

# UBC REPORTS

Vol. 16, No. 10/Mar. 18, 1970/Vancouver 8, B.C.

UBC REPORTS CAMPUS EDITION

## Benefactor Gives UBC \$600,000

The University of B.C. has received a gift of \$600,000 from a former student and his wife to enable UBC to bring to the campus distinguished visiting professors and other scholars of special attainment and merit for periods of up to a year.

This is the second major gift made to UBC by Dr. Cecil Green and his wife, Ida, of Dallas, Texas. In 1966, Dr. Green and his wife gave \$200,000 to the University for the purchase and renovation of the former residence of Senator S.S. McKeen on North West Marine Drive.

### "TOWN-GOWN" CENTER

The residence, rechristened Cecil Green Park, serves as a "town-gown" activities center and houses the UBC Alumni Association and the University Resources Council.

The \$600,000 gift from Mr. and Mrs. Green, payable over the next three years, will be invested by the University and the annual income used to establish visiting professorships bearing the name of Cecil H. and Ida Green.

Dr. Green and his wife said that their action was prompted "by our having some concern that present-day curricula for specialists in most educational institutions tend to mis-match with today's student needs by being overly-rigid, quite inflexible and certainly short of inspirational content.

"Thus, . . . well selected interdisciplinary areas of knowledge, with their richer variety of learning, can lead to exciting and valuable developments in new knowledge, and of course for the ultimate benefit of the community as a whole.

"Our hope," Dr. Green said, "is that each generation of students will have contact with a group of world-renowned teachers, thinkers and researchers visiting the UBC campus."

UBC is to have sole discretion as to the choice and qualification of the recipients of the Cecil H. and Ida Green professorships, the duration of each appointment and the selection of the fields of instruction.

Income from the gift may be used for salary or salary supplementation, library or any other expenses connected with the appointments.

### CONCERN FOR STUDENTS

President Gage said the University was deeply grateful to Dr. and Mrs. Green for providing an endowment to establish visiting professorships. "The gift," he said, "is evidence of the concern which Dr. and Mrs. Green feel for the enrichment of the lives of students at the University."

Dr. Green was born in England and came to western Canada as a child. He was educated in Vancouver elementary and secondary schools and attended UBC as an engineering student from 1918 to 1921.

He then enrolled at the Massachusetts Institute of Technology, where he received the degrees of bachelor and master of science in engineering.

Dr. Green is noted for his work in the field of geophysical exploration. He was awarded an honorary doctor of science degree by UBC in 1964.



English Department head Prof. Robert Jordan addresses Friday rally

# Gage Asks Review Of Tenure Cases

President Walter H. Gage announced today that in response to a number of requests he has called for a review of the cases of two University of B.C. English teachers who are protesting a decision not to grant them tenure.

President Gage said he has asked the University's Senior Appointments Committee to conduct the review, taking into consideration every issue raised by the two faculty members, their colleagues and a number of students.

He has asked the committee to proceed as rapidly as possible.

He said the committee's review would include not only consideration of the teaching effectiveness of the two men but a thorough appraisal of their research and their academic qualifications.

## COMPLEX ISSUES

He added that the committee has been authorized to call on whatever internal or external assistance is needed to complete its task.

President Gage said that Dr. D.T. Kenny, Acting Dean of Arts, and the Faculty of Arts promotion and tenure committee had asked that the whole matter be referred for review to the Senior Appointments Committee.

The president added that he was also taking into account a request by a substantial number of the tenured faculty members of the English department that tenure be granted to the two men, assistant professors Brian Mayne and Dr. David Powell, as well as letters and representations to him on behalf of the two men, and obvious student and faculty concern as evidenced by a series of meetings last week, petitions and a teach-in in the Faculty of Arts on Monday.

President Gage made it clear that although he has asked for a recommendation from the Senior Appointments Committee as early as possible, an immediate resolution of the controversy is not possible in view of the complexity of the issues involved, the detailed nature of the inquiry he has asked for and the possibility of external evaluation.

He said he has sent to the Senior Appointments Committee the 30-page report of the Faculty of Arts promotions and tenure committee which conducted

an earlier review of the cases, along with approximately 250 pages of documentation.

(The Faculty of Arts committee reported last week that it had found no reason to reverse the original recommendation of the English department's tenure committee, which was endorsed by the head of the department, that tenure not be granted to Dr. Powell and Mr. Mayne.)

"I am not in a position to say when a recommendation can be expected from the Senior Appointments Committee," President Gage said, "but I am asking them to deal with the matter as expeditiously as possible. Any final decision will be the result of a full and thorough investigation."

Three major meetings were held on campus last week to enable students to hear and debate the issues involved in the tenure dispute. Each was attended by several hundred students.

The tenure dispute is the first major issue to engage seriously the attention of a significant number of UBC students in this generally placid academic year.

The roots of the controversy go back to last November when decisions about a number of junior members of the English department teaching staff had to be made by the department's promotion and tenure committees.

## TENURE RULINGS

The committees made negative rulings in the cases of two instructors and four assistant professors. All six had joined the UBC staff on July 1, 1965 and were still on probationary appointments. Under current regulations — drawn up by the UBC Faculty Association and approved by the Board of Governors in 1968 — probation may last no more than five years. Since all six were in their fifth year, decisions had to be made either to grant them tenure or to offer them one-year terminal appointments.

The departmental committees recommended against granting tenure to the four assistant professors

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and against promotion (and automatically, therefore, against tenure) for the two instructors.

These recommendations were approved by Dr. Robert Jordan, the new head of the department. Objections were raised, however, one of them being that the ground rules had been changed.

When the six men were hired, the probationary period for teaching staff was seven years. With the revision of the regulations in 1968, the six were being required to attempt to qualify for tenure in only five years.

Because of these objections, Dr. Jordan offered five of the six men the option of a further two years in which to qualify. (The sixth man has resigned).

The two instructors and one assistant professor accepted the offer of a further two years' probation. Dr. Powell and Mr. Mayne declined. The departmental committee's recommendation that they

### Teach-In Gets Varying Response In Arts Faculty

A spot check by *UBC Reports* late Monday concerning the teach-in on the tenure dispute in the English department revealed varying degrees of participation in Faculty of Arts departments.

A Faculty of Arts official said there was general participation in the teach-in in English department courses but only spotty discussion in French department courses.

He said that for the most part students seemed interested in factual information about the nature of tenure and did not seem concerned with the personalities involved in the current dispute.

Other spot checks of students and faculty members showed that some courses in the following Faculties and departments participated in the teach-in: Faculty of Commerce and Business Administration and the Departments of Psychology, History, Economics, Political Science, Anthropology and Sociology and the School of Home Economics.

not be granted tenure but be offered only a one-year terminal appointment was forwarded, with Dr. Jordan's endorsement, to Acting Dean Kenny.

Protests from Dr. Powell and Mr. Mayne, some of their faculty colleagues and a number of their students continued. Acting Dean Kenny therefore referred the cases for review to the Faculty of Arts Promotions and Tenure Committee, consisting of five full professors from departments other than English and headed by the acting dean.

