Extension Programs

The UBC extension department is tapping the international community of scholars in an effort to bring some of today's most outstanding thinkers to Vancouver.

Within the framework of two themes—"Quest for Liberation" and "Explorations in the Human Potential"—extension's continuing education program in the humanities is providing Vancouver audiences with opportunity to learn more about the current cultural revolution in the West and its implications for the individual and society.

"Kenneth Boulding's concept of the 'invisible college,' that assemblage of thinkers who share a common vision of the transitional times through which we are passing and who are devoting themselves to contributing toward its fulfillment, best

Moralist and *The Triumph of the Therapeutic: Uses of Faith After Freud*, founding editor of *Daedalus*, the journal of the American Academy of Arts and Sciences, and a former visiting fellow at the Centre for the Study of Democratic Institutions, Santa Barbara. His topic, October 31–November 1, will be Culture and Revolution.

Two programs in the Explorations in the Human Potential series will be held in October. Dr. Viktor E. Frankl, internationally known as the founder of logotherapy; head, department of neurology, Poliklinik Hospital, Vienna, and professor of psychiatry and neurology at the University of Vienna, will head a lecture-discussion on Man in Search of Meaning (final date not set at printing).

The second program, October 23, will be An Evening With Dr. George Bach: About the Therapeutic Use of Aggression—Dealing with Man's Hostility to Man. Dr. Bach is director, Institute of Group Therapy, Beverley Hills, California; one of the originators of the "marathon" group experience, and author of *Intensive Group Psychotherapy* and *The Intimate Enemy*.

Distinguished visitors in the Quest for Liberation series have included: Dr. Huston Smith, professor of philosophy at Massachusetts Institute of Technology; Prof. Kenneth Boulding, economist and professor, Institute of Behavioral Science, University of Colorado; Dr. Abraham Kaplan, teacher, philosopher, professor of philosophy, University of Michigan and organizer of the Fifth East-West Philosophers' Conference, Honolulu, Summer, 1969; Dr. Ashley Montagu, anthropologist, social biologist and professor of anthropology, Princeton University; Dr. Alan Watts, a philosopher noted as the West's leading interpreter of Eastern philosophy and thought, and Dr. Theodore Roszak, chairman of the History of Western Culture Program, California State College and editor of *The Dissenting Academy*.

The theme Explorations in the Human Potential has been the focus of programs with Dr. Frederick S. Perls, psychiatrist and founder of Gestalt therapy; Dr. Edward Maupin, co-director of the residential program at the Esalen Institute, Big Sur, California; Dr. Vincent E. Giuliano, dean, Graduate School of Information and Library Studies, State University of New York, and Dr. George I. Brown, associate professor of education, University of California at Santa Barbara.

explains the spirit of these programs," said Sol Kort, administrator of humanities programs for the extension department and originator of the two series.

"In an effort to connect with the network that is encompassed by Boulding's 'invisible college' these programs are designed to bring into the community new points of view and unfamiliar sources of information," he said.

Since January, 1968, ten members of the "invisible college" have headed extension lecture-discussions and symposiums before more than 4,800 persons in Vancouver.

The Quest for Liberation series will continue this autumn with a program involving Dr. Philip Rieff, Benjamin Franklin Professor of Sociology, University of Pennsylvania, author of *Freud: The Mind of the*

MILLIONS SPENT ON SERVICES

The University of British Columbia spent nearly \$35,000,000 in the fiscal year which ended March 31, 1969, for the purchase of books, equipment and services.

The bulk of the funds—nearly \$31,000,000—was spent in Canada and between 11 and 12 per cent of the total—some \$4,000,000—was spent in foreign countries.

The figures on UBC's purchases during the last fiscal year are contained in the University's annual financial statements published in accordance with the Public Bodies Financial Information Act, passed by the provincial government in 1961. Copies of the document are available for \$3 plus tax per copy in the UBC Bookstore.

The report also shows that the University pays wages and salaries to its employed and academic staff of almost \$37,000,000 and assists graduate and undergraduate students with direct financial awards and grants-in-aid of more than \$4,200,000.

UBC's deputy president and bursar, Mr. William White, said that much of the expenditure for services and supplies is made locally which together with salaries paid to faculty and staff means that UBC makes a significant contribution to the business activity in British Columbia and particularly Vancouver.

All these items, he said, add up to almost \$77,000,000 which represents the bulk of UBC's expenditures.

UBC is forced to make foreign purchases only because certain equipment or services are not available in Canada, according to Mr. H.A. LeMarquand, the University purchasing agent.

Generally, he said, foreign purchases are for equipment in the fields of medicine and science. The Canadian market is so small for most complex scientific equipment that it would not be economical for Canadian firms to manufacture it, he said.