That committee studied the Powell and Mayne cases in a series of frequent meetings over a period of two months.

Acting Dean Kenny said today that among the many questions considered by the committee were these:

1. What were the precise procedures used by the departmental committee?
2. Were new policies applied retroactively and without notice?
3. Was the structure of the departmental committee consistent with the requirements of the *Faculty Handbook*?
4. Was the departmental committee constituted within the spirit of the department's original mandate for setting up promotions and tenure committees?
5. Was the mode of election to the tenure committee irregular?
6. Should not the departmental committee have involved all the full professors and also all the tenured associate professors?
7. Should only tenured faculty serve on tenure committees?
8. Should a tenured full professor who is new to Canada and the department have been excluded from the tenure committee?
9. Was any inadmissible testimony allowed to enter into the deliberations of the departmental committee?
10. Did the absence of one full professor through sickness invalidate the recommendations of the departmental committee?

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*Standing-room-only crowd listens to speaker at Thursday meeting*

Acting Dean Kenny said that besides these and other specific questions, the Faculty of Arts committee carefully reviewed the procedures by which the departmental committee had assessed the teaching ability, academic qualifications, scholarship and administrative services to the department and the University.

As a result of this review, he said, the Faculty committee unanimously concluded that there was no reason to reverse the recommendations of the departmental committee.

It was the news of this decision that touched off the series of student meetings last week.

Apart from a brief declaration by Mr. Mayne at Friday's meeting, both he and Dr. Powell have refrained from public statements. Their cases have been argued by many supporters among the faculty, graduate students and undergraduates.

The first of last week's three noon-hour meetings took place Wednesday, March 11, in the conversation pit of the Student Union Building.

This was an informal affair, apparently designed mainly to build student interest in a more highly organized meeting planned for the following day. Principal speakers included Tony Hodge, president of the Alma Mater Society; Art Smolensky, past-president of the Graduate Student Association; Paul Trout and Stan Fogel, graduate students in English; Christine Krawczyk, acting vice-president of the AMS; and two former presidents of the Arts Undergraduate Society, Ralph Stanton and Dick Betts.

Toward the end of the meeting Mr. Stanton proposed that the students adjourn and initiate some form of concrete demonstration to show their concern for the two assistant professors. He suggested that 100 or 200 students go to the offices of the Dean of Arts and of the English Department on the fourth floor of the Buchanan Building.

### URGED TO WAIT

The suggestion was opposed by Mr. Fogel who urged students to wait until Thursday's meeting when other forms of action would be proposed.

Mr. Hodge opened Thursday's meeting in the Buchanan lounge by reading the following statement issued by President Gage:

"I would like to clarify a statement which appeared in Tuesday's *Ubysey* in an article reporting on the situation in the English Department.

"The article said that I agreed with Acting Dean Kenny that 'no one but English faculty members can judge English scholarship' and that I 'therefore will not reverse the decision' of the Faculty of Arts tenure committee, which upheld an earlier decision by a departmental committee not to recommend tenure for two assistant professors.

"It is, of course, true that only English scholars are competent to assess English scholarship. However, there may be other issues involved in the current dispute.

"The statement in *The Ubysey* arose out of a private discussion with a group of concerned students and did not accurately reflect the views I put to them.

"At the time of that conversation, I had not had an opportunity to read the report of the Faculty of Arts promotion and tenure committee, with all its voluminous documentation.

### SPEAKERS INVITED

"Since reading that report, I have written to Acting Dean Kenny, asking for further information on some of the points mentioned in the report and asking that the committee consider certain other aspects of the issue which I felt had not been covered.

"I expect a reply from Acting Dean Kenny shortly. In the meantime, the issue is not yet closed."

Student John Stewart (Arts 4) told the audience invitations to attend the meeting had been sent to President Gage, Acting Dean Kenny, Dr. Jordan, Dr. Powell and Mr. Mayne.

None would be attending, he said. President Gage was out of town, keeping a long-standing speaking engagement. Acting Dean Kenny had sent a message saying he preferred to discuss the matter with small groups of concerned students in his office. Dr. Jordan was at that moment chairing a meeting of the English Department faculty. Dr. Powell and Mr. Mayne had been advised by the Faculty Association not to address students directly on their case.

Stewart emphasized the need for "responsible student action on this important and delicate issue." This was no game, he said; the careers of two highly regarded professors were at stake. He proposed that students request a teach-in on the issue on Monday, March 16, and that they also express their concern to the administrative officials concerned.

Dr. Jordan, he added, had agreed to address students at another meeting the next day (Friday).

The first faculty supporter of Dr. Powell and Mr. Mayne to speak was Dr. John Hulcoop, associate professor of English. He stressed that this was "no time to let the whole thing get out of hand and go up like an irresponsible balloon."

### UNBIASED VIEW

He said he knew that President Gage was distressed at being unable to attend the meeting. The President's statement was an important indication that "his views are clear and open and receptive and unbiased and unprejudiced."

Dr. Philip Akrigg, professor of English and a member of the department's tenure committee,

denied an earlier statement by Mr. Stewart that he was there to represent Dr. Jordan. He said he spoke only for himself but he was concerned that someone should speak out for "a particular philosophy, a particular attitude toward UBC" since this position had not been widely heard.

He said the committee had been concerned about the various qualifications a man can bring to a teaching job: of training, of personality, of ability to communicate, to teach, and of ability to participate actively in his discipline.

## BEST DEPARTMENT

Dr. Jordan's intention, he said, was to have the best English department in Canada. To grant a man tenure was to assure him of a job for life, and if mistakes in judgment were made at this point, then generations of students would suffer under boring, unprepared, lazy or absentee professors. "It's utterly crucial," Dr. Akrigg said, "that your tenured group be the best you can possibly get."

Tenured professors, he said, "have got to be able to teach, and too often they haven't been able to teach in the past. . . . We've got a lot of deadwood in our department, sure. What do we do? We try to make absolutely sure that we're getting the best and nothing but the best as our tenured members of the future."

Dr. F.E. Stockholder, assistant professor of English, who supported Dr. Powell and Mr. Mayne, said he was asked by one of his students, "Are you ready to resign, to put your body on the line?"

The situation had not yet come to that, he said, The cases were still open and faculty and students still had a voice.

Students seemed to feel that the issue involved was a conflict between teaching and publishing Dr. Stockholder said; this was a gross error. Both Dr. Powell and Mr. Mayne were published scholars. What was at stake was something more profound.

He said a division of labor had occurred among the faculty of universities. The first group tends to see administration in a patrician-like fashion. They form a honorable group who consider themselves responsible for the care of the whole culture.

Technocrats form the second social group. Their major concern tends to be production. The last group are the educationists interested "in something more august."

The patricians are older men who because of panic at what it happening to the young around the world have formed an alliance with the technocrats, he said. The results of this alignment can be seen in universities like Berkeley.

"What we are engaged in as political animals, at this point," Dr. Stockholder said, "is to persuade the patricians to realign with the educationists, to permit the proper division of labor in this University among those three groups, and the continuation of a fruitful intellectual life."

## MAINTAIN ORDER

"It seems to me we have a good chance of that if we remember that the crucial thing for a patrician, and for all of us, is to maintain political order."

"We are not to the point where we have to put our bodies on the line. We are nowhere near the point where we have to become outraged."

He suggested students take "intelligent political action" by assessing the teaching qualities of Dr. Powell and Mr. Mayne, then by making their views known through a petition.

Students should discuss the issues with other students and with faculty members and ask where they stand on an equal division of labor at the University, and whether they feel it is right to "fire" two men who have been nominated for UBC's Master Teacher Award "on rather obscure notions of scholarship, especially when their scholarship hasn't been examined yet."

Some people, in the course of the dispute, have lost their reason, he said, and "we must restore reason into this body politic, the University, if we are to preserve it."

Mr. J.R. Doheny, assistant professor of English, said the trouble began a year ago when former Dean of Arts John Young said "he needed someone to straighten out the department, that there was a lot of dissension in it." He said Dr. Jordan had said he felt he had a mandate from Dean Young reaffirmed by Acting Dean Kenny, to upgrade the department.

He said this was not only insulting to the present tenured members of the department, but that the English faculty had never been given a chance to discuss what kind of department they wanted.

Paul Trout, a graduate student in English, said it had been suggested that the choice facing students was between good teachers, and good teachers who also publish scholarly works.

Life is not that simple, he said. If a person spent a large part of his time on publication, this would detract from his ability to teach and to do research to support his teaching. This is usually a different kind of research from that which supports publication.

"I think it's wrong to ask of new teachers in a



*Lack of a public address system at the opening of Thursday's meeting resulted in some speakers mounting a handy step ladder to address crowd in Buchanan lounge.*

discipline the kind of production that is being asked in the Department of English," Mr. Trout said.

The conflict was not only about teaching, he said. There were also questions of procedure and due process. But, he said, "this is an attack on good teaching, and don't kid yourselves."

Dr. W.E. Willmott, associate professor of anthropology, said the Mayne-Powell case raised issues for the whole University. The same kind of issue was just coming to a head in his own department.

He said he shared with Prof. Akrigg and with Prof. Jordan the desire to upgrade the quality of scholarship at UBC, to make this the best university in Canada. The problem lay in the definition of scholarship.

There are two aspects to scholarship, he said. One is the creation of new ideas and the discovery of new facts; the other is the communication of these facts and ideas to other people. The first was research; the second could be either publication or teaching.

"We are hung up on the idea that unless it is published, unless it is written, it isn't scholarship" and that "what we communicate to our students in class is not scholarship," Dr. Willmott said.

## MESSAGE CLEAR

He said if the Mayne-Powell decisions are not changed, the message will be clear to all: "What counts in this University is not whether you can teach, but whether or not you can publish and whether or not you have a Ph.D."

He said it was paradoxical that at a University which has as its president a Master Teacher, whose Senate has recently reaffirmed its concern for good teaching, and where the head of the English department is himself an excellent teacher, the idea of improving scholarship has been narrowed to increasing the number of publications and paper qualifications.

Dr. Willmott was asked if he did not support the view that publication was teaching at the highest level, that of one's peers.

He replied that he considered students his peers. Knowledge is generated in the classroom just as in the research laboratory, the library and the field, he said. The teacher who thinks he has nothing to learn from his students is finished.

Graduate student Stan Fogel called on students to support Mr. Mayne and Dr. Powell. He said 66 per cent of the tenured faculty members in the English department had signed a statement asking President Gage to have the two cases reviewed.

He said two members of the departmental committee had only been at UBC three months and could not possibly assess the qualifications of the two men; that only one member of the tenure committee had read the manuscript of a book by Mr. Mayne, and that member liked it; that few members of the committee had taken the trouble to assess personally the teaching of the two.

He charged that Prof. Jordan and "a small coterie" of faculty members were trying to stamp their own image on the English department. He asked students to show their support for the majority of faculty members who opposed this but urged them not to do "anything foolish or capricious."

## MOTION PASSED

Student Richard Smith suggested the "most civilized way" to inform President Gage of the students' opinion was by circulating and signing a petition calling for the granting of tenure to Dr. Powell and Mr. Mayne.

Ralph Stanton then proposed that the meeting pass a motion addressed to President Gage which would read: "We, a meeting of 400-plus students of UBC, demand the granting of tenure to Professors Brian H. Mayne and David L. Powell."

A student in the audience suggested replacing the word "demand" with "something a little less inflammatory." After some discussion the word was amended to "request."

Ann Jacobs (Arts 4) read a statement representing the position of English honors students, which was published in the Friday, March 13, edition of *The Ubysey*.

The statement questioned whether proper consideration had been given to unpublished writings of the two men, urged the promotions and tenure committee to "remove their blinkers and review the situation from all angles," and pledged support for faculty attempts to have the decisions reversed.

Mr. Hodge and Miss Krawczyk urged students to sign the petitions, to talk to and write to faculty members, Prof. Jordan, Acting Dean Kenny and President Gage, and to discuss the issues involved in their classes on Monday.

## TEACH-IN ARRANGED

Jeff Marvin, a graduate student in psychology, contended student action had to go further than letters and petitions. He said people had to learn that students can no longer be trampled upon, that "students aren't niggers." He concluded with the slogan, "All power to the people."

At Friday's meeting outside the Buchanan Building, John Stewart, one of the organizers of the meetings, read a memorandum which he said had been drafted that morning in Acting Dean Kenny's office. It read:

"We urge members of the Faculty of Arts to support the proposed teach-in to be held on Monday, March 16, but the decision to participate or not be made at the discretion of each member."

"We would suggest the following discussion topics: firstly, the functions of the University in terms of the preservation and extension of knowledge; second, qualifications of the faculty to perform these functions; thirdly, should there be a special rank such as Senior Instructor for those whose main contribution to the university consists of superior teaching? Should there be a special category apart from the traditional professorial rank for someone whose main contribution is the extension of knowledge, i.e. published scholarship? Fourthly, what difference if any, should exist between probationary

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appointments and tenured appointments? Is tenure, as *The Ubysey* suggests in its editorial of March 16, an archaic institution? What changes, if any, should be made in present proceedings for arriving at tenure decisions?"

The memorandum was signed by Mr. Hodge, Mr. Stewart and Acting Dean Kenny.

The next speaker was Prof. Robert Jordan, head of the Department of English. He was given a courteous and attentive hearing by a crowd which, by now, had overflowed the Buchanan steps and spilled into the Main Mall.

## HEAD SPEAKS

"I'm happy to respond to your interest in some of the recent events in the English department," Prof. Jordan said. "I will explain the context of University policies and procedures within which these events have taken place. I will not discuss individual cases and personal grievances.

"Now I'm billed as presenting what is called, euphemistically or otherwise, 'the other side' and I suppose there's pretty good reason why the other side is not very clearly understood.

"The English department and I myself as head have quite steadily observed the ethical considerations which customarily prevail in situations of this kind, to adhere carefully to prescribed procedures, to safeguard the rights of individual faculty members against unfair or arbitrary treatment by the department or by the administration. Also, University departments recognize the moral obligation to protect against the possibility of jeopardizing an individual's reputation by the publicizing and the disseminating of any adverse judgments about that individual.