UBC's main sources of funds for the past fiscal year were the provincial government—\$37,000,000; student fees—\$10,000,000; sponsored and assisted research grants (mostly from outside B.C.)—\$11,000,000; gifts, grants and bequests—\$7,000,000 and the federal government—\$2,700,000. (See table at top of page opposite).

The financial statements also disclose that UBC owes more than \$16,000,000 for capital construction of residences or self-liquidating projects.

Mr. White said that UBC's ability to obtain bank loans and to borrow funds from Central Mortgage and Housing Corporation has permitted UBC to develop residences without encroaching on the limited capital funds available from the public purse.

Loan interest rates range from five and one-eighth per cent to six and three-eighths per cent from CMHC and from six per cent to seven and a half per cent for bank loans.

The borrowed funds are applied to revenue-producing services. Funds generated by the services pay for operating costs and the repayment of the loan principal and interest.

UBC's ancillary enterprise operations generated more than \$6.2 million dollars in revenue in the fiscal year which ended March 31. (A financial summary of ancillary enterprise operations is set out in the bottom table on the page opposite).

Four services—the Bookstore and Post Office, campus and residence food services and housing—broke even in the past year in keeping with the University policy of operating ancillary services on a self-supporting basis.

UBC Bookstore operations included a \$98,485 item set aside for construction of a new bookstore which is now in the planning stage.

Two ancillary operations—the Health Service Hospital and the UBC Research Farm at Oyster River on Vancouver Island—showed small profits totalling \$2,350.

Mr. White said these small amounts, which revert to University general revenues, offset deficits incurred by these operations in previous years.

AN IMPORTANT NOTE TO OUR READERS

The University of B.C. wants to ensure that you will receive your copy of *UBC Reports* in the months ahead.

You can help us to keep our mailing lists accurate by doing the following:

1. Check the mailing label on the front page of this issue.
2. If the label is incorrectly addressed, return the label to the UBC Information Office together with a note of your new address.

The appropriate corrections can be made to our mailing lists only if you return the mailing label with your new address.

And, of course, we look forward to hearing from you if you have any comments to make on articles or have suggestions for material which you would like to see in the paper.

Volume 15, No. 16—Sept. 25, 1969. Published by the University of British Columbia and distributed free. J.A. Banham, Editor; Barbara Claghorn, Production Supervisor. Letters to the Editor should be addressed to the Information Office, UBC, Vancouver 8, B.C.

UBC's CONSOLIDATED STATEMENT OF FUND TRANSACTIONS

FOR THE YEAR ENDED MARCH 31, 1969

| INCOME | OPERATING FUNDS | | | Endowment and Student Loan Funds | Capital Funds | Total of all Funds |
|--|---------------------|----------------------|---------------------|---|---------------------|--------------------------|
| | General Purposes | Specific Purposes | Total | | | |
| Operating and Capital Grants — Canada | \$ - | \$ - | \$ - | \$ - | \$ 67,370 | \$ 67,370 |
| Health Sciences Centre | - | - | - | - | 1,850,794 | 1,850,794 |
| Triumf Project | - | - | - | - | 763,000 | 763,000 |
| — British Columbia | 31,186,572 | - | 31,186,572 | - | 5,000,000 | 36,186,572 |
| Health Sciences Centre | - | - | - | - | 1,220,477 | 1,220,477 |
| Student Fees | 10,038,684 | - | 10,038,684 | - | - | 10,038,684 |
| Services | 1,356,110 | 579,929 | 1,936,039 | - | - | 1,936,039 |
| Endowment Income | - | 1,045,742 | 1,045,742 | - | - | 1,045,742 |
| Sponsored or Assisted Research | - | 11,365,670 | 11,365,670 | - | - | 11,365,670 |
| Gifts, Grants and Bequests | - | 2,107,271 | 2,107,271 | 1,814,919 | 2,764,748 | 6,686,938 |
| Miscellaneous | 265,539 | 106,779 | 372,318 | - | 139,546 | 511,864 |
| Total Income | \$42,846,905 | \$15,205,391 | \$58,052,296 | \$ 1,814,919 | \$11,805,935 | \$71,673,150 |
| Ancillary Enterprises (Net) | 2,350 | - | 2,350 | - | - | 2,350 |
| | <u>\$42,849,255</u> | <u>\$15,205,391</u> | <u>\$58,054,646</u> | <u>\$ 1,814,919</u> | <u>\$11,805,935</u> | <u>\$71,675,500</u> |
| EXPENDITURE | | | | | | |
| Academic | \$30,552,081 | \$ 1,338,840 | \$31,890,921 | - | - | \$31,890,921 |
| Library | 3,483,157 | 155,172 | 3,638,329 | - | - | 3,638,329 |
| Sponsored or Assisted Research | (80,754) | 10,785,033 | 10,704,279 | - | - | 10,704,279 |
| Administration | 1,673,382 | 6,828 | 1,680,210 | - | 3,823 | 1,684,033 |
| Student Services | 735,304 | 253,378 | 988,682 | - | - | 988,682 |
| Plant Maintenance | 5,581,586 | 93,013 | 5,674,599 | - | - | 5,674,599 |
| Scholarships and Bursaries | 809,699 | 1,132,026 | 1,941,725 | - | - | 1,941,725 |
| General Expenses | 148,308 | - | 148,308 | 1,839 | 8,005 | 158,152 |
| Land, Buildings and Equipment | - | - | - | - | 8,513,670 | 8,513,670 |
| Total Expenditure | \$42,902,763 | \$13,764,290 | \$56,667,053 | \$ 1,839 | \$ 8,525,498 | \$65,194,390 |
| Excess of Expenditure over Income for the year ended March 31, 1969 | \$ 53,508 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Net Additions (Decrease) to Fund Balances | - | 1,441,101 | - | 1,813,080 | 3,280,437 | - |
| Reclassification of Funds | - | 80,573 | - | (80,573) | - | - |
| Fund Balances at April 1, 1968 | 168,156 | 4,646,383 | - | 14,758,916 | 1,624,618 | - |
| Fund Balances at March 31, 1969 as per Statement of Financial Condition | <u>\$ 114,648</u> | <u>\$ 6,168,057</u> | - | <u>\$ 16,491,423</u> | <u>\$ 4,905,055</u> | - |