"In other words, in a professional evaluation of University staff, departments try extremely hard to operate within the utmost discretion.

"It's very desirable and important to have a clear understanding about what tenure is, but I suppose by this time such a definition is superfluous and I won't trouble you with it.

"In a word, though, it is employment for life and for that reason the University must assure itself that thirty years from now the teacher will be a vital and still expanding intellectual force. The University can't gamble on promise alone and for that reason there is such a thing as a probationary period of appointment, which runs from five to seven years depending upon the institution.

"Because the University has to go through carefully the procedure of evaluating people in first appointments, that is, on the probationary status, it's important that it regard as carefully as possible the qualifications of such individuals. And this is where qualifications and research are important with the larger aspects, some of the larger perspective around that central feature of the University teacher.

"A man actively engaged in advancing the frontiers of his field is not likely to be delivering the same lecture thirty years from now as he is today. Today's relevance can often become tomorrow's soporific.

## STATEMENT READ

"As to qualifications for tenure I'd like to quote a policy statement from the *Bulletin* of the Canadian Association of University Teachers, the national association of the profession, and I could just as easily quote the *Faculty Handbook* of UBC and the *Guidelines* of the English department as they all say the same thing. It's a consistent national qualification or sequence of qualifications.

"The wording here reads: 'In considering grounds for granting tenure the committee should have regard, among other things, to (a) scholarship as exemplified in teaching and research.'

"The important matter there is the conjunction 'and,' that is, the connective between teaching and research. They go together.

"Sometimes, and here the other side hasn't been clear in particular, because one often hears these days from the 'non-other side' if there is such a thing, and I'm afraid there is, that research is inimical to teaching, that it is somehow hostile to teaching, and as I say I'm emphasizing what is known throughout Canada, indeed throughout the western world, in academic terms as the conjunction of teaching and research. They are mutually nourishing to one another.

"Any subject, I would say, that can be taught without research is a dead subject, of no interest to me as a teacher or I should think to students either. In other words, not only is it important to communicate, which I do not deny for half a second, but it is also important to have something to communicate. And that something is generally regarded as the product of serious, concerted research.

"The University has, as everyone knows, two functions which go along with teaching and research: one is the preservation and the perpetuation of the cultural tradition and it's the function of teaching to make known that tradition. The other, and this is not as often emphasized, is that the University is a center for advancing knowledge, for learning new things, for pushing continually out on the boundaries of known knowledge. And this is research. This is exactly what it is and what it does.

"The means for testing the validity of research, and here I think is another important item not always recognized in public discussions, the testing of the validity and the significance and the profundity of research, is publication of it in a world of persons who are familiar with it and can judge it according to the highest standards of scholarship.

"This activity, this testing in the real world of teachers as well as the classroom, this is one of the most certain ways of being sure that the university and the university professor does not descend into a kind of provincialism, which removes him from the active pursuit of knowledge and the active participation in what is happening in the intellectual world and thereby enabling him to make that connection directly with his classrooms.

## NATIONAL STANDARDS

"But even more than this I'm concerned that the English department at UBC reach national standards of quality, standards measured according to these national criteria which I've been alluding to because that is the only assurance that your degree will earn the respect of this country.

"A university is known by its faculty and a faculty is known by its qualifications and by its contributions to knowledge. So research is not just a personal matter. It directly affects teaching and more than that it directly enhances the reputation of your University and the quality of your degree.

"Now I'm emphasizing research in this way because not much constructive has been said about it lately.

"But I want to point out emphatically that research is not the center of everything, it's not the only thing that university professors do. They teach and I will stress and re-stress that until the day of doom.

"Teaching and research are both the obligation of university professors and for that reason the role of the university professor must be recognized as a demanding one. There is no joke about that.

"There are institutions which are not universities which teach and teach hard and teach a lot. There are teacher's colleges, regional colleges, high schools and so on. But there's a difference between what is expected of a teacher in one of those institutions and what's expected at a university.

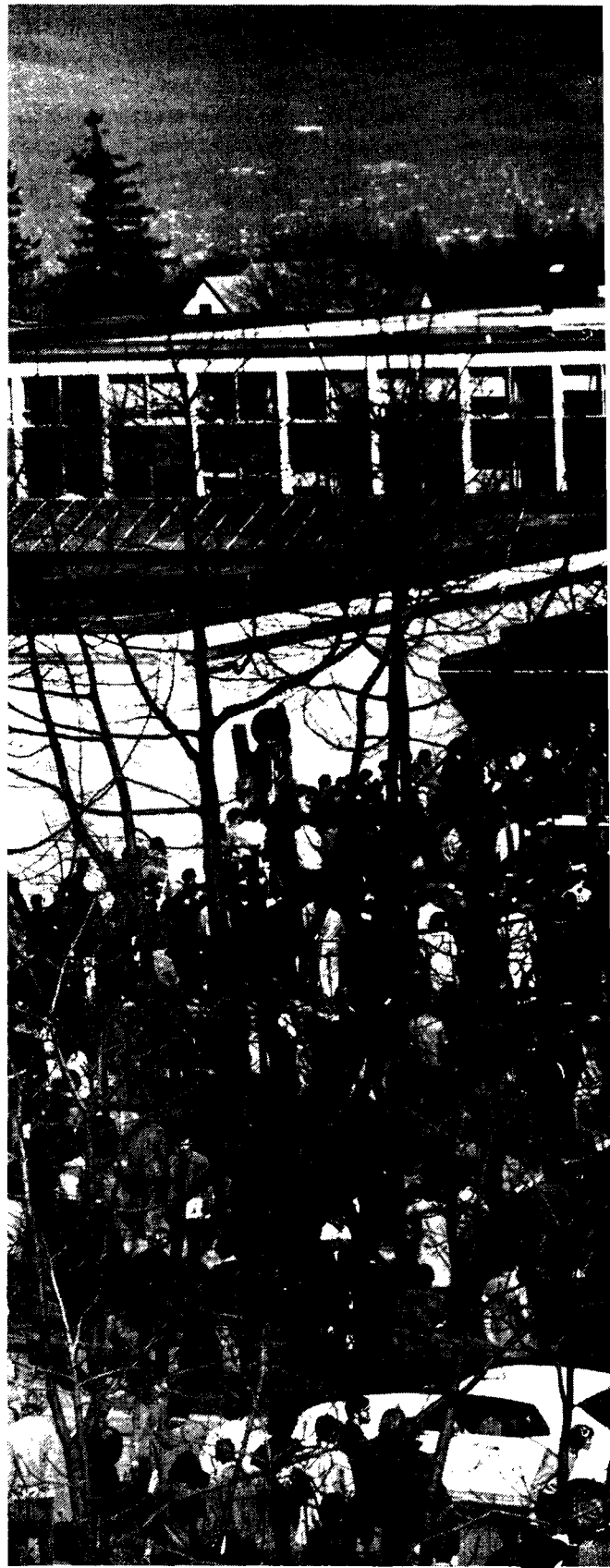
"The course load, for example, at a university is significantly lower than that in regional colleges and teacher's colleges and this is one indication that a great deal is expected of a teacher. There is time allowed for it and he is expected to be good in research and scholarship as well as good in teaching.