STATEMENT OF UBC's ANCILLARY ENTERPRISE OPERATIONS

FOR THE YEAR ENDED MARCH 31, 1969

| INCOME | Bookstore and Post Office | Campus Food Services | Residences Food Services | Housing Services | Health Service Hospital | University Farm— Oyster River | Total All Sources |
|--|---------------------------------|-------------------------|-----------------------------|---------------------|----------------------------|-------------------------------------|-------------------------|
| Sales | \$2,111,927 | \$1,125,983 | \$ 78,067 | \$ 47,216 | \$ - | \$115,922 | \$3,479,115 |
| Rentals and Meal Passes | - | - | 1,066,583 | 1,535,888 | - | 1,660 | 2,604,131 |
| Hospital Revenue | - | - | - | - | 139,635 | - | 139,635 |
| | <u>\$2,111,927</u> | <u>\$1,125,983</u> | <u>\$1,144,650</u> | <u>\$1,583,104</u> | <u>\$139,635</u> | <u>\$117,582</u> | <u>\$6,222,881</u> |
| EXPENDITURE | | | | | | | |
| Cost of Bookstore Supplies and Food Purchases | \$1,705,766 | \$ 529,485 | \$ 586,766 | \$ - | \$ - | \$ - | \$2,822,017 |
| Salaries and Wages | 209,712 | 362,444 | 373,908 | 435,738 | 108,238 | 51,919 | 1,541,959 |
| Fringe Benefits (Including Board Allowance) | 11,254 | 24,442 | 23,598 | 13,054 | 3,947 | 4,330 | 80,625 |
| Dietary Service | - | - | - | - | 7,010 | - | 7,010 |
| Utilities | 8,750 | 22,773 | 26,927 | 219,607 | 4,864 | 3,304 | 286,225 |
| Other Operating | 77,960 | 95,089 | 51,098 | 182,212 | 14,238 | 53,639 | 474,236 |
| Development of Facilities | - | - | - | 29,054 | - | 3,378 | 32,432 |
| Debt Repayment, Including Interest | - | 91,750 | 82,353 | 703,439 | - | - | 877,542 |
| Reserved for Expansion | \$2,013,442 | \$1,125,983 | \$1,144,650 | \$1,583,104 | \$138,297 | \$116,570 | \$6,122,046 |
| | <u>98,485</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>98,485</u> |
| | <u>\$2,111,927</u> | <u>\$1,125,983</u> | <u>\$1,144,650</u> | <u>\$1,583,104</u> | <u>\$138,297</u> | <u>\$116,570</u> | <u>\$6,220,531</u> |
| Excess of Income over Expenditure for the Year Ended March 31, 1969 | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 1,338</u> | <u>\$ 1,012</u> | <u>\$ 2,350</u> |

UBC ALUMNI Contact



Lack of money means students face increasing study space shortage in UBC library, warns librarian.

Photo by Extension Graphic Arts

UBC History On Display

UBC's history will be on display at Reunion Days '69 on October 24-25. Alumni returning to campus for the annual event will be able to see the story of UBC from 1919 to 1969 in a special photographic exhibit entitled, Memory Lane.

"I'm sure this will be a big attraction at reunion," said George Morfitt, Reunion Days chairman. "The exhibit will contain many old and rare pictures of early UBC. It will mark the first time many of these pictures will have been seen by large numbers of people."

Reunion Days '69 will feature another new attraction: a rugby game between the UBC Thunderbirds and the University of Victoria. Game time will be 2 p.m., October 25, in Thunderbird Stadium. In addition, there will be a family sports jamboree, a men's golf tournament, a president's reception and the Great Trek Ball.

And, of course, alumni from the classes of 1919, '24, '29, '34, '39, '44, '49, '54 and '59 will hold individual reunions. The guest of honor for Reunion Days '69 will be UBC President Walter Gage.

An interesting pattern is emerging in donations to the Alumni Fund this year. More and more alumni are designating that they want their donations to go to the President's Fund, a special fund for exclusive use by the president of UBC.

So far this year, grads have designated \$8,466 for the President's Fund, twice what was designated in all of 1968. And yet the 1969 Alumni Fund campaign is only at its halfway point. It's worth noting also that total designations to the President's Fund to date are four times what they were at the same time in 1968.

"I think this is a good indication of how strongly the average alumnus supports President Walter Gage," said Murray McKenzie, chairman of the 1969 Alumni Fund. "Alumni generally were delighted to see Gage made president and they're showing this now in a tangible way."

So far this year the Alumni Fund has received \$176,000 in donations from alumni. The target for the 1969 campaign is \$250,000. The money is used annually to assist student academic, athletic, social and cultural activities.

NO RELIEF SEEN

University Library Losing Space Race

Last spring, the UBC Alumni Association sponsored a conference on the problems of higher education in B.C. entitled "Beyond '69." It was a conference of revelations and one of the more revealing addresses was made in a panel discussion by Ture Erickson, head of UBC's Sedgewick Library. The bulk of his remarks are reproduced below and other conference highlights appear in the fall UBC Alumni Chronicle.

By TURE ERICKSON
Head, Sedgewick Library, UBC

I know that statistics are not unlike the bikini—what they reveal is interesting, but what they hide, vital. Nevertheless, you may find it useful to consider the following. First, the library has too few seats for its users. For example, in the Sedgewick library there were 485 seats provided in 1968-69. The clientele of that library numbered 10,000 plus. The fact is that for those students a bare minimum of 1,605 seats were needed. To the extent that those seats were unavailable, students were frustrated in their attempts to use the library successfully.

Second, the library has too few books for large segments of the campus population. We know that in

1968-69, for the clientele using the Sedgewick library, 152,000 volumes of books and periodicals were required as a minimum. In fact there were only 84,000 volumes available. I am not citing standard North American minimum statistics. I am stating the actual title-by-title requirements that we have measured at UBC.

The Sedgewick Library collection fell short by over 4,000 titles and by 68,000 extra copies. When I say that the collection fell short I mean that for approximately one-third of the time that a student needed an item, it was unavailable. The end product of one-third of the time he spent searching for his requirements was nothing. That is a tragic situation.

Of those items which were available, we found that 385,000 items were circulated from the Sedgewick Library during the winter session. But that amounts to only 38.5 items circulated per student for the session. It amounts to barely more than one item charged out to each student per month for each course he carries.

What will be the UBC situation by 1970? First, we will have had to move books and staff into some of the present reading areas. There will be fewer books available per student at a time when the required ratio of books to student will have increased by 10 per cent over that of 1968. There will be longer and

longer queues formed by students waiting to charge out available materials. Further, even more students' time will be wasted in fruitless searching.

There will be an evergrowing backlog of unshelved material awaiting shelf space that will be made available only by constant major shifting of many parts of the collection. Added to that, there will be a growing backlog of uncatalogued and therefore unavailable material which will remain unprocessed until such time as space for processing staff is created.

What are the alternatives to that future? There are none. The reasons are, first, were we given capital development monies now, we are too late to avoid the worsened situation of 1970. Second, large scale boosts in library operational grants cannot be accommodated given the present library physical plant.

It is a simple fact that UBC students are going to have to accept even lower standards of service than are presently available.

I put to you two questions. For how long and to what extent will we ask students to accept a lowering of service and support? For how long and to what extent will they permit us to make those requests?

If you agree that what I have said is valid, consider this! The estimated capital cost of constructing a new Sedgewick Library is \$4.5 million.