"This is a hard row to hoe, perhaps, but this is the kind of department that we want to have and to a great extent that we do have and want to perpetuate at UBC. This is a department of active people, working hard, concerned with every aspect of their work.

"Ultimately, I want to say that the real concern in stressing qualifications of this kind and in stressing the need to evaluate personnel constantly with care and scrupulousness is the benefit ultimately of the student.

## VITAL PROFESSORS

"That is precisely what teaching is all about and that is the aim of all of our efforts: to maintain the best possible quality in our department and the best possible quality for the degree which is conferred by the University via the English department.



*Outdoor Meeting on Friday crowded the*

"Now, despite many charges that are flying about to the effect that anyone engaged in research must be a lousy teacher, I want you to know — and I want to say this loudly — there are many, many vital professors of English actively pursuing research who are exciting and popular teachers as well. And our department is very proud and happy to have them.

"Now, I've referred to established procedures within University governance for review of appeals of controversial decisions which may occur at the conclusion of a probationary appointment.

"In the present situation, as you probably know, an intensive review of departmental recommendations has been conducted by the Faculty of Arts committee on promotions and tenure and is being considered further by President Gage.

"Beyond that kind of review lie other avenues of appeal through the local Faculty Association and via that to the national Faculty Association and its grievance procedures, providing these associations and committees agree to take on such personal grievances and complaints in individual cases.

"Now in these reviews, detailed examination is made of all possible evidence and of all procedures followed in arriving at recommendations concerning that evidence. I am answerable to those reviewing agencies on all matters of detail. Such matters I am bound not to discuss in this kind of a public forum, but that does not mean that they are not scrupulously considered and carefully and fairly discussed.

"Now I hope that this statement has been of some useful interest to you and I hope that you can give serious consideration and serious thought to not only particular issues but also to the broader issues such as



Buchanan plaza and spilled onto the Main Mall

were read to you earlier concerning the teach-in scheduled for next week. Thank you very much for your attention."

Prof. Jordan was asked if criteria used to determine whether to grant tenure in the English department are also used to determine whether tenured department members should receive salary raises.

Prof. Jordan said salaries are reviewed every year. The review is based on several considerations, one of which was referred to by the questioner.

Another member of the audience quoted from Section 1(A) of the Promotion Guidelines used in the English department:

"The evaluation of an individual's teaching normally will carry more weight for promotion in the junior ranks but outstanding distinction in teaching should receive recognition throughout an individual's professional career."

When asked if he had read the report of the English Graduate Students' Committee on tenure and what his opinions of it were, Prof. Jordan said he had read it and "am considering a response to it."

The gathering was reminded by a member of the audience of Prof. Willmott's comment Thursday that the product of research can be teaching as well as an article in a scholarly journal.

This was a dialectical distinction, Prof. Jordan replied. He said he was trying to make clear the more normative understanding of what research is.

"I would not deny for a moment that teaching has a very strong scholarly component and much research is involved in the work of the classroom," he said. "Research is a means of learning and a means of teaching. Teaching is a means of learning and a means

of pursuing research. They all work together. That's precisely the point I'm trying to emphasize."

Mr. Keith Alldritt, associate professor of English, spoke next. He said:

"We would all agree that to be a university teacher involves you in at least two functions: to teach and to research. Those of us who felt morally compelled to do all we could to change these bad recommendations do not deny, as has been suggested, the need for publication. I think Dr. Jordan will admit that many of us who have worked hard in this cause have some distinction in the field of publications.

"The point is, what is the proper alignment between teaching and publication? It is a difficult question and one that I can't hope to answer here today.

"One thing however is very clear: that with the advent of Dr. Jordan a radical change was made in the traditional alignment on this campus of teaching and publication, at least as far as the Department of English is concerned.

"The department has a great teaching tradition going back half a century. Prof. Stanley Read yesterday in the department meeting spoke most movingly of this, recalling to us the names of Freddy Wood and Garnett Sedgewick, people we're glad to have behind us and whose tradition as teachers we would hope to advance.

"There now comes a radical challenge to that tradition. Practically, it takes this form: if you are a young assistant professor or an instructor with a brand-new Ph.D., you really have to produce one or two articles within four years.

"The result usually is that the writing is premature and often abortive and that the students suffer. Anyone with the minimum of self-interest will say, 'damn the teaching, Jack, I must get my articles done.' I think that's the way it's going to be in the Department of English if these recommendations are allowed to prevail.

## GOOD DEPARTMENT

"I think we must recognize the importance of teaching, the importance of publication, but we should let publication come organically, naturally and not in a forced way. We would get good publications and contrary to what is often said about that department we have done good publications. I am not at all intellectually embarrassed or humiliated to be a member of this department. It is a good department, it has fine traditions and we can prosecute them further. We need not be intimidated into publishing too soon, too much.

"That is the issue for those of us who teach. I think the issue to you who learn is the cost of a publish-or-perish policy. And as I say it certainly does detract from teaching. I think this is one reason why you should take an interest and make your wishes felt.

"I think what we should try to do is create a community and make it a community of faculty, graduate students and undergraduate students and I think that out of the creative interplay that that might achieve there would come good writing from the faculty and from the students too in future years.

"I don't think we need to go through the agony that the American campuses went through. We are a pluralistic nation, we can have a pluralistic university with pluralistic routes to excellence. This is what we should strive to do."

Mr. Paul Trout, graduate student in English, said he was provoked to speak by Prof. Jordan's description of the procedure followed by the tenure committee. Mr. Trout also quoted from the CAUT *Bulletin*:

"The decision should be the responsibility of a committee that should be established by elective procedures."

Mr. Trout said he understood the English department's tenure committee is composed of all full professors present on campus and of four associate professors nominated by other associate professors. "There is no public election," he said.

Mr. Trout quoted another recommendation from the CAUT *Bulletin*:

"The tenure committee should interview the candidate after study of a complete record of his qualifications and in full knowledge of any differences of opinion about him in his department."

He said he understood the present committee doesn't interview the candidate nor study "a

complete record of his qualifications." He said he understood that not all the documents were read. To the tenure committee, he said, "manuscripts seem to be irrelevant, books in press seem to be irrelevant."

"Nonsense!" shouted Dr. Bickford Sylvester, associate professor of English and a member of the tenure committee.

Mr. Trout invited Dr. Sylvester to speak next. Then he continued:

"It would seem to be very difficult indeed, quoting Mr. Jordan, to say that a detailed review was made of all possible evidence without reading the publications of Brian Mayne, his manuscript, and the work of David Powell."

## CAREFUL PROCEDURES

Dr. Sylvester then took the microphone. He said the tenure committee had "extremely careful procedures as far as rules of evidence are concerned. The graduate students' report is completely contrary to fact on that point."

"I read all of Brian Mayne's publications personally," he went on. "I read them before and I introduced them as evidence into the meeting. I am not the only member of the committee who read Brian Mayne's publications."

Dr. Sylvester said UBC has "the only major English department in Canada that does not insist upon the qualifications that Mr. Jordan is insisting upon."

Dr. Sylvester said he could not discuss all the rules under which manuscripts are admitted as evidence, because this would involve procedures designed to protect the candidate for tenure.

"All I can do," he said, "is deny that these manuscripts were not read. Any publications and — I will go further — any material in press was very carefully taken into consideration."

Dr. Sylvester added that the committee felt that its objectivity in dealing with a candidate for tenure would be jeopardized if the candidate came before it.

Mr. Mayne said he had been told not to speak and not to express his views because it would prejudice not only his case and David Powell's but the issues that lie behind these cases. He spoke on a point of information, he said.

"I have the only copy of my M.A. thesis . . . and it has not left my hands in the last five years except on one occasion which was four years ago when the then acting head asked to read it. He is the only man at this University to have read that thesis."

Mr. Mayne said he has published two articles, one of which was on Arts One and the other on an obscure novelist. The third was a radio talk which was given too late to be accounted for.

He said he had also written a book which he offered to a publisher last month.

"I have two copies of that book," he said. "One copy has left my hands on two occasions. One was when Dr. Ian Ross, a member of the tenure committee, read it at my request and the other was when Dr. John Hulcoop (associate professor of English) read it at my request. He wrote to the Dean's committee. Dr. Ross spoke about it to the tenure committee."

## MOTION PASSES

"Never was I asked for that manuscript by the head of the department or by members of the tenure committee. My manuscript has not been read, it has not been reviewed, it has not been considered. Any statement to the contrary is simply untrue."

Miss Jacobs moved non-confidence in the tenure committee which made the decision and its head. The motion was carried by show of hands.

Dick Betts said a sense of solidarity had come out of the meeting. The time had come, he said, to consider courses of action. The petitions, letters and the teach-in on Monday are already being organized. But if they failed, other courses of action would have to be taken to defend the interest of the University and the interest of those at the University.

Miss Christine Krawczyk told students that the matter will have to be settled before the end of the academic year. "We can't wait for weeks and weeks before a decision is handed down. We only have two weeks of classes left. Don't forget that."

Richard Smith (Arts 4) said petitions signed by 1,500 students had been handed in in the last 24 hours. The aim, he said, was to have 5,000 signatures by Tuesday.

A member of the staff of the Physics Education Evaluation Project, or PEEP for short, sits quietly at the back of tutorial session and records every five seconds what is happening in the class. It's part of a unique project designed to measure and improve the teaching effectiveness of a first-year physics course. The project is a joint effort of a team from the Faculty of Education and the Physics Department. Photo by Extension Graphic Arts.



# PEEP

IS AN ACRONYM FOR AN UNUSUAL EDUCATION EVALUATION PROJECT CURRENTLY BEING CARRIED OUT BY A 10-MAN TASK FORCE FROM THE UBC FACULTY OF EDUCATION AND THE DEPARTMENT OF PHYSICS. IT'S DESIGNED TO MEASURE AND IMPROVE THE TEACHING EFFECTIVENESS OF A FIRST-YEAR PHYSICS COURSE AND COULD PRODUCE RESULTS WHICH WILL IMPROVE TEACHING PROCEDURES IN OTHER UNIVERSITY COURSES. ASSISTANT INFORMATION OFFICER PETER THOMPSON DESCRIBES THE PROJECT AND HOW IT IS BEING CARRIED OUT IN THE ARTICLE BELOW.

By PETER THOMPSON  
Assistant Information Officer, UBC

**PEEP.** 1. v.i. Look through half-closed eyelids or narrow aperture, look furtively.

2. n. Furtive or peering glance; *Peeping Tom*, type of prurient curiosity; *Peep Show*, pictures etc. seen through lens in small aperture.

**PEEP.** n. & v.i. (of chick, mouse, etc.). Chirp or squeak.

PEEP is also an acronym for an education experiment now underway at the University of B.C. It may become the most important meaning of the word for educators in industries, schools and universities across North America:

**PEEP**, A Physics Education Evaluation Project, undertaken jointly by the Physics Department, Faculty of Science, and the Science Education Department, Faculty of Education at UBC.

## AIM OF PROJECT

The project aim is to measure and improve the teaching effectiveness in Physics 110, a first-year course taught by Dr. Walter Westphal, assistant professor of physics. Dr. Westphal is a co-chairman of PEEP with Dr. Walter Boldt, assistant professor of education.

Like so many good things in life, PEEP began at a party. Dr. Boldt had returned to UBC from the

University of Illinois where he took his Ph.D. degree and explained some of his work to Dr. Westphal. While at Illinois, Dr. Boldt was involved in developing a national astronomy program for elementary and secondary schools. Dr. Westphal thought some of the procedures could be used in his physics course.

## CONTINUOUS FEEDBACK

Though the evaluation of teaching in Physics 110 isn't finished yet, PEEP has provided continuous feedback from students. It could also lead to improvement of other courses at UBC and elsewhere.

Inquiries have been received from the Faculty of Law, Faculty of Graduate Studies and Department of Zoology at UBC and from the University of Alberta, University of Illinois, Canadian Association of Physicists, and a major real estate company in B.C.

The methods have been used in UBC's Department of Chemistry and Faculty of Education and in two high schools in North Vancouver. Six German universities are using one of the PEEP techniques and are following the experiment.

Work on PEEP began last May.

"About 10 people have been involved in the project, devoting approximately one-third of their time to it," Dr. Westphal said. "So the amount of work represented in the project so far is about two years of work by one man, and we won't be through until July or August."

Against the work invested in PEEP by faculty and graduate students, Dr. Westphal estimated the investment of his undergraduates in the course.

"Students in the course attend three hours of lectures a week, a one-hour tutorial and a 90-minute laboratory period.

"This means each student invests some 80 man-hours in lectures during the year, 40 man-hours in tutorials and 100 man-hours in the laboratory, including homework, a total of about 250,000 man-hours for all students in the four sections of the course during the academic year.

"If you value this at, say, \$2.50 per hour, the wage many students receive from their summer jobs, their total financial commitment is approximately \$600,000. I think an investment of this magnitude requires more from the teacher than a sincere effort to improve his work, and that is why we started PEEP."

Following the best of scientific traditions, Dr. Westphal asked himself what he wanted the course to accomplish, what could determine the results and how he could measure his efforts to accomplish what he set out to do.

## DIVIDE STUDENTS

Section I has 419 students and Section III, the other section he teaches, 213. The prerequisite for the course is Grade XI physics with a passing grade.

He realized that the students could be divided into four groups according to background and vocation.

Many of the students were involved in the "hard science" such as physics, engineering and chemistry and would use these subjects in their future work.

Students whose future work depended to some extent on a knowledge of physics made up the second group. These are the "side-line" physics students interested in the biosciences, medicine and geology.

The third group's future work in law, social sciences of the humanities would only be indirectly linked to physics and the fourth group was undecided as to vocation.

## SUIT ALL GROUPS

The course had to be designed to suit all four groups, taking into account their varying degrees of high school physics instruction.

"The North American system of education leans heavily on motivating students by continuous grading," Dr. Westphal said. "Students are highly examination-oriented. They are forced to direct their attention primarily to grades; genuine interest and diversity are of secondary importance."

He resolved to de-emphasize exams as much as possible "though the course can't exclude grading as it has to fit into the University system." A grading system being used which reduces examination pressure. A student can fail one or two of the four course examinations without endangering his final grade. And the exams are as much a guide of the teacher's "success or failure" as the student's.

Dr. Westphal decided that students in Section I will spend more time on general background to physics with a strong accent on the meaning of physical laws and the relationship between theory and reality. Problem solving would be de-emphasized.

An advantage of this approach is a broader exposure to concepts. A danger is that without extensive problem-solving, students may not get an adequate intuitive understanding of the subject.

The teaching style in Section III would be different, he decided. It would be closer to the high-school approach.

He was especially concerned with student involvement. Beside the fact that student feedback would be necessary to know how to improve the course, Dr. Westphal hoped the experience would "encourage students to seek more participation in shaping their academic environment."

PEEP staff, after considering four major models of educational evaluation, chose a type of "composite-goal" model, in the parlance of education. The model was developed by Dr. Robert Stake, professor of educational psychology at the University of Illinois.

## TEACHING PLAN

Reduced to its simplest form, the Stake model is almost obvious. Stake's approach is to draw up a teaching plan which will produce the desired academic results from the students, assuming a certain amount of student preparation. This is compared with actual student preparation, actual teaching and actual results.

The trick is to discover how to measure how close the co-relation is between planned and the actual preparation, teaching and outcomes.

During the fall term PEEP staff experimented with different methods of testing this matching of what was planned and what actually occurred. The tests selected were put into effect at the beginning of the second term.

Before each lecture or tutorial Dr. Westphal fills out an exhaustive form outlining what the session is to

accomplish. The "lecture pre-analysis questionnaire" asks such things as the subject matter to be dealt with; the purpose of the presentation; whether the presentation will involve slides, films, a demonstration or other methods; expected student preparation; the amount of student interest anticipated; and the relative importance of the material to the course, for physics in general or for reinforcing a concept

It usually takes one hour to complete the forms.

During the lecture a PEEP staff member checks off student response to the material. The categories he checks off include entry and exit behavior, non-receiving behavior, awareness, passive attending, controlled attending, compliance, voluntary responding and satisfaction in response.

A category is checked off every 15 seconds. The PEEP member acting as observer records what the lecturer is doing, such as answering questions, going over old material, giving a demonstration, as well as extraneous influences on the lecture such as the weather or late arrivals.

This gives measurements of students' emotional response to each lecture. But students might appear to be enraptured and yet not understand what the lecturer is trying to teach them. To measure student comprehension a random group of students fill out another form at the end of the lecture.

## USE VALUE SCALE

Students check off on a value scale how well the lecturer organized his lecture material, emphasized key ideas, answered questions or clarified unfamiliar terms. It also records the student's preparation for the lecture.

This form and discussion with the observer gives the lecturer immediate feedback on how he performed which he can compare with the pre-lecture questionnaire.

A slightly different method is used in evaluating tutorials.

"A tutorial shouldn't continue the lecture. It should expand it and there should be a lot of student interaction," said Dr. Boldt. "The technique we came up with really evaluates tutorial teaching styles."

A PEEP staff member records what is happening in the class every five seconds in much the same way as the test for emotional or affective response is done in lectures. But in this case the test also measures the degree of interaction.

"We have found these methods remarkably reliable," Dr. Westphal said. "We had two PEEP members check off the same tutorials and lectures independently of each other. When we compared their results they were almost completely parallel."

"Student involvement has also been excellent. Students are anxious to participate. They are pleased that we are concerned with our teaching effectiveness and they are more interested in the course since PEEP has made them more aware of it."

"Besides, not many students are given the opportunity to tell a professor what they think of his lecture."

Before the course began in September student knowledge of physics and attitude towards the subject — how valuable it is and how much fun it is to do — were measured in two separate tests. Another attitude evaluation test will be given at the end of the course.

The last stage of the project, analysing the material, will be done after term ends. Material from the attitude evaluation tests, the check-off forms and examinations — including the final and the pre-course exams — will be fed into a computer to give a profile of the actual tutorials and lectures.



PROF. HARRY G. JOHNSON

## Economist Gives Grauer Lectures

Professor Harry G. Johnson, a Canadian-born and internationally-known economist, will give two Dal Grauer Memorial Lectures at the University of B.C. on Monday and Tuesday, March 23 and 24.

Prof. Johnson, who has the singular distinction of holding professorial posts at both the London School of Economics and the University of Chicago, is noted for his work on the "brain drain," the economics of labour, trade unions and education and what he calls the "opulent society" to distinguish it from the affluent society sketched by economist J.K. Galbraith.

Prof. Johnson will speak on "Foreign Control: the Multi-National Corporation and the National State" in room 104 of the Henry Angus Building at 12:30 p.m. on Monday.

On Tuesday, he will speak in the Totem Park Residences common block at 8:15 p.m. on the topic "The Pearson Report: Partners in Development."

As a writer and commentator on the Canadian scene, Dr. Johnson has opposed political and economic nationalism as expressed in such attitudes as tariffs, restricting entry of Americans into Canada and the so-called "Quebec first" viewpoint.

He has opposed western restrictions on the growth of less-developed countries and has originated and sympathized with many unorthodox ideas.

Dr. Johnson was born in Toronto and took his Bachelor of Arts degree at the University of Toronto in 1944. He obtained a second Bachelor of Arts degree at Cambridge after service in the Canadian army and then returned to Canada to take his Master of Arts degree at the University of Toronto.

He was awarded the degree of Doctor of Philosophy at Harvard University in 1950.

Dr. Johnson taught at Cambridge University and the University of Manchester in England before joining the University of Chicago staff in the early 1960s. His simultaneous appointment at Chicago and the London School of Economics was made in 1965.

He has spent numerous terms as a visiting lecturer at Canadian universities and has served on several government commissions, including the Porter Royal Commission on Banking in 1962-63. He was president of Canadian Political Science Association in 1965.

As a theorist Dr. Johnson is best known for his writing and lectures in the field of international trade, international monetary relations, national monetary theory and stabilization policies.

More recently he has worked extensively on the problems of economic growth and nationalism in less-developed countries.

He is generally regarded as the most active and original economist that Canada has yet produced.

## STUDENT OPINION SOUGHT

# Food Improves After Survey

Last week, in the first of two articles on UBC's Department of Food Services, Doris Hopper, assistant information officer at UBC, examined the seven cafeteria and snack bar outlets that cater to the some 25,000 persons who make up UBC's daily population. This week, in her second article, Miss Hopper looks at food services in UBC residences and gives the results of a recent survey to determine food preferences.

By **DORIS HOPPER**  
Assistant Information Officer, UBC

There are three UBC residence dining halls—the smallest in Fort Camp caters to 661, the largest in Totem Park to approximately 1,200, and the third in Place Vanier to more than 900.

Each residence dining hall has its own kitchen with a qualified dietitian in charge. Menus are kept as uniform as possible, although Fort Camp, being smaller, cannot offer quite as much variety.

## COST BREAKDOWN

Of the \$103 (double) or \$108 (single) that students pay for accommodation in permanent residences, Food Services receives \$47.70 per month per student, which breaks down to \$1.59 per day.

Of that \$1.59, 51 per cent or 81 cents goes toward the purchase of food, 36 per cent or 57 cents is absorbed by labour costs, six per cent or 10 cents meets other costs such as light, heat and insurance, and seven per cent or 11 cents is used for repayment of debt in 1969-70.

Food Services is responsible for amortizing that portion of the debt incurred in the development of food facilities within the residences, which currently amounts to approximately \$800,000.

The portion of the \$1,144,650 generated by Residence Food Services in 1969 that went toward loan and interest payments was \$82,353, or approximately seven per cent.

The residences themselves are also heavily mortgaged to Central Mortgage and Housing and a good portion of the rents charged to students goes toward repayment of debt. This in part answers a question which many residence students raised: "Why can't more of our rent money be given to Food Services so that they could provide better quality food?"

## ADJUSTMENTS MADE

Deputy President and Bursar Mr. William White explained that the sharing out of rental charges between Food Services and Housing is based in part on a breakdown of the capital costs, with each receiving a portion in proportion to the debt carried.

"Adjustments are made from time to time in the portions of rent received by Food Services and Housing to reflect changes in costs," he said.



*Students living in UBC's residences generally agree that food quality has improved this year as the result of a survey carried out by the Food Services Department, which asked students to state their likes and dislikes.*

Some students wonder why, if Food Services can feed residence students three meals a day for \$1.59, the same thing should not be possible in the campus food facilities. Part of the reason is that many residence students miss meals and those who do are subsidizing a fellow-student's dinner, because no refunds are allowed.

## ADDITIONAL INCOME

Also, during the summer months Housing and Residence Food Services cater to many conventions and conferences that are held on the UBC campus. By participating in the provision of this service, Food Services is able to generate additional revenue.

Most residence students interviewed by *UBC Reports* seemed reasonably content with the quality of food. "For the amount of money Food Services has to spend, I guess they are doing all right," said one student. "The price is right and that's about it," said another. "It isn't like mother's cooking," said still another, "but it isn't that bad. I think a lot of people complain for the sake of complaining."

A survey of student food preferences was recently conducted in all the residences by Food Services and genuine efforts have been made to make the menus reflect what the students want to eat.

Results in Totem Park, the largest complex, indicated that grilled cheese sandwiches, a fruit bowl, or a hamburger were the three most popular luncheon items among students. Veal fricassee, Welsh rarebit and a Yellow Submarine (an eight-inch bun filled with potato salad and bologna) were the least popular.

Fowl beat out steak in the popularity contest as most students indicated a preference for baked chicken or roast turkey as their first two preferences and steak as their third on the dinner menu. Down at the bottom were veal cutlet, minute steak and baked ham as the least preferred dinner items.

## COMMENTS INVITED

Students were invited to submit comments or criticisms and many revealed some of the difficulties encountered by Food Services in trying to accommodate individual preferences. In Totem, for example, 29 students complained about the meat, with the number of complaints split almost evenly between those who complained it was too rare and those who complained it was overcooked.

Not all comments were uncomplimentary, however, and some were quite flattering. "Soup is great," from five Totem fans and "You make lovely desserts," from the sweet tooth set.

Some students revealed an unexpected Spartan streak. Twenty Totem students asked that the food be "cooked plain without fancy variations." One Fort Camp student reiterated this refrain more succinctly: "No frills." A Place Vanier student wanted a sign placed in the dining hall reading: "Don't Waste Food."

Food wasn't the basic problem for at least one student who inquired plaintively: "What do you eat when you have a weight problem and are not turned on to cottage cheese and lettuce?"

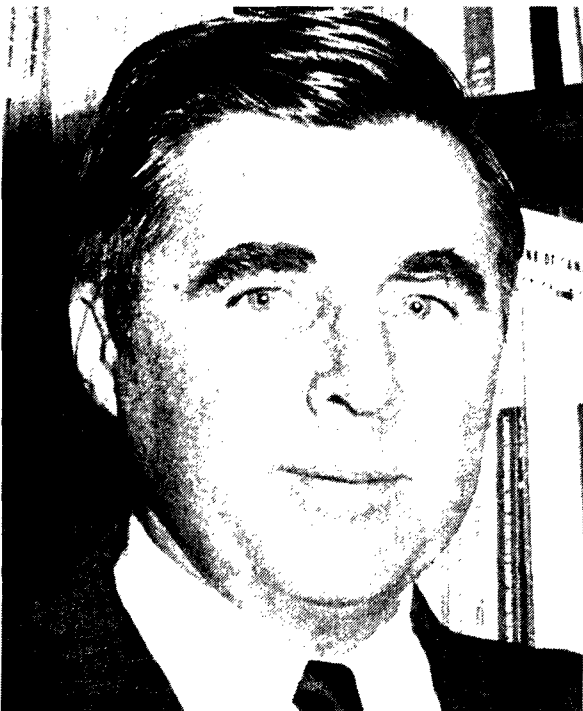
Better bag lunches and fresher bread were two major improvements requested by students. Bag lunches are supplied by Food Services when students cannot get back to the dining room for lunch or dinner. Food Services has started using an improved quality wrapping paper to overcome the problem of dry bread.

## FOOD IMPROVED

Residence students repeatedly remarked during interviews that the food in residences has much improved since the survey and many students were impressed that Food Services took the trouble to determine their likes and dislikes.

Any student may purchase a meal in any of the residence dining halls. You must pay in cash and take a full meal. Breakfast costs 85 cents, lunches are \$1.10 and dinners \$1.45.

At present there is no indication of an increase in charges for food and accommodation in the residences.



DEAN JOHN YOUNG

8/UBC Reports/March 18, 1970

# Dean of Arts Resigns

Professor John H. Young has resigned as dean of the University of B.C.'s Faculty of Arts but will continue to hold his post as professor of economics.

The UBC Board of Governors has received Dr. Young's resignation, which is effective on June 30, and extended his present leave of absence for another year from July 1, 1970.

Prof. Young has been on leave from UBC in the current academic year to serve as chairman of the federal government's Prices and Incomes Commission.

The commission was established by the federal government to investigate and report on the causes, processes and consequences of inflation and to inform the public and the government on the best means of achieving price stability.

The extension of Prof. Young's leave of absence by the UBC Board of Governors will enable him to continue his work in Ottawa.

Prof. Young was named dean of the Faculty of Arts in February, 1969. He has been a member of the faculty since 1960 when he was appointed head of UBC's economics department.

A native of Victoria, Prof. Young was educated at Victoria College, a former affiliate of UBC, Queen's University and Cambridge University. He was a member of the faculty at Yale University before joining the UBC staff.

**UBC** Volume 16, No. 10—Mar. 18,  
**REPORTS** 1970. 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.